

PARENT HANDBOOK

EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM

Learn



Explore



Discover



Washington State Department of
CHILDREN, YOUTH & FAMILIES

NEW
ESD 101

Table of Contents

Welcome.....	1
Tribal Land Acknowledgement	2
What is ECEAP?	2-3
Organizational Chart	4
Eligibility, Selection, and Enrollment Procedure	5-7
Non-discrimination	7
Educational Beliefs	7-9
Family Engagement Beliefs.....	9-10
Family Engagement Areas	11
Health and Medical Procedures	12-21
Emergency Procedures.....	12-13
Disaster/Emergency	13-14
First Aid.....	14-15
Communicable Disease Reporting and Management.....	15-17
Medication Management	17-18
Health Records	18
General Hygiene Practices.....	18-20
Tooth Brushing	20
Nutrition.....	20
Staff Health	21
Child Guidance and Positive Behavior Support	21-22
Positive Behavior Support Process	22-24
Arrival and Departure	25
Attendance.....	25-26
Classroom Visitation	27
Transportation.....	27
Snacks.....	27
Reporting Requirements	27
Preschool Schedule	28
Religious Activities / Holidays and Celebrations	28
Successful Transition Plan	28-31
Pesticide Reporting.....	31-32
Parent Complaint Procedure	32-33
Parent Resources	33

Welcome

Welcome to the Early Childhood Education and Assistance Program (ECEAP). It is our hope that preschool is fun and fulfilling for you and your child.

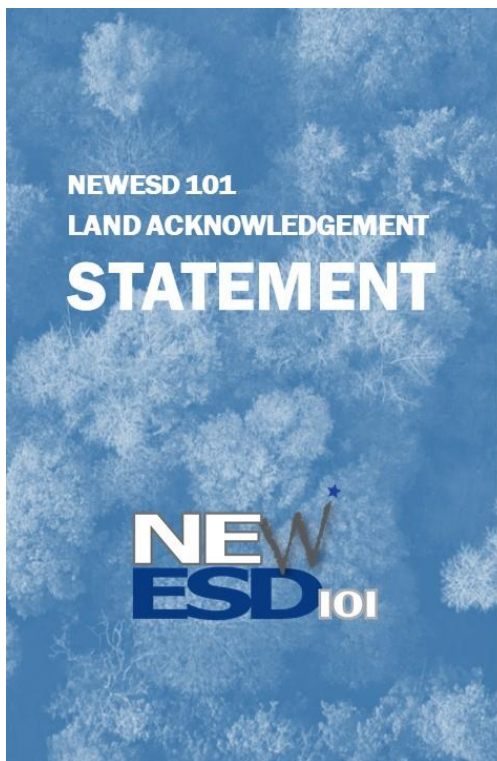
We are dedicated to providing programs and activities that match your child's mind and body growth. Children are invited to explore and discover. They are included in planning activities that are of interest to them. Children are helped in making fitting choices; for themselves and for groups of children.

Families are supported in finding and using community services and resources, including medical, dental and mental health services for their children.

Parents – your involvement and ideas are welcome! Take part in your child's education by: (1) Joining the decision-making process and becoming involved in the parent advisory committee (Policy Council); (2) volunteering in the classroom; (3) working with your child at home.



Tribal Land Acknowledgement



NEWESD 101 is situated on the ancestral land of the Plateau Peoples who inhabited the highlands between the Rocky Mountains and Pacific coast, a vast area including portions of Eastern Washington. Some of the region's tribes include the Spokane, Coeur d'Alene and Kalispel bands, along with those making up the Confederated Tribes of the Colville Reservation, who have occupied these lands since time immemorial.

NEWESD 101 acknowledges the resiliency of these Indigenous peoples who have suffered trauma brought on by centuries of colonialism and racism. We extend our deepest respect and gratitude to Native peoples as original stewards of this land. We at NEWESD 101 are committed to restorative justice through inclusion and anti-racist actions.

What is ECEAP?



Background

ECEAP stands for Early Childhood Education and Assistance Program. In 1985, Washington State began building a statewide system of comprehensive early childhood education and assistance services to support the healthy development and future success of less advantaged children.

The target population is four-year-old children whose family income is at or below 36% of the State Median Income (SMI). ECEAP operates through school districts, educational service districts, local governments, nonprofit organizations, child care providers, community colleges, and tribal organizations – and has programs across the state.

Services

ECEAP is a free, high-quality, child and family-focused preschool program. ECEAP is a kindergarten readiness program designed to help children and their families prepare for and succeed in school and life. The program supports healthy children and families and enhances the parents' role as the first teachers of their children.

For More Information

Department of Children, Youth and Families (DCYF)

PO Box 40970

Olympia, WA 98504-0970

Phone: (360) 725-4665

Fax: (360) 725-4925

<https://www.dcyf.wa.gov/services/earlylearning-childcare/eceap-headstart>

This program is operated by:

NorthEast Washington Educational Service District 101

Center for Early Childhood Services

4202 S. Regal St.

Spokane, WA 99223-7738

Phone: (509) 456-7086

Fax: (509) 323-2785

https://www.esd101.net/learning/early_childhood/ECEAP

ECEAP performance standard PAO-35 Free-of-Charge

(1) Contractors must provide ECEAP services free-of-charge to enrolled families.

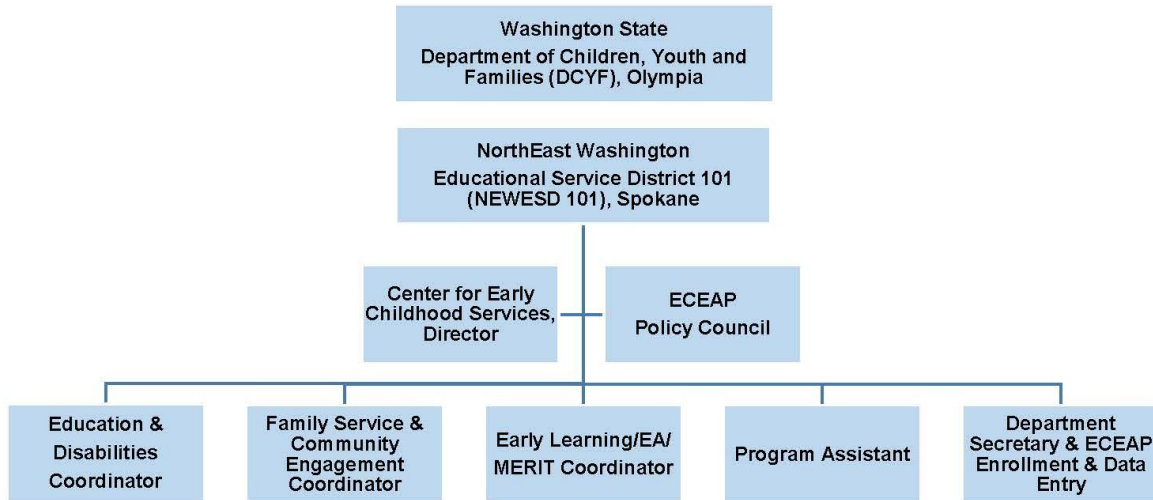
(2) Contractors may accept voluntary donations.

(3) Contractors must ensure that all parents have opportunities to fully participate in ECEAP activities.

(4) No parent will be requested or required to contribute money, food, or supplies with a monetary value.

(5) Contractors are encouraged to invite parents to volunteer time, but may not require it.

Organizational Chart



ECEAP Preschools staffed by NEWESD 101	ECEAP Preschools Sub-Contracted Sites
Curlew* Davenport* Harrington Loon Lake* Mead (4 ECEAP classrooms) Northport* Orient* Reardan* Republic* Summit Valley*	Green Gable Children's Center North Green Gable Children's Center South Lind* Ritzville* Spokane Tribal TANF Center (Spokane)
<i>*Rural locations</i>	<i>*Rural locations</i>

Revised: 8/2022

Eligibility, Selection and Enrollment Procedure

The ECEAP program prioritizes children according to the DCYF ECEAP/ELMS priority system as found in the ECEAP Performance Standards PAO-37-52.

Children are accepted into ECEAP based on their age, family income and/or other research-based prioritization factors showing they would benefit from education, family support and health services. Children who are eligible for ECEAP are **NOT** automatically enrolled in the class/program option. The applications are entered into an Early Learning Management System (ELMS) and prioritized. This will provide active waiting lists indicating highest priority of families to enroll when space is available and consideration of best placement for the child. Recruitment occurs all year to maintain active waiting lists.

ELIGIBILITY AND ENROLLMENT PROCEDURE



A current and complete NEWESD ECEAP Pre-screening & Application (combined form) and Verification of Eligibility worksheet will be used to determine eligibility and set priority points as well as determine eligibility for different program options (part-day, school-day or working-day).

Children are eligible for ECEAP if they are at least three (3) years old, but not yet five (5) years old, by August 31 of the school year for which they are applying, not simultaneously enrolled in Head Start, **and** meet one of the following criteria (in no particular order, but following the ECEAP Priority Points):

- From a family with income **at or below 36%** of the State Median Income (SMI) guidelines established by DCYF.
- Qualified by their school district for special education services under RCW 28A.155.020. All children with a school district Individual Education Plan (IEP) meet this requirement. Specific IEP start date and category are needed at the time of application.
- Receiving Child Protective Services (CPS) under RCW 26.44.020(3), or Family Assessment Response Services (FAR) under RCW 26.44.260, or Indian Child Welfare (ICW).
- Children in foster care and all types of kinship care and all children adopted after being in foster or kinship care will be income eligible. Case or Client ID numbers and monthly grant/payment amounts need to be verified at the time of application if guardians receive a grant.
- Homeless, as defined by the federal McKinney-Vento Homeless Assistance Act.
- From a family with income that exceeds 36% of the federal poverty guidelines and is impacted by specific research-based prioritization factors that effect school performance.

Children who are eligible for ECEAP are not automatically enrolled in ECEAP. They must be prioritized in ELMS. Contractors must systematically review all applications of eligible children and confer with the ELMS enrollment assistant to determine which children to enroll in the available ECEAP slots. Consideration for best placement of the child is also a consideration.

Children meeting the above criteria will be enrolled, based on priority, regardless of age, first until a site meets its Funded Enrollment Level (FEL). Once a preschool site meets its FEL, additional eligible children will be placed on a wait list. Applications that exceeds SMI eligibility (ESE) will be considered on a case-by-case and site-by-site basis by the ECEAP Director when space is available.



Part-Day, School-Day and Working-Day/Year programs are not available at all locations. Program options are determined by parent's activities in employment, education, or training hours listed in the child's application, as well as consideration of best placement for the child. Working-Day/Year program (only available at Green Gable Children's Center North) requires parents' activities to be more than 55 hours (two parent households) or 25 hours (single parent households) per week to qualify.

Any openings not filled within two weeks from the start of class or September 16 (whichever is sooner) will be redistributed to sites with children on wait lists and have space/staffing for more children. Full enrollment must be achieved within 30 calendar days of the first day of ECEAP class. Children must attend preschool to count as part of 100% enrollment. For children who were expected, but never attended, vacant slots will be filled within 30 calendar days of the open slot. The internal attendance procedure will be strictly adhered to.

THE FOLLOWING "APPLICATION" and "ENROLLMENT" PROCESS WILL BE FOLLOWED:

Interested families should complete the ECEAP Prescreen & Application (combined form). Staff will use the Verification of ECEAP Eligibility worksheet to complete the application. The applications are available on our website: www.esd101.net/learning/early_childhood/ECEAP through DocuSign PowerForm and verification documents can be loaded by parents/guardians directly to the application. Verification documents could be emailed directly to the ECEAPinfo@esd101.net inbox. A paper copy can be requested and mailed to the family with a return envelope.

Prescreen & Application (combined form) and Verification of ECEAP Eligibility worksheet

Eligibility is not fully determined until this Prescreen & Application (combined form) is completed, verified by an ECEAP staff member using the Verification worksheet, and submitted to NEWESD 101 to be entered into the Early Learning Management System (ELMS) by the ECEAP enrollment data entry secretary and the child is placed on the wait list for the site.

To verify the application, the applicant must bring the following information to be viewed by an ECEAP staff member:

- Proof of child's age (birth certificate or other official documentation with child's full name and date of birth)
- Authority to Enroll (birth certificate or other legal guardianship/authority document)
- Family Size (tax record with family members, TANF benefit letter listing all family members, etc.)
- Family income (pay stubs for the past 12 calendar months, W-2 or most current tax return (most current year), other statements of income including unemployment statements, court ordered child support document, DSHS grant letter stating the amount, supplemental security letter stating amount, letter from employer on business stationary, etc.)
- Up-to-date Immunization record (CIS) for the child as well as specific dates of last medical well-child and dental exams.
- If the child is on an IEP, official documentation from school district with start/end dates and category listed in application.

Enrollment

Once the application has been verified and all documents sent to NEWESD 101 and entered into ELMS by the data entry secretary, a priority number is assigned and program eligibility is determined for part-day, school-day and/or working-day. *Enrollment is based on the highest priority for the program option and space availability at the time of enrollment, as well as best placement for the child.*

ECEAP teacher/FSA cannot offer enrollment until the combined prescreen and application with verification worksheet have been entered into ELMS by the ECEAP data entry secretary and then notified to enroll when space is available. ECEAP teachers/FSAs will advise the family of their enrollment/program option in ECEAP, determine a start date, and complete the ECEAP child file enrollment documents and school district or child care center enrollment paperwork (if any).

Non-discrimination

- (1) NEWESD ECEAP does not deny service to, or discriminate against, any person who meets the eligibility criteria for ECEAP on the basis of sex, gender identity, race, ethnicity, color, religion, age, national origin, citizenship, ancestry, physical or mental disability, family configuration, sexual orientation, gender expression, culture, or public assistance recipient status.
- (2) NEWESD ECEAP complies with the requirements of the Washington law against discrimination (chapter 49.60 RCW) and with the Americans with Disabilities Act (ADA).
- (3) Process for family complaint can be found posted in each classroom and on page 30-31 of the parent handbook.
- (4) Staff are trained annually to the non-discrimination policy

Educational Beliefs



Philosophy on Inclusive Practices

NEWESD 101 ECEAP is committed to providing an inclusive environment, including an individualized and developmentally appropriate preschool experience for all children, including children with special needs.

This philosophy is guided by the Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) definition of early childhood inclusion which states, “the desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to their full potential. The defining features that can be used to identify high quality early childhood programs and services are access, participation and supports.”

Our philosophy embraces the recommendations outlined in this position statement. NEWESD 101 ECEAP also embeds Pyramid Model Social Emotional Framework and strategies into curriculum and practices.

Age Appropriate

Children experience common and expected steps of growth and change during the first nine years of life. These steps happen in all areas of a child’s development—physical, emotional, social, and intellectual. Teachers prepare and plan the learning environment based on their knowledge of a three-year-old or four-year-old child’s typical development, with consideration of children with special needs.

Individual Appropriate

Each child is a unique person with a pattern and timing of growth, as well as a personality, learning style, and family background. Learning experiences should match the child's abilities, while challenging the child's interest and understanding.

A classroom for young children needs space—space for active children and space for a wide variety of materials and equipment. Children need space in which to learn through their own actions, space in which they can move, build, sort, create, spread out, experiment, pretend, work with friends, store belongings, display their work, work by themselves, and work in small and large groups. ECEAP classrooms have been developed based on the belief that:

- Individual students may be at different developmental milestones along the developmental progression and children with special needs may show their strengths and abilities in a variety of ways
- All young children learn through active exploration and interaction with adults, materials, and other children in an exciting but ordered classroom
- Children need many opportunities for children to respond and participate in conversations
- Children have patterns of growth and development; therefore, the program should include activities, materials, and equipment that support a wide range of choices and development needs
- One of the main tasks of preschool children is to develop independence; all areas of the classroom must be accessible to all children
- Children should be able to stand, sit on the floor, or work at tables depending on their preferences
- Materials should be on open shelves so children can choose what they need
- There should be a wide variety of physical activities from which children may choose, indoors and outdoors; any barriers to physical participation will be addressed through individual modifications and strategies to support exploration and active learning
- Learning activities and materials should be meaningful and relevant to their lives
- Choices for hands-on activities (clay, water, sand, paint, blocks, dolls, trucks, riding vehicles, climbing equipment, things from nature, musical instruments, games, recordings, and dramatic play props) should be available
- Activities should vary between active and quiet, large muscle and small muscle, planned and spur-of-the-moment, brief and lasting, small group, individual and large group

As teachers, we make decisions to develop what is best for your children. When we provide quality, developmentally appropriate preschool activities, we are hopeful of a life-long growth in intelligence, social development, physical confidence and love of learning for all children.

Curriculum and Assessment

Our ECEAP programs implement *The Creative Curriculum for Preschool*, a comprehensive research-based curricula which addresses the needs of the whole child; social-emotional, physical, language, cognitive, literacy and math. The assessment is strength based and compliments gathering information about students at varying levels of development. We use the DECA (Devereux Early Childhood Assessment) and Conscious Discipline to promote children's social and emotional development.

Our program also uses an ongoing observational assessment tool called *Teaching Strategies GOLD*. (ECEAP Performance Standard CO-3 & CO-4 requires that teachers use observational and assess-

ment information to plan individualized curriculum and guidance.) This tool helps us to understand what your child knows and can do and how we can help him or her to grow and develop. *Teaching Strategies GOLD* is not a test. It is a resource that helps your child's teacher to get to know your child, and help your child make progress in his or her own way, while gathering important information to share with you.

Your teacher uses a secure and confidential web-based App (*GOLD*) to simplify the observation process which enables them to quickly capture information through written notes or pictures of your child engaged in work activities. The App contains several built-in features to ensure security. Pictures and/or documentation are never stored on the device (iPad) but uploaded directly to this secure and confidential program.

During everyday classroom activities, teachers take notes and document what they see and hear your child do on a regular basis. Then, they use *Teaching Strategies GOLD* to compare this information against what can be expected from someone of your child's age or from the same class/grade. This helps the teacher to understand your child's special skills and the areas where there is room to grow. From there, intentional learning experiences are planned to help your child to succeed.

Using *Teaching Strategies GOLD* is different from giving children a test, because children aren't being taken away from classroom activities for someone to test what they know. Instead, your child's teacher is observing your child at different times of the day and during many different experiences throughout the year. This helps teachers get a real picture of your child's skills, knowledge, and abilities. In this way, *Teaching Strategies GOLD* helps your teachers to really understand your child — and the more they understand about your child, the more they can plan learning experiences that are just right. Growth and development reports are shared on a regular basis with families. Families may also request that this information and documentation be shared with them at any time.

The *Teaching Strategies GOLD* system also includes a free Family App resource that teachers can use to share pictures, classroom information, learning tools and updates with families directly. You can use the app to communicate back-and-forth with your child's teacher in the secure system. Your child's teacher will offer this optional resource to you at the beginning of the year.

Family Engagement and Partnerships

Relationship-based family partnerships are an essential component of ECEAP comprehensive services. Using Mobility Mentoring®, an innovative two-generation approach that addresses the prevalent needs of families, ECEAP staff collaborate with families to build partnerships that engage families in many levels of program activities and support the development of each enrolled child's whole family. These practices include identifying and interrupting biases with awareness building, listening to families about their experiences, training, and staff accountability. The result of anti-bias practices is creating and fostering responsive environments in which all children and their families experience an unconditional sense of belonging and acceptance. (From the ECEAP Performance Standards- FEP section)

The teacher meets with parents/guardians to share information and learn about a child's strengths. Once screening and assessment have been completed, a learning plan is developed in partnership with the parents/guardians. Learning goals and objectives are tracked and the parent/guardian is kept informed on a regular basis. Additional resources and activities will be provided to the family to continue the child's learning at home.

The family advocate also meets with the family to discuss family strengths, needs and goals using the Mobility Mentoring Bridge approach to child and family self-reliance. Through conversations around

family strengths and resource needs, information is gathered that guides the family goal setting pathway. Parents identify their goals and the family advocate offers resources, support and encouragement in reaching those goals.

Mobility Mentoring Bridge

The Bridge to Child and Family Self Reliance is a tool used to set individualized specific goals – informed by your family’s cultural values. We know that you have come to ECEAP to get high quality preschool for your child. Part of our approach is to also support you, as your whole family well-being is critical to your child’s development.



Everyone’s journey to Self-Reliance is different. During this school year ECEAP staff will partner with you to:

- **Set** individualized, specific goals - informed by your cultural values - to help you move toward self-reliance.
- **Prioritize** what is most important for you and your family now and in the future.
- **Recognize** your strengths and follow your lead when setting goals.
- **Connect** with resources that will support your journey.
- **Celebrate** your successes!

Early Childhood Education and Assistance Program (ECEAP) Bridge to Child and Family Self-Reliance



Everyone’s journey to Self-Reliance is different. During this school year ECEAP staff will partner with you to:

Set individualized, specific goals - informed by your cultural values - to help you move toward self-reliance. > Prioritize what is most important for you and your family now and in the future. > Recognize your strengths and follow your lead when setting goals. > Connect with resources that will support your journey. > **Celebrate your successes!**

Stability		Connection to Self and Others		Money Management		Education and Training Planning		Employment and Career Management	
HOUSING	FAMILY WELL-BEING	PARENTING	WELL-BEING	SENSE OF BELONGING	PERSONAL AND PROFESSIONAL SUPPORTS	EXPENSES	PLANNING	LEARNING	EARNINGS LEVELS
I have safe, affordable, stable housing that meets my family's needs.	My family's needs are met in ways that allow me to focus on my goals.	I am aware of and responsive to my child's developing needs. I access resources as needed.	I can participate fully in life because I feel healthy.	I am included in and contributing to my diverse community.	I have personal connections that are supportive and help me achieve my goals.	I have the resources I need to confidently manage my debt.	I can meet my family's financial needs now and in the future.	I have enough skills, education and training so I can choose the career I want.	I earn a living wage in a job that meets my career and future goals.

Adapted from the Economic Mobility Pathways (EMPath) Bridge to Self Sufficiency.

If you would like copies of this document in an alternative format or language, please contact DCYF Constituent Relations (1-800-723-4831 | 360-902-8060, ConstRelations@dcyf.wa.gov).

DCYF PUBLICATION EL_0021 (06-2021)

Family Engagement Areas

Family engagement is at the heart of ECEAP. There are a number of ways for a parent/guardian to become involved. In order to determine how parents/guardians would like to participate, families are offered the opportunity to complete an interest survey. Every effort will be made to encourage involvement of all families including: those families whose primary or home language is not English, parents or guardians working full time, fathers or father figures, family members who are not living at home, including deployed or incarcerated parents or guardians, parents or guardians with disabilities, LGBTQIA+ communities, Tribal Families, BIPOC Families, other underrepresented families, as applicable. Each program involves parents/guardians differently based on the talents, wants, and needs of the families it serves. Accommodations may be made to meet with families outside regular school times on a case by case basis. The classroom is always open to parents/guardians.

Family input and participation is critical to the success of ECEAP. Parents/guardians through the policy council provide parent empowerment, leadership and a communication link between the contractor and ECEAP families. Because of our large geographic region, there are two policy councils. The South policy council includes Adams, Lincoln and Spokane Counties. The North policy council includes Ferry and Stevens Counties. Both policy councils meet regularly, depending on need. Meetings may be offered face to face and virtually. The minutes and agendas are delivered by email. They are also posted in each classroom.

At the first meeting of the policy council, members are given directions on how policy council works. Topics include:

- Introductions, history of ECEAP, program locations
- Overview of the Policy Council Notebook
- Overview of the many levels of parent/guardian involvement and leadership
- Overview of ECEAP/NEWESD 101 organization
- Roles and tasks
- Communication

Is there something you would like to do to support your child or the ECEAP program, but don't see it on the following list? Please talk to the program's lead teacher or family advocate! A few of the ways parents/guardians can be involved are:

Scheduling a day to regularly volunteer in the classroom,
Share in projects at home with your child,
Help teachers plan family events, develop newsletters or other projects,
Attend parent meetings, grow in leadership by participating
on committees like the Health Services Advisory Committee or the ECEAP Policy Council,
Connect with other families,
Enhance parenting skills by participating in a class,
Share other areas of interest – sharing a hobby, expertise or interest.

Thank you for taking time to consider getting involved. Family members who choose to volunteer on a regular basis will be provided with training, a Volunteer Handbook and must have their fingerprints processed for a background check. Fingerprinting will be completed at no charge for parents of children enrolled in ECEAP.

Health and Medical Procedures

The purpose of the health policy is to maintain, protect, and improve the health of all children and to reduce the risk of spreading disease and childhood illness.

Emergency Procedures

Emergency telephone numbers (fire, police, ambulance, poison control, hospital, etc.) will be posted by every telephone.

1. **Emergency Medical Care:** When a child needs immediate (emergency) medical care, staff will call 9-1-1 for Emergency Medical Services (EMS). EMS will assess, treat and if needed, transport child to the nearest hospital emergency room. During this time, a teacher (staff) will attempt to contact the school nurse and the parent/guardian. The signed, Health Information and Emergency Medical Treatment form will accompany the child if transported to the hospital by EMS.
2. **Health Information and Emergency Medical Treatment form** will be completed by the parent/guardian and shall be on file in the classroom. In the case of an emergency, whereby the parent/guardian cannot be reached within a reasonable amount of time, designated or emergency contact person shall be contacted as soon as possible.

In the event of a life-threatening emergency involving a child in our care, we will follow these procedures:

1. One qualified staff member (possessing current First Aid/CPR certificate) will provide basic first aid and stay with the ill or injured child.
2. A staff member will call 9-1-1 and give the following information:
 - a. Nature of the emergency;
 - b. Name, address, and location of the classroom or incident;
 - c. Phone number of the classroom.
3. Staff member will remain on the line until directed by the emergency operator to hang up the phone.
4. A staff member will attempt to contact the school nurse and the parent/guardian.
5. If a parent/guardian cannot be reached, a staff member will attempt to contact the emergency contact person listed on the Health Information and Emergency Medical Treatment form. It is important that this information be kept current by parent/guardians.
6. ECEAP staff will not transport a child for emergency treatment.

In the event of a disaster, staff will follow the building disaster plan.

Medical information, which will be on file at all times, for all children, includes:

1. Health Information and Emergency Medical Treatment form
2. Medical History/Allergy forms
3. Certificate of Immunization Status (CIS) form and Certificate of Exemption (COE) form (if applicable)
4. Emergency Care Plan (if applicable)

5. Individual Health Plan (if applicable)

Disaster/Emergency Plan

Each site will utilize the building's disaster/emergency plan posted in the classroom.

In the event of a disaster in which the parents/guardian(s) are not able to get to their children, the classroom will follow the school district (or building plan if building is not part of a school district) and city plan for care of the children. The children will remain safe and supervised.

In the event of a fire or need to evacuate, the classroom will use the school's evacuation plan and will practice such procedures on a monthly basis with the school.

The disaster/emergency plans are posted in each classroom.

FIRE

- At the sound of the alarm, the teacher will close all doors and windows.
- The teacher will take class rosters and emergency materials (including care plans and medications).
- Everyone will evacuate according to the map or special instructions.
- Everyone will go to the predetermined gathering area together.
- The teacher will account for all children and report absences.
- Everyone will wait for further instructions from the incident command team.

BOMB THREAT

- If the teacher receives the bomb threat, they are to follow an established script.
- No one is to touch or move objects or furniture.
- The teacher will keep everyone in the classroom until told where and when to evacuate.
- Upon evacuation, the teacher will take class rosters and emergency materials (including care plans and medications).
- Upon evacuation, following the map or special instructions, everyone will go to the predetermined gathering area together.
- The teacher will account for all children and report absences.
- Everyone will wait for further instructions from the incident command team.

EARTHQUAKE

- The teacher will tell the children to drop, crawl, cover and hold under tables or desks and then do the same.
- If cover is unavailable, everyone is to sit against an inside wall with heads covered.
- Everyone is to stay away from windows, tall furniture, and hanging lights.
- Doors are to be kept open to avoid jamming.
- When tremors stop, everyone will evacuate, following the map or special instructions, and go to the predetermined gathering area. The teacher will take class rosters and emergency materials (including care plans and medications).
- The teacher will account for all children and report absences.

- Everyone will wait for further instructions from the incident command team.

First Aid

In the event of minor injuries such as small cuts, bruises, etc., the following first aid procedures will be followed:

1. First aid measures are detailed within the Washington State Department of Health's booklet, *"How to Respond: Illness and Injury at School"* and staff will follow these recommendations.
2. The injured child's teacher will record the accident/incident on an Illness/Injury form. This record shall be retained for a period of eight (8) years.
3. The accident/incident will be reported to the parent/guardian as soon as possible.
4. Refer to "Medication Management" section of this manual for information about giving medications to children.

Treatment of Minor Injuries: Teachers will use soap and water to clean all superficial wounds and Band-Aids will be used to protect such wounds. An ice pack may be applied to any minor bump or swelling.

First Aid Measures and Emergency Procedures for Serious Accidents:

1. First aid measures are detailed within the Washington State Department of Health's booklet, *"How to Respond: Illness and Injury at School."* Emergency procedures are laminated and posted on the Health Board in the classroom. Staff are periodically required to review first aid emergency procedures. First aid supplies are located in the classroom in a locked or limited access area. Emergency phone numbers are posted by the office phone.
2. In case of an emergency, 9-1-1 will be called. The Health Information and Emergency Medical Treatment form authorizes treatment and transportation by ambulance to the nearest hospital.

Procedure for Less Serious Illness/Injury:

1. Parent/guardian is called and child is isolated until they arrive.
2. Written reports communicating injuries will be provided to parent/guardian(s) and documented in the child's file.

At least one staff member in each area of the classroom is required to have current, age-appropriate first aid and CPR training.

First Aid Kit

A first aid kit will be located in a cabinet that is identified with a red cross on the front of the cabinet. A fanny pack with first aid supplies is also taken outside with children.

The lead teacher will maintain a list of required items, tailored to the ages and number of children, inside the kit. Items will be replaced as they are used, to maintain proper content levels, as well as checking the kit(s) monthly to ensure that it (they) contain(s) the following items:

- A current first aid guide or manual
- Sterile gauze pads
- Small scissors
- Band-Aids of various sizes
- Roller bandages

- Large triangular bandage (sling)
- Non-sterile protective gloves (non-latex)
- Adhesive tape
- Tweezers
- One-way CPR barrier or mask

Communicable Disease Reporting and Management

Communicable diseases are illnesses spread by contact with infectious agents (bacterial or viral); refer to *Infectious Disease Control Guide*. They can be spread by:

1. Direct contact with body excretions or discharges from open sores of an infected person;
2. Indirect contact with contaminated objects, such as bedding, toys, eating utensils, etc.;
3. By contact with animal or insect carriers of the disease; or
4. Airborne infections.

Diseases Preventable by Vaccination: Staff will contact the school district nurse if any of the following are suspected:

Diphtheria	Pertussis (Whooping Cough)
Hemophilus Influenza Type B (HIB)	Poliomyelitis (Polio)
Rubeola (10-day, hard measles)	Hepatitis B
Rubella (3-day, German measles)	Mumps
Varicella (chicken pox)	Tetanus

Common Illnesses Causing Severe Symptoms:

Campylobacteriosis	Strep
Giardiasis	Influenza
Norovirus	

School district nurse or healthcare officials will take necessary action if any of the above is suspected.

School district nurse or early childhood teacher will notify parents/guardian(s) if a child has been exposed to infectious diseases and/or parasites.

Observation of Ill Children

1. Staff will observe each child, upon arrival, for symptoms of illness.
2. If a child becomes ill or has a fever, the following steps will be taken:
 - a. The lead teacher or designee will immediately call the parent/guardian. If the parent/guardian is not available, the person listed on the child's Health Information and Emergency form as an emergency contact will be notified.
 - b. He or she will be isolated from other children in the office area—a rest cot is available for this purpose, allowing staff to supervise the child until the parent/guardian arrives.
3. Pertinent information about a child's medical history/development can be found in the child's individual file. Files contain parent/guardian(s) home and work numbers, licensed health care provider (LHP), and person to contact in an emergency. This information will be maintained in a

locked cabinet when class is not in session. **Please make sure that these numbers are kept current.**

4. In compliance with mandated reporting requirements, RCW 26.44.030, if there is reasonable cause to believe that a child has suffered abuse or neglect, the report will be made at the first opportunity, but in no case longer than 48 hours to Child Protective Services. It will also be reported to the director of the Center for Early Childhood Services at NorthEast Washington ESD 101. The report must include the identity of the accused, if known. If early childhood staff members are in doubt about making a report, they should discuss the situation with their local Child Protective Services office or Child Abuse and Neglect Hotline. If early childhood staff members are in doubt about what should be reported, concerns are to be made known rather than remaining silent and possibly allowing a child to remain unprotected.

Recognizing Child Abuse and Neglect

Washington statute defines child abuse or neglect: "Abuse or neglect" means sexual abuse, sexual exploitation, or injury of a child by any person under circumstances which cause harm to the child's health, welfare, or safety... or the negligent treatment or maltreatment of a child by a person responsible for or providing care to the child. (RCW 26.44.020)

Negligence is further defined as: "Negligent treatment or maltreatment" means an act or a failure to act, or the cumulative effects of a pattern of conduct, behavior, or inaction that evidences a serious disregard of consequences of such magnitude as to constitute a clear and present danger to a child's health, welfare, or safety, including but not limited to conduct prohibited under RCW 9A.42.100. When considering whether a clear and present danger exists, evidence of a parent/guardian(s) substance abuse as a contributing factor to negligent treatment or maltreatment shall be given great weight. The fact that siblings share a bedroom is not, in and of itself, negligent treatment or maltreatment. Poverty, homelessness, or exposure to domestic violence as defined in RCW 26.50.010 that is perpetrated against someone other than the child does not constitute negligent treatment or maltreatment in and of itself. (RCW 26.44.020)

Types of Child Abuse

- Physical abuse
- Sexual abuse
- Sexual exploitation
- Negligent treatment or maltreatment
- Abandonment

From *"A Guide for Mandated Reporters in Recognizing & Reporting Child Abuse & Neglect"* published by the Washington State Department of Social & Health Services Children's Administration.

Exclusion of Ill Children

Children who are ill are unable to participate actively in our daily program. Also, depending on the illness, they may pose a threat to other, uninfected children. For these reasons, children will not remain in preschool with any of the following symptoms of illness:

1. Temperature of 99.4° F (axillary) or 100.4 ° F (oral or temporal) or higher, with any other symptom of illness;
2. Vomiting on two or more occasions within a 24-hour period;
3. Diarrhea of three or more watery stools within a 24-hour period or one bloody stool;

4. Draining sore or generalized rash;
5. White or yellow drainage from the eye, altered vision, and/or redness of the eyelid or skin surrounding the eye. Children with these symptoms will be readmitted after (a) medical diagnosis has ruled out communicable infection, or (b) 24-hours after antibiotic treatment has been started;
6. Fatigue that prevents participation in regular activities;
7. Green nasal discharge that cannot be controlled;
8. Ear discharge or other evidence of ear infection; or
9. Any other symptom of communicable disease.

A child must be free of fever for 24-hours without use of fever reducing medications. For diagnosed communicable diseases requiring antibiotics, a full 24-hours of antibiotic treatment must be completed prior to returning to preschool. If there is any question about the child's ability to return, a LHP's note may be required.

Care of Children with Special Health Care Needs

Children with special health care needs will have a confidential medical plan developed in conjunction with the school district nurse, parent/guardian and the child's LHP. The school nurse will provide any necessary training required to implement such a plan which may include medication administration, delegation and supervision.

Medication Management

It is our policy that NO MEDICATIONS be given to any child in the classroom unless ordered by a LHP for life-threatening and/or conditions where the Americans with Disabilities Act (ADA) would apply. This requirement will be documented within the child's confidential, individual health plan, which will be developed in conjunction with the school district nurse, parent/guardian(s), and health care providers. This will include prior written consent of the child's parent/guardian and the child's LHP.

Medication needed to be given to a child will be required to meet the following:

1. Be in the original container;
2. Be labeled with the child's name, medication name, dosage, frequency, and length of time for treatment;
3. Be specified on the Medication Authorization form signed by parent/guardian and the child's LHP.

Medication Storage methods will ensure that:

1. All medications are inaccessible to children and unauthorized persons and kept in locked cabinets-specific plans should be in place for emergency medications that must be available for immediate administration;
2. Internal and external medications are stored separately; and
3. Provision is made for secure storage of medications needing refrigeration.

Medication Administration will be done only by the school district nurse or those who have been designated by the school district nurse with appropriate training, delegation and supervision.

Medications maintained in the classroom for long-term, chronic conditions (allergies, asthma or seizures, etc.) will meet the same guidelines as other medications relating to storage and administration. A

Medication Authorization form for such medications will be reviewed regularly by parents/guardian(s) and updated as needed.

Health Records

The law requires that health information about each enrolled child will be kept on file. The Health Information and Emergency Medical Treatment form will be completed and maintained in a confidential manner. The school district nurse will develop an individual health plan as needed for children with chronic medical conditions. General health information for each enrolled child will include general health history and immunization records. All information must be provided to the classroom on or before the first day of attendance. This information should be reviewed by parent/guardian and school district nurse and updated at least yearly and when there are any changes in the child's health.

Parent/guardian(s) of children who have not had a well-child exam within the last 12 months are encouraged to obtain a well-child exam for their child within 90 calendar days of the child's first day in the classroom. Parent/guardian(s) of children who have not had a dental exam within the last six months are encouraged to obtain a dental examination, or screening by a dental hygienist, within 90 days of their first day in the classroom.

Be sure that the school district nurse receives a copy of all health related documents including the Health Information and Emergency Medical Treatment form, well-child exams, dental reports, and immunization records.

These records must be kept on the premises for each child currently in care and may be archived at NEWESD 101, for a total of 8 years after the child leaves enrollment.

General Hygiene Practices

Infection Control

The control of the spread of disease is very important in any early childhood program. An infection control program that includes frequent hand washing and disinfecting of environmental surfaces can be an effective means of reducing communicable disease transmission.

Standard precautions (treating all blood and bodily fluids as potentially infectious) shall be followed to control the spread of disease. This includes but is not limited to the use of disposable gloves (non-latex, if possible) when anticipating contact with blood and bodily fluids.

Disinfectant

Disinfecting surfaces such as floors and furniture, the staff will follow the Washington State Department of Health, *Disinfecting and Sanitizing with Bleach Guidelines*. A bleach/water solution must be changed daily. When any disinfectant is transferred into another container (e.g., a spray bottle), that container will be labeled with the name of the disinfectant and its concentration. These will be prepared following the instructions on the original container label and will be stored inaccessible to children and away from all heat sources.

Facility Cleaning, Disinfecting, Sanitizing, and Laundering

Indoor and outdoor facilities will be monitored to ensure that they are free from harmful animals, insect pests, and poisonous plants. Toys, clothing, bedding, and other inanimate objects can spread diseases and parasites (head lice, scabies, etc.) Proper cleaning, sanitizing and/or disinfecting is an important part of disease control.

Procedures

1. Cleanable toys are washed and sanitized weekly or more often as necessary:
 - a. Wash in warm, soapy water
 - b. Rinse in clear, warm water
 - c. Dip in sanitizing solution (per DOH guidelines)
 - d. Air dry (if bleach is used as a sanitizer, do not rinse off)
 - e. Follow directions on label for other sanitizer/disinfectants
2. Cloth toys, clothing, bedding, etc. will be washed weekly, or more often as needed. Use washing machine with water temperature of at least 150° F or with an effective disinfectant additive.
3. Floors are washed and disinfected at least daily - more often as needed.
4. High chairs, walkers, and other infant furniture will be washed and sanitized daily and between uses by different children.
5. Toilets and hand washing sinks will be washed and disinfected daily.
6. Toilet training equipment will be washed and disinfected after each use.
7. Tables used for eating will be washed and sanitized before each meal or snack.
8. Carpeting and rugs will be vacuumed weekly, and steam cleaned or shampooed at least quarterly.
9. Sharing of combs, hats, toothbrushes, etc. is not allowed.

Hand Washing

Hand washing is the single most effective method of preventing the spread of contaminants and disease.

1. Staff and volunteers must wash their hands with soap and warm water:
 - a. When arriving at work;
 - b. After toileting a child;
 - c. Before, during and after diapering a child;
 - d. After personal toileting;
 - e. After attending to an ill child;
 - f. Before and after preparing, serving, or eating food;
 - g. Before and after giving medication;
 - h. After handling, feeding or cleaning up after animals;
 - i. After handling bodily fluids;
 - j. After smoking;
 - k. After being outdoors or involved in outdoor play; and
 - l. As needed.
2. Children must wash their hands with soap and warm water (assist as needed):
 - a. On arrival at the classroom;
 - b. After using the toilet;
 - c. After the child is diapered;
 - d. After outdoor play;
 - e. After playing with animals;
 - f. After touching bodily fluids (such as blood or after nose blowing or sneezing); and
 - g. Before and after the child eats or participates in food activities.

Procedure for Hand Washing:

1. Assure that soap, warm water, and individual towels are available;
2. Turn on water and adjust temperature;
3. Wet hands and apply a liberal amount of soap;
4. Rub hands in a wringing motion from wrists to fingertips for at least 20 seconds;
5. Rinse hands thoroughly;
6. Dry hands from fingers to wrists; and
7. Use hand-drying towel to turn off faucets.

Tooth Brushing

Individual toothbrushes will be kept in the classroom for each child. Each toothbrush will be labeled with the child's name. Children will be supervised while they brush their teeth daily, following one meal or snack. It is not necessary to use toothpaste. Toothbrushes should be rinsed well with tap water after brushing. They should be air dried and stored in an upright position (bristles up). There should be enough space between toothbrushes so that they do not touch each other. Toothbrushes should be replaced every 6 months depending on wear.

Nutrition

Adequate nutrition is essential to basic growth and development of all children. Our nutritional program provides snacks. Even if meals are provided by parent/guardian(s) (sack lunches, etc.), you still must assure that each child received proper nutrition.

1. Snack and meal menus will be prepared and posted at least one week in advance and will be retained, with substitutions noted.
2. Food will be provided at intervals of not less than two hours and not more than three and a half hours.
3. Children in care for nine or more hours will be provided with at least two meals and a snack, or with at least one meal and three snacks.
4. Children in care for less than nine hours will be provided at least one meal and two snacks or two meals and one snack.
5. The center will establish a system to assure that meals brought from children's homes meet nutritional requirements.
6. In order to inform all staff and volunteers, all known allergies of children attending the program will be posted in a confidential manner, in the food service area. Prevention measures will be taken, i.e. separate tables will be assigned as needed. In case of a child ingesting said allergic food and potential anaphylactic reaction, emergency procedures will be followed as set forth in the emergency care plan, individual health plan, parent handbook and the child's emergency information file.

Staff Health

Tuberculosis Tests

Each staff member shall have a current TB test, a record of which must be on file at NEWESD 101.

First Aid Training

Staff members will participate in pediatric first aid/CPR training course and have a current CPR card. Staff must obtain a current card within 30 days of employment.

Food Handler's Permit

Any staff member who cooks or assists in food preparation must have a current food handler's permit.

Communicable Diseases

With guidance and direction from the Spokane Regional Health District, any staff member contracting a communicable disease shall be removed from the responsibilities of caring for children and/or food preparation and will not resume responsibilities until the incubation period is over.

Staff with a communicable disease may be excluded from work during periods of communicability as directed by local health officer, school district or NEWESD administration.

Child Guidance and Positive Behavior Support

NEWESD 101 believes in leading with an equitable and inclusive lens in our approach to working with young children and their families. We are guided by a social emotional framework that includes Pyramid Model practices, Conscious Discipline techniques, Second Step and DECA social emotional strategies. Evidence based and developmentally appropriate universal practices that support all children are the foundation for our classrooms.

Creating consistent daily schedules and routines that support interactions and opportunities to build social skills such as labeling emotions, problem solving and making friends are foundational and planned into daily activities.

Expectations and rules are developmentally appropriate for all children served in our programs and are focused on what children are supposed to do, rather than what not to do. Children are involved in creating these classroom rules and they are intentionally taught and reviewed regularly.

Activities are designed to engage children, with opportunities to make choices, work in small groups or to work alone when preferred. Activities and instruction are modified when children lose interest and positive feedback is provided to children regularly.

ECEAP Performance Standard IC-10 Child Guidance Techniques requires:

Staff must use positive guidance techniques to support classroom limits and maintain safety, such as:

- (a) Coaching appropriate behavior.
- (b) Offering choices.
- (c) Redirecting to an activity that matches the child's energy level.

➤ In addition, teachers will be familiar with the school's discipline policies and align as developmentally appropriate.

ECEAP Performance Standard IC-13 No Expulsion states:

Contractors may not expel ECEAP children.

Expulsion includes:

- (a) Suspension.
 - (i) This is defined as, providing limited service for an indefinite period of time.
 - (b) Repeated calls to have a family member pick up a child.
 - (c) Similar practices that limit an ECEAP child's access to regular classroom services.

Positive Behavior Support Process

NEWESD 101 is committed to providing an inclusive environment which includes an individualized and developmentally appropriate preschool experience for all children and their families. For children and families who need more support, the following guidance is followed.

ECEAP Performance Standard IC 9 Positive Climate ensures:

Staff build positive relationships with children. Staff must:

- (a) Use a warm, calm and respectful tone of voice and body language that acknowledges the child's home culture.
- (b) Use positive language, saying what children can do instead of what they cannot do.
- (c) Validate children's feelings.
- (d) Respond to children's requests and questions.
- (e) Show tolerance for mistakes and teach that mistakes are for learning.
- (f) Give descriptive feedback, instead of generalized praise or criticism.
- (g) Pay attention to children to learn about their individual interests, ideas, questions, and theories.
- (h) Observe what children do, with whom, and where they play.
- (i) Listen reflectively, staying on the child's topic, and paraphrasing their ideas.
- (j) Demonstrate the belief that children are capable by letting them try out their ideas, take safe risks, and do things at their own pace, in their own way.
- (k) Affirm children's developing identity.

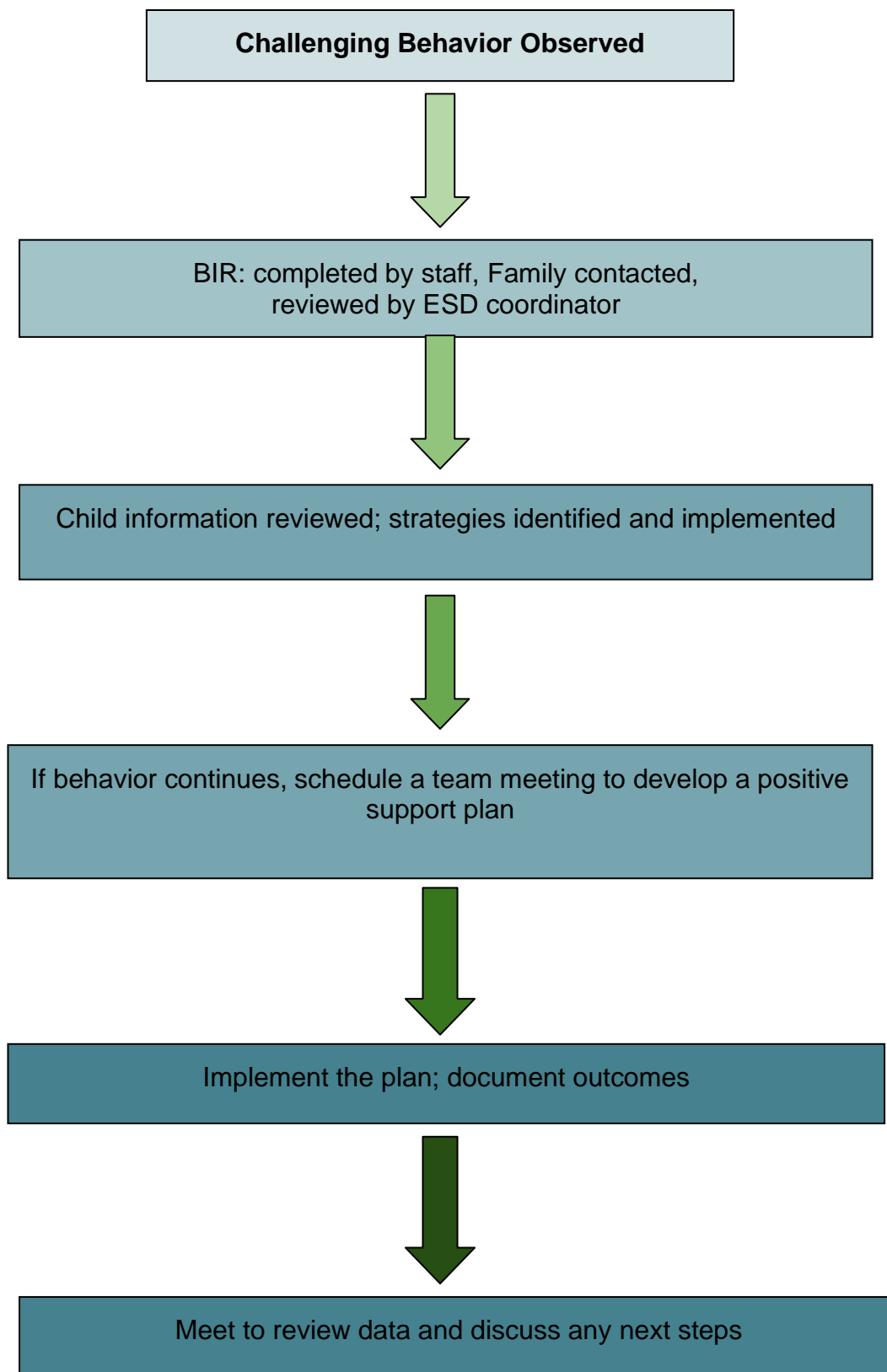
In the event a child exhibits a challenging, unsafe or excessively disruptive, behavior that cannot be managed with the usual strategies, program staff will take the following steps.

Challenging Behavior Observed:

- Behavior Incident Report (BIR) is completed and submitted to NEWESD Early Learning Coordinator, Lead Teacher contacts family with a phone call or face to face conversation. A family report is sent home (after the conversation) with a copy put into the child file.
- NEWESD Coordinator reviews BIR and follows up with staff.
- Gather/review information: Lead teacher and NEWESD Coordinator review all current child information (health, developmental screening, TSG, DECA results, family info).
- Classroom team identifies and implements positive support strategies to support the child in the classroom.

- If the behavior continues, a team meeting will be scheduled. The team includes key partners: child's family, teaching staff, Family Service Advocate, school support and NEWESD Coordinator.
- A Positive Support Plan is agreed upon and written that includes: a strength-based goal for the child; classroom and home strategies to be implemented to support the goal; include how and who will implement strategies, collect documentation, communicate progress to families, and determine a timeline for reviewing data at next team meeting.
- Observation and ongoing documentation of implemented strategies and behavior outcomes (tracking form?).
- Data will be reviewed at a follow up team meeting, based on the timeline established in the original meeting (minimum two weeks).
- Positive Support Plan is modified, as needed to meet the goal.
- Process is repeated until behavior is modified.

In the event that modification strategies are not successful over time and continued supports are needed, a meeting will be called to discuss additional supports and/or alternative service options.



Arrival and Departure

Safety of the children in ECEAP is a priority for the teacher. Consequently, children will not be released to any person without written permission from the parent/guardian. Identification will also be required. Parents/guardians may accompany their child to all areas of the classroom used by their child. A staff member must accompany all other children. Unless your child rides the school bus, we ask that parents/guardians plan enough time to accompany children to and from the classroom area when dropping off and picking up. In this way, communication remains open between staff and parents/guardians, and parents/guardians can view the children's activities and projects.

Attendance procedure

1. Attendance shall be taken on each day class is in session. Parents or guardians, please sign your children in and out each day. Parents/guardians must sign using a full legal signature.
2. Parents/Guardians are expected to contact the site staff as soon as possible to inform them of their child's tardiness, absence and estimated/known day of return to class.
3. The lead teacher or designee (school secretary), is responsible for follow-up on absent children whose parent/guardian has not contacted site staff upon first absence.
4. When children are transported in school buses, ECEAP staff must initiate a call within 30 minutes after the start of class to any parent/guardian who has not called the center that day to report an absence. This 30-minute time frame would not apply when parents transport their child to the classroom/center.
5. The monthly attendance must be submitted to NEWESD, Center for Early Childhood Services ECEAP by the last work day of the month.
6. While informing families about the Attendance Procedure and the importance of consistent, regular attendance in ECEAP, staff will explain that if a child is absent for 5 consecutive calendar days with no contact from the parent/guardian, the child will have to be dis-enrolled and the slot filled with a child from the wait list. The absent child's name will be placed on the waiting list at the returning/previously enrolled student priority level so he/she could possibly re-enroll if a vacancy subsequently occurs at the site. Exceptions to this process will be handled on a case-by-case basis.
7. The following steps shall be implemented if a child is absent and the parent/guardian has not contacted the site:
 - A. On the first (1st) day of absence there will be contact between staff and the family to determine whether the absence is excused or unexcused. The contact will be documented within the teachers' Parent Contact Notes.
 - B. On the second (2nd) consecutive unexcused day of absence, the lead teacher/family support advocate will attempt a contact, which might include a home visit, and will notify the NEWESD ECEAP/ELMS enrollment assistant of the absence. The ELMS enrollment assistant will document and track the absence and make attempts to contact the family by telephone and email.
 - C. If the home visit is unsuccessful, the lead teacher/family support advocate will leave a postcard at the home indicating the attempt to contact and to contact the teacher/family support advocate as soon as possible. Every effort shall be made to make in-person contact with the parent/guardian to help maintain the child's place in ECEAP.

- D. After the second (2nd) consecutive unexcused day of absence, if efforts to conduct a home visit are unsuccessful and no contact is made, the following steps will occur:
- a. The lead teacher/family support advocate will contact NEWESD ECEAP department secretary to verify no contact has occurred.
 - b. A letter will be mailed immediately from NEWESD ECEAP – one certified and one through regular U.S. mail to the parent/guardian.
 - c. Letters will contain information indicating that:
 - i. “We’ve missed you” and the child’s enrollment in ECEAP is in jeopardy.
 - ii. The parent/guardian is required to contact the lead teacher/family support advocate within two (2) business days to maintain their child’s enrollment slot in ECEAP.
 - d. The NEWESD ECEAP department secretary and lead teacher/family support advocate will remain in close contact and document, in the child file, all efforts to reach the family.
 - e. After the fifth (5th) business day, if there has been no contact, a second letter will be sent from NEWESD ECEAP in the same manner as the first letter. The second letter will inform the parent/guardian that:
 - i. The child’s enrollment in ECEAP has been discontinued.
 - ii. The parent/guardian will need to contact NEWESD ECEAP department secretary for more information regarding re-enrollment opportunities.
- E. If the enrollment is discontinued, the family will need to re-enroll.
- F. **If attendance situations exist that are not addressed in this procedure, staff will call their NEWESD ECEAP family support coordinator for consultation. A written alternative attendance plan will be developed following performance standard PAO-8 guidance, if needed.**
8. Every effort will be made by ECEAP staff to help maintain the child’s place in ECEAP. However, enrollment may be discontinued by the parent/guardian voluntarily withdrawing the child from the program. The lead teacher/family support advocate will utilize multiple strategies to intensify family support by offering resources and supports that increase the opportunity for a family to maintain attendance and their child’s enrollment in ECEAP.
9. Enrollment may not be discontinued due to behavior concerns. Expulsion is prohibited (see Child Guidance Procedure for more strategies to support children with challenging behaviors, including supports for the classroom teachers, planning to meet individual child needs, accessing additional resources, or choosing an alternative schedule or setting).

Classroom Visitation

Parents are always welcome to stay and play, join the children for breakfast, lunch, snack or simply observe. Feel free to visit the classrooms at any time. Visitors must sign-in at the school’s office and receive a visitor’s badge. When leaving, visitors must then return to the school office, sign-out and return the badge.

Photos and videos

We understand that taking photos and videos of your child at school is something that every family likes to do. However, to protect the privacy and confidentiality of others, **please do not include children other than your own in any pictures or videos.**

Cell phone use

Your child loves and needs your attention, please put away your cell phone during pick up and drop off and be present with your child they have valuable information to share with you.

Field trips

As part of the curriculum, teachers may occasionally plan a field trip to build excitement or support learning. Children will not be transported in private vehicles. Bus transportation will be decided by each school district/site or the trip will be within walking distance. Parents are given notice when a field trip is scheduled and a signed permission slip is required for child participation. Parent volunteers are welcome and encouraged to attend. If a parent doesn't sign a permission slip for their child, the child will engage in activities in the classroom.

Parent volunteers must follow the school/site guidance to become a volunteer. This might require a background check.

Field trips are optional and not required as part of the curriculum.

Transportation

Families are responsible for transporting their children to and from ECEAP. Bus transportation will be decided by each school district/site. Should an emergency arise, the 911 system will be utilized.

Snacks

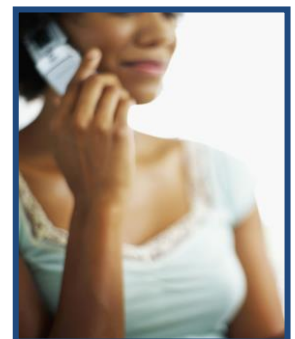
The daily snacks served in the classroom include one or more dairy or protein sources and a minimum of two of the following:

- a dairy product;
- a protein food;
- bread or bread alternate; or
- fruit, vegetable, or juice containing a minimum of 100 percent real juice.
- Water is available for self-service, indoors and outside.

Reporting Requirements

As mandated reporters, ECEAP staff shall report the following events as soon as practical after occurrence:

1. Any instance where there is reasonable cause to believe that child abuse, neglect, or exploitation may have occurred will be reported to Child Protective Services or law enforcement following CPS required timelines.
2. Any occurrence of food poisoning or communicable disease will be reported to the Division of Health and to the local public health district.
3. The unauthorized absence of a child will be reported to the parent or responsible parent/guardian.



Preschool Schedule

A daily schedule will include the following elements:

- Large group time
- Learning interest areas and small group time
- Large motor – outside or gym
- Rest time (school day or working day)
- Snack, breakfast and/or lunch (dependent on

Each day's activities and the involvement of the children will determine the schedule. Children will be allowed appropriate time to smoothly transition from one activity to another.

Religious Activities

Consistent with state and federal laws, the program shall respect and facilitate the rights of the child to observe the tenets of the child's faith.

The program shall not punish or discourage the child for exercising these rights.

Holidays and Celebrations

ECEAP Performance Standard IC-6 Curriculum requires classrooms to provide a culturally relevant curriculum that *focuses on the daily life of families in the community, rather than only on holidays, celebrations, or people far away*. In an effort to be inclusive and maintain supportive classroom routines and schedules for children, ECEAP classrooms will not celebrate religious or traditional holidays; rather focus on celebrating the learning happening in the classroom.

We ask families refrain from bringing in sugary treats to the classroom (ex. cupcakes, candy); instead, work with the classroom teacher and family advocate to offer to participate in a classroom activity or share a family tradition (ex. story, craft, cooking activity).

Successful Transition Planning for Children and Families

Our philosophy is to ensure that children and families make a smooth transition from our ECEAP early childhood setting to kindergarten or other programming. Research confirms our belief that this will better ensure school success. Transition planning and support begins when a family first enters our program. We support this objective by facilitating connections for families between our early learning and K-12 systems throughout the NEWESD 101 region.

Objectives for Successful Transition

Provide program continuity through developmentally appropriate curricula for preschool children that align with developmental progressions for kindergarten and beyond

On-going tasks:

1. Ensure that program curriculum meets ECEAP Performance Standards and other quality early learning standards and is aligned with the school district kindergarten expectations and curricula as much as possible
2. Provide curriculum training in topics such as developmentally appropriate practices, kindergarten readiness skills, activities that address a wide range of interests and developmental abilities, student teacher interaction and inclusion best practices
3. Successfully include children on Individualized Education Plans in the general education program
4. Ensure that IEP (individual education plan) and ILP (individual learning plan) goals are being addressed and met in a timely and measurable manner and there is consistent sharing of information and alignment between program and services being provided
5. Identify, create, and build on the similarities between activities, routines, environment and curriculum in the preschool and kindergarten program or another program the child will be attending
6. Identify, acknowledge and respect the differences between preschool and kindergarten programs, and the developmental needs and abilities of the children attending the programs
7. Provide current developmental information through a completed Transition form when children are leaving the ECEAP program

Maintain ongoing communication and cooperation between preschool, public school, early learning and kindergarten staff and parents

On-going communication:

1. Develop on-going communication systems between early learning programs, kindergarten, special education and school district staff to ensure successful transition between programs
2. Be aware of school district kindergarten registration dates and events, post information and share with your families
3. Support consistent and reciprocal sharing of pertinent information between early learning, kindergarten staff and school district support staff (i.e. information about early learning programs, school district programs, etc...)
4. Develop regular times for early learning and kindergarten staff to meet throughout the school year (early learning collaboration) to share and learn from each other, including classroom visits
5. Share invitations to professional development opportunities as appropriate, to develop shared understanding and expectations
6. Invite kindergarten teachers to all program transition trainings and events throughout the year
7. Throughout the year, invite kindergarten teachers to the preschool classroom to become familiar with the children and program
8. Providing information on kindergarten readiness (child development, how young children learn, discussing the characteristics of entering kindergartners, activities to support readiness) is on-going and embedded into parent events and activities
9. Consider a family event to welcome children to kindergarten in late spring. Invite the kindergarten teacher and include information on registration, summer activities, etc...
10. Meet with families to discuss the transition plan and gather and provide information in early spring
11. Arrange for families to meet with kindergarten staff and/or principals as needed
12. Meet with necessary personnel to discuss appropriate information and supports regarding children with special needs early in the transition year
13. Discuss WaKIDS and share The Characteristics of Entering Kindergartners and WaKIDS brochure and the Family Connections component (All About Me) as well as other readiness information and resources

Prepare children for transition

Begins upon enrollment, continues throughout preschool tenure. Spring activities intensify:

1. Early learning program planning focus is on classroom activities that develop social competencies and pre-kindergarten skills, including friendship skills and problem solving
2. Talk to students about the similarities and differences between preschool and kindergarten in a positive manner throughout the year
3. Plan field trip(s) to the kindergarten classroom (spring)
4. Participate in shared activities with kindergarten and the school as appropriate
5. Prepare an interactive bulletin board that includes pictures of the school, playground, bus and classrooms
6. Plan a literacy activity with students to find out what they know, what they want to know, and what they have learned as you discuss kindergarten
7. Former students may write letters describing the kindergarten experience and/or visit the early learning classroom to share
8. Have students "write" a letter about themselves for the kindergarten teacher
9. Set up "kindergarten" in the dramatic play center
10. Have "buddies" between classrooms – at recess time, send letters, do projects or read together. Share snack or meal time with kindergarten.
11. Give children opportunities throughout the year to become familiar with the new environment through stories, games, dramatic play, and field trips
12. Encourage visits between the programs
13. Supporting children in learning successful transition skills such as independence, self-help, group participation, positive social interactions and communication skills
14. With parent consent, assist in referrals of identified children to special education teacher and meet with the kindergarten teacher to discuss supports and strategies

Involve parents in the transition to public school

Ongoing:

1. Share resources with families to help them understand differences in development and kindergarten readiness: Washington State Early Learning and Developmental Guidelines, Characteristics of Entering Kindergartners, School District readiness checklists, assessment information and how to support learning
2. Provide parents with information specific to the school in which the student will attend kindergarten, including registration dates, results of teacher observations, school locations, teachers and principal
3. Make sure families are aware of how to access their neighborhood school website
4. Meet with families to discuss educational goals and progress regularly throughout the year and more often as needed
5. Hold an informational meeting for families with the school principal and kindergarten teacher (*spring is preferable*)
6. Discuss kindergarten readiness and transition regularly during parent conferences with all families of kindergarten bound children
7. Review the Transition Form and information with families at the *spring educational meeting*, as well as during any transition from the ECEAP classroom, and provide a copy of the information as well as any educational files requested, directly to the family to pass on to their kindergarten teacher or new program. Gain written consent to share information with the new program or kindergarten teacher and school district by having families sign the consent form. Release of Non-

Medical Information Authorization form may also be used to share educational information with the school district or new program. Place a copy of all transition information in the child file.

8. Share information about the transition process, child and family options for future services, and encourage participation in the transition process (*spring*)
9. Inform parents of the similarities and differences between the preschool and new program or kindergarten classroom
10. Help parents understand and provide information regarding the skills that are important for their child's success in the new program
11. Suggest activities and ways to develop and practice these skills at home
12. Provide summer packets of activities and projects to focus on specific skills over the summer
13. Encourage parents to take a proactive role in their child's education by getting to know teachers, visiting classrooms regularly and observing teaching styles

Plan end of year Celebrations for all children and families! Avoid "graduation" themes, as children typically do not understand this concept.

Things Parents can do to help their child get ready for kindergarten

Ongoing:

1. Establish consistent routines in your home (bedtime, wake up, get dressed, eat breakfast, leave for school; typically, at the same time every day)
2. Set up a writing area in your home (stock it with crayons, scissors, pencils, and paper)
3. Print your child's name on things and help your child try to print their own name as often as possible
4. Visit the library and read with your child every day (set aside time as part of your routine)
5. Read books about many topics, including school and kindergarten!
6. Encourage your child be an active participant in home activities (choosing books to read, setting the table, cleaning up their belongings)
7. Talk with your child about what you are doing together and what you see. Listen to them as they talk with you (conversation builds vocabulary, knowledge, independence and self-esteem.) Ask open ended questions to encourage conversation
8. Provide opportunities for your child to play with other children
9. Help your child make appropriate and respectful choices when conflicts arise
10. Play memory games with your child
11. Play word games, sing songs, dance and make rhymes together
12. Encourage your child to try different things. Give your child time to figure things out
13. Limit screen time-television, DVDs, computers and games
14. Provide lots of outdoor and large motor time. Kids need to move!

ECEAP Performance Standard, CO-2 Kindergarten Transition

"Contractors must develop a written kindergarten transition plan, with activities to assist children and families in the transition from ECEAP to kindergarten. Contractors must maintain communication with local kindergarten staff."

Pesticide Reporting

Each ECEAP site will use the host school district's pesticide notification procedure. All notifications are performed in accordance to Chapter 17.21 RCW, "The Washington Pesticide Application Act."



1. The host school district will provide notification to the program 48 hours prior to application of pesticides to school buildings or grounds.
2. The ECEAP teacher will send written notification 24 hours before application of pesticides to all families.
3. On the day of application, notification will be posted at buildings and play fields and will remain for 24 hours.

In case of emergency application of pesticides, all notification and posting procedures will be followed immediately after the application. Example: Spraying of wasp nest.

Parent Complaint Procedure

Early Childhood Education and Assistance Program (ECEAP) participants (parents, guardians, and community members) may present complaints to the appropriate person(s) about ECEAP, and ECEAP staff member or NEWESD 101 Center for Early Childhood staff member (ECEAP Performance Standards PAO-34, Parent and Community Complaints). The names of all staff members and administrators, as well as the process for contacting them shall be given to all parents and/or guardians at orientation, posted on each site's parent board and available upon request.

Complaints will be processed as rapidly as possible while considering the nature of the complaint, any applicable laws and NEWESD 101 procedures.

Parents/legal guardians and community members may use this policy when they believe that any ECEAP staff member or NEWESD 101 Center for Early Childhood staff member have violated ECEAP procedures. Appropriate complaints might include allegations of:

1. Inappropriate techniques or practices with children
2. Suspected abuse
3. Breach of confidentiality
4. Unethical conduct
5. Unfair or arbitrary application of enrollment policy

Complaints that are specific to an individual site should first be brought for resolution to the appropriate staff person. Every effort shall be made to resolve the complaint at that level.

If the situation is not satisfactorily resolved, the complainant will continue to the next step.

Complainants shall:

1. Present their complaint in writing
2. Describe specifically the conditions or circumstances of concern
3. Sign the complaint and provide contact information

The complaint shall be addressed to NEWESD 101's ECEAP administration:

1. NEWESD 101, Director, Center for Early Childhood Services, 4202 S Regal Street, Spokane, WA 99223
2. NEWESD 101, Assistant Superintendent – Student Learning and Support Services, and/or other internal NEWESD 101 designated administrator
3. ECEAP Management Team, Center for Early Childhood Services, NEWESD 101

Upon receipt of the written complaint, the Director will conduct a thorough investigation of the complaint. This investigation may include a formal conference with the complainant and, if appropriate, other parties who may have information regarding the allegations in the complaint. The Director will re-

spond in writing to the complainant regarding the status or resolution of the complaint within 15 working days. A brief report of the complaint (preserving confidentiality) will be presented to the ECEAP Policy Council.

Parent Resources

Department of Children, Youth, and Families (DCYF)

<https://www.dcyf.wa.gov/services/earlylearning-childcare/eceap-headstart>

National Association for the Education of Young Children (NAEYC) for Families

<http://families.naeyc.org>

Women, Infants and Children (WIC): <http://www.doh.wa.gov/YouandYourFamily/WIC>

Parent Help 123: <http://parenthelp123.org>

Department of Social and Health Services (DSHS): www.dshs.wa.gov

Public Health (food, health care, immunizations, etc.): <https://doh.wa.gov/you-and-your-family>

Washington State Early Learning and Development Guidelines

<http://www.k12.wa.us/EarlyLearning/guidelines.aspx>

Scholastic Resources for Families: <http://www.scholastic.com/parents>

Washington Child Care Help: <http://wa.childcareaware.org/families>

Pyramid Model Family Engagement:

<https://challengingbehavior.cbcs.usf.edu/Implementation/family.html>

Conscious Discipline: <https://consciousdiscipline.com/free-resources/discipline-tips/>