

GREENWOOD SOCIAL EMOTIONAL CHILDCARE COOPERATIVE

AN EDUCATOR-OWNED NONPROFIT

DEEP ROOTS, BRIGHT FUTURES

FAMILY TOUR GUIDE SEPT 2026 - AUG 2027

EFFECTIVE 9/1/2026 - 8/31/2027

Welcome to Greenwood Social Emotional Childcare Cooperative

An Educator-Owned Nonprofit

License # 853336 | Licensed by WA Department of Children, Youth and Families

Hours of Operation

Monday-Friday 7:00am - 6:00pm

All children must arrive no later than 10am; later arrivals require advance approval from administration (see Drop-Off & Arrival Policy).

GSECC will typically have **one** early dismissal day *at the end of each month* for deep cleaning of the Facility and monthly staff meetings ***(3:00pm Pick-Up)***

FACILITY INFORMATION

Address: 9535 Greenwood Ave N, Seattle, WA 98133

Phone: (206) 413-5142

Email: dawnsiewert@gsecc.org

Website: www.gsecc.org

Family Communication: Brightwheel

License # 853336

This Handbook outlines the policies, practices, and expectations that guide our program and our partnership with you. Please read it fully and keep it as a reference throughout the year.

HANDBOOK ACKNOWLEDGMENT & RIGHT TO AMEND

This Handbook supersedes all prior versions. Families acknowledge receipt of this Handbook by completing the Family Handbook Acknowledgment form in Brightwheel, to which the current Handbook PDF is attached. A signed Brightwheel acknowledgment is required at enrollment and after any material revision.

License # 853336
Licensed by: Washington State Department of Children, Youth and Families (DCYF), under Chapter 110-300 WAC
Ages Served: 3 months – 6 years, plus school-age camps
Licensed Capacity: 78

GSECC reserves the right to amend, modify, or update the policies in this Handbook at any time. Families will be provided written notice of material changes through Brightwheel and/or email at least fourteen (14) days before the change takes effect, unless a shorter timeframe is required by law, licensing, or public health authorities.

A Little About Ourselves

Greenwood Social Emotional Childcare Cooperative is an educator-owned, nonprofit childcare cooperative that opened in Greenwood, Seattle in October 2023. Our program is intentionally designed to prioritize social and emotional development, helping children build skills that support them throughout their lives—such as empathy, cooperation, emotional regulation, problem-solving, and respectful communication.

GSECC operates as a cooperative: our educators are also employee-owners who participate in the long-term success of the center. Under our Bylaws, employee-owners hold voting rights on policies, budgets, and program direction, and elect a Board of Directors that supports the governance and sustainability of the cooperative.

Day-to-day operations, child supervision, and final programmatic decisions are the responsibility of the Center Director, who serves as the designated licensee representative under WAC 110-300. The Center Director has final authority on matters affecting child safety, staff supervision, and licensing compliance. Our Bylaws and Employee Handbook are the governing documents for cooperative membership rights and responsibilities.

Employees who meet eligibility requirements under the Cooperative's Bylaws and Employee Handbook have the opportunity to become employee-owners and gain experience in shared leadership and responsible business ownership.

Our Center Director, Dawn Siewert, brings more than 17 years of experience in Early Childhood Education. She holds an Associate of Arts degree in Early Childhood Education and is completing her Bachelor's degree in Children's Studies with a focus on trauma-informed early childhood development and education.

Dawn is known for her compassionate, empathetic leadership style and her commitment to extending the same respect, understanding, and care to staff that we strive to provide to the children and families we serve. She works alongside a team of experienced educators whose trauma-informed, inclusive practice is the foundation of daily life at GSECC.

Deep roots, bright futures — thank you for growing with us.

--Warm Regards, GSECC Employee Owners

GSECC Admin





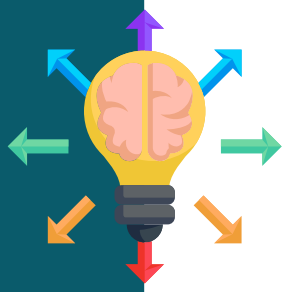
TRUST



Dawn -
Director/Owner
Varies



Maria -
Assistant Director/
Owner
845-500, M-F



RESILIENT
STRONG
CAPABLE
BALANCED



Jess -
Chef/Owner
630-230, M-F



Josh - South Forest
Program
Supervisor /
Owner- 800-400







Greenwood Social Emotional Childcare Cooperative ("GSECC") mission is to provides an authentic, nurturing, safe, and stimulating learning environment where all children and families feel welcome. Social-emotional learning is our core foundation — it is the lens through which we make every program and classroom decision, woven into play, relationships, and daily routines. We maintain staff-to-child ratios that meet or exceed Washington State DCYF licensing requirements under WAC 110-300-0265.





At GSECC, we envision a community where children feel safe, valued, and confident in who they are, families feel supported and respected, and educators are empowered to lead with compassion and purpose.

Greenwood Social Emotional Childcare Cooperative Non-Discrimination Policy

At Greenwood Social Emotional Childcare Cooperative, every child, every family, and every educator belongs here. Inclusion is one of our core values and the foundation of how we care for children and build our cooperative community.

GSECC does not discriminate in enrollment, employment, programming, or the provision of services on the basis of race, color, national origin, ancestry, creed, religion, sex, gender, gender identity or expression, sexual orientation, marital or family status, pregnancy or pregnancy-related conditions, parental status, age, disability (physical, mental, developmental, sensory, or medical), use of a trained service animal, honorably discharged veteran or military status, citizenship or immigration status, genetic information, or any other characteristic protected by federal, Washington State (RCW 49.60), or Seattle Municipal Code (SMC Ch. 14.06) law. This policy applies to all staff, employee-owners, Board members, families, volunteers, and vendors.





2026-2027 GSECC Closure Calendar

September

Inservice Days - 3rd & 4th
Labor Day - Mon, 7th

Early Closure, 3pm - Fri, 25th

October

Indigenous People Day - Mon, 12th

Early Closure, 3pm - Fri, 30th

November

Early Closure, 3pm - Wed, 25th

Thanksgiving and Native American Day Closure - Thurs & Fri, 26th & 27th

December

Winter Break - Mon 21st - Fri Jan 1st
*Possible limited care options for Mon 28th - Wed 30th

January

Martin Luther King, Jr Day - Mon 18th

Early Closure, 3pm - Fri 29th

February

Presidents Day - Mon 15th

Early Closure, 3pm - Fri, 26th

March

Early Closure, 3pm - Fri, 26th

April

Teacher Inservice Closure - Fri, 9th

Early Closure, 3pm - Fri, 30th

May

Memorial Day - Mon, 31st

Early Closure, 3pm - Fri, 28th

June

Early Closure, 3pm - Tues, 29th

July

Teacher Inservice and July 4th Closure -
Wed June 30th - Mon, July 5th

Early Closure, 3pm - Fri, 30th

August

Closed for Family Beach day - Fri, 27th

Inservice/ Labor Day Closure - Thurs Sept 2nd- Mon 6th



2026-2027 GSECC Events Calendar

*Subject to cancel

September

Transition to new classrooms - Tues, 8th

October

Fall Anniversary Potluck - Fri, 16th

Halloween Harvest Spirit Week - Mon - Fri, 26th - 30th
Class Parties - Fri, 30th

November

Picture Week -
Mon - Thurs 9th - 12th

Friendsgiving Class Lunch - Fri, 20th

December

12 Days of Holidays - Thurs 3rd - Fri, 18th
Class Parties - Fri, 11th,
Family Holiday Potluck with Santa - Fri, 11th, 4:30pm

January

At Home Family Resilience

Activities

February

Valentine's Class Parties - Fri, 12th

March

At Home Nature Walk Scavenger Hunt

April

Family Park Day* at Sandel Park - Sat, 17th

May

Teacher Appreciation Week - Mon - Fri, 3rd - 7th

Family Playground Work* Day - Sat, mid-May

June

Pre-K Graduation and Family Potluck - Fri, 11th

July

Family Park Day* at Sandel Park - Sat, 24th

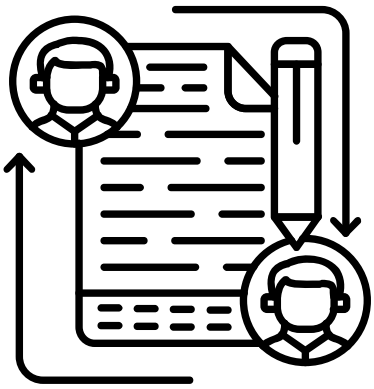
August

Family Beach Day at Golden Gardens Beach (Center Closed) - Fri, 27th

Admission:

GSECC serves children ages 3 months through 6 years, plus school-age children in our seasonal and school-break camps. Our licensed capacity is 78.

Registration Fee: $250, non-refundable. This one-time fee is due upon official enrollment and is not applied toward tuition. By paying the Registration Fee, the family acknowledges that this fee is fully earned by GSECC upon payment and non-refundable regardless of whether care ultimately begins.



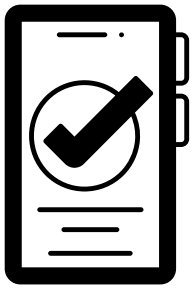
Admissions Are Nondiscriminatory: GSECC follows its Nondiscrimination & Equal Access Policy in every admission decision. Children with disabilities, medical needs, or behavioral or emotional support needs are evaluated through an individualized assessment and interactive process with the family. GSECC is a group childcare program operating within licensed staff-to-child ratios and does not provide continuous one-to-one staffing for individual children. If a child requires continuous 1:1 support to participate safely in the program, the family may arrange for an appropriate support person, funded by the family or another available funding source, subject to GSECC's applicable safety, licensing, and program requirements. GSECC will consider reasonable accommodations on an individualized basis.

Waitlist Fee:
Paying our Registration fee of $250 secures the family's place on our waitlist and is not applied toward tuition.

Accepting an Offer: Offers of care must be accepted in writing via Brightwheel or email within 72 hours. Offers not accepted within 72 hours will be withdrawn and the spot offered to the next family on the waitlist..

Admission

For families receiving subsidy, fees, notice obligations, and family payment responsibilities are subject to the requirements of the applicable subsidy program.



Enrollment Deposit / Hold Fee

A deposit is required to hold your child's spot.

The deposit amount depends on how far in advance enrollment is secured:

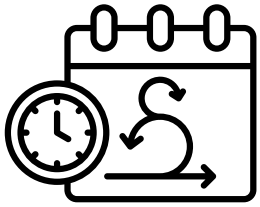
- Enrollment within 3 months of start date: $500
- Enrollment 3 to 6 months prior to start date: $1000
- Enrollment 6 months or more prior to start date: one (1) full month of the scheduled classroom's tuition

How the Deposit Is Applied:

The deposit is applied toward the final month of tuition, provided that the family gives at least 30 days' written notice of withdrawal through Brightwheel or email and complies with all withdrawal policies in this Handbook.

If GSECC Cancels the Offer:

If GSECC cancels the offer of care before the start date for any reason other than the family's breach of this Handbook, 100% of any deposit paid will be refunded.



No Refund if the family withdraws before care begins:

If a family decides to withdraw from care prior to beginning care all deposits and refunds are forfited. A letter to request an exemption can be sent to our board for consideration, but expections are limited and may require evidence of family hardship to be approved for exception.

Tuition

Sept 2026 - Aug 2027

Tuition is based on the child's month of birth and is listed below each classroom name.

Children remain in the same group for the full year.

Children transition to their new classroom each September.

	Full-Time	Part-Time 4 Days	Part-Time 3 Days	Part-Time 2 Days
Daily Rate : Listed under each rate			GSECC participates in FULL-TIME Infant Care Only	
Sprouts	$3350			
Jan 2026- July 2026	**$155**			
Shrubs	$3150	$2900	$2350	$1650
August 2025 - Dec 2025	**$146**	**$135**	**$109**	**$77**
Saplings	$2900	$2600	$2150	$1450
Sept 2024 - July 2025	**$136**	**$121**	**$100**	**$67**
Redwoods	$2700	$2500	$2000	$1350
May 2024 - Aug 2024	**$125**	**$116**	**$93**	**$63**
Dogwoods	$2500	$2350	$1700	$1250
Sept 2023 - Aug 2024	**$116**	**$109**	**$79**	**$58**
Pines	$2300	$2100	$1650	$1100
Sept 2021 - Aug 2023	**$107**	**$98**	**$77**	**$51**

Payments are due by 1st of each month unless otherwise noted on Financial Contract .

We provide a 5 day grace period.

Late fees of $10 per day will be assessed beginning the 6th day .

Paying Tuition

There are a few different ways to pay tuition:

1) Via Check or Money Order.

2) Via Credit Card through our App: Brightwheel.

3) Via Bank through our App: Brightwheel.

No tuition credit is given for holidays or days closed due to natural weather or national disaster, power outages or unforeseen reasons for closures.

Subsidy



At GSECC, we are committed to making high-quality early childhood education accessible to as many families as possible. We are proud to partner with Washington State and local agencies to support families through child care subsidy programs.

Subsidies Accepted

GSECC accepts the following child care subsidies:

- Washington State DSHS Working Connections Child Care (WCCC) — administered by the WA Department of Social and Health Services
- Seattle Child Care Assistance Program (CCAP) — administered by the City of Seattle Department of Education and Early Learning (DEEL)
- King County Best Start for Kids (BSK) — administered by King County
- Other state or local subsidies as approved by administration

Starting Care with a Subsidy

Care cannot begin until the subsidy agency has confirmed GSECC as the designated provider and authorized the eligibility and start date. Families should apply for their chosen subsidy well in advance of the desired start date, as approval times vary by agency.

Families are responsible for providing GSECC with written proof of subsidy authorization before the start of care. Without authorization on file, the family is responsible for 100% of tuition from the start date forward.

Family Responsibilities

While enrolled with a subsidy, families are responsible for:
Paying any co-payment, tuition differential, or supplemental fees (such as field trip fees, extended-hours fees, or materials fees) not covered by CCAP or Best Start for Kids subsidy. Co-pays and differentials are due by the 1st of each month.
Maintaining active subsidy authorization, including timely reauthorization.
Reporting changes in household, employment, income, or work/school schedule to the issuing agency within the timeframe the agency requires.
Notifying GSECC immediately if subsidy status changes, is suspended, or is terminated — preferably the same day the family is notified by the agency.
Completing daily electronic sign-in and sign-out via the Brightwheel app on their phone or at the tablet in the facility entryway, as required for subsidy attendance documentation.



Subsidy

Support for Families

If a family needs help navigating the subsidy process, the Center Director can provide general guidance on which programs may apply and where to begin an application.
GSECC is not the issuing authority and cannot approve or adjust a subsidy — those decisions are made by the agency.
For questions about eligibility or application status, families should contact the issuing agency directly:

- DSHS Working Connections: 1-844-626-8687 · www.dcyf.wa.gov/services/early-learning-providers/subsidy
- Seattle CCAP: (206) 386-1050 · www.seattle.gov/education
- King County Best Start for Kids: kingcounty.gov/bestSTARTS



If a Subsidy Is Suspended, Terminated, or Not Reauthorized

- The family is responsible for 100% of tuition owed from the date subsidy coverage ends.
- Care may be temporarily suspended until payment or a written payment arrangement is made with administration.
- If subsidy coverage is not reinstated within seven (7) calendar days of the lapse, GSECC reserves the right to disenroll the child and offer the spot to the next family on the waitlist.

Working Connections Child Care

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



Basic Eligibility Requirements *for Child Care Subsidy Benefits*

- The family with whom the child resides must live in Washington state
- The family's income must be at or below 60% of the State Median Income (SMI) at application or 65% of SMI when reapplying
- The family must have resources under $1 million
- Families experiencing homelessness may be approved for up to 12 months to help resolve issues surrounding homelessness

- Child Care Subsidy helps pay for child care while the parent, or parents in a two-parent household, participate in an approved activity. Approved activities include:
  - Employment or self-employed in legal, income-generating, taxable activities
  - Activities approved under the parents WorkFirst or BFET plan
  - Education activities include:
    - High school or high school equivalency programs for parents ages 21 and younger
    - Attending community, technical, or tribal college full-time and seeking an associate or vocational degree
    - Attending community, technical, or tribal colleges part-time and seeking an associate or vocational degree AND working 20 hours per week

If you would like free copies of this publication in an alternative format or language, please contact DCYF Constituent Relations at 1-800-723-4831 or email ***communications@dcyf.wa.gov***.

DCYF PUBLICATION EPS_0075 (10-2025)

Washington State Department of CHILDREN, YOUTH & FAMILIES

Income Eligibility

The maximum household income is 60% of the State Median Income (SMI).
The maximum monthly income limit by household size is listed below:

Family Size	0 to 20% State Median Income *NO COPAY*	More than 20% to 36% State Median Income *$65 COPAY*	More than 36% to 50% State Median Income *$90 COPAY*	More than 50% to 60% State Median Income *$165 COPAY*	More than 60% to 65% State Median Income* *$215 COPAY*	More than 85% State Median Income** *INCOME LIMIT*
1	$0-$1,207	$1,208-$2,173	$2,174-$3,018	$3,019-$3,622	$3,623-$3,923	$5,131
2	$0-$1,578	$1,579-$2,841	$2,842-$3,947	$3,948-$4,736	$4,737-$5,131	$6,710
3	$0-$1,950	$1,951-$3,510	$3,511-$4,875	$4,876-$5,851	$5,852-$6,338	$8,289
4	$0-$2,321	$2,322-$4,179	$4,180-$5,804	$5,805-$6,965	$6,966- $7,546	$9,868
5	$0-$2,693	$2,694-$4,848	$4,849-$6,733	$6,734-$8,080	$8,081-$8,753	$11,446
6	$0-$3,064	$3,065-$5,516	$5,517-$7,662	$7,663-$9,194	$9,195-$9,960	$13,025
7	$0-$3,134	$3,135-$5,642	$5,643-$7,836	$7,837-$9,403	$9,404-$10,187	$13,321
8	$0-$3,204	$3,205-$5,767	$5,768-$8,010	$8,011-$9,612	$9,613-$10,413	$13,617
9	$0-$3,273	$3,274-$5,892	$5,893-$8,184	$8,185-$9,821	$9,822-$10,640	$13,913
10	$0-$3,343	$3,344-$6,018	$6,019-$8,358	$8,359-$10,030	$10,031-$10,866	$14,209

*Families reapplying for Child Care Subsidy without a break in service may be eligible with income up to 65% of the State Median Income and a copayment of $215.

** The maximum monthly income for Child Care Subsidy during an approved eligibility period.

Use the chart above to determine if your family may be eligible for WCCC and to determine your approximate copayment. Example: If your household consists of yourself, your spouse, and two children, your household size is four. If your income is $4,100, your copayment would be $90 per month.

- Copay Calculation Table - Effective Oct. 1, 2025: **www.dcyf.wa.gov/sites/default/files/pdf/copay_calculation_table.pdf**

Application Process

The parent must complete the WCCC application and verification process.

- Families can apply by contacting the Child Care Subsidy Contact Center at 1-844-626-8687 or online at **www.WashingtonConnection.org**.
- DCYF gathers and reviews information to determine a family's eligibility.
- Families will need to provide DCYF with the name and phone number of the child care provider. You do not have to have a provider before applying for child care subsidy.

Questions?

Families or parents with questions about their copayment may call the **DCYF Child Care Contact Center** at **1-844-626-8687**.

More information on WCCC eligibility can be found online at **www.dcyf.wa.gov/services/earlylearning-childcare/getting-help/wccc**.

Call the CCA of WA Family Center at 1-800-446-1114 for help finding a child care provider.



Seattle Department of Education & Early Learning

语言协助可用的

Language assistance available!

Need help paying for child care?

CCAP has you covered.

CHILD CARE ASSISTANCE PROGRAM

Check your eligibility online or call:

www.seattle.gov/CCAP

(206) 386-1050

The City of Seattle's **Child Care Assistance Program** helps eligible Seattle families pay for the cost of child care.



Live within Seattle city limits



Have a child age 0-12 years old



Meet income eligibility based on family size *

*A family of four earning less than $154K per year may qualify!

More than **290** participating providers citywide!

Choose a provider who works with your schedule and accepts CCAP vouchers:

- Center-based child care providers
- Home-based Family Child Care providers
- Before- and after-school programs

King County

Best Starts for KIDS Child Care SUBSIDY

This program is administered by

brightspark early learning services

Need help paying for child care?

Join the Best Starts for Kids Child Care Subsidy waitlist!

King County families can fill out a 5-minute form to be considered for child care funding. Scan the QR code or follow the website link below to find the form and more information about the program!

www.bskchildcare.org

Scan here!



Discount for Siblings/Multi-Child



Full-Time Families:

10% discount from total deducted for 2 or more kids enrolled applied to each child's individual monthly tuition

Part-Time Families:

7% discount for 4 days a week

5% for 3 days a week

3% for 2 days a week

Start Date/ Proration

Tuition for children enrolled after the beginning of the month may be prorated only if the start date is scheduled prior to enrollment.

If a family delays their child's confirmed start date after enrollment has been accepted: Tuition may still be due for the full agreed-upon amount. Tuition will not be prorated for delayed starts.

Temporary Withdrawal / Leave of Absence

Families who need to temporarily withdraw their child for an extended absence (such as parental leave, extended vacation, or medical leave) may request a leave of absence for up to 45 calendar days. To hold the child's spot during the leave:

- A holding fee of 30% of the monthly tuition is required for each month of the absence.
- The holding fee is due by the 1st of each month during the leave.
- The family must provide the intended return date in writing before the leave begins.
- If the child does not return by the agreed-upon date, the spot may be forfeited and offered to the next family on the waitlist.

Leaves longer than 45 calendar days are not generally accommodated. Families who need a longer absence should speak with administration about options.

Withdrawal/ Termination of Care

Any changes to a family's enrollment contract by either party must be made in writing and provided at least one week in advance unless otherwise stated below. Example, change of classroom or discount added.



General Provisions

- All notices of withdrawal or termination must be submitted in writing
- Tuition obligations remain in effect through the final day of care unless termination occurs under an approved exception outlined above
- GSECC reserves the right to determine appropriate next steps on a case-by-case basis in alignment with licensing regulations

Caregiver-Initiated Termination

Caregivers are required to provide 30 days written notice of their intent to withdraw their child from care. Written notice must include the intended last day of attendance.

- If 30 days written notice is not provided, caregivers are responsible for one additional month of tuition.
- After notice of withdrawal has been submitted, no future policy changes or tuition credits will apply beyond the final day of care.

Re-enrollment After Termination

Families who were previously terminated by GSECC may request re-enrollment in writing. Approval is at the discretion of the Board of Directors and is not guaranteed.

STAFF-TO-CHILD RATIOS BY CLASSROOM

GSECC maintains staff-to-child ratios that meet or exceed Washington State licensing requirements to ensure quality care and safety for all children.

Washington State Minimum Ratios (WAC 110-300-0356)

WA State Ratios

Age Group	Minimum Ratio	Maximum Group Size
Birth to 12 months	1:4	8
12 months to 30 months	1:7	14
30 months to Pre-K	1:10	20
Kindergarten - 5th Grade	1:15	30



Note: GSECC target ratios exceed WAC minimums to provide higher quality care. Actual ratios may vary based on daily attendance.

During June, July, and August, our ratio increases to match the new classroom ratio that children will be moving into.

Classroom	Age Range	Classroom Type	GSECC Target Ratio	Maximum Group Size
Sprouts	3 months - 12 months	Infant	1:3	6
Shrubs	~9 - 18 months	Baby	1:3	8
Saplings	~16 - 28 months	Waddler	1:5	10
Redwoods	2 - 3 years	Toddler	1:6	12
Dogwoods	2.5 - 3.5 years	Preschool	1:7	15
Pines	3.5 - 5 years	Pre-Kindergarten	1:8	15



Educational Philosophy

At Greenwood Social Emotional Childcare Co-op, we support the inclusion of children, families, and staff from **all backgrounds, cultures, abilities, and religions**. In our program we believe all children should be treated with respect and dignity, should feel **safe and secure**, and **each child has equal value** in our program. We accomplish this by **providing quality care** and **value-based**, **multidimensional curriculum** that includes the **holistic approach of Montessori**, the **child-led and collaborative approach Reggio Emilia**, and the **individualization and independence of Waldorf** Philosophies.

We provide lower than state ratios and opportunities for hands on, play-based learning experiences. We know that **children thrive** in **structured environments** where staff and rules **remain consistent** and are **clearly explained**.

Social-emotional learning is the foundation of everything we do. Our program aligns with Early Achievers Program standards and incorporates High Scope social-emotional, play-based theories throughout our curriculum.

The GSECC Rooted Growth Framework

GSECC uses a developmental, play-based, and trauma-informed approach to support each child's growth. Rather than expecting all children to develop at the same pace, teachers observe each child's current abilities, interests, relationships, communication style, regulation skills, and emerging independence.

Our teachers use the Washington State Early Learning and Development Guidelines, ASQ tools when applicable, classroom observations, family input, and knowledge of each child's lived experience to understand each child's developmental range. These tools help us plan responsive support, not label children or limit their potential.

We use scaffolding to help children build skills gradually. This means teachers first model a skill, then guide the child with support, then gradually step back as the child becomes more independent. A child may need more support in one area and more independence in another. This is normal and expected.



Developmental milestones are used as guideposts, not rigid requirements. Children are not expected to "master" every skill before being valued, included, or supported in their classroom community. When we consider classroom transitions, we look at the whole child: age, developmental readiness, social-emotional regulation, peer relationships, communication, self-help skills, safety needs, family input, and classroom availability.

Our goal is not to rush children toward independence. Our goal is to build deep roots: safety, trust, confidence, regulation, connection, and curiosity. From those roots, children grow toward bright futures.

0–6 Months · Sprouts

01

Learning begins in arms.

At this age, every lesson arrives through the body: being held, fed, soothed, and spoken to. Your baby is learning the biggest lesson of all — that the world is safe and people can be trusted. Here's how we teach it, moment by moment.

OUR TOP 10 FOCUS AREAS AT THIS AGE

Trust & Security

We answer every cry promptly and warmly. A consistent primary caregiver handles most of your baby's feeding, changing, and soothing — the same loving face, every day.

Building Relationships

We greet your baby (and you!) by name, share back-and-forth "conversations" of coos and smiles, and keep family photos where your baby can see the people they love.

Emotional Language

We name your baby's feelings out loud — "You're frustrated, that rattle rolled away" — so feeling words are woven in long before first words arrive.

Self-Regulation

We rock, sway, sing the same lullaby, and lend our calm bodies when your baby is upset. Calm is contagious — and babies borrow ours until they grow their own.

Language & Communication

We narrate everything — diaper changes, bottle prep, what we see out the window — and pause for your baby's turn. Every coo answered is a conversation.

Curiosity & Discovery

We offer safe textures, sounds, and sights to explore, and we let your baby look, reach, mouth, and study the world at their own pace.

Physical Skills

We give plenty of floor time for stretching, reaching, and rolling — never rushing milestones, just protecting the practice that builds them.

Social Awareness

We hold babies where they can watch faces and friends, mirroring their expressions so they learn that feelings show on faces.

Belonging

Your baby has their own crib, cubby, and place with us — and your family's photos and routines are honored in our room every day.

Time & Routine

We follow your baby's own rhythm for eating and sleeping while keeping rituals consistent, so their body learns the world is predictable.

Also woven through every single day: Self-Management · Patience · Resilience · Empathy · Friendship · Boundaries & Consent · Advocacy · Responsibility · Self-Awareness · Decision-Making · Self-Help · Early Literacy · Math · Diversity · Care for the World.

How you can help at home: Talk, sing, and narrate everything. Answer cries promptly — you cannot spoil a baby with love. Keep bedtime rituals the same each night.

6–12 Months · Sprouts

The world opens up — and we keep it safe to explore.

Your baby is on the move: sitting, crawling, babbling, and testing everything. Learning now means exploring from a secure home base — checking back to a trusted face, then venturing out again. Here's how we support it.

OUR TOP 10 FOCUS AREAS AT THIS AGE

Trust & Security
We keep goodbyes ritualized and reunions joyful, respond quickly to distress, and never sneak away — so your baby learns that people leave and come back.

Self-Regulation
We catch overstimulation early, offer quiet breaks, and soothe with the same rhythms and songs so your baby's body learns the path back to calm.

Language & Communication
We answer every babble like real conversation, name everything your baby points to, and introduce simple signs like “more” and “all done.”

Curiosity & Discovery
We set up safe problems worth solving — a toy just out of reach, a lid to lift, a container to empty — and let your baby figure it out.

Physical Skills
We provide safe spaces to crawl, pull up, cruise, and climb, spotting rather than restricting, so confidence grows with every attempt.

Building Relationships
Your baby's primary caregiver stays consistent through this clingy, attached stage — separation worry is healthy love, and we honor it.

Social Awareness
We place babies where they can watch and reach for each other, narrating what friends are doing and feeling all day long.

Emotional Language
We name feelings in the moment — “You're excited!” “That startled you” — building a feeling vocabulary months before speech.

Boundaries & Consent
We tell your baby what's happening before it happens — “I'm going to pick you up now” — and pause for their readiness. Respect starts in infancy.

Time & Routine
The order of our day stays steady — so your baby starts predicting what comes next, which is the very beginning of feeling in control.

Also woven through every single day: Self-Management · Patience · Resilience · Empathy · Friendship · Advocacy · Responsibility · Self-Awareness · Decision-Making · Self-Help · Early Literacy · Math · Diversity · Belonging · Care for the World.

How you can help at home: Play peek-a-boo (it teaches that things come back!), name what your baby points at, and keep your goodbye short, loving, and the same every time.

12–18 Months · Shrubs

First steps, first words, first opinions.

Your toddler is becoming their own person — walking, talking, choosing, and feeling everything BIG. Our job is to give words to those feelings, keep exploration safe, and celebrate every wobbly attempt. Here's how we do it.

OUR TOP 10 FOCUS AREAS AT THIS AGE

Emotional Language

We name feelings the moment they happen — "You're MAD, the tower fell!" — with pictures, signs, and mirrors, so feelings get words instead of just screams.

Self-Regulation

We stay close and calm during big feelings, offer a cozy corner that is never a punishment, and lend our calm until your toddler grows their own.

Language & Communication

We narrate everything, expand every word ("Ball!" becomes "Yes, a big red ball!"), and leave real pauses for your toddler's turn to talk.

Physical Skills

We offer climbing, carrying, pushing, and poking all day — spotting instead of lifting — because wobbly practice is how strong bodies are built.

Self-Help Skills

We build in extra time so your toddler can try the spoon, the cup, and the sleeves themselves. Mess is the price of mastery, and we gladly pay it.

Decision-Making

We offer real choices all day — "banana or pear?" — and honor the answer, so your toddler feels the weight of their own voice.

Curiosity & Problem-Solving

We set up little puzzles worth struggling with, wait before rescuing, and cheer the trying — not just the solving.

Empathy & Kindness

We notice friends' feelings out loud — "Mia is sad, should we bring her the bunny?" — and celebrate every spontaneous act of toddler kindness.

Boundaries & Consent

We ask before wiping noses and announce diaper changes; "stop means stop" in every tickle game. Your child's body belongs to them.

Belonging

Your child's photo, cubby, family wall, and daily name song all say the same thing: you have a place here, and it's yours.

Also woven through every single day: Self-Management · Patience · Resilience · Social Awareness · Friendship · Building Relationships · Advocacy · Responsibility · Self-Awareness · Early Literacy · Math · Time & Routine · Diversity · Care for the World · Trust & Security.

How you can help at home: Offer two choices instead of open questions, name feelings during meltdowns instead of fixing them fast, and let them try it themselves — even when it's slower.

18–24 Months · Shrubs

Big feelings, big words, big independence.

Welcome to the age of "ME DO IT!" and mighty feelings. This is exactly the growth we want — and we meet it with calm coaching, real choices, and endless patience. Here's how we turn toddler intensity into lifelong skills.

OUR TOP 10 FOCUS AREAS AT THIS AGE

Self-Regulation

We teach real calming tools — flower breaths, pillow squeezes, asking for hugs — and practice them during calm times, so they're ready when the storm hits.

Emotional Language

We upgrade every stomp and scream to a word: "You're FRUSTRATED." Our feelings chart, puppets, and mirrors make emotions nameable — and nameable feelings are manageable.

Self-Help Skills

Step stools, low hooks, and the famous coat-flip trick: we set up the room so "I do it myself!" actually works — and celebrate every one-arm-in victory.

Language & Communication

This is the word-explosion age. We expand every two-word sentence, ask real questions, and wait as long as it takes for the answer.

Friendship Skills

We coach the very first friendships — trading instead of grabbing, saying "play?", noticing a friend's smile — right in the moment they happen.

Patience & Waiting

Sand timers, "you're next" promises we always keep, and turns short enough to succeed — waiting is a muscle, and we train it gently.

Boundaries & Consent

Every child's "STOP" is enforced instantly, so the word has real power. We ask before touching and never force hugs — not even for grandma's sake.

Physical Skills

Climbing, jumping, ball-kicking, bead-stringing — we coach safe risks ("feet first, hold here") instead of preventing them.

Advocacy

"I need help" is this age's power sentence. We pause before rescuing so your child practices asking — and we always answer when they do.

Resilience

We say "not YET" out loud — "You can't zip it yet, your fingers are learning" — and cheer strategy changes, not just successes.

Also woven through every single day: Self-Management · Empathy · Social Awareness · Building Relationships · Responsibility · Self-Awareness · Decision-Making · Early Literacy · Math · Curiosity · Time & Routine · Diversity · Belonging · Care for the World · Trust & Security.

How you can help at home: When tantrums hit: stay close, say little, stay calm — you're lending your calm, not rewarding the storm. Afterward, name what happened: "You were so mad. Then you felt better."

2 Years · Saplings

05

The year of "I can do it MYSELF" — and we say yes.

Two-year-olds are building the foundation for everything: managing big feelings, making first real friends, and mastering their own bodies and routines. We treat every tantrum, turn-taking battle, and toileting step as curriculum. Here's how.

OUR TOP 10 FOCUS AREAS AT THIS AGE

Self-Regulation

Our calm-down corner is a place of power, never punishment — stocked with breathing balls, squeeze pillows, and choices. We coach the feeling, never punish it.

Emotional Language

Daily feelings check-ins with real photos, new words like "disappointed" and "proud," and always feelings first, fixes second.

Self-Help Skills

Toilet learning in full partnership with you, coat flips, shoe attempts, table setting — we build the time in so independence isn't rushed out.

Friendship Skills

We teach the actual words: "Can I play?" "Trade?" "My turn next." Conflicts aren't misbehavior here — they're our best teaching material.

Patience & Waiting

Sand timers children can watch, waiting lists we always honor, and jobs for waiting hands — patience with a visible finish line.

Empathy & Kindness

When someone cries, we invite your child into the caring: "Can you bring her the tissues?" Kindness is a habit we practice daily.

Responsibility & Repair

Instead of forced "sorry," we guide real repair — rebuilding the tower, fetching the ice pack — so making it better becomes second nature.

Language & Communication

Rich conversations at every snack table, stories acted out, and every "Doggy run!" expanded into a full, wonderful sentence.

Decision-Making

Real choices with real outcomes, honored even when they're the mismatched-boots choice. Agency grows by using it.

Resilience

"The power of yet" is our classroom language: "You can't zip it YET." We praise the trying, display the practicing, and model cheerful mistakes.

Also woven through every single day: Self-Management · Social Awareness · Building Relationships · Boundaries & Consent · Advocacy · Self-Awareness · Early Literacy · Math · Curiosity · Physical Skills · Time & Routine · Diversity · Belonging · Care for the World · Trust & Security.

How you can help at home: Offer bounded choices ("red cup or blue?"), keep routines predictable, narrate feelings during meltdowns, and let natural consequences teach when they're safe.

3 Years · Dogwoods

06

Friendship, imagination, and the power of YET.

Three is the year of true friendship, big imagination, and blossoming independence. Our teaching shifts from doing-for to coaching-alongside: we hand your child the tools and stand close while they use them. Here's what that looks like.

OUR TOP 10 FOCUS AREAS AT THIS AGE

Friendship Skills

Partner projects, entry scripts ("Can I play?"), and conflicts treated as curriculum — with a peace table where problems get talked out, not just stopped.

Self-Regulation

Your child learns a full calming toolkit — belly breaths, counting, asking for space — and we coach from beside them: "What tool could help right now?"

Empathy & Kindness

We pause stories to ask "How does she feel? How do you know?" and coach real check-ins after conflicts — empathy practiced until it's natural.

Early Literacy

Names first, sounds as games, and writing everywhere — signs for block towers, cards for friends. Every scribble is read back as the real writing it is.

Language & Communication

Children dictate stories we write down and the class acts out. Show-and-tell, big vocabulary, real conversations — talk is the engine of three.

Resilience

"I can't!" always gets the same answer: "You can't YET." Our Yet Wall tracks skills still growing, and effort gets celebrated over outcome.

Boundaries & Consent

"My body belongs to me" is taught outright: asking first, respecting no, and never requiring hugs. Every child's "stop" is honored instantly.

Responsibility & Repair

Real classroom jobs your child owns, and our repair steps — check on them, make it better, plan for next time — used for every bump and spill.

Decision-Making

Children plan their own play, vote on class questions, and live with safe consequences — then reflect: "What will you try next time?"

Curiosity & Problem-Solving

Class investigations spring from your child's own questions — a wonder wall, real experiments, and answers discovered instead of handed over.

Also woven through every single day: Emotional Language · Self-Management · Patience · Social Awareness · Building Relationships · Advocacy · Self-Awareness · Self-Help · Math · Physical Skills · Time & Routine · Diversity · Belonging · Care for the World · Trust & Security.

How you can help at home: Ask "How do you think that made him feel?" during stories, welcome the endless whys with "What do YOU think?", and use "not yet" whenever you hear "I can't."

Play is not the opposite of learning. It is learning.

4 Years · Pines

Big ideas, deep friendships, and real responsibility.

Four-year-olds are ready for real stakes: class meetings, genuine projects, complex friendships, and standing up for what's fair. We hand over real responsibility with warm coaching right behind it. Here's how we do it.

OUR TOP 10 FOCUS AREAS AT THIS AGE

Friendship Skills

Friendship is taught as real curriculum: joining play, handling "you're not my friend," repairing after fights — because keeping friends is harder than making them.

Self-Management

Personal goals children track themselves, self-talk strategies ("tell yourself: I can wait"), and games that make impulse control fun to practice.

Advocacy

Class meetings with real agenda items, real votes, and coached speaking-up: "Tell him how that felt — I'm right behind you." Fairness matters at four.

Empathy & Social Awareness

We ask perspective questions all day — "How did that feel for her? What did his face tell you?" — building the mind-reading that friendship requires.

Early Literacy

Sound games, letters through names, dictated stories, and invented spelling celebrated as real authorship. Reading grows from joy, not drills.

Math & Logical Thinking

Real problems all day: "Six scissors needed, four found — how many missing?" Graphing, patterns, and "how do you know?" thinking.

Resilience

Drafts displayed beside finals, mistakes treated as data, and struggle named for what it is: the feeling of your brain growing.

Responsibility & Repair

Jobs with real stakes — pet feeding, materials management — and full accountability with full warmth: "This is yours to fix, and I know you can."

Decision-Making

Children plan events, steer projects, and make decisions with real outcomes — then reflect on how they decided. Judgment is built by using it.

Curiosity & Problem-Solving

Long investigations from your child's questions — hypothesis, test, conclusion — where failed experiments are celebrated as findings.

Also woven through every single day: Emotional Language · Self-Regulation · Patience · Building Relationships · Boundaries & Consent · Self-Awareness · Self-Help · Language · Physical Skills · Time & Routine · Diversity · Belonging · Care for the World · Trust & Security.

How you can help at home: Take fairness complaints seriously (they're moral reasoning!), ask "What's your plan?" before rescuing, and share your own mistakes cheerfully at dinner.

Play is not the opposite of learning. It is learning.

5 Years · Pines

08

Ready to launch — with roots that hold.

The kindergarten-prep year — but our preparation isn't worksheets. It's independence, self-knowledge, and the confidence of a child who has practiced being capable for years. Here's how we make sure your child leaves us ready.

OUR TOP 10 FOCUS AREAS AT THIS AGE

Self-Management

Multi-step tasks managed independently, personal goals self-monitored, and routines children run themselves — the exact skills kindergarten asks for.

Early Literacy

Letter-sound play, invented-spelling writing workshops, child-authored books shelved like literature — your child leaves us identifying as a reader and writer.

Math & Logical Thinking

Counting into the twenties, addition and subtraction stories, real surveys and graphs, strategy games — math as thinking, not memorizing.

Self-Help Skills

The kindergarten survival kit: tying practice, lunch containers, managing folders and belongings — mastered here so day one there feels easy.

Advocacy

Child-run class meetings, proposals that actually get implemented, letters to real audiences — your child learns their voice can change things.

Resilience

September work displayed beside May work as proof of growth. “That confused feeling? That's your brain growing” — struggle reframed as strength.

Friendship Skills

Advanced friendship arts: keeping several friends, handling jealousy, repairing real ruptures, and including the new kid — coached, not just expected.

Decision-Making

Near-total self-direction with adult guardrails: planning boards, self-assessment, real consequences kindly debriefed. A working rehearsal for school.

Responsibility & Repair

Consequential jobs — pet care, mentoring younger buddies — and a complete repair habit: acknowledge, make amends, plan prevention.

Trust & Security

Kindergarten visits, honest conversations, steady routines to the last day, and a send-off with evidence: “You are ready — and here's how I know.”

Also woven through every single day: Emotional Language · Self-Regulation · Patience · Empathy · Social Awareness · Building Relationships · Boundaries & Consent · Self-Awareness · Language · Curiosity · Physical Skills · Time & Routine · Diversity · Belonging · Care for the World.

How you can help at home: Practice lunchbox latches and coat zippers, read together every night, talk about kindergarten with excitement AND honesty — and remind them: big changes bring big feelings, and that's okay.

GSECC BI WEEKLY CURRICULUM

DATES: August 5 - 16

CLASSROOM: Dogwoods

THEMES: Routines and Helping

Example

SELF MANAGEMENT	SELF AWARENESS	SOCIAL AWARENESS	RELATIONSHIP SKILLS	DECISION MAKING	SPECIAL ACTIVITY
ACTIVITY: Scrapping Our Plates	ACTIVITY: Reading My Feelings Books	ACTIVITY: Sing "Good Morning"	ACTIVITY: Helping Friends Clean up	ACTIVITY: Picking Paint Colors	ACTIVITY: Jello Exploration
GOAL: learn a how to clean up after themselves	GOAL: labeling/naming emotions	GOAL: building a circle time routine, step 1	GOAL: learning how to help pick up messes in classroom	GOAL: comfortable picking one thing	GOAL: A new touch and smell sensory experience
SELF MANAGEMENT	**SELF AWARENESS**	**SOCIAL AWARENESS**	**RELATIONSHIP SKILLS**	**DECISION MAKING**	**SPECIAL ACTIVITY**
ACTIVITY: Cleaning up our Toy Dumps	ACTIVITY: My Body Drawings and Collage	ACTIVITY: Play Community Helper Dress up	ACTIVITY: Who is This? Picture Exploration	ACTIVITY: Picking Playdough Toys	ACTIVITY: Soapy Water Play with light up toys
GOAL: learning how to pick up their own messes	GOAL: body awareness/ body part names	GOAL: Learning about different community helpers	GOAL: Building memory and name recognition	GOAL: comfortable picking one thing	GOAL: a visual and touch sensory experience

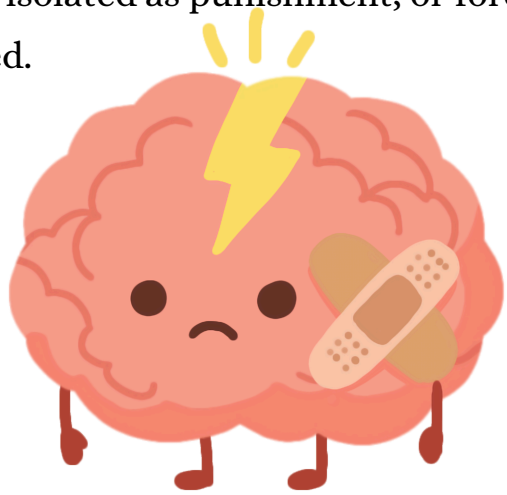
NOTES:

Trauma-Informed Care Approach

GSECC uses a trauma-informed approach throughout our program. This means we recognize that children's behavior, emotions, relationships, and regulation skills are shaped by their experiences, development, family systems, culture, stress, and sense of safety. We do not assume that challenging behavior is "bad behavior." We view behavior as communication and respond with curiosity, consistency, and care.

Our trauma-informed approach is grounded in safety, trust, predictability, connection, choice, collaboration, empowerment, and respect for each child and family's identity and lived experience. Teachers support children through warm relationships, consistent routines, clear expectations, co-regulation, emotional labeling, sensory supports, problem-solving, and developmentally appropriate limits.

When a child is upset, dysregulated, aggressive, withdrawn, or having difficulty participating, staff first focus on safety and connection. Teachers may use strategies such as calm voice, proximity, visual supports, quiet spaces, breathing exercises, sensory tools, reduced stimulation, choices, social stories, or support from a familiar caregiver. Children are not shamed, threatened, humiliated, isolated as punishment, or forced to discuss feelings before they are regulated.



🌈 GSECC Social Emotional Monthly Themes

Family Handbook 2026–2027

🍎 SEPTEMBER
Building Classroom Community

- Build classroom routines and schedules
- Help children adjust and learn each child's personality
- Explore what "community" means in our classroom
- Set up communication with parents and classroom rules

🎉 Labor Day · 👋 Classroom Welcome

🎃 OCTOBER
My Family, Your Family, All Families

- Learn about each child's family — what makes a family?
- Learn names of family members
- Talk about different families not represented in our classroom
- Discuss chosen families

🏫 Back to School Night

👻 Halloween Spirit Week / Class Parties

🍂 NOVEMBER
Helping Hands / Community Helpers

- Practice classroom helper jobs — kids are more capable than most give credit!
- Learn who the helpers are in our community
- Celebrate helpers and thank people whose actions go unnoticed
- Talk about how helping makes a difference and how it makes us feel

🗳️ Election Day · 🇺🇸 Veteran's Day

🦃 Thanksgiving / Native American History Day

❄️ DECEMBER
Acts of Kindness

- Practice acts of kindness — what is empathy?
- Explore ways to "fill your bucket"
- Find ways to give to others who don't have as much

🎄 12 Days of Holiday Celebrations / Class Parties

⛄ Winter Break (end of month)

🧘 JANUARY
Mindfulness

- Practice deep breathing, yoga, and meditation
- Notice nature and listen to our bodies
- Process-not-product art and calming activities
- Identify body parts and emotions — how do you feel?

✊ MLK Jr. Day · 🏮 Chinese New Year

💗 FEBRUARY
My Body My Rules / Safe People

- Practice asking before touching anyone's body for any reason
- Identify 5 safe people — it's OK to say no to a hug
- Learn safe places, safe secrets, and what to do when you don't feel safe
- Discuss asking for privacy and consent

> 📝 *Families will be notified in advance when sensitive topics such as body safety and consent are discussed, so they can continue these important conversations at home.*

💌 Valentine's Day / Parties · 🇺🇸 President's Day

🌈 GSECC Social Emotional Monthly Themes • March – August

🌟 MARCH
We Are AWESOME!

- A month of affirmations and words of praise
- Talk about all the ways we are awesome — what's your superpower?
- Instead of "no I can't" → "yes I can!"
- Practice challenging ourselves and celebrating victories

🥧 Pi Day · ☘️ St. Patrick's Day

🌍 APRIL
Taking Care of the Planet

- Gardening and growing new plants for spring
- Talk about ways to take care of the earth
- Pick up trash and talk about littering
- Learn about reducing, reusing, and recycling

🌱 Earth Day

🌸 MAY
We All Have Differences

- Celebrate differences — what is different and why is difference good?
- Explore differences in families, foods, people, animals, houses, cars, and more
- Try new things that might seem weird, "different," or scary

🍎 Teacher Appreciation Week · 💐 Mother's Day · 🇺🇸 Memorial Day

☀️ JUNE
Emotional Regulation & Conflict Resolution

- Learn to identify and manage emotions effectively
- Practice strategies for resolving conflicts peacefully
- Develop effective communication skills

🎓 Pre-K Graduation · 👔 Father's Day · ✊ Juneteenth

🎆 JULY
Freedom & Independence

- What does it mean to be free and independent?
- Teach self-help skills
- Prepare for new classrooms — how to be a "big kid" in the next room
- Explore ways to celebrate our freedom

🎇 July 4th

🌅 AUGUST
Saying Goodbyes

- Goodbyes are hard — learn ways to stay connected
- Support our emotions when we feel sad
- Remember our friends and the good days — make memory books
- Talk about sadness and be sad together — that's OK

🎊 End of Summer Celebration

ROOTED IN GROWTH · BOUNDARIES & CONSENT

My Body, My Rules!

Everyone gets to decide about their own body — grown-ups too.



We can all say: "Please stop. I don't like that."



My body belongs to me!

I get to decide who touches my body. I can say YES or NO.



We ask first.

"Can I have a hug?" "Can I hold your hand?" Then we wait for the answer.



No hug? No problem!

A wave, a high-five, or a smile is a great way to say hello or goodbye.



STOP means STOP.

When someone says stop, we stop right away — even in a tickle game.



I have safe people.

I know 5 grown-ups I can always talk to. They will listen and help me.



No secrets about my body.

Surprises are fun, but secrets that feel yucky — I always tell a safe grown-up.

🌿 **For families:** Ask before you touch when you can — "Ready for me to wipe your nose?" — and honor a "no" when it's safe to. Never require hugs or kisses, even for relatives; offer a wave or high-five instead. When your child says stop, prove it works: stop, every time. Help them name their 5 safe people. Small moments like these teach children that their voice matters and their body is their own.

"Play is not the opposite of learning. It is learning." — inspired by Fred Rogers

GREENWOOD SOCIAL EMOTIONAL CHILDCARE COOPERATIVE

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Daily Family Communication



What to expect:

Communication between home and childcare is foundational to the work of early educators. At GSECC, we believe in providing educators with the tools they need to ensure their communication is both meaningful and easy. That's why we're excited to introduce you to our communication solution, Brightwheel!

You will find Brightwheel easy to use and the best way to stay connected every day your child is in attendance. Our families find this tool easy to use and a great way to stay connected to their children while they are away.

You should also hear from your child's teacher daily in person about your child's day. Sometimes this can be hard to hear if the child is struggling with behavior that day, but we believe it's important to be honest and tactful. This allows us to partner and build a consistent plan for behavior and let the children know we are all a team.

Communication:

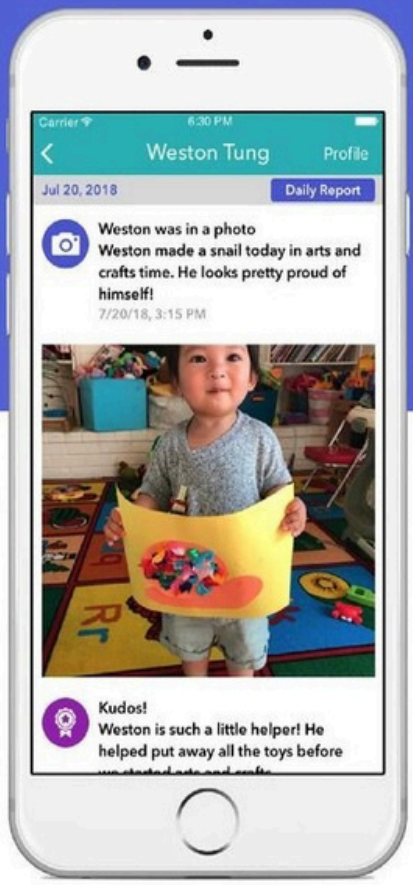
Here at GSECC we understand how important it is to communicate with our families in a clear, frequent, and friendly manner. We fully support family engagement and want you to be able to keep up with what your child is doing throughout their day!

You can expect to receive communication in four ways:

- **Brightwheel App Message**
- **Daily Reports (sent electronically via Brightwheel App and is updated regularly throughout the day)**
- **Email (dawnsiewert@gsecc.org)**
- **Phone Call: (206) 413-5142**

brightwheel

Meet brightwheel, a window into your child's day



Our center has partnered with brightwheel, the leading early education technology, to help us deliver an enriching childcare experience to our students and families!

What you can expect from brightwheel

- More, real-time visibility into your child's day with photos, videos, and updates
- An easier way to stay connected to your child's learning and development
- A safer environment for our students and staff through contactless check-in/check-out, entry screens, and health checks
- Easy online tuition payments
- A single app for you to stay connected to all aspects of our center

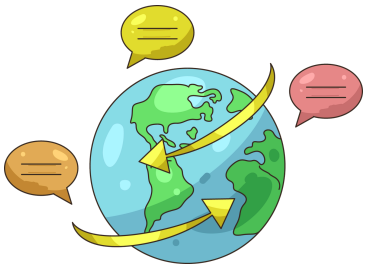
What's next

Be on the lookout for an invitation to join our center on brightwheel! The invitation will include a link for you to set up your account. See you there!

★★★★★

"My son just started daycare and I was so nervous, but being able to see the pictures and different notes about him from the teacher and being able to message them back gives me peace of mind. I love it!"

Language Access



GSECC is committed to communicating effectively with all families, including those who speak languages other than English or who need communication support.

- **Interpretation:** Families may request an interpreter for parent-teacher conferences, enrollment meetings, or other important conversations. Pleasecontact the Director to arrange interpretation services. We will make every effort to provide interpretation in your preferred language. If an interpreter is unavailable, AI translation will be used.
- **Translation:** Key documents, including enrollment forms, policies, and emergency information, may be translated upon request when feasible. Please contact the Director if you need a document translated.
- **Brightwheel Communication:** Families may communicate with teachers and Administrators via Brightwheel in their preferred language. Translation tools may be used to facilitate communication.
- **Family Responsibility:** If you need language assistance, please inform Administration during enrollment or at any time. We want to ensure you have full access to information about your child's care.
- **Community Resources:** GSECC can provide information about community resources in multiple languages upon request.

GSECC is not a dual-language immersion program. However, we respect and support each child’s home language as part of their identity, family connection, and development. Families are encouraged to share key comfort words, songs, books, greetings, and cultural language practices with teachers. Teachers may use visual supports, simple home-language words, family-provided materials, and interpretation support when available to help children feel safe and included.

Families may discuss language goals, communication needs, or multilingual support with our Administrative team at enrollment or at any time.

Mandated Reporting

The safety and wellbeing of every child at GSECC is our highest priority. All GSECC staff are Mandated Reporters under Washington State law (RCW 26.44.030) and complete Mandated Reporter training as required by WAC 110-300-0106. Mandated reporters are required to report when there is reasonable cause to believe a child has suffered abuse or neglect, including physical abuse, sexual abuse, emotional abuse, neglect, or abandonment. If we suspect any child in our care or visiting our center is in danger, we are required to report to Child Protective Services (CPS). We will not inform families when we make this report. We understand this may be frustrating for you, but please know our interest is in advocating for children who don't often have a voice. We only want the best for your child.

If DCYF/CPS requests to interview a child who is an alleged victim or identified child in an abuse or neglect investigation, GSECC will cooperate with the investigation as required by law. DCYF may have authority to interview the child without prior parental notification or consent.



If GSECC is asked to facilitate an interview with a child who is not an alleged victim or identified child, but is being contacted as a witness or for collateral information, GSECC will notify the child's parent or guardian and obtain parental permission when required by DCYF procedure or applicable law.

If you ever have concerns about your child's safety at GSECC, including concerns about a staff member, please contact the Center Director, DCYF at 1-866-END-HARM (1-866-363-4276), or the DCYF licensing office at 1-866-482-4325.

All GSECC staff complete Mandated Reporter training as required by WAC 110-300-0106, and refresh this training annually.

Transition Days

At GSECC, we believe that strong relationships are the foundation for children to feel safe, confident, and ready to explore. Beginning care is a big transition, so we do not expect children to walk into a brand-new environment and immediately feel comfortable. Our transition schedule is required for all children beginning care and is designed to introduce the classroom, teachers, routines, and environment gradually.

Within our Rooted in Growth framework, we recognize that children are better able to explore, learn, play, and build independence when they first feel safe and connected. Every child adjusts differently. Some children may become comfortable quickly, while others may need additional time and support. Our goal is not a tear-free transition, but a supported transition where children are given the time they need to develop trust in their new community.

Visit	Duration	Purpose
1st Transition Day	Approx. 1 hour in classroom, plus 30 minutes with Admin	**First 60 minutes:** Get to know the teachers and classroom. Your child watches you interact with and trust the new adults who will become their secondary caregivers. **Next 30 minutes:** Check in with Admin, ask questions, complete paperwork. You may leave your child in the classroom if all forms are completed, or keep them with you.
2nd Transition Day	Approx. 2 hours	You will visit with your child for 20–30 minutes, then try to leave the classroom and building. We will send updates through Brightwheel if needed. If our teachers are unsuccessful calming your child, we will ask you to return. Usually we ask you to leave for about 2 hours, but stay close so you can return quickly.
3rd Transition Day	Half day (4 hours)	Ideally, get into your scheduled routine — drop off at your normal time. Stay no more than 5 minutes, then come back 4 hours later for pick-up. We will send updates through Brightwheel if needed, and may ask you to return if teachers are unsuccessful calming your child.

🏠 FAMILY PREPARATION
Preparing Your Child for Child Care

Starting child care is a big transition for your child and your family. Here are some things you can do before the first day to help prepare your child:
Talk about child care in positive terms.
Use simple, upbeat language:
"You're going to have so much fun at school! “
“There are toys, friends, and teachers who will take care of you."
Avoid saying things like ‘I’ll miss you so much’ or ‘I don’t want you to go either.’

Read books about starting school
Children's books can help your child understand what to expect and process their feelings.
The Kissing Hand by Audrey Penn;
Llama Llama Misses Mama by Anna Dewdney;
Maisy Goes to Preschool by Lucy Cousins;
Daniel Goes to School by Becky Friedman;
Wemberly Worried by Kevin Henkes.

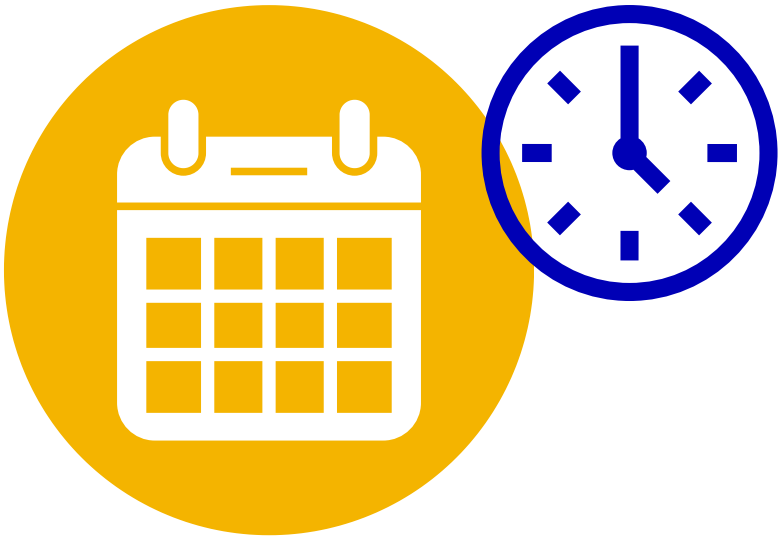


Practice separations
Leave your child with a trusted caregiver (grandparent, friend, babysitter) for short periods. This helps your child learn that you always come back.

Late Start / Delayed Start

If a family needs to delay their child's confirmed start date after enrollment has been accepted, the following policy applies:

- More than 60 days' notice before the original start date: The family may delay the start date without penalty. The deposit will be applied to the new start date.
- Less than 60 days' notice before the original start date: The family is required to pay the tuition for the original start date unless the spot can be filled by another child. The deposit will be applied to the new start date once the original tuition obligation is satisfied.
- Request for exception: Families who need to delay their start date due to extenuating circumstances (such as a medical issue, family emergency, or job change) may submit a written request to the Board of Directors asking for an exception to the tuition requirement. The Board will review the request and respond in writing. Exceptions are not guaranteed.



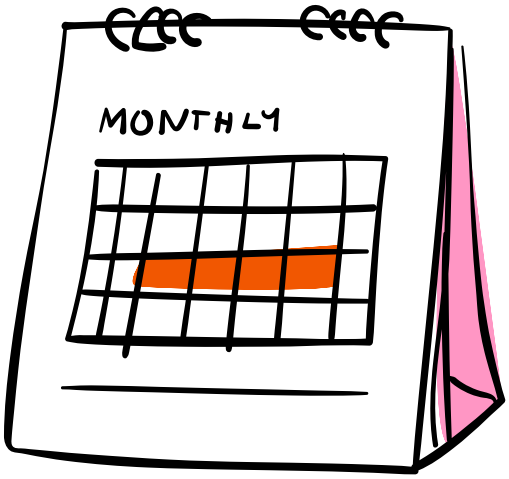
If a family delays their child's start date, GSECC cannot guarantee the original classroom assignment or teacher, as these may change based on enrollment and staffing needs.

Adjustment Period

The first 30 days after enrollment are considered an adjustment period — a time for your child, your family, and GSECC teachers to get to know each other and establish a partnership. During this time, families can expect:

- **Daily updates** — Teachers will provide detailed updates about your child's day through Brightwheel, including their mood, activities, eating and sleeping, and how they are adjusting.
- **Open communication** — Teachers and the Director are available to answer questions and address concerns as they arise.
- **Flexibility** — If your child is struggling, we may suggest adjustments such as shortened days, extra transition support, or a meeting to develop a plan together.
- **Check-in meeting** — At the end of the adjustment period (around day 30), families may request a brief check-in meeting with their child's teacher to discuss how the transition has gone and share any questions or concerns.

GSECC wants every child to thrive in our program. If at any point during the adjustment period you have concerns about your child's experience, please reach out to your child's teacher or our Administrative Team.



Transition Support Policy

SECC is committed to supporting every child's successful transition into our program. We understand that starting child care is a significant change for children and families, and some children may need additional support beyond our standard Visit Days.

If your child is struggling with the transition, GSECC may offer the following supports, tailored to your child's individual needs:

- **Shortened days** — Temporarily reducing the length of the child's day to allow for a more gradual adjustment
- **Extra check-ins** — More frequent communication between teachers and family about the child's day
- **Comfort items** — Allowing the child to bring a small comfort item (lovie, blanket, family photo) to keep with them during the day
- **Primary caregiver focus** — Assigning a consistent staff member to provide extra attention and build attachment
- **Visual supports** — Creating a visual schedule or social story about the child's day at child care
- **Family presence** — Allowing a family member to stay briefly during the first few days (arranged in advance with the teacher)

Families who are concerned about their child's transition should speak with their child's teacher or the Center Director. We will work together to develop a plan that supports your child's successful adjustment.

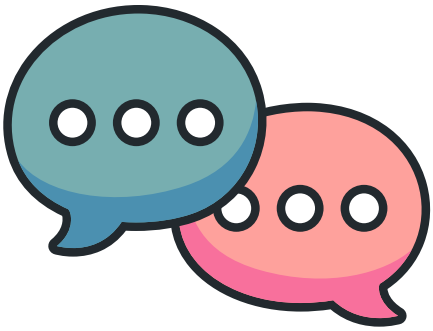


First Week Communication Plan

During your child's first week at GSECC, you can expect frequent, detailed communication to help you stay connected and informed about how your child is adjusting.



- **Daily reports** — Teachers will provide a detailed daily report through Brightwheel each day, including information about meals, naps, activities, mood, and social interactions.
- **Check-ins throughout the day** — Upon request, teachers will send quick updates throughout the day (a photo, a note about an activity, or a message about how your child is doing). Families who want this level of communication should let their child's teacher know.

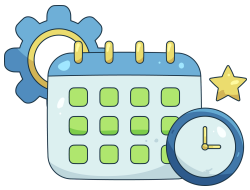


- **Teacher availability** — Teachers are available for brief conversations at drop-off and pick-up. For longer conversations, please schedule a meeting through Brightwheel or email.



Sprouts/Shrubs Daily Schedules:

Our infant schedules are individualized and based on each child's developmental stage. Teachers work collaboratively with families to adjust schedules as your child grows throughout the first year.



Infant schedules typically change every two to four weeks. Our teachers are trained to recognize and respond to changing needs, basing feedings and naps on each child's cues and developmental readiness.

We recognize that infant needs may differ between home and school environments. We create a warm, home-like atmosphere with low teacher-to-child ratios that allow our caregivers to respond individually to each infant. However, because multiple infants are in the classroom together, there are times when needs must be prioritized based on safety and urgency—for example, completing a diaper change for a content baby before attending to a crying infant.

Open communication between staff and families is essential. Please reach out to your child's teachers with any questions or concerns about your infant's schedule, feedings, or napping. Our Admin Team are also available to help resolve concerns. While we do our best to accommodate family preferences, the needs of the group as a whole sometimes require flexibility. We appreciate your partnership in supporting your infant's care.

F**irst-Day Schedule Submission:** Please provide a written schedule for your infant to your child's teacher on their first day. This helps teachers match your child's routine during the first few weeks. Include feeding times, nap times, and any specific activities your child enjoys (such as tummy time or favorite songs).

Daily Updates: You will receive daily updates through Brightwheel including feeding times and amounts, diaper changes, nap duration and quality, and developmental observations.

Infant/ Babies Feedings:

GSECC maintains open, proactive communication with families regarding all aspects of infant feeding, including breastmilk and formula, the introduction of solid foods, and adjustments to feeding amounts and timing. Our goal is to ensure continuity of care between home and school and to support each infant's nutritional needs and developmental readiness.

Introducing Solid Foods

The decision to introduce solid foods is made collaboratively between families and teaching staff, with guidance from the infant's pediatrician as appropriate. GSECC follows the American Academy of Pediatrics guidelines for solid food introduction, typically beginning around six months of age when infants show developmental signs of readiness.

Before introducing solids at school, families should notify the Lead Teacher or Director in writing (via Brightwheel message or email) that they have begun offering solids at home and wish to continue at school.

Teachers will observe the infant's readiness cues and communicate with families about the infant's response to new foods.

Communication process for new foods:

- When a new food is offered at school, teachers will document the food, amount, and infant's reaction in Brightwheel.
- If any concern arises (choking, gagging, rash, digestive upset), teachers will contact the family immediately via Brightwheel and document the incident.
- Families should notify teachers when introducing new foods at home so staff can watch for delayed reactions and maintain awareness of the infant's dietary exposure.

General Sapling/Redwoods Daily Schedule:

Toddler Schedule will vary depending on seasons and certain activities planned. This schedule (outside time is usually where the change happens due to heavy rain, cold temperatures, or extreme heat, children's ages and temperaments)

7:00am - 8:30am	**Welcome! Wash Hands, Diaper Changes, Free Play**
8:30am - 8:35am	**Clean Up**
8:35 am - 9:05am	**Breakfast, Wash Hands**
9:05 am - 10:30am	**Free play/Planned activity/ Prepare to go outside**
10:30am - 11:15am	**Play Outside**
11:15am - 11:20am	**Clean Up Outside/Return Inside**
11:20am - 11:25am	**Handwashing**
11:25am - 11:40am	**Diapers, Story Time, Table Toys**
11:40am - 11:45am	**Clean Up, Wash hands**
11:45am - 12:15pm	**Lunch**
12:30pm - 3:15pm	**Nap / Quiet Activities/ Diapers**
3:00pm-3:05pm	**Wash Hands**
3:05pm-3:25pm	**PM Snack, Wash Hands**
3:25pm-4:30pm	**Outside Play**
4:30pm-4:40pm	**Wash Hands**
4:40pm - 6:00pm	**Free Play, Diapers, Table Toys, Evening Snack @445pm**

General Dogwoods Daily Schedule:

Preschool Schedule will vary depending on Seasons and certain activities planned This schedule (outside time is usually where the change happens due to heavy rain, cold temperatures, or extreme heat)

7:00am - 8:20am	**Welcome! Wash Hands, Free Play with Pre-K**
8:20am-8:55am	**Clean Up/Outside**
9:00am-9:25am	**Breakfast/Wash Hands**
9:35am-9:55am	**Free Play**
9:55am - 11:10am	**Split into Groups/1 Group outside, 1 Group prepared activities, Circle**
11:10am - 11:20am	**Clean Up Outside/Return Inside**
11:20am - 11:40am	**Handwashing**
11:40am - 11:45am	**Pottying/Diapers, Storytime, Table toys**
11:45am - 12:30pm	**Lunch**
12:30pm - 3:00pm	**Nap/Quiet Table Activities/ Stories, Pottying/Diapers upon waking**
3:00pm - 3:05pm	**Wash Hands**
3:05pm - 3:25pm	**PM Snack**
3:25pm-3:45pm	**Prepare to go outside**
3:45pm-4:45pm	**Outside Play *cleanup @435pm**
4:45pm-5:00pm	**Wash Hands/Pottying/Diapers**
5:00pm - 6:00pm	**Free Play, Story Time, Table Toys, Good-byes**

General Pines Daily Schedule:

Pre-K Schedule will vary depending on Seasons and certain activities planned This schedule (outside time is usually where the change happens due to heavy rain, cold temperatures, or extreme heat)

7:00am - 8:20am	**Welcome! Wash Hands, Breakfast, Free Play with Pre-School**
8:20am-9:00am	**Clean Up/Outside**
9:00am-9:30am	**Wash Hands/Breakfast**
9:30am - 11:10am	**Kindergarten Readiness Learning Activities**
11:10am - 11:20am	**Ready to go Outside/Clean up**
11:20am - 12:00pm	**Outside Play and Activities**
12:00pm - 12:10pm	**Pottying, Handwashing**
12:10pm - 12:40pm	**Lunch**
12:40pm - 1:00pm	**Classroom Story time**
1:00pm-2:45pm	**Nap/Quiet Table Activities/Stories**
2:45pm-3:00pm	**Clean up**
3:00pm - 3:05pm	**Wash Hands**
3:05pm - 3:25pm	**PM Snack**
3:25pm-3:45pm	**Prepare to go outside**
3:45pm-4:45pm	**Outside Play *cleanup @435pm**
4:45pm-5:00pm	**Wash Hands/Pottying**
5:00pm - 6:00pm	**Free Play, Story Time, Table Toys, Good-byes**

Food & Meals at the Center

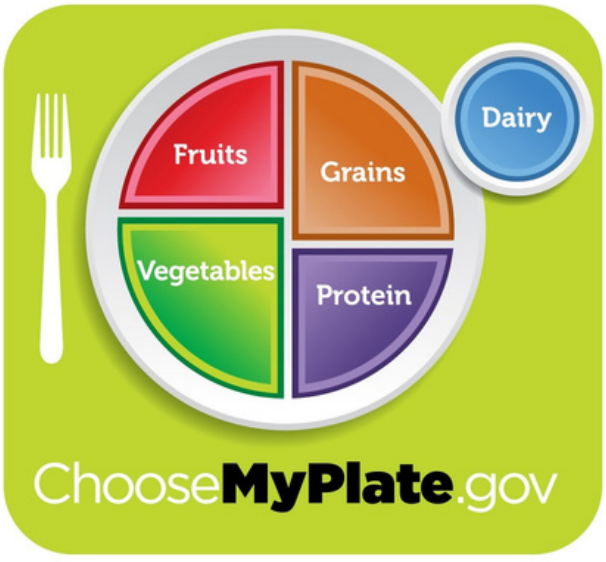
Meals

We believe nutritious meals is the fuel for learning. Our menus are planned by the Chef with the teachers providing feeding back on any menu items the children really like or dislike. We try to incorporate many different cultures and foods in our menu. The chef is trained in childcare menu planning and bases all menu off the USDA food program.

The Menu is posted on our Family Communication App (Brightwheel) and a physical copy is posted in the Classrooms and on our parent boards. Sometimes due to a shortage or grocery error, we may have to change the menu to an equivalent item in the moment. These changes will be reflected on your child's daily report.

If a family would prefer their child not to have a certain food item or group, or if the child has an allergy, we ask the family to provide substitutions for any foods that their child may not have. Substitutions must be the same category as what you are replacing - fruit for a fruit, protein for protein, etc...

We provide the following meals.
Times are approximate
Breakfast (8:30 a.m.)
Lunch (11:30 a.m. – 12:00 p.m.)
PM Snack (3:00 p.m. – 3:30 p.m.)
Late Evening Snack (4:45pm)
Only 1 serving



Meal Service Policy

Food from Home

In general, GSECC provides all meals and snacks. Food from home is permitted in the following circumstances:

- **Infants:** Families provide breastmilk, formula, and infant foods (see Infant Feeding Policy) at 9 months, infants can eat GSECC food.
- **Dietary restrictions:** Families are required to provide substitute foods if the the child cannot eat what is being served.
- **Special occasions:** With advance teacher approval, families may bring treats for birthdays or celebrations (see Birthday & Celebration Policy)
- **Mid-day absences:** If a child is away during lunch, families must ensure that the child has lunch prior to returning to the center. Children may not be dropped off between 11:30-2:00 pm.

All food from home must be:

- Labeled with the child's name
- Ready to serve (teachers cannot prepare or cook food from home)
- Stored appropriately (refrigerated if needed)
- Follow meal guidelines - equal substitution, protein = protein, veggie = veggie



Sample Menu

	Monday April 27th	Tuesday April 28th	Wednesday April 29th	Thursday April 30th	Friday May 1st
Breakfast	Strawberry Oatmeal [8] Oranges Milk [1]	Cheerios [8] App les Milk [1]	Pancakes [1,2] Bananas Milk 1	French Toast Sticks [2] Peaches Milk [1]	Biscuits [1,2] A pp lesauce Milk [1]
Lunch	*ToastyTurkey/CheeseBagels [1,2] Peas & Carrots Tropical Fruit [6] Milk [1]	Chickpea/Lentil/Potato Stew [9] Hawaiian Rolls [1,2,3] Pears Milk [1]	Pasta w/Broccoli [2] *Chicken Nuggets [2,9] Mandarins Milk [1]	WhiteBean&VegetableSoup [9] Brown Rice Strawberries & Grapes Milk [1]	*Chicken Hot Dogs on Buns [2] Potato Salad [3,9] Pineapple [6] Milk [1]
3pm Snack	Garlic Bread [1,2] Apples & Grapes	String Cheese [1] Wheat Thins [2]	Bagels & Cream Cheese [1,2] Cucumbers	Raisin Bread [1,2] Oranges	Nutrigrain Bars [2,8] Milk [1]
5pm Snack	Banana Oat Bar [1,2,8] BabyBel	Ritz [2] Mixed Fruit [6]	Animal Crackers [2] Cinnamon Pears	Teddy Grahams [2,5] Bananas	Mixed Veggies Pesto Chickpea Dip [1]

	Monday May 4th	Tuesday May 5th	Wednesday May 6th	Thursday May 7th	Friday May 8th
Breakfast	Yogurt [1] Blueberries Milk [1]	Special K w/Berries [2,8] Bananas Milk [1]	Fruit Muffins [1,2,3] App les Milk [1]	Life Cereal [2,8] Peaches Milk [1]	Banana Bread [2,3] Oranges Milk [1]
Lunch	Pinto Bean & Potato Chili [9] Cornbread [2,5] Peaches Milk [1]	*Beef & Bean Quesadillas [1,2,9] Sour Cream & Salsa [1,9] Corn Oranges Milk [1]	Cheese Sandwich [1,2,3] Green Beans Mandarins Milk [1]	Marinara Pasta w/Lentils [2] Peas Pineapple [6] Milk [1]	Cheese Pizza [1,2] Cucumber Slices & Ranch [1,3] Fruit Cocktail [6] Milk [1]
3pm Snack	Crunchy Pretzels [2] String Cheese [1]	*Turkey Slices A pp les	Hawaiian Rolls [1,2,3] Mixed Fruit [6]	Teacher Appreciation Class Parties	Sun Butter Sandwich [2] Strawberries & Melon
5pm Snack	Fig Oat Bars [2,8] Pears	BelVita Biscuits [2,8] Peaches	Goldfish [1,2] Oranges	Granola Bars [2,8] Bananas	Saltines [2] Cheddar Slices [1]

	Monday May 11th	Tuesday May 12th	Wednesday May 13th	Thursday May 14th	Friday May 15th
Breakfast	Blueberry Overnight Oats [1,8] Pears Milk [1]	French Toast [2] Spiced Apples Milk [1]	Raisin Bread [1,2] Peach Sauce Milk [1]	Hard Boiled Eggs [3] Oranges Milk [1]	Cottage Cheese [1] Berries & Melon Milk [1]
Lunch	Chickpea/Feta/Cucumber Salad [1] Pita Slices [2] Pineapple [6] Milk [1]	*GroundTurkey&RiceBake [1,2] Peas & Carrots Oranges Milk [1]	Bean & Rice Burritos [1,2,9] Corn Melon & Grapes Milk [1]	Grilled Cheese Sandwich [1,2] Carrot Sticks & Onion Dip [1] A pp les Milk [1]	TomatoBasilTofuonPasta [1,2,9] Broccoli Mixed Fruit [6] Milk [1]
3pm Snack	Toasted Cheese Buns [1,2] Orange Juice/Oranges	Biscuits & Jam [1,2] Milk [1]	Garlic Bread [1,2] Oranges	Animal Crackers [2] Mango Applesauce	Bagels & Cream Cheese [1,2] A pp les
5pm Snack	Ritz [2] String Cheese [1]	Graham Crackers [2,5] Ban an as	Flipside Crackers [2] Broccoli	Saltines [2] Pineapple [6]	Fruit Yogurt [1] Mini Muffin Bites [1,2,3]

	Monday May 18th	Tuesday May 19th	Wednesday May 20th	Thursday May 21st	Friday May 22nd
Breakfast	Cheerios [8] Pears & Blueberries Milk [1]	Oatmeal & Raisins [8] Warm Apple Compote Milk [1]	Biscuits & Jam [1,2] Bananas Milk [1]	Pancakes [1,2] Blueberries Milk [1]	Toasted Croissant Slices [1,2] Oranges Milk [1]
Lunch	*Chicken/HavartiSandwich [1,2,3] Corn Pi neap ple Milk [1]	*BeefShepherd'sPiew/Veggies [1,9] Dinner Rolls [1,2,3] Oranges Milk [1]	*Chicken & Noodle Soup [2,9] Roasted Vegetables Watermelon Milk [1]	Spanish Rice w/Pinto Beans [9] Taco Seasoned Tater Tots [9] Fruit Salad [6] Milk [1]	Tofu Tikka Masala [9] Brown Rice Cucumber Salad Pears Milk [1]
3pm Snack	Teddy Graham Fun Mix [2,5] Fruit Cups	Crunchy Pretzels [2] Veggies & Ranch Dip [1,3]	Yogurt [1] Mango Applesauce	Saltines [2] String Cheese [1]	Cheese Sandwiches [1,2,3] Mixed Fruit [6]
5pm Snack	Pita Slices [2] BabyBel Cheese [1]	Club Crackers [2] Grapes & Melon	Raisin Bread [1,2] Peaches	Sun Butter Roll Ups [2] Pineapple [6]	Animal Crackers [2] A pp les

Water is served with every snack

We are a facility free of: Nuts / Shellfish / Pork

Allergen Key: *Contains Meat or Fish | 1 Dairy | 2 Wheat/Gluten | 3 Egg | 5 Honey | 6 Pineapple | 8 Oat | 9 Peppers/Paprika

Allergy Management

Medication at the Center

For children with allergies requiring emergency medication (e.g., epinephrine auto-injectors, antihistamines):

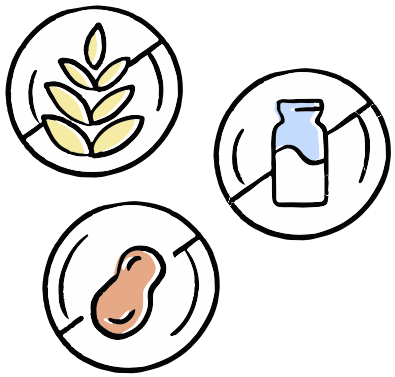
1. Staff Qualifications: All teachers administering medication have completed the DCYF Medication Management Training and maintain current certification.
2. Medication Storage: All emergency medications are stored in a locked bag/container in an accessible location, out of children's reach. Medications are checked monthly for expiration dates.
3. Medication Authorization: Families must provide:
    - Signed medication authorization form
    - Medication in original container with pharmacy label
    - Clear dosing instructions from healthcare provider
4. Location Access: Emergency medications are kept in the classroom for immediate access. Staff know the exact location and are trained in proper administration.

Allergy Action Plans

Each child with a documented allergy will have an individualized Allergy Plan that includes:

- Child's name and photo
- Specific allergens
- Signs and symptoms of an allergic reaction
- Step-by-step emergency response procedures
- Emergency contacts
- Medication administration instructions
- Location of emergency medication

Allergy Plans are posted in the classroom kitchen area and food preparation space (with family permission) while maintaining privacy.



Allergy Management



Classroom Safety Measures

1. Food Labeling: All foods served are labeled with ingredients. Staff check labels for allergens before serving.
2. Cross-Contamination Prevention: Staff wash hands and surfaces thoroughly between food preparation. Separate utensils are used when preparing foods for children with allergies.
3. Mealtime Supervision: Children with known allergies are seated where staff can closely monitor their food intake. Staff verify that children receive only approved foods.
4. Birthday and Celebration Foods: Families must provide teacher-approved, allergen-safe alternatives for celebrations. Store-bought items must be in original packaging with ingredient labels visible.

Emergency Response for Allergic Reactions

1. If a child shows signs of an allergic reaction:
2. Assess: Staff will immediately assess symptoms (hives, swelling, difficulty breathing, vomiting, etc.)
3. Administer Medication: If the child has prescribed emergency medication, trained staff will administer according to the Allergy Action Plan.
4. Call 911: For severe reactions (anaphylaxis), staff will call 911 immediately.
5. Contact Family: Staff will contact the family/emergency contacts.
6. Document: Staff will complete an Incident Report documenting the reaction and response.

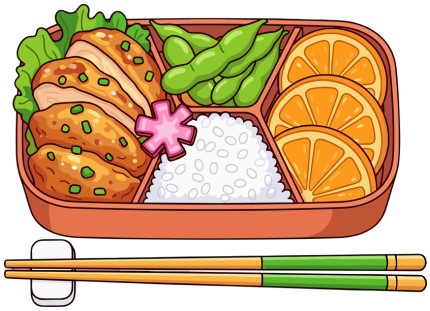
Dietary Restrictions and Food Preferences

Family Responsibilities

1. Milk Alternatives: GSECC serves whole milk to children of all ages. If you prefer your child to not have whole milk after the age of 2 please notify GSECC Admin. This is the only alternative GSECC will provide. 1% cows will will be provided as the alternative.
2. Families will be asked to provide milk alternatives (e.g., soy milk, oat milk) if their child cannot consume the milk provided by GSECC. (No Nut Milks) Milk alternatives must be labeled with the child's name and stored properly.
3. Food Substitutions: Families are required to substitute specific food items that child is unable to have reasonably accommodate.
4. Special Foods: For highly specialized diets, families will be asked to provide specific food items that meet their child's needs.
5. Communication: Families should communicate dietary changes to staff immediately and update forms as needed.
6. GSECC is **NUT**, **PORK**, and **SHELLFISH** free.

GSECC Responsibilities

1. <u>Accommodation Planning:</u> Staff will work with families to develop reasonable accommodations for dietary restrictions within our program's capabilities.
2. Families should review menus and communicate concerns.
3. Food Tracking: Staff maintain records of foods served and monitor children with dietary restrictions during meals.
4. Staff Training: Staff receive training on recognizing allergic reactions, understanding dietary restrictions, and safe food handling practices.



Developmental Nap Transition Timeline

Age Range	Typical Nap Pattern	What to Expect
Birth – 4 months	3–4 naps per day	Multiple short naps; schedule varies daily
4 – 6 months	3 naps per day	More predictable timing; longer awake windows
6 – 9 months	2–3 naps per day	Transition from 3 to 2 naps
9 – 12 months	2 naps per day	Consistent morning and afternoon naps
11 – 16 months	1–2 naps per day	Transition from 2 to 1 nap
12 - 18 months	1 nap per day	Consistent midday nap
18m - 5yr old	0-1 naps per day	Transition from napping to quiet time, typically around 4 years old but varies for each child

Signs of Nap Transition Readiness

Teachers monitor for developmental signs, including:

- Taking longer to fall asleep at nap time
- Playing or vocalizing through a typical nap time
- Shorter naps that don't seem restorative
- Difficulty falling asleep at bedtime (suggesting over-tiredness from too much day sleep)
- Increased energy and longer awake windows



For Children Who Do Not Nap

Not all children nap, and some children outgrow naps as they get older. For children who do not sleep during rest period:
After 30 minutes of quiet rest, children who have not fallen asleep may be offered quiet activities at their rest space or at a designated quiet table, including:

- Books and quiet reading
- Coloring or quiet art activities
- Puzzles
- Small manipulatives (counting bears, threading beads, etc.)
- Quiet table toys

Teachers use professional judgment to determine when a child has had sufficient rest time before offering quiet activities. Children who regularly do not nap will have a consistent routine during rest period.

Environment

GSECC creates a restful environment during nap time:

- Lights are dimmed or turned off
- Soft, calming music or white noise plays
- Temperature is comfortable
- Each child has their own designated rest space with bedding
- Teachers speak quietly and minimize disruptions

Transitioning Away from Naps

As children develop, they may begin to outgrow naps. Teachers will communicate with families when they observe that a child:

- Consistently does not fall asleep during nap time
- Takes longer than 30-45 minutes to fall asleep
- Has difficulty falling asleep at bedtime when they've napped that day
- Seems ready to transition to a non-napping routine

Teachers and families will work together to develop a plan for the transition, which may include:

- Gradually shortening nap time
- Moving to an earlier wake-up time
- Providing more engaging quiet activities



Late Arrival Policy

Consistent attendance and on-time arrival help children settle into the daily routine, participate in all activities, and build strong relationships with peers and teachers. GSECC has established arrival windows and guidelines to support smooth classroom operations while remaining flexible to families' needs.

Standard Arrival Window

Classrooms open at 7:00am. Children should arrive by 9:30am to participate in the full morning routine, including breakfast, circle time, planned activities, and outdoor play.

Late Arrival Requirements

Arrival after 10:00am requires advance notice:
Families must notify the center at least 12 hours in advance if their child will arrive after 10:00am. This allows teachers to plan for staffing, meals, and activities. Notification should be sent via Brightwheel message or by calling the center.

Arrival Time	Guideline
Before 9:30am	Recommended — Child participates in full morning program
9:30am - 10:00am	Accepted — Some morning activities missed
10:00am - 11:30am	Requires 12-hour advance notice — Staffing and meals must be planned
After 11:30am	Not permitted — Disrupts lunch and nap period

Late Arrival Policy

Mid-Day Appointments and Returns

GSECC understands that children may have medical appointments or other obligations during the day.

Families may pick up their child for an appointment and return them to care, subject to the following guidelines:

- **Pick-up and return for appointments:**
  - Parents may pick up their child at any time for an appointment
  - If the child will return to care after the appointment, families should notify teachers in advance via Brightwheel
  - No return to care between 11:30am and 2:00pm — This is the lunch and nap period, and returning during this time disrupts the rest environment for all children
- **Lunch during mid-day absences:**
  - If a child will be away from the center during lunch (11:45am-12:30pm), the family is responsible for providing lunch for the child
  - GSECC does not save or re-serve meals for children who miss meal times
  - When returning after 2:00pm, families should ensure the child has eaten lunch or plan to provide lunch at that time

Exceptions

Exceptions to this policy may be made on a case-by-case basis for:

- Medical emergencies
- Documented social worker appointments that cannot be scheduled at other times
- Special circumstances approved by the Director

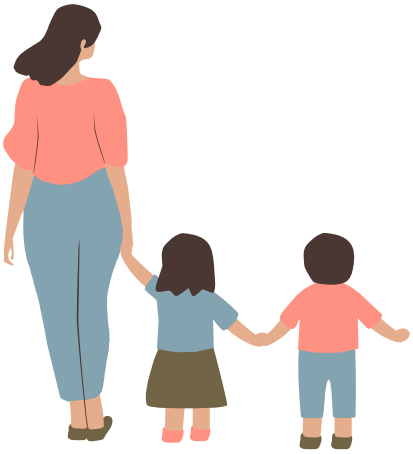
Families should contact the Director to discuss exceptions, exceptions are not guaranteed. The needs of all children are weighed in decision making.

All late arrival notifications and questions should be directed to the Lead Teacher or Director via Brightwheel. Teachers will confirm receipt of late arrival notices and provide any special instructions if applicable.

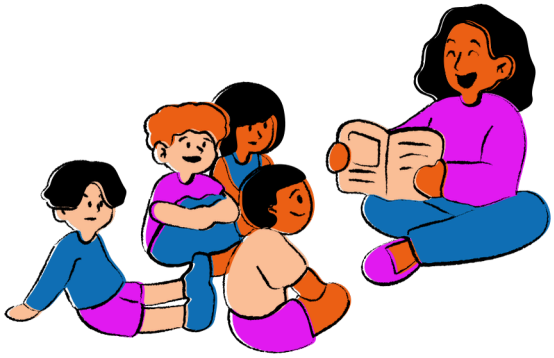
Teacher Assignment / Primary Caregiver



Children are assigned to a primary classroom and teaching team based on their age and developmental stage. In infant and toddler classrooms, each child is assigned a primary caregiver — a teacher who takes a lead role in the child's daily care, builds a close relationship with the child, and serves as the primary point of communication for the family.



Primary caregivers are assigned by the teaching team and Center Director based on the needs of the classroom, continuity of care, and the strengths of each teacher. We believe that every teacher in our program is qualified and caring, and we do not accept requests for specific teachers. If you have concerns about your child's experience with their teacher, please speak with the teacher directly or contact the Center Director.



If a teacher leaves or transitions to another classroom, families will be notified through Brightwheel as soon as we are able. We will work to ensure a smooth transition for children, including introducing new teachers gradually and providing opportunities for relationship-building.

Technology in the Classroom

GSECC limits screen time to ensure children engage in active, hands-on learning.

Screen Time Limits:

- Children under 24 months: No screen time.
- Children 2 years and older: Occasional, limited screen time that is educational and developmentally appropriate. Maximum 10 minutes per week.

When Screen Time May Occur:

- Pre-approved educational content related to curriculum themes
- Occasional movie day (maximum 1 hour, no more than once per quarter). Typically for special holidays.
- Brief video clips to support learning (e.g., nature documentary clip during a unit on animals)

Screen Time Does NOT Occur:

- During meals or snacks.
- As a routine daily activity.
- As a substitute for active play or outdoor time.
- For children under 2 years.



Parent Notification: Families will be notified via Brightwheel before any movie day or extended screen time.
Alternative Activities: Children who do not participate in screen time activities will have alternative activities available.

Classroom Holiday Celebrations

For major Holidays, the Teachers will plan a classroom party that the Parent's are always welcome to attend. We also like to expose the kids to other cultures and celebrations and will generally do a mini gathering or exposure activity such as a discussion, craft, or coloring images relating to that specific event. For those that celebrate birthdays, we encourage a little party and a little treat on that special day. If your family does not celebrate Birthday's, please share that with us upon enrollment.



Treats for staff

In addition to those 2 times a year events, Families have also in the past wanted to bring in treats to share with the Staff. It is never required, but is greatly appreciated. Some of these items have been Starbucks Drinks, Panera Breakfast, or Sponsoring a Lunch.

Treats from Families

Families like to often time show appreciation for the hard work Childcare Providers do. GSECC likes to coordinate with families on days like "Teacher Appreciation Day" and during Christmas Time. We will purchase and send out cards so you can write memorable notes that the Teachers and Staff can keep forever. You are more than welcome to make a donation during Teacher Appreciation Week or slip a gift card in if you'd like.

Religious, Cultural, and Holiday Activities

GSECC recognizes that families celebrate many different cultural, spiritual, religious, and community traditions. Classroom activities related to holidays and cultural events are presented in an inclusive, secular, developmentally appropriate way. GSECC does not provide religious instruction and does not require children to participate in religious practices. Families are encouraged to share traditions, books, music, foods, or activities that are meaningful to them. Families may also notify the Center Director if they prefer their child not participate in a specific activity, and an alternative activity will be provided when feasible.

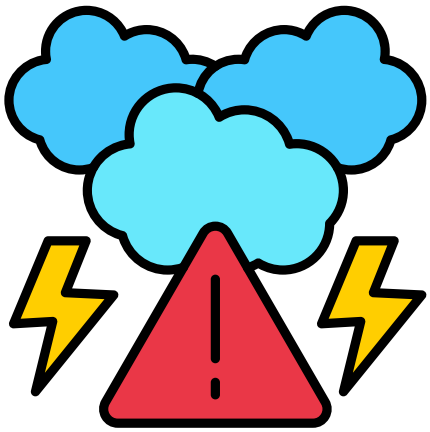
Inclement Weather Outdoor Policy

Outdoor play is an essential part of GSECC's daily routine. Children go outside every day when weather conditions are safe and appropriate. When weather prevents outdoor play, children participate in gross motor activities indoors to ensure they have daily opportunities for physical movement and active play.

When Children Go Outside

Children will play outdoors when conditions are safe and comfortable, including:

- Temperatures within a comfortable range for the age group
- Light rain (children wear appropriate rain gear)
- Overcast or cloudy skies
- Snow (with appropriate clothing and safe surfaces)



Outdoor play is typically provided unless:

- Weather advisories recommend staying indoors
- Air quality is poor (see Air Quality Policy)
- Temperatures are extreme for the age group
- Conditions are unsafe (icy surfaces, lightning, heavy rain, etc.)

CURRICULUM ADAPTATION AND INDIVIDUALIZED SUPPORT

Reasonable Accommodations and Adaptive Materials. GSECC provides basic adaptive materials and tools to support children's participation in our curriculum at no additional cost to families. Examples include visual schedules, modified seating, sensory tools, and communication supports. Families are responsible for providing personal medical devices and specialized equipment, such as wheelchairs, walkers, hearing aids, feeding tubes, or other assistive technology that travels with the child between home and school. If a child requires adaptive materials or equipment that exceed what GSECC can reasonably provide, we will work with the family to explore alternative solutions, which may include connecting the family with community resources or early intervention services.



Supporting Your Child in the Classroom

Our teachers are trained to support children with a wide range of needs through:

- **Differentiated instruction**: Adapting activities, materials, and expectations to meet each child where they are developmentally
- **Environmental accommodations**: Modifying the classroom environment to support sensory needs, mobility, attention, or other requirements
- **Visual supports**: Using visual schedules, social stories, picture cues, and other tools to support understanding and independence
- **Co-regulation strategies**: Supporting children through big emotions and challenging moments using our Rooted Growth Framework, which emphasizes relationship and co-regulation before correction
- **Peer interactions**: Facilitating meaningful social connections and helping all children learn to be inclusive, empathetic community members
- **Consistent routines**: Maintaining predictable daily routines that provide security and reduce anxiety
- **Sensory-aware practices**: Being mindful of sensory overload and providing calming spaces and sensory-friendly options
- Teachers receive general training on working with children with special needs. Any staff member involved in the care of a child with specific needs receives additional training around implementing the child's individualized care plan. Verification of this training is kept in the child's file.



Field Trip Policy

GSECC provides enrichment opportunities through field trips and walking excursions that extend learning beyond the classroom. Field trips are carefully planned to ensure safety, appropriate supervision, and meaningful educational experiences. GSECC uses walking trips and public transportation only; we do not transport children in personal or school vehicles.



Types of Excursions

Walking Trips

Walking trips are short excursions within the neighborhood, such as:

- Walks to a nearby park or playground
- Nature walks
- Walking to a local library, fire station, or community location
- Short excursions to observe neighborhood features (the duck pond)

Field Trips

Field trips are longer excursions that require public transportation, such as:

- Visits to museums, zoos, or aquariums
- Trips to farms or nature centers
- Cultural events or performances
- Special community events

Notification and Permission

Walking Trips:

- Notification will include the destination, purpose, departure and return times, and any special instructions
- A general walking trip permission form is signed at enrollment.

Field Trips:

- Families will be notified at least 5 days in advance via Brightwheel
- A written permission slip is required for each field trip
- Permission slips will include: destination, purpose, date, departure and return times, transportation method, and any costs or special requirements
- Children may not attend a field trip without a signed permission slip

Stop the Spread of Germs

Help prevent the spread of respiratory viruses like COVID-19 and flu.

Does Your Child Have Any of the Following Symptoms?



- Fever 99.5 or higher with other symptoms
- Fever 100.4 without other symptoms
- Vomiting more then once in a 24 hour period, exemptions may be made if food related.
- 2 or more loose or watery stools more than normal in a 24-hour period; or any blood or mucus in stool
- New Consistent Cough/Congestion
- Green Runny Nose with other symptoms
- Unable to Participate *
- Unknown rash
- Lice
- Goopy Eye
- Sore Throat
- Diagnosis or Symptoms of other
- communicable diseases

***Unable to Participate**

Children must be able to participate in our daily activities and for babies/ toddlers not need to be held all day.
Our teachers must be able to help all children as it can put a hardship on our teachers if 1 child needs one on one care.

GSECC reserves the right to exclude any child, regardless of Doctor clearance, though we will take into consideration

When can my Child Return?

- Fever free for 24 hours **WITHOUT** medication
- Not vomited in 24 hours, no complaint of upset stomach, able to eat food
- No Diarrhea 2 or more times in a 24 hour period - while on antibiotics, no more than 3 times per day.
- Cough/Congestion must be improving and less then 2-3 incidents per hour, on antibiotics for at least 24 hours, if prescribed and no other symptoms
- Runny Nose is clear/white in color
- Unknown rash - is able to be fully covered and not contagious
- Lice must be fully treated with no nits present
- Goopy Eye must be mostly improved and if applicable received antibiotic drops for at least 24 hours
- Sore Throat needs to be improved and able to swallow without pain
- For all diagnosis and symptoms we will follow the CDC or King County guidelines.

Stop the Spread of Germs

Help prevent the spread of respiratory viruses like COVID-19 and flu.



GSECC Exculsion Covid Policy

At home covid test will be accepted for proof of negative test

Staff:

If a staff member tests positive for covid, they will remain home until they are feeling well enough to return to work. If they are able to return before 10 days from their positive test, they will need to wear a mask when in classroom in within enclosed spaces with other adults. May remove mask on day 8-10 when outside if not in immediate contact.

Child:

If a child tests positive for covid, they will need to be excluded for 7 days from the day of the test. They will be able to return on the 8th day, as long as they are fever free for 24 hours without medication, all other symptoms have lessened and they are able to play and engage in the classroom. If a child's parent tests positive, the child will need to be excluded for 5 days and able to return to care if asymptomatic and has a negative home covid test. This policy is in place for children due to their inability to wear a mask while in care during possible exposure period.

GSECC may require negative covid test to attend if child is exhibiting multiple covid symptoms during peak community rates.

GSECC may require negative covid test to return to care after an extended vacation during peak community rates.

Immunization Policy

GSECC requires that all children enrolled in our program provide current, complete immunization records before the first day of care. Immunization records must be submitted on the official Washington State Certificate of Immunization Status (CIS) form or an electronically verified record from your child's healthcare provider or the Washington State Immunization Information System.

Immunizations required by Washington State for child care attendance include: DTaP (diphtheria, tetanus, pertussis), Hepatitis B, Hib (Haemophilus influenzae type b), MMR (measles, mumps, rubella), PCV (pneumococcal), Polio, and Varicella (chickenpox). The number of doses required varies by child's age. Your child's healthcare provider or the Washington State Department of Health can provide a complete immunization schedule.

Exemptions:

GSECC accepts only medical exemptions and religious exemptions as provided under Washington State law. Personal or philosophical exemptions are not accepted To request an exemption, families must submit a completed Washington State Certificate of Exemption (COE). A licensed Washington health care practitioner must sign the COE when required by state law. For religious exemptions, the form must indicate that immunizations conflict with the family's sincerely held religious beliefs.



Diaper Changing

Diapering Children's diapers are changed every 2 hours or sooner if overly wet or your child has a bowel movement. We require families to bring enough diapers to cover at least 6 diaper changes per day. If your child does not have enough diaper's to cover for the day, you may be asked to bring diapers or come pick them up until you are able to provide the required amount of diapers.

All diaper changes are recorded in our Brightwheel app for families to monitor as needed. Teachers will send notification through the app when your child's supply runs low. If you ever need help with supplying diapers or wipes please reach out to the director.

All GSECC teachers and staff are trained and required to change diapers and help children in the potty (with exception made for chef and kitchen assistant).

Health Nurse

We have a Nurse Consultant that visits once per month in our infant room. They checks in on the health and wellbeing of our infants for 1 hour per month. They are also available to consult for older children if we have any developmental or medical concerns.



Handwashing Procedure

Children and staff follow this handwashing procedure:

1. Turn on water to a comfortable temperature
2. Wet hands with running water
3. Apply soap
4. Scrub hands together for at least 20 seconds, including:
    - Palms and backs of hands
    - Between fingers
    - Under fingernails
    - Wrists
5. Rinse hands thoroughly under running water
6. Dry hands with a single-use paper towel
7. Turn off water using a paper towel (to avoid re-contaminating hands)

When Handwashing Is Not Available

When soap and water are not immediately available (e.g., during outdoor play, on walks), alcohol-based hand sanitizer with at least 60-90% alcohol may be used for children over 24 months. Hand sanitizer is not a substitute for handwashing and should be followed by proper handwashing as soon as feasible.



Hand sanitizer use:

- Staff supervise all hand sanitizer use
- Children do not have independent access to hand sanitizer
- Hands must be visibly clean (no dirt or debris) for sanitizer to be effective
- Sanitizer is applied to hands and rubbed until dry

Teaching Children About Handwashing

Teachers incorporate handwashing education into the curriculum through:

- Songs and rhymes to encourage 20-second scrubbing
- Visual guides above sinks showing handwashing steps
- Modeling proper technique during scheduled handwashing times
- Discussions about germs and staying healthy (age-appropriate)

This policy aligns with CDC handwashing guidelines.

AIR QUALITY POLICY

GSECC is committed to protecting children's health during periods of poor air quality, including wildfire smoke events and other air quality concerns common in the Pacific Northwest.

Air Quality Monitoring

GSECC monitors air quality throughout the day using:

- Washington State Department of Ecology Air Monitoring Network (https://ecology.wa.gov/air)
- AirIQ.gov for real-time Air Quality Index (AQI) readings
- Local fire and smoke reports during wildfire season

Air quality is checked:

- Before morning outdoor time
- Before afternoon outdoor time
- Anytime smoke or haze is visible
- During active wildfire events in the region



AQI Thresholds and Outdoor Activity Sensitive Children

Children with the following conditions are considered sensitive to air quality and require additional precautions:

- Asthma or other respiratory conditions
- Heart conditions
- Allergies affecting breathing
- History of pneumonia or bronchitis

Families of sensitive children should:

- Note the condition on the child's Medical/Behavior Intake form
- Provide any necessary medication (inhalers) with medication authorization
- Communicate with teachers about specific symptoms to watch for

Indoor Air Quality Measures

When outdoor AQI exceeds 100:

- Windows and exterior doors remain closed
- HVAC systems set to recirculate indoor air
- Portable air cleaners with HEPA filters utilized in classrooms
- Families notified via Brightwheel of air quality conditions and modified schedule

Potty training/Toileting

Sometimes this journey is short other times it's a long trek. We will work at the child's interest level and with families to have potty training be consistent and stress free for everyone. If a child is showing signs of regression, GSECC staff will consult with admin and a plan will be made to will pull back from potty training. Parents will be asked to supply pull ups during this time. This journey needs to be **child-led** to be successful.

Signs of regression:

- having 4 or more accidents per day,
- refusal to sit on the potty
- having repeatedly emotional outbursts when asked to sit on the potty
- getting emotional or stressed when asked to try to go potty for more than 3 days in a row.

While at home, children can be ready earlier than at school. This is because there are less distractions and is a different environment. Using the potty with other children or adults can also be upsetting or scary to children. GSECC admin and lead teachers will assess each child on an individual basis for readiness and work with families within our policy as written.

All children must wear underwear while at GSECC. There are health concerns when children do not have underwear on, especially with bowel movements if there is nothing there to catch it as it is coming out. We will utilize pullups for children switching to underwear, but might need extra assistance during, nap and outside time.

We are unable to use any independent potty's or potty seats. We provide child sized toilets for all of our children.

Emergency/Weather Related Closures

Weather Closures or late opening of GSECC will be decided based on predicted weather conditions, road conditions, and availability of staff to cover ratios. The Director has final say on all center closures. Any closures or changes to our opening time will be communicated by 6am of the day of closure, sooner if possible. If facility loses electrical power or if weather conditions change through out the day, the center may need to close. Parents will be notified by Brightwheel and text from the GSECC Admin Team and will be required pick up within a specific time frame. Failure to pick up your child within the time frame given, will result in late-pick up fees and possible warning notice from the center.

There will be no credit or refund for the days the center is closed due to emergency/ weather related closures or power failure.



Biting/Aggressive Behavior Policy

Children are still in the early phases of emotional control. Young children and older babies are gaining experience through physical interaction. Sometimes these interactions can cause a child to get hurt. It is almost always unintentional, with the children not understanding cause and effect.

Part of our curriculum is to help children learn this emotional control. We scaffold their learning to help each child from an early age to learn that hitting/biting or hurting someone is not a good choice and we will teach them better choices when they are upset.

This is all done at a level appropriate to each individual child's development. A one year old will need multiple steps of redirection and talking about how their actions hurt the other person.

A five year old will need to take a break from the other children and be given a safe place to reregulate their emotions so that they may rejoin the rest of the group.

Any child that exhibits regular aggressive behavior as defined below, will require a team approach with families, creating a plan of action that is consistent between school and home. If the child is putting children or staff in harms way from repeated physical aggression, GSECC will work with the family to find a better fit for their care.

Aggressive Behavior is defined as repeated incidents of the following behaviors over a short measured period of time: These incidents are tracked through GSECC Accident/ incident reports.

- Biting that causes skin to break
- Intentional injury to another
- child/staff
- Bullying of another child
- Throwing/Striking/
- Punching/ Kicking/ Hair
- Pulling
- Spitting on someone

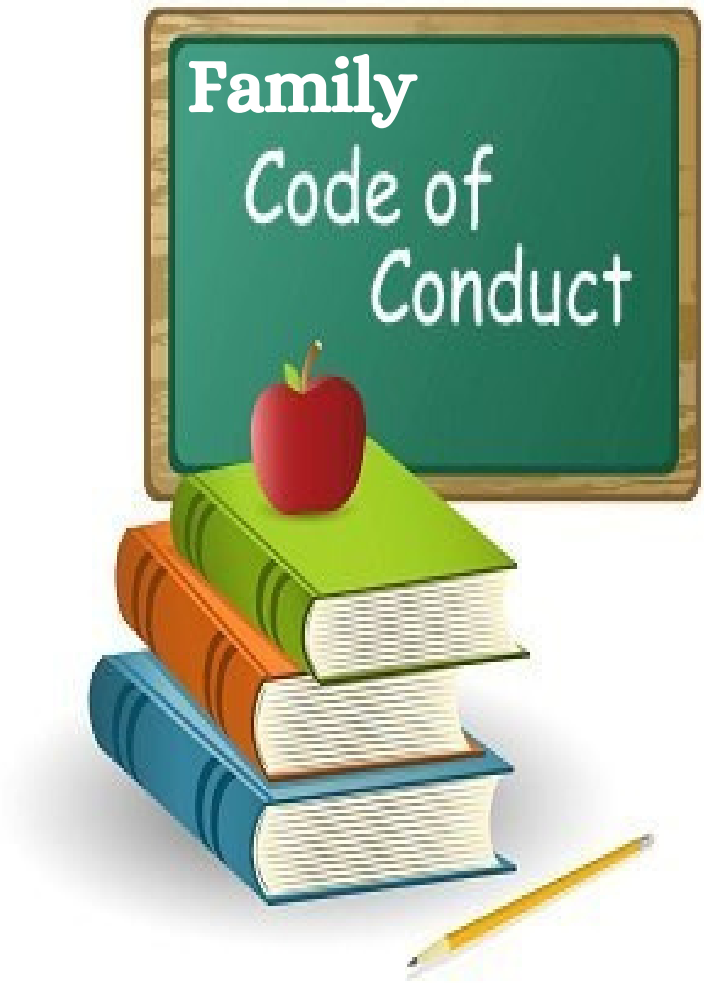
GSECC Expulsion Prevention Policy

In an effort to prevent expulsion and suspension of children, GSECC shall adopt the following, in policy and practice and in a consistent and non–discriminatory manner. Guidance for prevention of expulsion and suspension:

GSECC Classrooms and staff will:

- Use developmentally appropriate practices that provide for stimulating
- and interactive learning environments, diversity, age-appropriate expectations, small group activities, teachable moments and knowledge of research-based evidence and best practices in child development, early learning, and education.
- Invest in professional development, training, and education to ensure educators have the competencies to support children's social and emotional health.
- Develop and implement classroom schedules that meet the needs of the children.
- Adapt learning environments to promote healthy social interactions with others.
- Develop healthy and nurturing relationships with children.
- Develop strong partnerships and relationships with parents.
- Develop and implement classroom expectations that are developmentally appropriate, clear, and consistent.
- Provide family engagement opportunities.
- Ensure fairness and equity.





GSECC expect our families to act in a manner consistent with decency, courtesy, and respect. One of the goals of GSECC is to provide a respectful learning environment in which a child can grow, learn and develop.

Achieving this environment is not only the responsibility of the employees of GSECC, but is also the **responsibility of each and every parent or adult who enters the center. Parents are required to behave in a manner that** fosters this environment.

GSECC adheres to a strict confidentiality of all persons associated with each center. Parents must understand the implications of this responsibility.

Confidentiality not only applies to their child or family, but all children, families and employees associated with GSECC. Any parent who shares any information considered to be confidential, pressures employees or other parents for information which is not necessary for them to know, will be considered to be in violation of the Confidentiality Policy.

GSECC is unable to inform parents of what if any disciplinary actions are taken against any staff member, due to privacy laws.

Violation of this policy will result in immediate dismissal from the program.

Family/ Caregiver Involvement:

Families/ Caregivers are encouraged and invited to actively participate in the school life of your early learner. We invite you to stop in for a short visit or to spend some time volunteering in the classroom whenever you can. We will provide opportunities for participation outside the school day at playground clean-up days, potlucks, and other events, as well as opportunities for virtual involvement, especially during Covid-19.

Feel free to share a special skill/ talent with us or reach out if you want to get involved in any shape or form!. If you are interested in setting up time to volunteer, please contact the director: dawnsiewert@gsecc.org



Ways to Volunteer:

- Schedule some time to Volunteer in the Classrooms
- Assist with Playground Renovation
- Help organize our storage and office supplies
- Lead a story time or music time for the children
- Sew new curtains or toys for our classroom
- Help organize and run a fundraiser (movie night, shoe drive, etc..)
- Organize and manage Teacher Appreciation Celebrations Organize
- Birthday Celebrations
- Volunteer for our Advisory Board
- Teach an activity
- Help Manage Social Media Page

CONFIRMING ENROLLMENT

GSECC follows a structured enrollment confirmation process to ensure families have all the information and documentation they need before their child's first day. This process is designed to be clear, timely, and supportive for families transitioning into our program.

Step 1: Initial Enrollment Request

When a family submits an enrollment request via email, the process begins.

What families submit:

- Email to the Director expressing interest in enrollment
- Basic information: child's name, date of birth, requested start date, and schedule preference (full-time or part-time, days of the week)

Step 2: Enrollment Confirmation (Within 72 Hours)

Timeline: Within 72 hours (3 business days) of receiving the enrollment request email

What GSECC sends:

1. Confirmation Email
    - Acknowledgment that the enrollment request was received
    - Confirmation that a spot is available for the requested start date (or waitlist notification if applicable)
    - Overview of next steps in the enrollment process
    - Contact information for questions
2. Brightwheel Registration Link
    - Link to create a Brightwheel account and begin the registration process
    - Instructions for setting up the family profile
    - Information about what Brightwheel is used for (daily reports, communication, billing, sign-in/out)

CONFIRMING ENROLLMENT

Step 3: Invoice and Deposit

Timeline: Within 2 weeks of enrollment confirmation

What GSECC sends:

1. **Enrollment Deposit Invoice**
    - Amount due to secure the child's spot
    - Payment deadline (typically 14 days from invoice date)
    - Payment methods accepted (check, Brightwheel credit card, Brightwheel bank transfer)
    - Information about how the deposit is applied (last month's tuition or refund policy)
2. **Tuition Schedule**
    - Monthly tuition amount based on schedule
    - Tuition due date (1st of each month)
    - Payment policies summary

Spot Confirmation: The child's spot is confirmed once the deposit is received. If the deposit is not received by the deadline, the spot may be offered to the next family on the waitlist.

Step 4: Admissions Packet Distribution (For Future Start Dates)

Timeline: Approximately 45 days before the start date

For families who enrolled more than 45 days in advance:

GSECC sends the full Admissions Packet with:

- All enrollment and health forms
- Required documentation checklist
- Deadline for returning completed forms (7 days before start date)

CONFIRMING ENROLLMENT

What May Delay Enrollment Confirmation

Enrollment confirmation may be delayed if:

- The requested classroom is full (family placed on waitlist)
- Required forms are not submitted by deadlines
- Deposit payment is not received
- Health records or immunizations are incomplete
- Family does not respond to communications within 7 days

If any issues arise, GSECC will contact the family to resolve them promptly.

Communication During Enrollment Confirmation

Primary Method: Email

(for formal communications, forms, and documents)

Questions: Families may contact the Director via:

- Email: dawnsiewert@gsecc.org / enrollment@gsecc.org
- Phone: (206) 413-5142
- Brightwheel message (once account is created)

Response Time: Non-urgent emails receive a response within 1-2 business days. Urgent matters should be addressed by phone.