Welcome to Seedlings
Center for Early Learning

“Growing Young Minds”

Funded by a Federal Grant from the
U.S. Department of Health and Human Services
Office of Head Start
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Head Start Locations:

**Castlevale**  
2902 Castlevale Road Suite B  
Yakima, WA 98902  
Tel: (509) 594-4562  
Fax: (509) 571-1586

**Union Gap**  
3201 4th Street  
Union Gap, WA 98903  
Tel: (509) 248-3967

**East Valley**  
316 E. Seattle Ave.  
Moxee, WA 98936  
Tel: (509) 594-4625

**West Valley - Wide Hollow**  
1000 S. 72nd Ave.  
Yakima, WA 98908  
Tel: (509) 406-2668

**Fairview**  
110 S. Fair Ave.  
Yakima, WA 98901  
Tel: (509) 571-1981

**Tieton**  
807 Tieton Ave.  
Tieton, WA 98947  
Tel: (509) 673-2109

**Jefferson**  
902 E. Viola Ave.  
Yakima, WA 98901  
Tel: (509) 594-4564  
Fax: (509) 571-1590
Welcome Message from Seedlings Head Start

Dear Parents,

It is our pleasure to welcome you and your child to Seedlings Early Learning Program. Our staff is well prepared for another exciting year.

The Parent Handbook you have received was prepared to ensure that you and your child have the information needed to have a successful experience in the program.

There are some basic things we want you to remember as your child begins his/her educational experience.

- School attendance, punctuality, and a good night sleep are all basic fundamentals for student success.
- Collaborative partnerships that involve parents, families, and staff are the most beneficial to the successful educational experience of the child;
- Parent involvement is fundamental to your child’s overall success.

If at any time you have questions about the program, feel free to contact your child's teacher or the Center Manager of the site where your child attends class. Their contact information is located on page three (3) in this handbook.

Once again, welcome and thank you for allowing us the privilege of being a part of the early education of your child.

Respectfully,

The Seedlings Program Staff
ESD 105 Mission Statement
Educational Service District 105 develops and delivers exceptional, cost-effective service to its clients by anticipating and responding to needs, nurturing strong relationships and partnerships, and maximizing staff expertise.

EPIC Mission Statement
Working hand in hand with children, youth and families, EPIC provides services to strengthen communities.

Program Goals
We have developed three main program goals to focus on this year to help serve and honor you as a family. They are:

1. Children of ESD105’s Migrant Seasonal Head Start Programs will have maximized their potential upon entering Kindergarten with skills, experiences and mind-set that provide the foundation for success throughout their educational trajectory.
2. ESD 105 Migrant/Seasonal Head Start will empower parents as advocates and leaders in order to support their children and lead vibrant lives within their community.
3. ESD 105 will have an established network of community partners and stakeholders that support comprehensive services to children and families.

Admission/Enrollment Policy: Head Start is a free comprehensive preschool program serving children from low-income families. Head Start reserves 10% of its enrollment for disabled/special needs children. Children not accepted into the program at the beginning of the year will be placed on an active waiting list. As openings occur, parents will be notified in the same manner as original enrollees.

Non-Discrimination: This institution is an equal opportunity provider. In accordance with Federal civil right law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Seedlings are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil activity in any program or activity conducted or funded by USDA.

Head Start Family Confidentiality: Head Start programs are required to implement and maintain safeguards and safety measures to preserve the confidentiality of personal and private information collected from or about Head Start families and children.

Parent and Family Engagement

Family Involvement Philosophy: Head Start recognizes the parent/guardian as a child’s first and most important teacher. We recognize the value of involving families in making decisions that will affect them and their children. We recognize the parent/guardian as valuable contributors to their families, to the program and to their communities. We recognize each family member as an individual, bringing his or her set of values, needs and concerns to the program. We strive to involve each parent/guardian in the program to participate at a level where they are most comfortable, whether it be in the classroom,
serving on committees, or in activities they have helped to plan. All program involvement is voluntary and not a condition of the child’s enrollment.

**Parents as Volunteers** You, being the parent/guardian, are the primary educators in the life of a child. Therefore, your role as a volunteer plays an important part in the program. Your involvement will add richness and variety to the classroom; and will bring a unique range of experience, talent, and diversity in background, which helps to create a very special program.

If you volunteer, you will have a better understanding of what the staff is doing with your child/ren and the kind of home assistance your child/ren may require. It also shows your child/ren that education is important to you; and it allows you to develop a relationship with the staff teaching your child/ren.

Regularly scheduled volunteers must have a current TB Skin Test on record in the Head Start office. If requested, a copy will be sent to the office for the center files. A criminal background check is required for regular volunteers.

**Examples of activities in volunteering:**

**Education: Home**
- Read to your child daily
- Plan dinner menu together; then go shopping for the food;
- Go for a walk around the block or to the park
- Work on activities that support the home goals for your child. This is the largest source of in-kind.

**Education: Classroom**
- Work with children in the classroom;
- Prepare materials for classroom activities;
- Help with special presentations for children;
- Share your family culture with the children; i.e. pictures, sharing a hobby; or special talents
- Help organize and accompany children on field trips;

**Nutrition**
- Share ideas on the menu
- Help the teacher plan and prepare nutrition experiences.

**Family Support & Family Involvement**
- Recruit for the program in the community
- Translate materials into Spanish
- Interpret for other families
- Call other parents to remind them of parent events and activities
- Help with yard work around the center
- Participate in Parent Committees

**Health**
- Participate on the Health Services Advisory Committee
- Participate in Oral Health Dental Curriculum.
- Assist with Health screenings like height, weight, hearing, vision, etc.

**Kitchen**
- Help wash dishes
- Help clean the kitchen
- Other duties as needed
- Assist with meal preparation

**Office**
- Help with copying and filing
- Answering phones
- Prepare site Parent Bulletin Board
Volunteer – In-Kind
We are mandated by the National Office of Head Start to produce 20% of our funding from volunteer hours and other contributions every year. These volunteer hours and other contributions are called In-Kind. You, as a parent, are essential to helping us meet this requirement. The activities listed above are activities that can be counted for this requirement. If you choose to volunteer, you will be asked to fill out forms that document your hours and other contributions.

Ongoing Monitoring and Self-Assessment – The Parents Role
We conduct ongoing monitoring of our programs throughout the year. Ongoing monitoring allows us to see what is currently being done well and what needs to be improved. Monitoring also allows a quick response to any issues that arise in the community, the program, or among enrolled families.

Get involved! Parent Center Committee and Policy Council
We encourage families to get involved in their child’s classroom and center. Each Center has a Parent Center Committee. The Parent Center Committee meets regularly and helps with planning Family Nights and other Center activities. Please see your Center Manager or Family Advocate for more information.

Parents will select Parent Representatives from the centers to serve on the agency-wide Policy Council. These parents represent the interest and concerns of all parents and children enrolled in the program. The Policy Council is a group that works with the director and management staff to give input for improving the program and to approve significant changes in the program. Policy Council Representatives are reimbursed for childcare and mileage expenses they incur.

You may be encouraged to participate in one or more of these efforts. Your participation could involve answering questions about the program, how we conduct services, observing children and staff, or completing checklists. As the parent of a child in the Head Start Program, your experiences and perspective are extremely valuable and your involvement will be a big help to assuring program quality.

Fatherhood
We support the father or father figure in the family. Our professional instructor holds meetings throughout the year to help men excel in their role as fathers, husbands and providers. Activities are designed around a variety of experiences and teaching. In the past the men have talked about their role as dad, activities centered on children and family, have built two toy chests, and have learned how to dress for a job interviews.

PARENT AND FAMILY ENGAGEMENT: EXPECTATIONS

Family Visits
Family visits are valuable in building respectful relationships with parents and in developing a broad understanding of every child in the program. Family visits encourage parent participation. Head Start staff has many opportunities to discuss with parents the advantages that home visits provide for both parents and children. Home visits are opportunities for:

- Focusing individualized attention on family strengths, interests, and goals
- Making connections between the home and program setting
- Learning more about parent-child interactions
Developing positive relationships, which allow parents and staff to get to know one another
Identifying techniques that can be generalized to other children in the family
Several family visits will be scheduled during the program year

My Rights as a Head Start Parent
1. To take part in the decisions affecting the planning and the operation of the program.
2. To help develop the best possible child development program with my input.
3. To be treated with respect and dignity.
4. To be informed about community resources concerned with health, education, and the improvement of family life.
5. To be informed regularly about my child’s progress.
6. To be welcomed into my child’s classroom at group experience and on field trips.
7. To attend parent center meetings and provide input into the planning of parent activities.
8. To be provided with information regarding job vacancies in the program.
9. To be given clear directions when I volunteer in the classroom.
10. To help develop programs that will improve daily living for my family and me.
11. To choose whether or not I participate without fear of endangering my child’s right to be in the program.
12. To expect guidance for my child from teachers and staff, which will help his/her total individual development.

My Responsibilities as a Head Start Parent
1. To learn about the program and to be part of my center program planning.
2. To take an active part in the home visit as a member of the team.
3. To take part in the classroom as an observer, a volunteer, and to contribute my services, in whatever way I can, towards enriching the total program.
4. To participate in parent activities and encourage other parents.
5. To welcome staff into my home to discuss ways in which I can help my child’s development.
6. To work with the teacher, staff and other parents in a cooperative way.
7. To guide my child with firmness; which is both loving and protective.
8. To work with my child on literacy activities at home.
9. To keep my child up-to-date on their well child exams and dental exams.
10. To offer suggestions to improve the program, to defend it against unfair criticism, and to share in evaluating it.
11. To take advantage of classes/workshops designated to increase my knowledge about child development and increase my skills in areas that may lead to possible employment.
12. To become aware and involved in community projects that help to improve the quality of life.
13. To follow through on commitments I make to the program.
14. To treat staff with respect and dignity.
15. To tell my child’s teacher what I enjoy doing in the classroom/group experience.
16. To support the self-assessment process in the following outlined methods.

Attendance: Regular attendance is necessary for children and families to benefit from the services that are provided. In order to maintain a high quality program we rely on regular attendance and family involvement.

The Program will:
● Encourage regular attendance of children;
● Provide support services for children with attendance problems;
● Transfer non-attending children to waiting list;
● Make every effort to accommodate children with special needs and their families; and
● In the event of a family emergency, we can hold a slot for family emergencies on an “as needed” basis.
  ▪ Contact your center if there is a family emergency that will cause absence from class.

The Family will:
● Notify their respective Head Start center by phone or note if their child is ill, has a planned absence, or the family is leaving the program area;
● Maintain a 90% attendance level;
● Work with the program staff to resolve attendance issues, including specific problems concerning children with disabilities.
● Signing In/Out: Parents are required to sign their child in and out of the Center, classroom, and bus each day. We require that parents use the sign in/out notebook when dropping off and picking up their child.
● Attendance Scanners: Attendance scanners will be used at time of pick up and drop off. When parents arrive to drop off their child each day, they will sign the front binder and get their child's ID badge scanned “in” for attendance. The parent will then take the child’s ID badge to the teacher in the classroom where they will sign the child in the classroom. The parent will not be allowed to drop of the child into the classroom without their ID badge. To pick their child up, the parent will sign their child out in the classroom and the teacher will hand them their ID badge. The parent will then take the ID badge back to the front desk to get scanned “out”.

**Emergency Information Form / Signing children in and out process:** Parents must keep Emergency Information Form (EIF) updated at all times with the staff. Copies of the Emergency Information Form are kept in the child’s file, classroom, front desk, and bus. Changes to the Emergency Contact Form will only be accepted in person. Handwritten notes or phone calls will NOT be accepted to make changes to the Emergency Information Form.
* Staff will only be able to release children to approved adults. Approved adults must be at least 18 years of age and must be added to the Emergency Information Form and must provide photo ID at time of pick up.

**Transportation and Field Trip Arrangements:** It is Head Start policy that every effort be made to support all pre-school children in attending field trips as an important supplement to their developmental needs. Field trips will be scheduled based upon the appropriateness to the curriculum and educational enrichment of the child. Parents will be notified and written permission will be gathered prior to any child attending a field trip. On-site classes will still be available for children not able to attend or who do not have a signed permission slip.

**Dressing Your Child for School:** Play clothes and tennis shoes are recommended for Head Start. Water, glue, food, dirt and other “fun” items are a regular part of the daily schedule. Tennis shoes instead of sandals, are best so that running, jumping, and other movements are safe and children don’t trip or slip on the floor.

Send a change of clothes, including underwear, if your child is not completely potty trained. We try to go outside every day. Clothing that is appropriate for the weather should be sent. Removing drawstrings from clothing is requested to prevent choking accidents when playing on playground and outdoor equipment.
The Head Start child development program is designed to meet each child’s individual needs. Activities allow for individualized instructions, one-to-one interactions with peers and/or adults, and freedom of choice. A well-rounded curriculum is covered throughout the school year. Your child will grow and develop socially, emotionally, intellectually, and physically.

**Child Development Services:** Young children learn most effectively through a hands-on, play-oriented curriculum. To facilitate this approach to early learning, the Head Start programs use culturally and developmentally appropriate activities. Teachers and parents work together to plan, carry out, and evaluate an activity under the guidance and direction of the teacher and parents. This process encourages children to feel confident of their success, to work at their developmental level and to experience the power of independence and the joy of working with attentive adults and peers.

The objectives of the classroom education experience are to:

a) Provide children with a learning environment and varied experiences, which help them develop socially, intellectually, physically, creatively and emotionally in a manner appropriate to their age and stage of development toward the overall goal of social competence.

b) Integrate the educational aspects of various Head Start services in the daily program of activities.

c) Involve parents in educational activities of the program to enhance their role as the principle influence on the child’s education and development. **We Need You!**

d) Assist parents to increase their knowledge, understanding, skill and experience in child growth and development.

e) Identify and reinforce experiences which occur in the home, so parents can utilize them as educational activities for their children. **Come and share your ideas.**

**DAILY ACTIVITIES WILL INCLUDE:**

**Arrival:** As the children arrive, program staff greets and welcome children and parents.

**Free Choice Time:** Activity time is a period in which the children select activities. They are free to move from one activity to another. There are many centers of interest available to the children such as art, science, math, language, writing, blocks, manipulative, Dramatic Play, and Sand/water. Activities are planned for each day and will vary from day to day.

**Individualization:** During small group time, a child and the teacher work together on various individual skills, such as fine/gross motor activities, identifying numbers, colors, shapes, body parts, etc., self-help skills, speech, language, and socialization skills, and identify home goals.

**Transitions:** They will also learn to move from one activity to another activity and learn a variety of concepts throughout the transition.
**Group Time:** During this time, children have a variety of experiences, such as: read aloud music and movement, and gross motor activities focused on purposeful curriculum studies and topics.

**Meal Time:** The children are provided nutritious meals and snacks. Mealtime is a socializing experience and an educational time shared by everyone present. Children participate in nutrition education activities, which include tasting, touching, peeling, cooking, stirring, etc.

**Oral Health:** Children are provided with toothbrush and toothpaste by the program. They will brush their teeth daily after breakfast and lunch under direct staff supervision. Children are taught to swish and swallow after snacks. They are opportunities to learn about the importance of oral health.

**Rest Time:** Children will be provided an opportunity to rest on mats or a cot in a quiet and calm environment. Children in our 6 hour program have rest time; children in the 3.5 hour program do not have rest time. Children do not have to sleep during rest time; it is an opportunity for children to calm their bodies.

**Outdoor Play:** Children explore the outdoors everyday (Weather permitting). It play allows children to participate in activities that promote large muscle development and coordination. Please dress your child according to weather conditions.

**Departure:** Reflection of the day will take place before exiting the classroom. It will help children recall events and learned concepts of the day.

- The above activities may or may not occur in the same order, but will occur daily.

**Disability Services:** Head Start is committed to serving children who have special health or developmental needs. A minimum of 10% of Head Start children enrolled must have diagnosed with a disability. Children with identified diagnosis participate in classroom activities.

Determining the need for special services begins with parents and guardians’ concerns. All children in the program are screened in the first forty-five (45) days of the program. The need for further evaluation is determined by parent or guardian concerns, screening, and classroom observations (by staff). Evaluations are performed by the local school district, consultants or a medical doctor. Before any evaluation can occur, the program is required to have the informed consent form signed by the parent or legal guardian.

If your child has been diagnosed previously, or if you think your child may need an evaluation, contact your child’s teacher. This contact will start the referral process. Evaluation referrals may be made at any time during the program.

**Mental Health Services Program:** Mental Health Consultants focus on enhancing our ability to nurture a child’s positive self-concept. They assist us in helping children to build positive relationships with their peers and their teachers. Services include observation, screening and assessment. In addition, families seeking consultation, crisis intervention, and individual and family counseling are linked to community mental health agencies. Mental Health Consultants work collaboratively with the family and program staff to provide services tailored to meet the child/family’s needs. The Mental Health Consultants are available on a limited basis to discuss any concerns parents have about their child, themselves or their family. All mental health services are kept confidential.

**COMMUNITY ACTIVE SUPERVISION**
Active supervision, as defined, is a proactive approach to monitor a large area in order to ensure safety and reduce problem behaviors from occurring. All children under the care of all staff personnel should never be left unattended, unsupervised or left alone.

In an effort to provide a safe environment at our centers, active supervision will be enforced for all staff personnel and parents.

This includes everyone creating a culture of safety meaning no child is left unattended. This means parents must accompany all their children at all times including holding their hands to keep them by their side when necessary. Parent’s active involvement in having their children walk and not run down the hallways is mandated at all centers.

In addition, cell phones are a distraction and should not be used when picking up or dropping off your children. Please be focused and aware of your children when dropping off or picking up your children from school.

It is much appreciated to have minimal distractions when entering classrooms, so teachers can maintain focus while providing classroom instruction. Please note that parents are encouraged to volunteer in their child’s classrooms and help establish a safe learning environment for all children and adults.

**Family Support:** Programs to support and strengthen families exist in many different communities and settings, and provide many different services. Despite this diversity, there is a common thread among all family support programs. The following outlines a set of principles that encompass how families should be treated by programs and professionals.

- Staff and families work together in relationships based on equality and respect.
- Staff enhances families’ capacity to support the growth and development of all family members: adult, youth, and children.
- Families are resources for their own members, other families, programs and communities.
- Programs affirm and strengthen families’ cultural, racial, and linguistic identities and enhance their ability to function in a multicultural society.
- Programs are embedded in their communities and contribute to the community-building process.
- Programs advocate with families for services, and systems that are fair, responsive, and accountable to the families served.
- Staff work with families to mobilize formal and informal resources to support family development.
- Programs are flexible and continually responsible to emerging family and community issues.
- Principles of family support are modeled in all program activities, including planning, governance, and administration.

**HEALTH SERVICES**

**Well Child Exams and Dental Exams:** Head Start REQUIRES all children to have a current well child exam and dental exam. Both the well child exam and the dental exam must be kept up-to-date with the state’s EPDST schedule. Well Child Exams are due yearly around your child’s birthday. Dental Exams are due every 6 months. Lead screening is a Head Start requirement for Well Child Exams. **Please share this information at your child’s next scheduled appointment.** If you are having problems scheduling these or are without insurance, please call your Family Advocate.
**Nutrition**: The food served to your child will meet USDA standards. The meals and snacks served to your child will vary according to their age and what hours/sessions they attend.

In the operation of the Child Care Food Program, no child will be discriminated against because of race, color, national origin, sex, age or disability. Any person who believes that he or she has been discriminated against in any USDA-related activity should contact their Center Manager to complete a USDA Program Discrimination Form.

**Food is not used as a reward or punishment**: Children will not be forced to eat, but are encouraged to try all foods. Special diets and allergies will be clearly posted in the classroom utilizing confidentiality procedures. The kitchen, Family Advocate, and staff will also have this information on file. Special provisions will be made for children with special dietary needs. We must have documentation from the child's physician regarding special diets and allergies before we can change the menu to accommodate an individual child's special diet.

**Communicable Diseases/Illnesses**: EPIC and ESD 105 staff is not equipped to care for sick children in the center-based setting or in transit on the buses. As in any school setting, communicable diseases, such as chicken pox and strep throat are common. When your child has any communicable disease, please contact us immediately. All calls are kept confidential to ensure your child's privacy. State law requires us to report certain communicable diseases to the local health district. General exposure notes may be sent out to all children in a classroom for certain communicable diseases. They will be informing you that your child has been exposed to a disease, what the symptoms are and what steps parents should take. At no time, will we ever disclose a child or family's name in an exposure letter. Remember, our goal is to promote preventive health services and early intervention. Together with you, we can do this.

The following are symptoms suggestive of common communicable diseases. Children with these symptoms should be kept at home. Should any of these symptoms be noted while the child is in school, staff will contact the parents immediately; and the child will be excluded from school until symptom free. The child may be placed in a separate area where he/she may be supervised until the parent arrives to take him/her home. Items and facilities used by the ill child including toilets, toys and other classroom items, shall not be used by any other person until those items and facilities have been thoroughly cleaned. (See WAC 338-150-220 Minimum Licensing Requirements for Child Day Care Centers).

Children with the following symptoms will be excluded: (WAC 170-295-3030-2)

- Fever of at least 100 degrees F. under arm (axillary) or 101 degrees F. orally AND who also have one or more of the following:
  - Headache
  - Earache
  - Sore throat
  - Rash
  - Fatigue

  OR

- Vomiting on 2 or more occasions within the past 24 hours

  OR

- Diarrhea (increased fluidity and/or frequency of bowel movements relative to the person's usual pattern) occurring 3 or more times within 24 hours; or any bloody stool

  OR

- Any suspected communicable infection of the skin or eyes such as impetigo, Pinkeye, and scabies.
● Open or oozing sores, unless properly covered and 24 hours have passed since starting treatment, if treatment is necessary

OR

● Fatigue, irritability, or confusion that prevents participation in regular activities, such as sleeping or resting more than usual for that child, not wanting to eat, or multiple cold symptoms that keep the child from regular activities.

● Any of the above symptoms may be associated with communicable diseases. They may also be symptoms of non-communicable diseases, but must be considered as signs of illness that should have medical attention.

Following an illness or injury, children will be readmitted to the program when:

● They no longer have the above symptoms

● They have been without fever for 24 hours without being treated by an antipyretic such as acetaminophen (Tylenol) or ibuprofen

● 24 hours have passed since starting appropriate treatment

● They no longer have significant discomfort

● The center has been advised by a Public Health nurse on communicable disease guidelines for child care

● Children who have experienced a serious or prolonged illness (seizures, severe allergic reactions, surgery, asthma attacks, etc.) will be required to provide a doctor’s note and a Health Care Plan may be developed (if necessary) prior to returning to the center.

● Following surgery or an injury requiring medical care, a note from the physician stating that the child may return to routine child care activities and environment will be required.
Head Start will only administer medication that is prescribed by a medical provider. Unless required by time schedule, staff will not give medication to children in care. The first dose of medication cannot be given at the center; it must be given at the home.

**Necessary information**
Before a medication will be allowed in the center and given to a child, we must have the following information:

1. Child’s first & last name
2. Child’s date of birth
3. Child’s parent/guardian and/or health provider signature
4. Name of medication
5. Reason for giving the medication
6. Amount of medication to be given
7. How often to give the medication
8. How to give medication
9. Start & stop dates of the medication
10. Expected side effects
If there is any question about the appropriateness of a medication being given to a child at the center, contact your Family Advocate.

1. ALL medications must be in original container with appropriate identification.
2. Only medicines that are required for children with rigid time schedules will be administered by staff.
3. Staff administering medicine must complete all appropriate documentation.
4. Medications will be stored in a designated, secure location, where it is inaccessible to children.
5. Medicines requiring refrigeration will be refrigerated separately from foods.
6. Medicines will be returned to the parent EVERY DAY as the child leaves the center.
7. Only trained staff will give medications.
8. Staff cannot give expired medication or give medication past the stop date, even if there is medication remaining.

NOTE: Diaper rash ointment can be given with written approval from the parents.

IMMUNIZATIONS
In order to begin attending school all children must be on an up-to-date schedule for immunizations required by Washington State EPSDT standards. Immunization exemptions may be given for children who have a medical condition that prevents them from receiving immunizations, which must be documented by the child’s medical provider and documented on the Department of Health Forms. Religious and other exemptions must be documented by parents and the child’s medical provider on the proper state Department of Health form(s).

MEDICAL AND DENTAL EMERGENCIES
Medical Emergency: In the event a child suffers an injury or illness which requires medical attention beyond basic first aid measures administered by school personnel, these procedures shall be followed:
1. A staff person will remain with the child and the parents will be notified.
2. The Center Manager will be notified of the emergency medical or dental situation.
3. A staff member will accompany the child to the emergency facility, until a parent/guardian or emergency contact arrives for medical emergencies. In case of a dental emergency, parent or emergency contact will transport the child to the dental facility.
4. Refer to the First Aid flip chart in each classroom for specific first aid procedures.

TOILET TRAINING
A plan will be in place for children with toilet training needs to ensure that efforts are made to assist young children to acquire toileting skills if needed and to support the implementation of individualized services to children. Staff must be sensitive to the wants and needs of the parent. Children will be treated in a respectful manner at all times. No child, regardless of whether or not that child has a disability, shall be denied placement based on inconsistent or limited training skills.

PROCEDURES:
1. Teaching self-care skills, such as toilet training, is an integral part of an inclusive Head Start program. In conjunction with a toilet training plan, Head Start teaching staff can provide opportunities for the child to learn toileting skills at a developmentally appropriate pace.
2. For each child needing individualized support, there must be a written toilet training Action Plan or schedule developed between staff and parents.
3. For children with a current IEP, goals that address toilet training can serve as the plan.
4. Staff must have ready access to the plan for the children in their care and must adhere to it.
5. Copies of the toileting Action Plan will be in the Emergency Binder and child’s file. A copy can also be given to the parents, if requested.
6. All supplies (diapers, pull ups, wipes, etc.) that are used while the child is attending the program are purchased by the program.
7. Staff are required to wear disposable gloves when changing diapers or pull-ups or when toileting a child.
8. When staff is required to change a child, they will communicate to the other staff in the room that they will be changing a child. Another staff will be within auditory range.
9. Toilet training must include instruction and assistance to the child in hand washing and hygiene.
10. Staff will follow diapering changing procedures.

CHILD ABUSE AND NEGLECT
ESD 105 and EPIC are a mandatory reporting agency, which requires staff to report to the police or Child Protective Services (CPS) any instances of suspected child abuse or neglect. Our entire staff receives training in this area every year and we take our responsibility to report very seriously.

BEHAVIOR MANAGEMENT/GUIDANCE PRACTICE
Every child has a right to feel good about him/herself and his/her family; and to learn more about the world around them. It is our responsibility to establish an environment rich with opportunities and experiences.
Consistent program planning and evaluation methods, developmentally appropriate activities and an understanding of children’s behavior greatly reduce discipline problems.
The following guidelines are to be adhered to by all adults (staff, volunteers and parents) during all Head Start program activities.
1. Supervision and guidance of the children during class sessions is the responsibility of the teacher. Any unacceptable classroom behaviors will be handled by classroom staff.
2. Established guidelines and limits are stated. All staff and volunteers will use positive methods of guidance/discipline, which encourage self-control, self-esteem, and curiosity.
3. Guidance/discipline must be consistent, developmentally appropriate and realistic. Staff will adhere to the Child Guidance and Support Policy No. 225 and will implement the Guidance Plan.

SMOKING
All programs are required to create smoke-free environments and to eliminate exposure to tobacco smoke for children, staff, and parents in the program. The policy covers the smoking of any tobacco products and applies to both employees and non-employee participants of the program. Smoking is not allowed in any of our center or playgrounds.

We, cognizant of the harmful effects of alcohol, drug and all types of tobacco use, including the addictive nature of nicotine, are committed to establishing an alcohol, drug and tobacco-free learning and working environment. In order that this commitment may be met, the possession, distribution or use of alcohol, tobacco products and illegal drugs is prohibited on all Head Start premises. This prohibition extends to all persons employed by the program either full or part time, and all other persons who, for whatever reason at whatever time, enter or come onto Head Start premises.

FIREARMS AND WEAPONS
We are a firearms and weapon free zone at all times.
RESOLVING PARENT COMPLAINTS

We are committed to resolving concerns or complaints made by parents and community members. When complaints arise, staff will respond immediately, assuring that the issue is heard and resolved quickly. If a parent has a complaint or a concern about something at the classroom level, they are encouraged to speak to the classroom Teachers. If the concern rises above that level, parents are encouraged to speak with the Center Manager or Assistant Center Manager. If the concern rises above the center level, parents are encouraged to contact EPIC's Executive Director at (509) 248-3950. For more information, please refer to EPIC Policy PG-101, which is posted on each center’s parent bulletin board.

FACILITIES & OPERATIONS

Annual Notification of Pesticide Use at Schools
The program is committed to providing the safest learning environment for your child. In accordance with the Revised Code of Washington (RCW) 17.21.415 notice is given to all parents and guardians of enrolled children of the occasional use of pesticides to control and suppress unwanted pests on school grounds and in buildings and buses.

When it is necessary to make a pesticide application, parents or guardians of children will be notified (pre-notification) at least 48 hours in advance of the application unless school will not be in session at the time of the application and 48 hours after the application. If pre-notification is necessary, it will be sent home with the children. A record of these pre-notifications will be kept at each school in the Pest Management Binder. At the time of a pesticide application the building will be posted with signs at main entry and exit points.

Any parent or guardian of a Head Start child may view pesticide application information as well as the annual summary of pesticide use by contacting the Center Manager of the particular school where their child is enrolled. The annual summary for the immediately preceding school year will be available after June 30th.

EMERGENCY PROCEDURES PLAN

In the event of an emergency, staff will implement the Emergency Procedures Plan. As a parent or guardian, it is important that you provide correct contact information for your child; and communicate any changes in contact information to program staff at your child’s site. A copy of the Emergency Procedures Plan is available at each Early Childhood Center site. Please feel free to contact the Center Manager if you would like to view the plan.
<table>
<thead>
<tr>
<th>WHO TO CALL FOR THE FOLLOWING CIRCUMSTANCES</th>
<th>Talk to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your child will be <strong>absent from school</strong></td>
<td>Your Family Advocate or center receptionist</td>
</tr>
<tr>
<td>You want information about <strong>enrolling a child in Head Start</strong></td>
<td>Your Center Receptionist or Family Advocate</td>
</tr>
<tr>
<td>You want <strong>special services</strong> for your child (speech, evaluations)</td>
<td>Your child’s teacher</td>
</tr>
<tr>
<td>There is a <strong>crisis in your family</strong></td>
<td>Family Advocate staff</td>
</tr>
<tr>
<td>You <strong>need food, clothing, help with housing</strong></td>
<td>Family Advocate staff</td>
</tr>
<tr>
<td>You need help with <strong>job training or job search information</strong></td>
<td>Family Advocate staff</td>
</tr>
<tr>
<td>You want to <strong>add adult names to the Emergency Information Form</strong> (persons to pick up child, changes to cards, etc.)</td>
<td>Your child’s teacher or Family Advocate</td>
</tr>
<tr>
<td>The <strong>weather is bad</strong> and you want to know school status</td>
<td>Listen to local radio stations</td>
</tr>
<tr>
<td>You think <strong>your rights as a Head Start parent have been violated</strong></td>
<td>Center Manager</td>
</tr>
<tr>
<td>You <strong>cannot afford to pay</strong> for medical and dental treatment for your Head Start child</td>
<td>Family Advocate staff</td>
</tr>
<tr>
<td>You <strong>want additional information about immunizations</strong></td>
<td>Family Advocate staff</td>
</tr>
<tr>
<td>Your <strong>child needs to take medication at school</strong></td>
<td>Family Advocate staff or your child’s teacher</td>
</tr>
<tr>
<td>You are concerned that your child may have been <strong>physically or emotionally abused</strong></td>
<td>Center Manager or Family Advocate staff</td>
</tr>
<tr>
<td>Your child has a <strong>specific eating problem</strong> for a limited time (as while on medication, after dental work, etc.)</td>
<td>Your child’s teacher or Family Advocate staff</td>
</tr>
<tr>
<td>You want <strong>more information about Head Start</strong>, the services we can offer you (how you can be involved in your child’s day, etc.)</td>
<td>Center Manager</td>
</tr>
</tbody>
</table>
TRANSPORTATION

How does my child get to school? For the first few weeks of school, we ask for your patience and cooperation while we are getting the routes and times established. It is of the utmost importance that we communicate with each other as we establish routes so that your child will be on the bus the shortest time possible.

Transportation Service Requirement
Before your child receives transportation services, the following forms must be complete/current:
  - Emergency Information Form
  - Transportation Policy Checklist
  - Healthcare Plan (when applicable)

Pick-up/Drop-off: Depending on the location of your child’s requested pickup-drop/off address, your child may be assigned a pick-up and drop-off point. You will be advised of your child’s pick-up/drop-off point. If your child’s pick-up/drop/off address is located on a dead end road or within an apartment complex, you may be required to escort your child to a designated bus stop assigned by the Transportation Manager. We ask that you stay with your child until the bus arrives.

Address Changes: If you are moving or have a new baby-sitter which will require a new pick-up/drop-off address, please notify your Family Health Advocate or Teacher of this change at least 48 hours in advance of service to the new address. Changes in address must be in effect for a period of at least two (2) weeks. Three address changes are accommodated per program year. More than 3 changes must be formally requested.

Stop/Go Sign
Before your child receives transportation services, you will receive a stop/go sign. Please place your stop/go sign in a window that is clearly visible from the street. If you would like the bus to stop and pick up your child, place the “Stop” sign in the window. If your child will NOT be using bus services to get to school, place the “Go” sign in the window. The bus will continue on with the route. This sign needs to be checked daily.

Being Ready
It is important for you and your child to be ready for the bus. We will stop and wait ONE MINUTE only and then we will proceed on with our route. If you miss the bus, you may bring your child to school and we will return him/her after class.
BUS RULES:
1. Stay seated at all times.
2. Keep hands and feet to yourself.
3. Talk quietly.
4. Food, drinks, toys, pets, and money is not permitted on the bus.
5. Follow the directions of the Bus Driver and Transportation Assistant.

Discipline on the Bus: The Bus Driver and the Transportation Assistant are responsible for the safety of all the children riding the bus. We have therefore set rules that are discussed with all the children. If a child is endangering him/herself or others, the following steps will occur:

1. Three (3) verbal warnings will be given to the child, with reminders of the bus rules. The Teacher and Child Development/Special Services Coordinators will also be given the information about the child not following bus rules.
2. The parent(s) will be called and will meet with the Teacher, Child Development Coordinator and Transportation Manager to discuss and develop strategies and a plan to resolve the situation.
3. If the plan fails, a second conference will be held to determine if transportation services will be withdrawn.
4. If all efforts to address behavior problems fail, the Transportation Manager in consultation with the Center Manager will make a final decision regarding termination of transportation services.

Returning Home:
Because we are transporting several children on the buses, we ask that you be prepared to receive your child as we arrive at his/her stop. We will only wait ONE MINUTE for you to come out to the bus. Your child will not be permitted to leave the bus if there is not an adult that is named on the Emergency Information Form present. You must have picture identification with you at the time of our arrival. We wish to avoid causing a safety issue by holding up traffic and it is important to maintain our bus schedule. Note: It is very important to have as many names as possible on the Emergency Information Form so that your child will not be returned to the school.

Emergency Information Forms:
The persons listed on the Emergency Information Form will be asked for identification by the Bus Driver or Transportation Assistant to ensure the correct person is receiving your child. This is for the safety of your child. A brother, sister, or appointed guardian must be at least twelve (12) years of age. The parent(s) must put the authorized person on the Emergency Information Form a minimum of 24 hours prior to the person receiving the child.

Parents needing to add additional persons who can accept their children off the bus or at the center and who do not have picture identification must take the person to the center for positive identification and picture taking. A copy of the picture will be attached to the Emergency Information Form to enable the transportation staff to identify them at the bus stop.
Emergency Related Changes: If you have a family emergency, please come to the center to pick up your child if at all possible.

Child Return to School: If there is no one present to receive your child after school, your child will be returned to the center. We will make every effort to contact the parent(s) or emergency back-up person(s) listed on the Emergency Information Form.

Route Drop-Off times: Because the routes can change daily due to address changes or absenteeism your child's Drop-Off time may vary. You will receive a bus route schedule from your center.

If we return your child back to school for any reason, the following procedures will apply:

1st Occurrence
- Person picking up child at center will need to show picture identification.
- Review Transportation Policy with EPIC staff
- Person picking up child must sign the Child Return Form.
- Parent(s) or Guardian will be contacted by phone or home visit and Transportation Policies will be reviewed.

2nd Occurrence
- Same as first occurrence, and
- Parent(s) or guardian will be required to attend a meeting within 5 school days with the Family Health Advocate (FHA) your child’s teacher and the Center Manager/designee to set up a family service plan to try to resolve transportation issues.
- If the parent(s) guardian fails to set up or attend the meeting, transportation services will be suspended until this meeting has been held.

3rd Occurrence
- Same as the second occurrence, and
- Transportation Drop-off only, services will be suspended for two (2) weeks.
  Parent(s) or guardian will be responsible to pick up their child/children at the end of class.

4th Occurrence
- Same as the first occurrence, and
- Transportation drop-off only services will be suspended for the remainder of the program.
  Parent(s) or guardian will be responsible to pick up their child/children at the end of class.
School Closure or Delays:
School bus transportation is a cooperative matter involving schools, parents, students and community. The transportation of your child(ren) is an important assignment. The Transportation Department faithfully accepts this assignment but, the success of a safe transportation program requires a high level of parental cooperation and support. For the safety of your child(ren) please review this information.

Your site has a calendar of school closures. The site will also close down on health screening days. Please make sure to keep in contact with your center for any additional closures.

Radio Stations-Television Stations
KDNA-91.9 (509)854-2222 noticias@kdna.org
KAPP-TV-ABC-Ch.35(2) (509)735-0444 kappnews@kapptv.com
KIMA-TV-CBS-Ch.29(6) (509)539-5377 tips@kimatv.com
KNDO-TV-Ch.23(4)NBC-(509)737-6725 news@kndo.com, news@kndu.com

Additional Resources:
Facebook Page-Enterprise for Progress in the Community
Website: www.epicnet.org

Flash Alert: EPIC/Head Start Alert System.