

2020-2021

Lower Columbia College Head Start/ECEAP
Parent Handbook



The mission of LCC Head Start/EHS/ECEAP is to provide quality early childhood education experiences through comprehensive services that support income eligible and special needs children and families from prenatal to five years of age.

Important Information

Your Teacher: _____ Classroom Phone: _____

Your Family Advocate: _____ Advocate's Phone: _____

Your Assistant Teacher: _____

Teacher's Email: _____ Family Advocate's Email: _____

Classroom Building is: _____

Head Start/Early Head Start/ECEAP Main Office Phone Number: 360-442-2800

Dates to Remember

Open House: _____ Orientation: _____

First Day of School: _____

Child's School Schedule: ___M ___T ___W ___TH ___F Child's Class Time: _____

Lower Columbia College Head Start/EHS/ECEAP

Administrative Office

1600 Maple Street – PO Box 3010 – Longview, WA 98632

360-442-2800 – Fax 360-442-2819

Head Start/ECEAP Centers

| Center | Address | Phone | Models | Center Hours |
|------------------------------|--|--|--|--------------|
| Barnes | 410 Barnes St. Building #A Kelso, WA 98626 | Room #1 360-578-6736 Room #2 360-578-6737 | Head Start Part Day ECEAP Part Day | 7:45–4:00 |
| Barnes North | 410 Barnes St. Building #B Kelso, WA 98626 | Room #1 360-578-6743 Room #2 360-578-6744 Room #3 360-578-6745 Room #4 360-578-6746 | Head Start 6 Hour | 7:45–2:15 |
| Broadway | 1410 8 th Avenue Longview, WA 98632 | Room #6 360-578-6702 | PIC | 12:00–4:00 |
| Castle Rock | 620 Roake Avenue SE Castle Rock, WA 98611 | Room #601 360-501-5409 | ECEAP 6 Hour Head Start Part Day | 7:45–2:45 |
| LCC East | 1720 20 th Avenue Longview, WA 98632 | Admin 360-442-2800 | ECEAP 6 Hour ECEAP Part Day | 7:45–4:15 |
| LCC West | 1720 20 th Avenue Longview, WA 98632 | Admin 360-442-2800 | Head Start 6 Hour ECEAP Part Day | 7:45–4:15 |
| Memorial Park | 3602 Memorial Park Drive Longview, WA 98632 | 360-578-6750 | Head Start 6 Hour Head Start Part Day | 7:45–4:15 |
| Early Learning Center | 1720 20 th Avenue Longview, WA 98632 | 360-442-2890 | ECEAP Part Day | 8:00–11:30 |

Website: www.lowercolumbia.edu/head-start

Facebook: facebook.com/LCC-Head-Start

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SECTION (1) Head Start/ECEAP Program Information

Welcome

What is Head Start/ECEAP (Early Childhood Education and Assistance Program)?

- ➔ Parents – making decisions, learning, taking an active part in their children’s education, planning, joining together for themselves and for their children.
- ➔ Education – games, stories, art, music, trips, learning about self, family, community, his/her own and other cultures – at home or in the Center – all to assist in school readiness.
- ➔ Nutrition – hot lunches and breakfast, snacks, medical and dental care – all to keep a child healthy so she/he can learn.
- ➔ Family Engagement – working with community agencies to better serve Head Start/ECEAP families.
- ➔ Many people working together in many ways to help meet family needs.

Recruitment of Children and Families

In order to reach those most in need of Lower Columbia College Head Start/ECEAP services, the recruitment process will be followed to actively inform and encourage all income eligible families and children with special needs and/or disabilities regardless of sex, race, creed, color, or national origin to apply for admission to the program.

Enrollment Process

Lower Columbia College Head Start/ECEAP is funded to serve children who will be three/four years old before September 1st. A minimum of 90% of children served must meet Head Start/ECEAP income eligibility standards. Full enrollment will be maintained at all times. Vacancies, as they occur, will be filled from our waitlist.

Selection Process

The selection process will follow the federal and state income guidelines with the goals of serving low-income families and those with the greatest need for Head Start/ECEAP services using the following criteria:

- Income
- Returning Family
- Referrals from Community Agencies
- Foster Family
- Homeless Family
- Child/Family Concerns
- Diagnosed Special Needs and/or Children with Disabilities (IEP)
- TANF, Supplemental Security Income, WCCC Eligibility
- Priority for Four Year Olds

Information Required for Child's Record

- Current Address and Telephone Number
- Emergency Contacts
- Child's Birth Date
- Child's Immunization Record
- Child's most current Well Child Exam and Dental Exam
- Current Parent Agreement Contract

Your child's records are available for you to review and the information is confidential and will not be released to anyone outside of this program without your written permission, per Family Educational Rights and Privacy Act (FERPA) and Individuals with Disabilities Education Act (IDEA). Contact staff to add/delete persons from your authorized persons and emergency contact list in order to keep information current.

Confidentiality

All information concerning your child and family will remain confidential. Your written consent will be obtained before any information is forwarded to another agency. We ask that you discuss classroom matters relating to children and volunteers only with the Head Start/ECEAP staff. It is preferable to find time outside of classroom time to share your ideas or concerns with staff. You can also use this time to relate an individual child's success or difficulty. If you have a concern or questions with program policies or routine, please feel free to discuss them privately with the teacher or advocate so that they may be addressed.

Non-Discrimination and Anti-Harassment

Lower Columbia College provides equal opportunity in education and employment and does not discriminate on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal, as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations.

Harassment is defined as a form of discrimination consisting of physical or verbal conduct that denigrates or shows hostility toward an individual because of their membership in a protected class or their perceived membership in a protected class. Harassment occurs when the conduct is sufficiently severe and/or pervasive and so objectively offensive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the College's educational and/or social programs.

Sexual Harassment is defined as a form of discrimination consisting of unwelcome, gender-based verbal, written, electronic and/or physical conduct. Sexual harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's gender. There are two types of sexual harassment. a. Hostile Environment Sexual Harassment occurs when the conduct is sufficiently severe and/or pervasive and so objectively offensive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the College's educational and/or social programs. b. Quid Pro Quo Sexual Harassment occurs when an individual in a position of real or perceived authority, conditions the receipt of a benefit upon granting of sexual favors. Sexual violence is a form of sexual discrimination and harassment.

Nonconsensual sexual intercourse, nonconsensual sexual contact, domestic violence, dating violence, and stalking are all types of sexual violence.

Changes of Information

Please contact the Head Start/ECEAP staff **immediately** if there is a change in any of the following:

- Address – if you move
- Changes in medical conditions and/or medications
- Phone Number
- Changes in Health Insurance
- Who can pick up your child
- Changes in Health Care Provider
- Who to contact in an emergency when we are unable to reach you

SECTION (2) Family Engagement

Our classrooms and buildings are open to parents at all times. Feel to join us at any time.

Facts About Volunteering

Head Start/ECEAP receives matching money for your volunteer time known as In-kind. Eighty percent of our budget comes from the Federal and State Government and 20% from the community through donation or volunteer hours. For example, credit for \$17.58 per hour is given for volunteer work.



The teachers are depending on you and are planning their classroom program with your help in mind. Become acquainted with each day's schedule of activities by reading the daily schedule posted in the classroom and make the teacher aware of how you would prefer to help in the classroom. Monthly newsletters will be sent home with information you of upcoming events.

Home Learning (In-Kind) – Home Learning (In-kind) is another way to provide volunteer time. Family members complete educational activities related to child goals and turn in monthly documentation to your teacher. The goal of home learning is to recognize that the opportunity for learning exists all the time. The most important accomplishment Head Start/ECEAP can achieve is to help parents to be more aware of what their child's educational abilities are, what activities can improve child's learning, and how to recognize learning opportunities throughout the day.

Each month your child will bring home a Home Learning activity form. Each time you work with your child on activities, you will log your time and turn your form in to your teacher. It is important to keep learning a fun and positive experience for you and your child.

Family Engagement

After the enrollment process, the strengths and needs of the family are assessed with the parent(s). The identified strengths and goals are recorded on an individual "Family Goal Sheet" which is completed with the parent(s) during a home visit. Family Advocates are available for ongoing support to families in reaching their goals and future home visits will be scheduled to discuss progress.

Your Family Advocate will consult with you to provide referrals and recommendations to community agencies based on strengths and needs. Each family will receive a resource list of community services. Family Advocates will also provide information or training in areas of interest or need of enrolled families.

Parent Meetings are schedule throughout the year covering topics relating to children’s growth and development and issues as noted in the parent survey of topics of interest. Parent support groups are also offered according to parent needs.

One of the goals of Lower Columbia College Head Start/EHS/ECEAP is to actively involve parents in all areas of the program. Staff plan and implement a volunteer program which assesses parents' areas of interest, on-the-job training possibilities, and coordinates program, parent and volunteer needs.

There are several ways to get involved in Head Start/EHS/ECEAP. These are a few:

Policy Council – The Policy Council is a group of elected parents and community representatives who work together to plan and evaluate the Program's activities and make Program decisions. They also recommend and approve staff hiring and dismissals. Meetings are held monthly. Contact your Early Head Start staff for more information on becoming a member of the Policy Council.

Parent Representative – Parents from each Head Start and ECEAP classroom will be elected by the other parents to represent the families for that class. Parent Representatives also help inform other parents about parent meetings, seminars, and any other upcoming events taking place at Head Start/EHS/ECEAP. Policy Council Officers are elected from Parent Representatives.

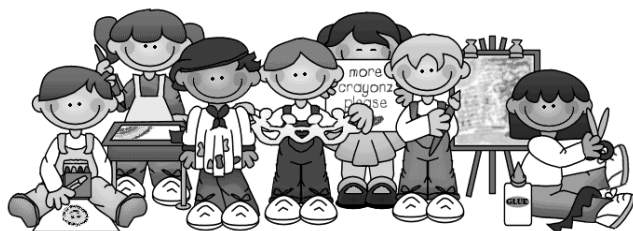
There are several committees you are invited to become involved in to assist in making decisions for Lower Columbia College Head Start/EHS/ECEAP.

Parent Committee Meetings – All parents of children enrolled in Head Start/EHS/ECEAP are members. These committees meet monthly and they are held at each program center.

Health Services Advisory Committee – The membership of this committee shall consist of representatives of the various medical, dental, mental health, nutrition, and other health and social services professionals. This committee provides significant input into the comprehensive health care for Head Start/EHS/ECEAP children. Parents of enrolled children are asked to volunteer to be members of the committee. A minimum of three meetings per year will be held. The meetings will be for the purpose of evaluation, planning and reporting.

Holidays, Celebrations & Traditions Policy

Holidays, traditions, celebrations, and social activities are an important part of every child, family, and staff’s life. We recognize that our families and staff come from diverse backgrounds and therefore have different beliefs, traditions, and values. Special events can be celebrated in many different ways. All celebrations will be developmentally appropriate and any program-planned activity will include parents in the planning. Teachers must ensure the appropriateness of all activities and help parents modify their suggestions when needed. Children should have the chance to explore the meaning and significance of each activity.



SECTION (3) Education and School Readiness

Curriculum Philosophy

LCC Head Start/EHS/ECEAP has chosen curriculum that is research-based and will promote school readiness in the areas of language, cognitive, literacy, math, physical and social emotional development; and aligns with Teacher Strategies Gold Assessment (EDUC 9b). The Direct Service Team will create a partnership with the family to meet each child's unique characteristics, strengths, patterns of development and learning, temperament, learning styles, culture and other information. Teachers will share information with parents based on classroom observations, ongoing developmental assessment, and other pertinent information to best meet the needs of each child in the classroom. Staff will gather information about each child's preferences and interests, developmental level, special needs, language, cultural background, learning style, temperament and other pertinent information. Information will be gathered through conversation with families at intakes, Home Visits, Parent/Teacher Conferences and other times of contact. Staff will use the Family Picture, Home Language Survey, screening, ongoing assessment using Teaching Strategies Gold, transition tool, mental health, health, nutrition and disabilities information. Information gathered about individual children will be used to create a learning environment appropriate for each child in large and small groups and to plan daily activities that build on each child's interests to promote individual growth. Daily activities and changes to the environment will be documented on the TS Gold Lesson Plan, Individual Child Planning form and in case management. Staff will modify classroom instruction based on the individual needs of each child. Modifications may include providing environmental support, modifying materials, modifying activity, providing peer support, and/or providing adult support. Modifications will be documented in the Lesson Plan and case management. Individualized instruction will be embedded throughout the day during child initiated, planned, and routine activities. Based on each child's current assessment information and parent information.

Education

Each child will be encouraged to develop social/emotional, physical, academic and school readiness skills. The program will provide each child with opportunities to further develop his/her love for learning, to gain independence, and work cooperatively with others. You are considered the child's primary educator.

We utilize the Teaching Strategies Gold, Washington State Early Learning Guidelines and Head Start Child Development and Early Learning Framework as a guide in our planning and assessment of the progress of your child. The Teaching Strategies Gold system measures the knowledge, skills, and behaviors that are most predictive of school success. The nine areas of development and learning are:

- Social-Emotional
- Physical
- Language
- Literacy
- Mathematics
- Science & Technology
- Social Studies
- The Arts
- Cognitive

We believe children learn best through play. We offer activities and experiences that provide learning opportunities for your child. We foster independence, self-control, initiative and attachment. Upon entry into the program, all children are screened to determine existing skill levels in all areas of development. Parents and staff will discuss goals for your child. You and your child's teacher will be working on these goals and update them throughout the year.

Dual Language Learning

Lower Columbia College Head Start/EHS/ECEAP will give children opportunity to continue learning their home language as well as developing skills in English. We follow a planned language approach to children's language acquisition and recognize that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds and learning styles. Children whose home language is not English will receive extra support in the classroom using visuals, accessing parents and staff who may know the child's language. Communication with families will be in the preferred language through bilingual staff or interpreters, who understand and support the family's culture.

School Readiness

What is School Readiness?

Today we know more than ever before about how young children develop and about how to best support early learning. The first five years of life are critical to a child's lifelong development. Your child's earliest experiences and environments set the stage for future development and success in school and life. We have written School Readiness Goals for our program and want you to work with us on these goals at home. The goals are in the following categories:

- Social Emotional
- Physical Development
- Cognition
- Language
- Literacy
- Math
- Dual Language – English Language Acquisition

The full School Readiness document can be viewed online at <https://lowercolumbia.edu/head-start/index.php>.

Lower Columbia College Head Start/ECEAP, in its effort to create an exceptional learning environment, has made it a practice to challenge children and provide learning environments that are clean, safe, well-equipped, nurturing, and are based upon children's interests and strengths. We always welcome your ideas for the classroom!!

Safe Environment

Lower Columbia College Head Start/EHS/ECEAP staff members, program parent/guardians and volunteers value a safe learning environment. Therefore, all program locations and activity sites are drug, drug paraphernalia, tobacco, alcohol, and weapon free zones.

Parking Lot Safety – Do not allow your child to exit the building alone. Children must be supervised in the parking lot and preferable holding an adult's hand. If you need help getting your child/children to the car, please ask a staff member who will be happy to assist you. **Children should never be left alone in the car at any time!**

Check Your Child's Mail

It is important that you check your child's mail daily. This is where you will find notices of upcoming events, newsletters, and other significant information. Children's mailboxes are to be used for Head Start/ECEAP staff to distribute mail regarding your child's program. If your child rides a bus, look for your child's mail to be sent home with your child.

What to Expect on Your Education Home Visit and/or Parent/Teacher Conference

You will receive Home Visits from your child's teacher. The purpose of these visits is to get to know you and assist you with using your home as a learning environment for your child. We will talk about your child's progress in the classroom, your child's growth and development and ideas for you to work on at home to meet your child's goals.

Each visit will be approximately an hour and a half. We will also be doing an educational activity together that you will be able to continue to sue after your teacher leaves. If there is something specific you would like to do, please let your teacher know. You are your child's first and most important teacher!! Thank you for allowing us to visit your home! We look forward to your visit!

SECTION (4) Health, Dental and Nutrition

Health, Dental and Nutrition

The physical and dental health of children in Head Start/ECEAP is valued. Current dental exams and physicals are required for enrolled children. This ensure that children are ready to learn.



Daily, in each classroom, nutritious meals are served and teeth are brushed. Hand washing and hygiene practices occur daily and are encouraged at home. On home visits and at conferences, health, dental and nutrition will be discussed with you.

Height, weight, vision, and hearing screenings are done by staff. You are actively involved in your child's health follow-up. Staff is here to support your family throughout the process and will be requesting documentation to meet program requirements.

Good nutrition is the cornerstone to a child's health. A nutritious breakfast and lunch for morning classes and a lunch and snack for afternoon classes are served daily. Full day classes receive an additional snack during the day. The menu is posted in the classroom and sent home each month. Nutritious food substitutions to the regular menu are provided to children who have health care provider documentation. There are opportunities to learn more about the importance of good nutrition through parent meetings, classroom activities, and participation on the Nutrition Committee.

Child Sleep Pattern

LCC Head Start/EHS/ECEAP will provide rest time each day to children in care for four (4) or more hours in a day. This rest time will be flexible and meet the individual developmental needs of the children.

- Sleeping and nap equipment is available for each toddler and preschool-age child not using a crib and remaining in care for at least four hours and any other child requiring a nap or rest period.
- Toddlers, 29 months of age or younger, are allowed to follow an individual sleep schedule.
- During naptime, staff to child ratios must be met and maximum group size maintained. When only one staff person is required to meet the staff to child ratio, a second staff person (who at least meets classroom staff qualifications) must be readily available in case of emergency. Staff members will remain alert and actively supervise sleeping children in an ongoing manner by visibly checking often and being within sight and hearing range when a child is going to sleep, is sleeping or waking up.
- Mats are not placed directly on any floor that is cooler than 65°F when children are resting.

- To reduce the spread of communicable illnesses, mats or cots are placed three feet apart or if not enough space allows for this, children are spaced as far apart as possible and children alternated head to feet.
- Children sleep in the same spot each day. In order to assure this, the Lead Teacher creates a map of where each child sleeps and has it posted or otherwise easily accessible in the classroom

Requirements Specific to Toddlers:

- Toddlers will be allowed to follow their own sleep patterns.
- Rooms will have sufficient lighting in the room in which a toddler is sleeping in order to observe skin color.
- A blanket, bedding, or clothing will not be allowed to cover any portion of a toddler's head or face while sleeping, and staff members will adjust these items when necessary.
- Staff members will supervise toddlers actively, in part, to prevent the child from getting too warm while sleeping, which may be exhibited by indicators that include, but not limited to, seating, flushed, pale, or hot and dry skin, warm to the touch; a sudden rise in temperature; vomiting, refusing to drink, a sunken fontanelle (soft spot); or irritability.
- A sleep positioning device will not be used unless directed to do so by a toddler's health care provider. The directive must be in writing, signed and dated by the health care provider. This signed directive will be kept in the child's site file and all applicable staff will be notified. A copy of the signed directive will be given to the Health Specialist and the Area Manager.

Diapering and Toilet Training

The program uses sanitation and hygiene procedures for diapering and the changing of pull-ups that protect the health and safety of your child. The program provides diapers and pull-ups while your child is in school. Talk with your child's teacher to create a toilet training plan that works for both home and school.

Mealtime with Child

- Monthly menus will be sent home with your child's mail.
- Your child will be offered a healthy meal or snack within 30 minutes of the start of class in a family style meal service, as appropriate, within a very relaxed and informal atmosphere with the staff and volunteers eating together at the table. (Child-sized chairs, tables and utensils will be used.)
- Your child will be encouraged to help with preparation, setting, serving and cleaning up of the meals.
- Due to USDA requirements, all food items will be offered, at least twice, to each child by passing the food around the table. The children will be encouraged, but not forced to eat.
- Our staff will take care that the size of the portions and number of servings are based on each individual child. (Food will not be used as a reward or punishment.)
- There will be a variety of foods that will be served to encourage your child to try new foods that will take into consideration your child's culture, ethnic, and religious backgrounds.
- Your child will wash their hands before eating and teeth will be brushed after eating either lunch or snack.
- We know spills will happen so you will see that no fuss is made. The child will be encouraged to help clean up the spill.
- If your child arrives late and misses the first meal of the classroom day, the staff will offer a snack within 30 minutes of the child's arrival.
- You are welcome to join your child for mealtimes.



Medication at School

The Head Start/ECEAP's Medication Policy is not to administer medication to a child whenever possible. However, medication will be administered to a child in circumstances where the child's physician/licensed health care provider has advised and authorized such administration of medication by our staff.

The classroom teacher is the designated individual responsible for the administration of medications. In the absence of the teacher, the assistant teacher will take on this responsibility. If your child must have medication (prescription or non-prescription) administered at school, contact your teacher who will follow our medication process and review with you. Medication must be in a labeled prescription bottle with specific orders for administration. If medication is over the counter, specific orders for administration must be included from your provider. Please check with your provider to provide a separate labeled container to be kept at school.

Please Keep Your Child Home if They Have:

- **Fever** – Temperature of 100° or more (taken under the arm).
- **Vomiting** – Two or more time in 24 hours.
- **Diarrhea** – Three or more watery stools in 24 hours.
- **Rash** – If undiagnosed and not released to return by a Physician.
- **Eye Infection** – Thick mucus or pus draining from eye.
- **Sore Throat** – If they have a fever or swollen glands.
- **Skin Infections** – Impetigo, Scabies or other skin infections: The child may return 24 hours after starting treatment or when Physician has released.
- **Sores** – Open and oozing sore that cannot be covered by bandages.
- **Pain** – If your child has pain such as earache, headache or other pain that keep them from being able to participate in typical daily activities.
- **Lice** – If your child has bugs or nits.

As a parent and primary caregiver of your child, you must know your child the best and know when they are not feeling well. When we all work together to keep children healthy then illnesses are stopped and the spread of germs does not continue to others. If you think your child is coming down with an illness, have an alternate plan so other children will not be exposed and your child can get the needed rest. If your child has been exposed to an illness at school, we will notify you by posting in the classroom and if you know that your child has been exposed to an illness outside of class, let your teacher know. If you take your child to the doctor for illness, please remember to bring a note stating they are released to come back to school. Your child must be symptom-free for 24 hours before returning to school. Thank you for working together to keep all children healthy.

SECTION (5) General Policies and Procedures

Attendance Policy

Parents are expected to call, text or email if their child cannot attend class. The explanation needs to include why the child cannot attend and when the child will return (if known).

The following shall be considered excused absences:

- Hospitalization
- Illness
- Communicable Disease
- Death in the Family
- Medical and Dental Appointments/Treatment
- Family Situations
- Social Services Appointments

If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, staff will contact the parent/guardian to determine the reason for absence in order to ensure the child's safety and well-being.

Children are expected to arrive on time and be picked up on time. Parents need to call if their child will be late to class and/or if they will be late picking the child up. If a child ceases to attend, the program must make appropriate efforts to reengage the family to resume attendance. If the child's attendance does not resume, then the program must fill the slot with a new student.

Arrival/Departure

Classrooms will be ready to receive children **five minutes** before start up time. **Please sign your child in and out each day and be sure to include the time and phone number where you can be reached. When signing in and out, full legal names for parents and children must be used.** No child will be released to a person not authorized by the parent to pick-up the child. Staff must be notified (in person or by telephone) when a person not listed on the Family Information Form will be picking up your child. Picture identification is required.

You must pick your child up on time or make other arrangements for your child to be picked up on time. If your child has not been picked up or you cannot be reached within one hour of the scheduled ending class time, staff is required to call Child Protective Services (CPS). All efforts will be made to contact emergency contacts before this phone call is made.

Failure to Pick Up a Child or Be Available for After School Delivery

In the event that no one is home at either the child's house or the alternate drop-off address, the child will be returned to the Head Start/EHS/ECEAP Center. The bus monitor or driver will notify the parent that the child has returned to the Center. It will be the parent's responsibility to pick the child up at the Center. Staff will try to contact all alternate care numbers listed. A member of the Leadership Team or their designee will call CPS one hour after the end of class. Staff will problem solve with parents so the problem does not reoccur.

If the child is a drive-in and the parent fails to pick up the child, staff will try to contact all family information numbers. A member of the Leadership Team or their designee will call CPS one hour after the end of class. It is important that Emergency Contacts are current.

Procedure for the Release of Children

In the event that a parent/designated guardian arrives at a Head Start/EHS/ECEAP center under the influence of alcohol/drugs, or appears to be hostile toward staff or the child, the staff person will encourage the individual to leave the child in the care of Head Start/ECEAP staff until an alternate care

person would be available for transporting the child home. If for any reason the parent/designated guardian refuses to comply with the request of the staff and insists on taking the child off the premises, the staff person will then call 911 to report the incident.

Head Start/Early Head Start/ECEAP is prohibited from releasing children to known registered sex offenders. In the event your emergency contact has an offense, you will be asked to remove them from your emergency contact lists and provide another individual. If you have questions, please contact your Family Advocate.

Parent Consent for Child Release Procedure

A Head Start/EHS/ECEAP child will only be released to authorized individuals based on authorization from the child's parents.

1. The enrollment application for Head Start/EHS/ECEAP will be used to allow the parent to identify all persons with authority to pick up their child from the classroom or to receive their child from the bus.
2. ChildPlus report 1520, Contact Information report, will be kept in the classroom and on the bus(es) at all times for reference by staff to assure that children are only released to authorized individuals.
3. Release names from the enrollment application will be entered into ChildPlus. If parent requests for names to be changed, changes will be made accordingly in the ChildPlus data base system.
4. If a parent requests to change the release names after his/her child is enrolled, a Change of Status form will be completed with the new information and signed and dated by both staff and parent. The release list used in the classroom and on the bus will be updated to reflect changes.
5. In the case of an emergency when a parent requests by telephone for his/her child to be released to a previously unauthorized individual, staff will ask clarifying questions to assure the parent is the one who is calling. A child will only be released by parent phone verification when an illness or other unavoidable occurrence has impeded their ability to make a face to face change.
6. A child will be signed in and out of the classroom and on and off the bus by authorized person.
7. Any unknown authorized person will be asked to provide identification in the classroom or at a bus stop prior to the child being released.
8. Parents/Guardians will review and update information at each Home Visit and Conference.
9. If an authorized person is not available when the child's bus arrives or after class, the child will be returned to the site and/or remain with staff. All emergency contacts will be notified. If the child is waiting longer than 60 minutes, Child Protective Services will be contacted.

Home Visit Attendance/Parent/Teacher Conferences

The staff respect and honor the opportunity to visit you in your home. Teachers, advocates, and other staff will be assigned for home visiting. Home visitors will discuss your child's growth and development, and support you in parenting. **If you must cancel a home visit, please call your Center on the day of your scheduled visit.** Please state your name, the name of the staff member scheduled to visit, and the time of the visit.

Behavior Management

Behavior management in the classroom is designed to help children learn and practice self-control while supporting their positive self-concept. Teaching desired behavior is never to be done through punishment. Staff members will NOT do the following:

- Threaten, scold or humiliate a child;
- Spank, pull or hit a child;

- Make aggressive movements causing a child to expect to be hit;
- Threaten to call a child's parents;
- Tell children or other families what another child has done wrong;
- Label children as "bad" or "naughty";
- Scream in anger;
- Criticize a child or their family;
- Laugh at a child's inappropriate/negative behavior;
- Discuss a child's inappropriate/negative behavior with adults in front of the child or other children.

Head Start/ECEAP staff will ask families visiting class to follow these guidelines.

Developmentally appropriate behavior management techniques will be encouraged at home visits and Play and Learn groups. Support and education will be offered to assist families in developing their personal plans for behavior management.

Child Abuse Prevention

All suspected cases of abuse/neglect must be reported to Child Protective Services (CPS) in accordance with the Washington State Child Abuse Law (RCW 26.44.030) that requires professionals to report cases of suspected abuse/neglect. Staff will be available to support parents as needed.

Clothes

Encourage your child to wear play clothes. Children will be outdoors daily as often as possible throughout the year. Children will be involved in various messy activities indoor and out. Write your child's name on their jacket or coat with a permanent marker or pen.

We know children will have accidents and/or be in the process of potty training. We will work with you in potty training your child. If an accident occurs, we will encourage your child to clean up and clean clothing will be provided. Soiled clothing will be sent home and we ask that borrowed clothing be returned.

Disabilities

All children enrolled in Lower Columbia College Head Start/ECEAP participate in a developmental screening. Areas specifically screened include sensory (visual and auditory), behavioral, motor, language, cognitive, perceptual and emotional skills. Referral and assessment process and procedures have been established between the program and school districts in accordance with the Washington State Administrative Code (WAC's). If further evaluation is needed, parents are involved in all steps of the process.

Children identified through the assessment process as having a diagnosed and qualifying disability will receive special education services from the school district professionals in partnership with Head Start/ECEAP staff.

Care for Children with Specific or Special Needs

Staff will modify classroom instruction based on the individual needs of each child. Modifications may include providing environmental support, modifying materials, modifying activity, providing peer support, and/or providing adult support.

1. Modifications will be documented on the Lesson Plan or Activity Matrix.
2. Individualized instruction will be embedded throughout the day during child initiated, planned, and routine activities.

Based on each child’s current assessment information, IEP/IFSP and parent information (School Readiness Individualized Learning Plan, EDUC 1g). This information will be documented on the Lesson Plan or Activity Matrix (EDUC 1a).

Children with health needs that require accommodations will have a plan that will assist staff in meeting the child’s individual needs while in their care.

Early Learning Staff to Child Ratios

According to WAC 110-300A-2090, required staff to child ratios must be met at all times. This means that there is one staff for every ten children present in the classroom.

| Program | Staff to Child Required Ratios | Group Size (also depends on square footage of the classroom) |
|--|---|---|
| EHS Center-Based | 2:8 (required to always have 2 teachers even if the number of children falls below 8) 3:9 | No more than 8 or 9 children enrolled in any class. |
| Head Start – 3-year olds | 2:17 | No more than 17 enrolled in any class. |
| Head Start – 4 and 5-year olds | 2:20 | No more than 20 children enrolled in a class. |
| Head Start classes that combine 3 and 4 year olds. | Classes that serve a majority of children who are 3 years old must have no more than 17 children. | |
| ECEAP Classrooms | 1:10 | No more than 20 children. |

Emergency Procedures and Disaster Preparedness

Staff and children practice monthly fire drills and disaster drills, such as earthquake, lock-down, and active shooter procedures. You can contact your center’s Area Manager for more information about:

- Child Care Licensing
- Disaster Preparedness Plan
- Pesticide (schedule of application)
- Health Care Plan

Evacuation Plan

Every classroom and building has an evacuation plan, which is posted in each classroom and building. These will be provided at orientation.

Fire

If there is a fire and/or smoke in the building, staff will follow the evacuation plan to keep children safe. Fire drills are conducted once a month with children.

Earthquake

Teacher will instruct students on what to expect and do during an earthquake. Drills are conducted each month.

Lockdown

In the event of a lockdown, to keep everyone safe, students and staff will remain in their classroom. The building will remain locked with no one in or out until police have communicated to the appropriate administrator that the emergency situation is over. Parents, if you arrive during a lockdown, you are advised to return to your car and/or leave the building grounds for your own security. (Local radio stations may be broadcasting advisories that can be tuned into.)

Discipline Policy & Procedure

Lower Columbia College Head Start/EHS/ECEAP will promote positive behavior by creating strong relationships that are grounded in trust and respect. Teachers and staff will develop strategies that are individualized, developmentally appropriate, and build on each child's social, emotional, and behavioral skills. Classroom environments will be set up and maintained to provide for the safety and well-being of each child. Staff will use appropriate guidance techniques in follow through with routines and setting limits. Staff will not maltreat or endanger the health or safety of children as described in the Standards of Conduct (HR 4a) and Discipline Policy and Procedure (EDUC 5a).

1. We do not expel children under any circumstance (Head Start/EHS/ECEAP).
2. We offer class supports (modification/class supports) to all students.
3. We collaborate with parent(s)/guardian(s), program specialists and with parent/guardian permission, engage with community providers that can serve as supports for students/families.
4. We utilize temporary suspension process as last resort for serious safety threats that cannot be reduced or eliminated with reasonable modifications.
5. If determined by program that a limited suspension is necessary, a modified schedule will be provided (length of time/location of service).
6. We review the policy with parent/guardians that describes our guidance practices/communicates steps that will be taken to support challenging behaviors.
7. We provide communication and program supports, strategies, and safety plans. Parties included in communication plans include children/families exhibiting challenging behavior and children/families impacted by challenging behavior (MH 2b).

If the enrolled child continues to be a serious safety risk to self and/or others, it may be determined that the current environment is not the most appropriate placement for the child. Before considering alternative placement, the program must explore all possible steps and document all steps taken as described in Head Start Performance Standard 1302.17(b) and ECEAP Performance Standards. The program, in consultation with parents, the child's teacher, the agency responsible for implementing IDEA, and program content specialists must work with such entities to directly facilitate the transition of the child to a more appropriate placement (EDUC 5a).

Inclement Weather Policy

In case of inclement weather (ice, snow, flooding, etc.) an announcement will be made after 6:00AM by the radio stations listed below as to whether or not Head Start/ECEAP will be in session. A notice will also be on our Facebook page at facebook.com/LCC-Head-Start.

- KLOG 1490 AM Kelso
- KLYK 94.5 FM Longview
- KBAM 1270 AM Longview
- KUKN 105.5 FM Kelso
- KEDO 1400 AM Longview

In most cases, Head Start/ECEAP will follow the same schedule as the local School District, but may in some instances choose to close regardless of the decision of the local School District. If School Districts are starting two hours late, morning classes will not be held. Afternoon Head Start/ECEAP classes will be held unless otherwise announced.

Mental Health/Behavior Intervention Support

The mental health components are integrated into all areas of the program. Children and families learn preventive skills in areas such as body awareness, a sense of self, how to deal with conflicts, and anger management. Our program Mental Health Consultant and Behavior Intervention Specialist are available to discuss any concerns you may have about your child and also are available to support staff in the classroom. If you would like to have any support from our specialists, please let your teacher or Family

Advocate know. We utilize the DECA Social Emotional Assessment to work with you and your child. This will help us provide strategies to assist your child with self-control, initiative and attachment.

Restraining Orders and Custody Arrangements

If you have a restraining order, custody agreement or court order that specifies certain adults who cannot have contact with your child, notify the Head Start/ECEAP staff immediately so we can place a copy of the document in your child's file.

Sibling Policy

Elementary school-age children who should be in school may not come to class. Only a student's siblings may accompany a parent volunteer in the classroom. The parent will provide supervision to the sibling.

Smoke-Free Environment Policy

Lower Columbia College Head Start/EHS/ECEAP recognizes the health risks of tobacco smoke to children and adults. Smoking is prohibited on campus property and in all spaces used by the program. This includes classrooms, staff offices, kitchens, restrooms, parent and staff meeting rooms (used in the evenings as well as during the day), hallways, outdoor play areas, and vehicles used for transporting children. We ask that parents refrain from smoking at bus stops, field trips and in the presence of children.

Staff Procedures for Emergencies with Children

Emergency Procedures for Accidents or Critically Ill Children

Severe Emergencies

- A. Assess the situation for danger and mechanism of injury and then proceed accordingly. In the case of very serious emergencies, such as unconsciousness, severe bleeding, broken bones, severe burns, head injuries or if stops or has difficulty breathing, give IMMEDIATE first aid as spelled out in the first aid guide and call 911 and request an ambulance.
- B. For emergencies needing police, ambulance, fire department or poison control, call: 911, EMERGENCY MENTAL HEALTH SERVICES at 425-6064, POISON CONTROL CENTER at 1-800-222-1222.
- C. The Lead Teacher remain with the child before and during transporting child to the hospital emergency department bringing the child's Family Information form with them. Assistant teacher/remaining staff member is responsible for:
 - Taking charge of remaining children in class.
 - Call 442-2800 or appoint another adult to contact staff person in main Head Start office of the emergency. (At that time, request a second staff member to come to classroom if needed.)
 - Office staff will:
 - Notify the responsible parent/guardian of the emergency situation and plan of action.
 - Ensure the hospital emergency department has the Family Information Form.
 - If emergency at LCC East or West Centers, office staff member will also call Campus Services at extension 2911.
 - Assist, as needed, with placing a second staff member in classroom.

Suspected Poisoning

If a child swallows poison, call the Poison Control Center at 1-800-222-1222. Give the following information immediately:

1. Child's AGE

2. Child's SEX
3. Approximate WEIGHT (usually between 35-40 lbs.)
4. WHAT he/she swallowed and WHEN
5. Have SAMPLE of substance or the bottle available
6. QUANTITY of substance ingested
7. HISTORY of events and the child's present physical condition. THE Poison Control Center WILL TELL YOU WHAT ACTION TO TAKE.

Dental Emergency Procedures: In the event of an accident to the tongue, cheeks or teeth:

- A. Attempt to calm the child.
- B. Check for bleeding.
- C. If child's tongue, cheeks and/or teeth are bleeding:
 - Put on gloves.
 - Apply direct pressure to the area or have child, if able to do so, bite firmly down onto a clean cloth towel too large to swallow.
 - Have the child stand or sit over a basin to allow blood to fall into it.
 - Contact parent or Alternate Care Provider to take child to their primary health care provider or the hospital Emergency Department.
- D. If tooth is fractured or broken:
 - Staff can do little for a fractured tooth except calm the child.
 - Contact parent or Alternate Care Provider to take child to their primary health care provider or the hospital Emergency Department. Child should be checked for other head, neck and facial trauma.
- E. If tooth is knocked out:
 - Place tooth in a clean and moistened cloth/paper towel and then into a new, clean plastic bag.
 - Contact parent or Alternate Care Provider to take child to dentist for immediate treatment. It is most important that the tooth be replanted immediately.
- F. If a tooth is knocked into the gums:
 - Do not attempt to free or pull on the tooth.
 - Contact parent or Alternate Care Provider to take child to a dentist for treatment. (If the child does not have a dentist, also contact the Health Specialist or Disabilities/Health Coordinator to arrange for the child to see a dentist.)

Bus/Van Accident Procedures

In case of accident, follow the suggestions below:

- A. Children are your major priority! If needed, evacuate the bus/van. (When evacuating and if possible, take the cell phone, first aid kit and Family Information forms with you.) Take the children to a secure location that is a safe distance from the bus/van. Whether on the bus/van or at a secure location, check for injuries and apply first aid, if indicated. If there are serious injuries, use emergency first aid and try to get help without leaving the children unattended by using the cell phone to call 911, etc.
- B. Complete a police report.
- C. If another vehicle is involved, be sure to get appropriate information, such as: license number, make and color of vehicles, name of driver, and name of insurance company.
- D. As soon as able, call the main Head Start office at 442-2800, request any needed assistance and report the accident. All accidents/vehicle damage are to be reported in WRITING to the Director by the end of the same working day.

Transportation

Transportation is limited in the Head Start/ECEAP program. Transportation typically is not door to door but at designated stops. It is important that children/families be at the stop 10-15 minutes before the bus is to arrive. To ensure the safety of our children, they are not released to anyone who is not on the emergency contact list and/or has been authorized by the parent. In these cases, appropriate identification will be required. Parent and/or guardian must sign the child on and off the bus. It is very important that an adult accompany their child while crossing the street. Parent and/or guardian must cross in front of the bus when picking up and/or delivering their child. The "Safety Sam" transportation curriculum will be taught to students during their first 30-days of school. Parents will receive a parent information letter and an activity after each lesson.

Field trips are to be coordinated and planned around the classroom activities. Advanced authorization needs to be given by the center's Area Manager. A child's participation in a field trip requires prior written approval from his/her parent/guardian. All enrolled Head Start/ECEAP children will be required to ride the bus unless they are transported by their parent. Siblings and parents may ride in the bus as space allows however, siblings cannot ride the bus without a parent.

What to Do If You Have a Complaint

If you have a concern or complaint about the Head Start/ECEAP program, we want to know about it. The Head Start/EHS/ECEAP Policy Council has established a procedure for you to follow. For more information about this procedure, you may contact the Head Start/ECEAP staff.

Please refer to our reports and handbooks online at <https://lowercolumbia.edu/head-start/index.php> for more information regarding our health policies, staff policies, consistent care policy, liability insurance, inspection reports and notices of enforcement actions, and all other program policies and procedures.

Play Dough Recipe

- 1-cup flour
- 1-cup water
- ½-cup salt
- 2 Tablespoons oil
- 2 Tablespoons cream of tartar
- Food coloring



Add desired food coloring to water. Mix all ingredients in a saucepan. Cook over medium heat, stirring constantly until dough pulls from the sides of the pan. Cool thoroughly. Store in an airtight container.

Children will not remember you for the material things you provided but for the feeling that you cherished them.