Fiddleheads Forest School
Parent Handbook
2015-2016

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College of the Environment
School of Environmental & Forest Science
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Mission Statement: The mission of the Fiddleheads Forest School is to foster the development of the whole child - physical, cognitive, emotional, social, and perceptual - through use of an emergent curriculum based upon careful observation of children. We believe that a natural environment offers the ideal setting wherein a child may grow and develop freely, with the sort of enthusiasm and excitement that is often lacking in many traditional classrooms. By emphasizing the development of self-regulation, self-direction, and self-reflection, we provide children with the educational foundation that will support them for the rest of their lives. We value the relationship between parents and directors and work to build the bridge between home and school that will nurture the growth of children during this important developmental time.
Philosophy: Children are intrinsically motivated to learn, and they do so by exploring the world around them. At the Fiddleheads Forest School, we aim to foster a sense of wonder, to guide rather than compel, and to provide room for possibility rather than attempt to constrain children’s interests to fit within a certain curriculum. Our goal is to create an ideal setting for students to grow into citizens of the world; having a respect for all cultures and environments and a desire to engage with their communities. We maintain high academic standards through the development of a unique individualized curriculum that not only provides children with the skills they need to be prepared for kindergarten, but also how to regulate themselves, and navigate interactions and friendships with others.

At the Fiddleheads Forest School, directors “follow the child” to develop a curriculum reflective of students’ unique interests and aptitudes. We maintain high staff to children ratios so children receive more opportunities for meaningful interaction. We strive to create an ideal environment where children can discover meaning for themselves and problem-solve through hands-on experiences, experiments, and external resources.

At our school, children’s experience is entirely outdoors, where they are provided with an optimal environment for early childhood development. As such, the outdoor classroom offers an abundance of perceptual learning experiences, diverse gross and fine motor challenges, open-ended materials, and opportunities for imaginative play, all of which are crucial to the entirety of early childhood development. In addition, children will cultivate a sense of wonder and a deeper respect for our environment.

The woodland setting provided at the Fiddleheads Forest School is perfectly suited to teaching about the natural sciences. Children will learn how to encounter the world in a scientific manner, using all of their senses to observe and engage with their surroundings. As the seasons change, we will learn about a variety of plants, vertebrates, and invertebrates. Children will become adept at using binoculars, magnifying glasses, and microscopes to peer into their surroundings, and enjoy an assortment of different tools for exploration and collection. In this way, they will be provided with a hands-on experience of the natural world that is filled with wonder and anticipation.
More and more, developmental psychologists recognize the ability to self-regulate as the most significant indication of success in adulthood. At the Fiddleheads Forest School we utilize a unique curriculum designed to explicitly encourage the development of self-regulation. By teaching children about the brain, their own physical and emotional states, and how to “re-set” during times of frustration or surprise, preschoolers are able to reach a remarkable level of self-awareness and directedness.

**During their time at the Fiddleheads Forest School children will be given the opportunity to learn to:**

- Participate as a member of an interdependent community.
- Care for themselves and those around them.
- Realize and express their own needs in a clear way.
- Cooperate with other children to accomplish group goals.
- Set achievable personal goals and work to accomplish them.
- Understand the expectations of others in a given setting.
- Express many human emotions in language and art.
- Be inquisitive and make connections.
- Develop awareness of internal states and the tools to help modulate their level of energy to meet the demands of a given situation.
- Initiate new ideas and invent solutions to problems.
- Stick at difficult tasks or come back to them later in order to succeed.
- Run, catch, throw, kick and tumble.
- Laugh and play with a sense of joy.
- Paint, draw, sculpt, and construct objects of beauty.
- Care for common spaces and materials to maintain cleanliness and order.
- Act in stewardship for the environment and one's own health and well-being.
Staff Hiring: When hiring teachers and administrators for our programs, we value diverse education and life experiences. We look for staff members who have a passion for working with young children and their families. The foundation of our teaching team is built upon staff members who:

- Are knowledgeable about developmentally appropriate practices for early childhood learners.
- Are prepared to share their life experiences, talents and interests.
- Enjoy the outdoors and have a personal connection to the natural world.
- Professional, creative and passionate individuals, experienced in fostering the whole child and developing a child-driven curriculum.

Teacher to Student Ratio: We believe in the importance of maintaining high standards regarding staff to student ratios. We also believe that the process of developing meaningful relationships with the outdoors is best achieved in small groups. Therefore our class sizes have a maximum of 14 students with two teachers and the possibility of one or two interns for a maximum student-teacher ratio of 7:1. Our class size and ratios exceed the standards set by the Department of Early Learning (DEL), which recommends a maximum class size of 20 and ratio of 10:1.
Volunteers and Interns:
Students from various departments at the University of Washington as well as other local colleges and Universities will be joining us throughout the school year as volunteers and interns. We aim to have two regular interns, one for each preschool class, that work with us for a minimum of one quarter. These students will either be receiving credit through their institution or they will be volunteering their time. Additional volunteer opportunities for students will be made available through the Carlson Leadership & Public Service Center, which coordinates service-learning opportunities for UW students in partnership with organizations like ours to contribute to the greater community.

The students we work with come from the Early Childhood & Family Studies program, College of the Environment, Adolescent Psychology and other programs that relate to our program. Volunteers from the community may also apply and are accepted based on appropriate background, skill set, and temperament. All volunteers and interns are required to pass a state and federal background check before working with our programs.

LOGISTICAL INFORMATION

Hours of Operation: The Fiddleheads Forest School is open from 9am-1pm September-June. Classes take place either Monday-Friday; Monday, Wednesday, and Friday; or Tuesday and Thursday, with the exception of: observed holidays, two professional development days, and school closures in December, February, and April.

Tuition: Tuition is based on a 10-month calendar. Parents are encouraged to pay the full tuition prior to the first day of preschool, but may choose to pay in monthly installments. Monthly payments will be due by the last business day of the month for the following month. The parent is responsible for payment of all scheduled days, regardless of attendance.

Vacations: Refunds or credits will not be issued for vacations.

Holidays: Refunds or credits will not be given for holiday closings.

Inclement Weather Closings: Refunds or credits will not be given for inclement weather closings.
**Late Payment:** If payments are not received by the due dates listed below, there will be a late fee of $5 per day thereafter that payments are not received. The late fee will be added to the next month’s bill. Repeated late payments may be grounds for termination and parents who are more than 2 weeks late on payment will be considered as withdrawing from the program and we will begin to fill their spot with another family (see withdrawal procedure below).

**Payment Schedule:**

<table>
<thead>
<tr>
<th>MONTHLY TUITION</th>
<th>DUE DATE</th>
<th>Tu/Thu</th>
<th>Mon/Wed/Fri</th>
<th>M-F</th>
</tr>
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<tbody>
<tr>
<td>September 2015</td>
<td>August 25th</td>
<td>$320</td>
<td>$468</td>
<td>$760</td>
</tr>
<tr>
<td>October 2015</td>
<td>September 30th</td>
<td>$320</td>
<td>$468</td>
<td>$760</td>
</tr>
<tr>
<td>November 2015</td>
<td>October 30th</td>
<td>$320</td>
<td>$468</td>
<td>$760</td>
</tr>
<tr>
<td>December 2015</td>
<td>November 25th</td>
<td>$320</td>
<td>$468</td>
<td>$760</td>
</tr>
<tr>
<td>January 2016</td>
<td>December 18th</td>
<td>$320</td>
<td>$468</td>
<td>$760</td>
</tr>
<tr>
<td>February 2016</td>
<td>January 29th</td>
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<td>$468</td>
<td>$760</td>
</tr>
<tr>
<td>March 2016</td>
<td>February 26th</td>
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<td>$468</td>
<td>$760</td>
</tr>
<tr>
<td>April 2016</td>
<td>March 31st</td>
<td>$320</td>
<td>$468</td>
<td>$760</td>
</tr>
<tr>
<td>May 2016</td>
<td>April 29th</td>
<td>$320</td>
<td>$468</td>
<td>$760</td>
</tr>
<tr>
<td>June 2016</td>
<td>Already paid - deposit</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

**Late Pick Up Fee:** Parents picking up children after 1pm are considered late. Families who establish a habitual pattern of late pick-ups may be subject to late fees and will be notified in advance. Fees are $5.00 plus $1.00 for every minute after closing time. Any expenses accrued will be added on and collected with the following month’s tuition.

**Why Timely Pick-Up Matters:** Transitions are particularly difficult for children during early childhood. Arriving on time helps to ensure that your child will be able to transition in and out of the classroom with ease and reinforces the successes of the day. In addition, the time teachers spend in the office is crucial...
to the success of the program, and minutes quickly add into hours. Please be considerate and do your best to pick your child up in a timely manner. If you would like to stay and chat with other parents after the school day is over, please do so outside of the classroom space. This helps us ensure that all of the students still waiting to be picked up are safe and accounted for.

**Additional Expenses:** Parents should anticipate occasional small expenses throughout the year, including but not limited to field trips, photos, and special projects.

**School Closures:** As an entirely outdoor program, the Fiddleheads Forest School is more affected by extreme weather than indoor schools. As much as possible, the Forest School will follow the Seattle Public Schools for inclement weather closings. However, as your children’s safety and learning experience is paramount to us, on occasion inclement weather may cause the limitation or cancellation of school hours independent of the public school system. In case of closure, we will always do our best to notify you as far in advance as possible. Delays and cancellations will be posted via a bulletin to Shutterfly and sent to parents by e-mail. If the school should need to close early due to weather you will be notified by phone.

**Preschool Calendar 2015-2016**

September 14 & 15: School Visit/Orientation
September 16: First Day of School
September 17: First Day of School for 2-day students
September 30, 5pm: Back to School Night for Parents (evening)
October 19: **NO SCHOOL**, In-Service Day
November 11: **NO SCHOOL**, Veteran’s Day
November 23-24: **NO SCHOOL**, Home Visits
November 25-27: **NO SCHOOL**, Thanksgiving Break
December 16: Evening Solstice Celebration
December 17: Evening Solstice Celebration
December 21-January 1: **NO SCHOOL**, Holiday Break
January 18: **NO SCHOOL**, Martin Luther King Jr. Day
February 4: Kindergarten Transition Meeting (evening)
February 15-19: **NO SCHOOL**, Mid-Winter Break
March 18: **NO SCHOOL**, In-Service Day
April 11-15: **NO SCHOOL**, Spring Break
May 30: **NO SCHOOL**, Memorial Day
June 16: Last Day of School for 2-Day Students
June 17 – Last Day of School

**Withdrawal Policy:** If you choose to withdraw your child from the Fiddleheads Forest School, you must fill out a 30-Day Notice of Withdrawal form (available upon request). This form must be signed by a preschool director and submitted at least 30 days in advance of your child’s intended date of withdrawal. You will pay for your child’s final month in the preschool and forfeit the last month’s tuition paid at the time of enrollment. If you paid the full tuition up front you will be reimbursed the remaining months minus a 10% processing fee and the last month’s tuition (or “and your deposit”).

**ENROLLMENT & ADMISSION**

**Enrollment Requirements**
In order to enroll in the Fiddleheads Forest School, your child must be:

- 🌟 Your child must be 3 and no older than 5 by August 31, 2015 (i.e. if your child turns 6 before 8/31 he or she is not eligible to enroll)
- 🌟 Potty trained (no pull-up diapers) by the start of preschool. Unlike traditional indoor programs, your child will frequently be sorting through many layers of clothing on their way to and from the bathroom. The ability to know and regulate toileting is therefore a necessity.
- 🌟 Your child must be prepared (and want!) to be outside rain or shine.

**Enrollment Options**
Families have the option of selecting a 2, 3, or 5-day a week schedule.

**Monday/Wednesday/Friday Class, 9am-1pm**
Tuition is $4,680 for the 10-month program. Parents are encouraged to pay tuition prior to the first day of preschool, but may choose to pay in monthly installments of $468 per month due on the last business day of the prior month. Class begins on September 16th, 2015 and ends on June 17th, 2016.

**Tuesday/Thursday Class, 9am-1pm**
Tuition is $3,200 for the 10-month program. Parents are encouraged to pay tuition prior to the first day of preschool, but may choose to pay in monthly installments of $320/month due on the last business day of the prior month. Class begins on September 17th, 2015 and ends on June 16th, 2016.

**Monday-Friday Class, 9am-1pm**
Tuition is $7,600 for the 10-month program. Parents are encouraged to pay tuition prior to the first day of preschool, but may choose to pay in monthly installments of $760/month due on the last business day of the prior month. Class begins on September 16th, 2015 and ends on June 17th, 2016.

**Forms**
Parents are asked to submit and annually keep up-to-date:
- Enrollment and Tuition Agreement
- Confidentiality Policy
- Medical and Emergency Information
- Photo Release Form
- Family Communication Release
- Child’s Personal Information Form
- Parent Involvement Form
- Certificate of Immunization or Exemption Form
- Child’s Health Information Form
- Waiver Form
- Emergency Kit
FOR ENROLLED FAMILIES

**Registration:** Each spring, families are asked to complete a registration packet. These forms are required to guarantee space in the next school year starting in September. If the paperwork is not returned by the date requested, it is assumed the child will not be continuing into the new school year and their place will be filled by another child.

**Attendance:** Regular attendance is an important element of your child’s success here at the Fiddleheads Forest School. Please speak with your child’s teacher if an extended absence is anticipated.

**Weather:** A forest school, by its very nature, is exposed to the elements. The meaningful experiences students gain from interacting with various forms of weather is invaluable and a core part of the program. During extreme dangerous weather such as high winds, thunderstorms, and extreme cold, Fiddleheads Forest School will take place inside the Greenhouse located next to the Graham Visitor’s Center. Under all other circumstances, parents should expect that their children will spend the duration of school outdoors. If a student is not suitably dressed for the weather, parents may be contacted to bring appropriate gear and/or pick the child up from school.

**Clothing Suggestions:** If we can be warm and comfortable in our clothing, then we can be outside in any weather. As the oft-repeated forest school slogan goes: “there is no bad weather, only bad clothing”. Wearing the right clothes for the weather is crucial to ensuring everyone has a good experience. Encouraging your child to be a part of the experience of picking out their “special” forest school clothes will help ensure the process of getting dressed in the morning goes smoothly. Here is what we recommend:
All Year -

- Comfortable, warm and waterproof footwear
- Clothing that can get muddy and dirty
- Loose fitting clothing for easy movement
- Rain pants, jacket or rain suit that is either worn or stored at school daily
- Avoid dresses or long shirts that go over rain gear. Water soaks up the cloth to the torso and causes children discomfort and cold.
- Minimum 1 pair of extra clothes stored in students’ backpack (i.e. underwear, pants, shirts, and thick socks)
- A water bottle

Winter Months -

**Head:** warm, non-cotton hat.

**Torso:** loose fitting non-cotton long underwear, fleece jacket + other warm layers as needed, rain coat with hood.

**Hands:** warm, waterproof mittens that are easy to take on and off.

**Legs:** loose fitting non-cotton long underwear, fleece or other warm non-cotton pants to wear underneath rain pants.

**Feet:** non-cotton, preferably wool socks and warm, waterproof boots (we recommend Bogs Boots or similar)

**Resources:**

- [www.tuffo.com](http://www.tuffo.com)
- [www.oakiwear.com](http://www.oakiwear.com)
- [www.bogsfootwear.com](http://www.bogsfootwear.com)
- [www.landsend.com](http://www.landsend.com)
- [www.sierratradingpost.com](http://www.sierratradingpost.com)
- [www.rei.com](http://www.rei.com)
- [www.modernparentsmessykids.com/2012/10/outdoor-preschool-how-to-dress-forhours-of-rain-cold.html](http://www.modernparentsmessykids.com/2012/10/outdoor-preschool-how-to-dress-forhours-of-rain-cold.html)

Fiddleheads Forest School Gear Library (contact ffschool@uw.edu about availability)
Labeling: Please label all removable clothing and other belongings with your child’s name, accidents happen and it’s easy for clothes to get mixed up.

Accidents: If your child does have an accident we will send the clothes home in a labeled plastic bag at the end of the day.

YOUR CHILD’S FIRST DAY

Please bring the following to the preschool on or before your child’s first day:

- All required enrollment packet forms
- Backpack with: snack, lunch, water bottle, layers and extra clothing
- Extra sets of clothing, labeled with your child’s name
- Emergency Kit

Adjustment to Forest School: Starting preschool is a big step for most kids. Some children are excited to participate and they easily acclimate to class. Other children are nervous at first but quickly ‘warm up’ as they get engaged in activities. Still others may have a longer adjustment period as they gradually become comfortable with a new environment and expectations. There is no right way for a child to “adjust” to preschool. Our expectations are open-ended and we understand your child will acclimate in their own unique way.

Occasionally a child who is eager at first may have difficulty later upon realizing the change is a permanent one. This adjustment is not necessarily related to a child’s maturity level; every child handles new situations in his or her own way. We acknowledge these differences and provide support and encouragement to help each child adjust to our program.

As a parent/guardian, you have unique insight as to how your child reacts to new settings. There are many ways to prepare your child for class, such as talking about it one week before school starts. “Next week you’ll be going to The
Fiddleheads Forest School! Won’t that be fun?!” As your child asks questions, answer them honestly. “You’re going to meet animals, sing songs, make art, go on adventures and learn new things — you will have lots of fun!” Try to address the upcoming change in as natural a way as possible and acknowledge your child’s feelings about it.

One thing you may want to consider is visiting the Arboretum with your child prior to the start of school. This may alleviate some trepidation about unfamiliar settings. If you would like your child to meet with his or her directors previous to the start of school, you are welcome to schedule a time to stop by our office.

When you drop your child off, assure him or her that you will be excited to hear all about the day when it is time to be picked up. You might even give your child a challenge: “While you are in class today, pick your favorite thing to tell me about — I can’t wait to hear about your day!” If your child is experiencing a very difficult transition, please share your concerns with the teacher so that she can help provide a smooth and happy experience.

**Saying Goodbye:** Figuring out the best way to support your child at drop-off can be anxiety-inducing process for parents as well as children. It is important to recognize that if a child does not know when the parent is leaving, there can be constant stress waiting for that moment and he/she may never fully settle. If you or your child is concerned about saying goodbye, we are more than happy to work with you to make a plan ahead of time. The most important thing is to tell your child exactly what will happen and then follow through decisively. Planning and practicing a routine the night before can be comforting for everyone involved. Let them learn how to let go and find their rhythm, make friends, and discover their favorite school-time activities while also communicating your confidence that they will do fine. When it comes time to say goodbye, trust that doing just that is the best course of action. It can be difficult to walk away on that first day of school, but in so doing you will assure your child that it is alright for them to do the same and join in with their peers. A quick, direct exit from the classroom will
provide secure boundaries for your child and signal to them that you are confident they are going to be happy and safe.

PARENT PARTICIPATION

Open Door Policy: Parents are always welcome! Parents may visit at any time. While visiting the Forest Grove we ask that parents observe and encourage their child to adhere to school rules and routines. If you wish to visit for an extended period of time, please arrange a time with your child’s teacher to avoid scheduling conflicts or multiple visitors. In order to assure as smooth a transition as possible, we ask that you refrain from visiting during the first month of school. This is a special time, both for your child and the staff. We do ask that if you plan on bringing friends or other family members to visit you specify that in advance.

How to Get Involved: We always appreciate parents who can help with cooking projects, join us for a walk, read a story, or share something special about themselves with the class. Please discuss these possibilities with your child’s teacher. Opportunities to be involved include:

- Photography
- Reading to students
- Marketing assistance
- Chaperoning
- Birthday
- Musical presentations
- Work Parties
- Cultural Celebrations
An open line of communication enriches the educational experience of our students and is an essential element for building partnerships. Your input is important to us. We are always happy to schedule time to discuss any academic, social, emotional, or developmental questions either by phone, e-mail or in person. Please keep the lines of communication open with us and let us know of any significant events in your child's life. Visitors, work trips, moving, new babies, divorce, illness or death can affect children in class. When we are informed about these changes we are better equipped to offer support and encouragement to your child.

**DAILY SCHEDULE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td>School Opens</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Drop-off, exploration and free-play</td>
</tr>
<tr>
<td>9:30-9:50</td>
<td>Circle Time and Snack</td>
</tr>
<tr>
<td>9:50-11:45</td>
<td>Lessons, adventures, walks</td>
</tr>
<tr>
<td>11:45-12:20</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:20-1:00</td>
<td>Individual &amp; group work time</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>Pick up</td>
</tr>
</tbody>
</table>
**FOOD**

**Mealtime Philosophy:** We approach diverse family values around food in the same way we support the individuality of each child. Meals are a time for coming together as a community and sharing the observations of the day. The teachers and interns encourage conversation by sitting and eating with the students.

**Allergies:** In cases of severe allergies or diet restrictions, parents *may* be asked to exclude certain foods from their child’s snack. If your child has an allergy or food restriction, documentation must be on file with the school.

**SETTING LIMITS**

**Behavior Policy:** If a negative behavior occurs in the preschool, staff will address and seek to resolve it directly with the child. It is important that parents and directors work together, but the consequences and problem solving need to be immediately tied to the behavior. Our policy is as follows:

- Hurtling another child or throwing a tantrum leads to being away from the group until the child is calm enough to rejoin the activity.
- Abuse of an activity or object leads to a loss of the privilege of using that object or material for a specific length of time.
- Repeated unprovoked hurting of another child and/or using objects as weapons to injure staff or children leads to a call to the parent(s) to come and take the child home.
- Serious injury of a child or staff member, or habitual behavior that compromises the safety of the children, may lead to termination of enrollment.

**Discipline:** The goal of discipline is to develop self-discipline. Our early childhood program fosters an environment in which children learn to respect others and their surroundings. We teach and encourage children to use problem solving and conflict resolution skills. Other discipline techniques we employ are prevention, teacher
shadowing, redirection, positive modeling and gentle reminders. Discipline shall be fair, consistent and appropriate for the age and maturity of the child. Physical punishment, such as spanking, is strictly prohibited on the premises of the preschool program. Any cruel and unusual discipline that is frightening or humiliating is never used.

Every effort will be made to help parents and children resolve difficulties that may arise in the program. Steps toward resolution include:

- Scheduling a parent/teacher conference.
- Developing a written plan of action agreed upon by parent and teacher.
- A referral to an outside agency if there seem to be developmental or behavioral concerns.
- Possible withdrawal of child if a behavioral problem is so severe that no positive solution can be found.

**What’s Best For Your Child:** In some cases, a group care situation may not be the most appropriate or suitable early care environment for your child. On occasion we will implement a one to two-month adjustment period after which a determination will be made about continuing enrollment. After thoughtful discussion between staff, parents and the directors, a family may be asked to make other arrangements for their child.
Birthdays and Holidays: Here at the Fiddleheads Forest School, excitement and adventure abound. Our proximity to a broad swath of plant and animal life cycles means that we will have the opportunity to celebrate and appreciate the changes in seasons, the cycle of life, as well as to explore many holiday traditions from cultures around the world. Using a Montessori tradition, each child on their birthday will carry a globe around a “sun” for each year they are born.

You are also welcome to bring a special snack or small toy, but please do not under any circumstances feel obliged! We like to emphasize that your child’s life is the most important treat of the day. Please check with your teacher beforehand to make sure there are no dietary restrictions that need to be met and avoid excessive sweets. Muffins, fruit, yogurt, bubbles or stickers are great! If you choose to bring a treat please provide for 14 children. Parents are invited, but we understand scheduling often gets in the way of your ability to attend. No pressure!

If you are planning a birthday party for your child outside of school, please don’t have invitations passed out at school unless all students are invited. For students with summer birthdays, we can either celebrate these at the end of the year or we can celebrate half-birthdays. When the time comes, just let your child’s teachers know how you would like them to handle this for your child.
STAYING HEALTHY

**Sick Child Policy:** Parents are required to keep children home if they exhibit any symptoms of illness as listed below. We understand the difficulty of this for working parents, but this must be done to maintain a healthy environment for everyone. Parents are obligated to report any communicable disease or condition (i.e., conjunctivitis, head lice, chicken pox, etc.) to the staff so that we can alert other parents as soon as possible. The nature of this program makes these standards especially important in order to prevent worsening or spread of symptoms. Please consider whether your child is able to be outside for three hours in addition to the conditions listed below.

As stated in the Seattle King County Department of Public Health [Child Daycare Health Handbook](https://www.seattle.gov/health/child-labor-care/daycare-health-handbook), please keep your child home if they have any of the following conditions:

- Fever of 100+: (Must be fever-free for 24 hours before returning)
- Diarrhea: More than one loose stool within a 24 hour period
- Vomiting: More than once in 24-hour period
- Severe coughing with runny nose and green mucus
- Rashes: (un-identifiable or non-typical rash)
- Pink-eye (conjunctivitis): Redness of eyelid, swelling and/or discharge
- Change of color of skin or eyes (may be signs of hepatitis)
- Unable to participate in normal activities including outdoor play
- Lice or scabies: For head lice, children and staff may return after treatment and no nits; for scabies, return after treatment.

Please call us at 206-616-5261 to let us know about your child’s situation because this information helps us keep track of illness in the program.
Here are the guidelines we follow when a child appears ill:

- If a child arrives at school and exhibits possible symptoms of an illness, we will move the child away from others and have them lie down quietly and rest.
- If a child continues to feel ill, we will call the parents. If parents cannot be reached, a relative or emergency contact will be called to pick the child up.
- In the case of minor injury, the child’s parents will be notified and an “Ouch / Illness Report” will be completed. If a child has a head or eye injury, the parent will be notified by phone. In the case of an emergency involving serious illness or injury, parents and 911 will be called.
- Staff members will follow the same exclusion criteria as children.

Medication Policy: Any medication or special medical procedures will be administered only with a signed Medication Authorization form (available upon request) from the parents or guardians. They are required for all types of medication, including non-prescription medication such as Tylenol, sunscreen, Chap Stick, lotions and ointments, etc. Please follow the procedures below:

- Prescription drugs must be in the original prescription bottle with the child’s name and dose indicated on the bottle.
- Non-prescription medications must be in the original container with the child’s first and last name and the date it was brought to school written on the container.
- Medication will only be administered to the limit of the instructions on the label.
- All medications must be dispensed by a staff member and may not be kept in the child’s possession.

Immunizations and Exemption:
We recommend that all children be vaccinated. Families must submit a vaccination record prior to the start of school, and update them periodically. Families have the right to choose not to vaccinate their children for personal,
philosophical, or medical reasons. Those families choosing not to vaccinate their children must complete a Washington State Department of Health Exemption form, available upon request. In completing the form, families acknowledge the following, as stated by the Washington State DOH:

- My child may not be allowed to attend school or child care during an outbreak of the disease that my child has not been fully vaccinated against.
- Exempting my child from any or all required vaccine(s) may result in serious illness, disability, or worse.

**HIV/AIDS and Blood-borne Pathogens Awareness:** Every staff member is required to attend an HIV/AIDS / BBP awareness course. We will follow WISHA Guidelines when working with bodily fluids. All staff members will use universal precautions when exposed to bodily fluids with universal precautions, including:

- Using gloves or some other barrier when dealing with a bleeding wound.
- Washing hands thoroughly after dealing with blood or bodily fluids, even if gloves were used.
- Disposing of bloodied gloves, tissues, etc., by sealing in 2 plastic bags and placing in a waste receptacle.
- Cleaning and disinfecting all exposed surfaces.

### ADDITIONAL POLICIES

**Child Abuse Reporting:** As required by Washington State Law, suspected child abuse and/or neglect will be reported to Child Protective Services (CPS). Directors are responsible for submitting reports. Under law, childcare personnel do not notify parents when CPS has been called about possible abuse, neglect or exploitation except on the recommendations of CPS or police personnel.

**Car Seat Safety:** Washington State law requires that children less than eight years old must be restrained in child restraint systems, unless the child is 4’9” or taller.
Childcare providers are mandatory reporters and will report any child not safely secured upon arrival or departure from the center.

**Anti-Harassment:** We are committed to providing a work environment where staff and families are treated with respect. We will not tolerate harassment from staff, families, vendors or visitors. Harassment takes many forms, and can include unwelcome comments, slurs, jokes, innuendoes, cartoons, pranks or other verbal or physical conduct that creates an uncomfortable working environment.

**Nondiscrimination Policy:** Fiddleheads forest school does not discriminate on the basis of sex, race, color, national origin, disability, religion or age in the administration of its educational policies, admissions policies, and all other school-administered programs.

**Grievance Policy and Procedure:** We recognize parents as the first and most important influence in their child’s life, and that a positive working relationship between the parent and the preschool is of primary importance. If a grievance occurs that cannot be satisfied by discussion with the lead teaching staff, families are advised to contact the Education Supervisor at 206-616-3381.

**CONFIDENTIALITY**

The Fiddleheads Forest School respects the privacy of every child and family and holds confidential all records regarding your child’s personal information. All records will be kept secure in the child’s file in the office. Only the school directors and lead staff have access to these records. Fiddleheads Forest School will always seek your permission to share information with other professionals.
DIRECTIONS: FIDDLEHEADS FOREST GROVE

Follow directions to 2300 Aabornum Drive E. Instead of turning into the visitor center pass by the white gate and drive up the hill. Drive about 2 minutes up and down and up again until you reach two gravel parking lots.