

Seedlings Center for Early Learning Family Handbook 2024



Growing Young Minds

A Central Washington Early Learning Partnership



Welcome to Seedlings Center for Early Learning
"Growing Young Minds"

A Central Washington Early Learning Partnership
Educational Service District 105 (ESD 105) and Enterprise for Progress in the Community (EPIC)

Funded by a Federal Grant from the
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Office of Head Start



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Early Head Start Locations:

<p>Castlevale 2902 Castlevale Road Yakima, WA 98902 Main Office: (509) 594-4563 (for Center Manager and Home Visitors) Tel: (509) 594-4562 (For Enrollments)</p>	<p>Kittitas 220 E. Helena Ave. Ellensburg WA, 98926 Tel: (509) 872-7026</p>	<p>Yakima 615 N. 15th Avenue Yakima, WA 98902 Tel: (509) 571- 1583</p>
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Head Start Locations

<p>Castlevale 2902 Castlevale Road Yakima, WA 98902 Main Office: (509) 594-4563 (for Center Manager and Teachers) Tel: (509) 594-4562 (For Enrollments)</p>	<p>Jefferson 902 E. Viola Ave. Yakima, WA 98901 Tel: (509) 594-4564</p>
<p>West Valley 1000 S. 72nd Ave. Yakima, WA 98908 Tel: (509) 406-2668</p>	
<p>East Yakima 1604 E. Race St. Yakima, WA 98901 Tel: (509) 654-9974</p>	<p>Kittitas 220 E. Helena Ave. Ellensburg, WA 98926 Tel: (509) 872-7026</p>

Migrant Seasonal Head Start Locations

<p>Bridgeport 1400 Columbia Avenue Bridgeport, WA 98813 Tel: (509) 449-7193</p>	<p>Castlevale 2902 Castlevale Road Yakima, WA 98902 Main Office: (509) 594-4563 (for Center Manager and Teachers) Tel: (509) 594-4562 (For Enrollments)</p>	<p>East Wenatchee 91 Eastmont Ave. East Wenatchee, WA 98802 Tel: (509) 293-7006</p>
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Welcome Message from Seedlings Migrant Seasonal Head Start

Dear Families, ,

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

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

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

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

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

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

Respectfully,

Seedlings Center for Early Learning Staff

MISSION STATEMENTS

ESD 105 Mission Statements

Through partnerships, internal collaboration and innovation, ESD 105 serves and supports students, families and communities by removing barriers and transforming lives

EPIC Mission Statement

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

Culture of Safety

Our partnership, Seedlings Centers for Early Learning, embraces a ***Culture of Safety*** for all programs, all children, all families, and all staff. We work diligently to assure all who walk through our doors feel, see, hear and fully experience positive and supportive environments and human interaction.

Responsive Caregiving

Our overall objective as a program is to care for your child in a nurturing and caring manner. One that honors and respects your child as an individual and helps your child to grow and develop as a vibrant and thriving individual.

- * We use appropriate and child guidance techniques.
- * We do not belittle children or talk about them in a negative way.

- * We do not use corporal punishment
- * We respond to their emotional needs and offer comfort when they're worried or stressed.
- * We follow your child's natural schedule and do not try to change it. For infants and toddlers, we take your child's lead on when to offer rest time, how much to feed them and when to change their diapers.
- * For preschool children, we do not withhold food.
- * We allow children to rest when needed.
- * We will work with each individual family to meet individuals' needs for children.
- * Teacher to child ratios: for infants and toddlers there will be one teacher for every 4 infants/toddlers and for preschool there will be one teacher for every 10 children.

Program Goals

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

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



Admission/Enrollment Policy: The Migrant Seasonal Head Start is a free-of-charge comprehensive preschool program serving children from low-income families. Migrant Seasonal Head Start reserves 10% of its enrollment for disabled/special needs children. Children not accepted into the program at the beginning of the year will be placed on an active waiting list according to an eligibility selection criteria based on need and not first-come first-served basis. As openings occur, parents will be notified in the same manner as original enrollees. Program days and hours of operation, including closure dates and observed holidays will be shared with you at parent orientation

Non-Discrimination: In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (E.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complain_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; fax: (202) 690-7442; or email: program.intake@usda.gov.

Migrant Seasonal Head Start Family Confidentiality: Migrant Seasonal Head Start programs are required to implement and maintain safeguards and safety measures to preserve the confidentiality of personal and private information collected from or about Migrant Seasonal Head Start families and children. Only Seedlings Staff and Seedlings Management/Specialists will be able to view child and family files, Seedlings Migrant Seasonal Head Start programs meet all HIPAA & FERPA laws.

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

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

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

Regularly scheduled volunteers must have a current TB Skin Test and (under Chapter 43.216 RCW) an immunization records showing they have received the MMR vaccine, proof of immunity from measles from either lab evidence of antibody titer, or health care provider signs off they have history of measles, or a written certification signed by a health care practitioner that the MMR vaccine is not advisable for the person on record in the Head Start office. If requested, a copy will be sent to the office for the center files. A criminal background check is required for regular volunteers.

Examples of activities in volunteering:

Education: Home

- Read to your child daily
- Plan dinner menu together; then go shopping for the food;
- Go for a walk around the block or to the park

Education: Classroom

- Work with children in small groups or individually;
- Prepare materials for classroom activities;
- Help with special presentations for children;
- Share cultural items with the children; i.e. playing the guitar, sharing a hobby;
- Help organize and accompany children on field trips;

Nutrition

- Share ideas on the menu
- Assist with meal preparation
- Help the teacher plan and prepare nutrition experiences.

Office

- Answering phones
- Prepare site Parent Bulletin Board
- Help recruit for the program
- Help clean outside around the building
- Participate in Parent Committee

Family Support & Family Involvement

- Recruit for the program in the community
- Translate materials into Spanish
- Interpret for other families
- Call other parents to remind them of parent events and activities
- Help with yard work around the center
- Participate in Parent Education Committee;

Health

- Participate on the Health Services Advisory Committee
- Participate in Oral Health Dental Curriculum.
- Participate in My Health Heart Activity.
- Participate in I am Moving I am Learning

Kitchen

- Help wash dishes
- Help clean the kitchen
- Other duties as needed

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

Ongoing Monitoring and Self-Assessment

We conduct ongoing monitoring of programs throughout the year. Ongoing monitoring allows us to see what is being done well and what needs to be improved as well as allows a quick response to any issues that arise in the community, the program, or among enrolled families.

Get involved! Parent Center Committee and Policy Council

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

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

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

Fatherhood

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

Home Based Model

The Home visit model requires a weekly 90 minute home visit with at least one parent and the child. In addition, two socializations referred to as Kids Zone are offered twice per month along with a monthly Family Night, Fatherhood meetings, and field trips throughout the year.

PARENT AND FAMILY INVOLVEMENT: EXPECTATIONS

Family Visits

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

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

My Rights as a Migrant Seasonal Head Start Parent

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

My Responsibilities as a Migrant Seasonal Head Start Parent

1. To learn about the program and to be part of my center program planning.
2. To take an active part in the home visit as a member of the team with the home visitor.
3. To take part in the classroom as an observer, a volunteer, and to contribute my services, in whatever way I can, towards enriching the total program.
4. To participate in parent activities and encourage other parents.
5. To welcome staff into my home to discuss ways in which I can help my child's development.
6. To work with the teacher, staff and other parents in a cooperative way.
7. To guide my child with firmness; which is both loving and protective.

8. To work with my child in literacy activities at home.
9. To offer suggestions to improve the program, to defend it against unfair criticism, and to share in evaluating it.
10. To take advantage of classes/workshops designated to increase my knowledge about child development and increase my skills in areas that may lead to possible employment.
11. To ensure the safety of staff when conducting home visits, secure or remove any possible threats, i.e. containing animals to a room while staff are conducting home visits.
12. To become aware and involved in community projects that help to improve the quality of life.
13. To follow through on commitments, I make to the program.
14. To treat staff with respect and dignity.
15. To tell my child's teacher what I enjoy doing in the classroom/group experience.
16. To support the self-assessment process in the following outlined methods.
17. To keep my child up to date on the Well Child Exam, Dental Exam, Immunizations, and Lead Screenings.
18. To pick-up my child from the center or transportation pick-up point on time. Arrangements for an authorized adult to pick-up my child if I am not able to be there on time will be made. I understand if my child is not picked up within an hour of the classroom end time, or when my child is returned on the bus and one hour has passed, the Center Manager will call the authorities (Police department and Child Protective Services.) We do not offer overnight care.

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

The Program will:

- Encourage regular attendance of children;
- Call family **within an hour** if the child is unexpectedly absent.
- Support families with attendance as needed if attendance falls below 90%.
- Provide support services for children with attendance problems;
- Transfer non-attending children to a waiting list when attendance falls below 75% or unexpectedly stops attending the program.
- Make every effort to accommodate children with special needs and their families; and
- Hold a slot for family emergencies on an "as needed" basis.

The Family will:

- Notify their respective Migrant Seasonal Head Start center by phone or note if their child is ill, a planned absence, or the family is leaving the program area; and
- Work with the program staff to resolve attendance issues, including specific problems concerning children with disabilities.
- Signing In/Out: Parents are required to sign their child in and out of the Center each day. We require that parents use the sign in/out notebook when dropping off and picking up their child.

Emergency Information Form / Signing children in and out process: Parents must keep Emergency Information Form (EIF) updated at all times with the staff. Copies of the Emergency Information Form are kept in the child's file, classroom, front desk, and bus. Changes to the Emergency Contact Form will only be accepted in person. Handwritten notes or phone calls will NOT be accepted to make changes to the Emergency Information Form.

* Staff will only be able to release children to approved adults. Approved adults must be at least 18 years of age, added to the Emergency Information Form, and provide photo ID at time of pick up.

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

Dressing Your Child for School: We encourage parents to please dress your child in comfortable play clothes like closed toed shoes, t-shirts, sweats, anything that does not have drawstrings, or dangling jewelry, and is weather appropriate for your child's safety. Please provide a spare change of clothes (shirt, underwear, pants, and socks) in case the child needs to change throughout the day.

Suspension and Expulsion: We severely limit the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature. Temporary suspension will only be used as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications. If a temporary suspension is deemed necessary, we will help the child return to full participation in all program activities as quickly as possible while ensuring child safety.

Celebrations and Holidays: The Celebration Policy is to provide a classroom and center environment which is inclusive, developmentally appropriate, and multicultural. Classroom celebrations (all program events) will be consistent with providing an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition.

1. There will be no instruction in or on celebration of religious beliefs during a holiday.
2. Child initiated conversations, play, and activities related to holidays are acceptable and classroom staff can respond to children's interest or questions, but no further extension on the topic or play will be conducted by the classroom staff.
3. Individual family members may share their family holiday traditions as a classroom guest by bringing in photos or artifacts.
4. Appropriate celebrations are part of the educational experience and should include all children. If a parent(s) or child chooses not to participate in classroom celebration, an alternative activity will be available. Example of an appropriate celebration is: an end of a Creative Curriculum study.
5. For further details on Celebrations and Holidays, please review Celebrations Policy 245.

PROGRAM SERVICES



Migrant Seasonal Head Start is More Than ABC...1-2-3



The Migrant Seasonal Head Start child development program is designed to meet each child's individual needs. Activities allow for individualized instructions, one-to-one interactions with peers and/or adults, and freedom of choice. A well-rounded curriculum is covered throughout the school year. Your child will grow and develop socially, emotionally, intellectually, and physically.

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

The objectives of the classroom education experience are to:

- a) Provide children with a learning environment and varied experiences, which help them develop socially, intellectually, physically, creatively and emotionally in a manner appropriate to their age and stage of development toward the overall goal of social competence.
- b) Integrate the educational aspects of various Migrant Seasonal Head Start services in the daily program of activities.
- c) Involve parents in educational activities of the program to enhance their role as the principal influence on the child's education and development. We Need You!
- d) Assist parents to increase their knowledge, understanding, skill and experience in child growth and development.
- e) Identify and reinforce experiences which occur in the home so parents can utilize them as educational activities for their children. Come and share your ideas.

DAILY ACTIVITIES WILL INCLUDE:

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

Choice Time: This is a period of time in which the children select materials and areas to engage in freely. There are many centers of interest available to the children such as Block, Dramatic, Art, Library, Science/Discover, Manipulative/Math, Sand & Water, Music, and Writing.

Small Group Individualization: During small group time, a child and the teacher work together on various individual skills, such as fine/gross motor, mathematical skills, self-help skills, social-emotional skills, and the identified home goal that parent has selected for their child.

Transitions: Throughout the day children transition from either one activity to another or from one area to another. Teachers allow sufficient time for transitions to occur and they utilize purposeful and meaningful strategies to support children through the various transitions.

Large Group Time: During this time, children have the opportunity to participate as a large group in story time, music and movement, and in our curriculums (IMIL, Second Step, Transportation, Oral Health Dental curriculum, and Child Protection Unit Curriculum).

Meal Time: Mealtime is not only a socialization experience but an educational experience for children. Children and staff will practice family style meals. During meal time, children learn to develop skills in serving, passing, and learning about the different foods we eat. Children are encouraged to help with the table setting, cleaning, and joining in on the conversations at the table.

Oral Health Dental Care: Children and parents will learn the importance of oral health care by practicing healthy habits of tooth brushing after a meal and swish and swallowing after a snack.

Rest Time: All children are provided an opportunity to rest and calm their bodies. Children are provided cots, mats, or cribs (depending on age) and are encouraged to take time to rest. Children are never forced to sleep and for those children who do not want to sleep are provided the choice to work on a quiet activity.

Infant Sleeping: Cribs will only have a fitted sheet and no other loose items. Infants who have developed the muscles to roll back and forth will have a label placed on the outside of their crib that states, "I can roll back and forth". An infant must only be placed in their crib when they are asleep, as soon as an infant awakes, they must be removed from their crib.

Outdoor Play: Outdoor play allows for children to develop their large gross motor skills and is an opportunity for children to take the learning of inside a classroom to outside. Children will be taken out on a daily basis, weather permitting; which is based on our licensing requirements.

Departure: this is the closure of the day, children have an opportunity to reflect on what they experienced for the day and share with their peers and teachers before gathering their belongings and going home.

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

Disability Services: Migrant Seasonal Head Start is committed to serving children who have special needs or developmental needs. A minimum of 10% of Migrant Seasonal Head Start children enrolled have a diagnosed disability and are fully participating in our classrooms.

All children in the program are screened in the areas of developmental and social-emotional in the first thirty (30) days of the program. The need for further evaluation is determined by parent or guardian concerns, screening results or classroom observations (by staff). Further evaluations are then performed by the local school district, consultants or a medical doctor. Before any evaluations can occur a consent form must be signed by the parent or legal guardian.

If you have a concern with your child's development or social emotional development or if your child has been previously evaluated or diagnosed, please contact your child's teacher.

Mental Health Services: Our program focuses on helping children build social skills and relationships with their peers and with adults. Children are observed, screened and assessed by the staff. Any concerns from results of screenings, staff or parent concerns are then referred to our Mental Health Consultants with parents' consent. The Mental Health Consultants then focus on working with the families seeking consultation, crisis intervention, and individual or family counseling. Mental Health Consultants work collaboratively with the family and program staff to provide services tailored to meet the child/family's needs. The Mental Health Consultants are available on a limited basis to discuss any concerns parents have about their child, themselves or their family. All mental health services are kept confidential.

COMMUNITY ACTIVE SUPERVISION

Active supervision, as defined, is a proactive approach to monitor a large area in order to ensure safety and reduce problem behaviors from occurring. All children under the care of all staff personnel should never be left unattended, unsupervised or left alone. In an effort to provide a safe environment at our centers, active supervision will be enforced for all staff personnel and parents.

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

In addition, cell phones are a distraction and should not be used when picking up or dropping off your children. Please be focused and aware of your children when dropping off or picking up your children from school. It is much appreciated to have minimal distractions when entering classrooms, so teachers can maintain focus while providing classroom instruction. Please note that parents are encouraged to volunteer in their child's classrooms and help establish a safe learning environment for all children and adults.

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

Staff and families work together in relationships based on equality and respect.

Staff enhances families' capacity to support the growth and development of all family members: adults, youth, and children.

Families are resources for their own members, other families, programs and communities.

Programs affirm and strengthen families' cultural, racial, and linguistic identities and enhance their ability to function in a multicultural society.

Programs are embedded in their communities and contribute to the community-building process.

Programs advocate with families for services, and systems that are fair, responsive, and accountable to the families served.

Staff work with families to mobilize formal and informal resources to support family development.

Programs are flexible and continually responsible for emerging family and community issues.

Principles of family support are modeled in all program activities, including planning, governance, and administration.

HEALTH SERVICES

Our ESD 105 Health Team supports all Seedlings Centers to identify and address any medical conditions

that may hinder the students from reaching their potential in kindergarten readiness by collaborating with center staff, parents or guardians, and community agencies.

The ESD 105 Health Team may support staff in the following center activities:

In addressing individual child health needs; in completing daily health checks; in identifying and controlling communicable illnesses; in monitoring student's health care plans; in monitoring medication administration; in monitoring health and safety practices, in tracking student immunizations; in performing lead screenings. Our ESD 105 Health Team is also available to you, parents and families, to consult with regarding any health care needs or questions you may be dealing with.

Well Child Exams and Dental Exams: Migrant Seasonal Head Start REQUIRES all children to have a current well child exam and dental exam. A copy of a completed well child exam and the dental exam must be submitted within ninety (90) days from the start of school or before school begins. If you are having problems scheduling these or are without insurance, please call your family advocate.

Nutrition: The food served to your child meets USDA standards. The meals and snacks served to your child will vary according to their age and what hours/sessions they attend.

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

Food is not used as a reward or punishment: Children will not be forced to eat, but are encouraged to try all foods. Special diets and allergies will be clearly posted in the classroom utilizing confidentiality procedures. The kitchen, family advocate, and staff will also have this information on file. Special provisions will be made for children with special dietary needs. We must have documentation from the child's physician regarding special diets and allergies before we can change the menu to accommodate an individual child's special diet! Children with special dietary accommodations will not be able to start without the approval of the USDA Manager.

Communicable Diseases/Illnesses: As in any school setting, communicable diseases, such as chicken pox, and strep throat are common. When your child contracts any communicable disease, please contact us immediately. All calls are kept confidential to ensure your child's privacy. State law requires us to report certain communicable diseases to the local health district. When exposure notices do go home, they are very general. They will inform you that your child may have been exposed to an infectious illness, what symptoms to look for, and appropriate treatment guidance. At no time, will we ever disclose a child or family's name in an exposure letter. Remember, our goal is to promote preventive health services and early intervention. Together with you, we can do this.

The following are symptoms suggestive of common communicable diseases. Children with these symptoms should be kept at home. Should any of these symptoms be noted while the child is in school, teachers will contact the parents immediately; and the child will be excluded from school until symptom free. The child may be placed in a separate area where he/she may be supervised until the parent arrives to take him/her home. Items and facilities used by the ill child including toilets, toys and other classroom items, shall not be used by any other person until those items and facilities have been thoroughly cleaned. (See WAC 110-300 Foundational Quality Standards For Early Learning Program)

Children with the following symptoms will be excluded: (WAC 110-300-0205)

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

- Rash
- Fatigue
- Cough
- Vomiting on 2 or more occasions within 24 hours.
- Diarrhea (increased fluidity and/or frequency of bowel movements relative to the person's usual pattern) occurring 2 or more times within 24 hours; or one bloody stool.
- Any suspected communicable infection of the skin or eyes such as impetigo, MRSA, Pinkeye, and scabies.
- Open or oozing sores, unless properly covered and 24 hours have passed since starting treatment, if treatment is necessary per doctor's orders.
- Fatigue, irritability, or confusion that prevents participation in regular activities, such as sleeping or resting more than usual for that child, not wanting to eat, or multiple cold symptoms that keep the child from regular activities, due to being too uncomfortable.
- Fever without any signs or symptoms of illness in infants younger than 2 months should receive medical attention immediately.

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

- They no longer have the above symptoms.
- They have been without fever for 24 hours without being treated by an antipyretic such as acetaminophen (Tylenol) or ibuprofen.
- 24 hours have passed since starting appropriate treatment for the condition.
- They no longer have significant discomfort and are able to participate in regular activities.
- The center has been advised by a Public Health Nurse on communicable disease guidelines for child care for reportable conditions.
- Head Lice: Only after head lice treatment and comb out of lice and nits has occurred. The child will be brought in by the parent after treatment has been started and determined to be lice free by the center manager, family advocate or nurse. If some nits are still present, the child will be allowed to enter under the condition that the parent will continue to remove them completely.

Following surgery or injury requiring medical care, a note from the physician stating that the child may return to routine child care activities and environment will be required

EXCLUSION OF CHILDREN-HEALTH

1. VOMIT

IF THE CHILD HAS VOMITED 2 OF MORE
TIMES WITHIN THE LAST 24 HOURS



2. RASH, OPEN SORE, HEAD LICE

-OPEN SORES THAT CAN NOT BE COVERED
-FOR LICE, (CHILD CAN WAIT TILL END OF DAY TO GO
HOME) TREATMENT AND A COMB OUT HAS TO OCCUR FIRST.
-RASH WITH CHANGE IN BEHAVIOR, ITCHING, OR FEVER
-IF CHILD HAS PRESCRIPTION 24 HOURS MUST PASS BEFORE
THEY CAN COME BACK TO SCHOOL



3. DIARRHEA

-IF THE CHILD HAS DIARRHEA 2 OF MORE TIMES
WITHIN THE LAST 24 HOURS
-ANY BLOOD IN POOP
-1 DIARRHEA WITH FEVER



4. FEVER W/ SYMPTOMS

FEVER (101 ORAL OR 100 UNDER ARMPIT AND ABOVE) AND

- HEADACHE OR
- EAR PAIN OR
- RASH OR
- FATIGUE OR
- SORE THROAT



5. SORE THROAT W/ SYMPTOMS

SORE THROAT WITH

- POOR OR NO APPETITE
- FEVER (101 ORAL OR 100 UNDER ARMPIT AND
ABOVE)
- IRRITABLE



6. INFECTIOUS ILLNESS

ANY SKIN INFECTIONS (MRSA, IMPETIGO, SCABIES)
RESPIRATORY ILLNESS (FLU, WHOPPING COUGH)



7. NOT ACTING NORMAL

- VERY TIRED
- POOR APPETITE
- CONFUSION
- IRRITABLE
- FEVER



Growing Young Minds
A Central Washington Early Learning Partnership

ADMINISTRATION OF MEDICATION

Medication prescribed by a medical provider will only be administered by center staff, if the dose schedule time falls during center service hours. Otherwise the parents are required to give medication at home.

Necessary information

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

1. Child's first & last name
2. Child's date of birth
3. Child's parent/guardian and/or health provider signature
4. Name of medication
5. Reason for giving the medication
6. Amount of medication to be given
7. How often to give the medication
8. How to give medication
9. Start & stop dates
10. Expected side effects
11. How to store medication
12. Prescribing doctors name
13. Fill date of prescription

If there is any question about the appropriateness of a medication being given to a child at the center, contact your Family Advocate.

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

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

IMMUNIZATIONS

In order to begin attending school all children must be on an up-to-date schedule for immunizations required by Washington State immunization schedule or have an immunization action plan that must be fulfilled within a month.

Immunization exemption may be given for medical, religious, or personal reasons. The exemption Form must be completed and signed by the Primary Medical Provider and Parent. Effective July 28, 2019 Personal/philosophical exemptions may not be used to exempt a student from the measles, mumps and rubella immunization requirement

Beginning August 1, 2020 under WAC Chapter 246-105 children may begin school or child care only if they have received all of the required immunizations they are eligible to receive and have submitted medically verified records on or before the first day of attendance. If after having received all the eligible immunizations the child needing more immunizations to be caught up with the immunization schedule child will be allowed to enter under *Conditional-Status* until next *due* immunization date; after the *due* date is reached the child is allowed to remain under Conditional Status for 30 days for parent to submit proof of having received the

required due immunizations; if after 30 days no proof of immunizations are submitted the child is out of compliance and will be excluded from attending.

MEDICAL AND DENTAL EMERGENCIES

1. Procedures used for illness, accidents, and emergencies shall be those listed in the Department of Health publication: "Recommended Procedures for Sickness and Injuries Occurring at School."
2. Each Center Manager shall ensure that all staff understands and follows policies and procedures relating to illness, injuries, first aid, and emergencies.
3. All staff, whose main responsibility is working with children, must be currently certified in pediatric First Aid/CPR. One staff person currently certified in pediatric First Aid/CPR must be with the children at all times. It is recommended that substitute staff and parents/guardians who volunteer regularly be currently certified in pediatric First Aid/CPR.
4. An emergency plan shall be developed and posted at each site and classroom.
5. Universal precautions will be followed at all times.
6. A current and complete "Parent/Guardian Consent for Emergency Treatment" form (Migrant Seasonal Head Start Permissions Form) must be maintained on all children.
7. Parents will be notified in case of an emergency involving their child.
8. Children who are unable to participate in activities or who pose a health risk to other children due to an acute illness should not attend. If a child is ill during program hours, the parent/guardian will be notified to pick up the child. Refer to Daily Health Check and Exclusion for Ill Children Policy.
9. In a serious or life-threatening emergency, one staff member will stay with the child and, if necessary, provide First Aid, CPR, or the child's health care plan steps. Another staff member will contact 911 and try contacting the parent. If the parent cannot be reached, staff will try to contact the child's alternate emergency contact person.
10. Parents may request ESD 105 Policy: Emergencies, Illness and Accidents which includes the entire policy and all procedures related to emergencies.

DIAPER CARE

Staff will change diapers as needed following appropriate procedure requirements to ensure consistent, comfortable and sanitary care.

1. Staff will check diapers hourly while the child is awake and change as needed.
2. Gather necessary materials.
3. Wash hands;
4. Put-on disposable gloves.
5. Place a single use paper cover on the changing table.
6. Place the child gently on the table and remove the diaper. Child is not left unattended.
7. Clean the child's diaper area (peri-anal) front to back with a clean, damp wipe, for each stroke.
8. Dispose of diaper-disposables wipes in container (foot pedal type);
9. Remove disposable gloves. Staff will use wet wipes to clean their hands.
10. If diaper ointment is needed and topical cream/ointment parent's permission written request is on file, staff will apply if there is redness or rash.
-The cream/ointment will be stored with other diapering supplies inaccessible to children.
11. If ointment is needed: Staff will put on a new clean disposable glove again and apply ointment.
Remove gloves and dispose of them.
12. Wash the child's hands and return the child to the appropriate area.
13. Discard single use paper cover after each diaper change.
14. Disinfect diaper changing table.
15. Wash hands.
16. Staff will document diaper care on child's Infant/Toddler Daily Activity Record
17. Staff will share information and any concerns with the parents daily.

FEEDING INFANTS

1. Infants will be fed on demand.
2. Only iron-fortified formulas or breast milk will be used for bottle feeding.
3. Infants will be held for feeding.
4. Older infants, 8 months and over, will be given their own bottle to hold, but must be held for feeding.
NO PROPPING OF BOTTLES ALLOWED!
5. Any food given to an infant will be recorded.
6. Honey or peanut butter is not allowed.
7. If an infant is to be on a limited food/formula intake, a Special Dietary Accommodation Form will be completed by primary medical provider or certified dietician.
8. Staff will support breastfeeding mom's (i.e. providing private areas to feed in the center when requested, referrals for assistance with breastfeeding and flexibility in feeding schedules for children).

1. Breast Milk

- a. Breast milk will only be accepted into the center if:
 - i. It is in a clean, sealed food storage container or bottle that is labeled with the child's name and date the milk was expressed from the mother.
 - ii. And it is cold (has been refrigerated).
 - iii. Or if warm, has been expressed from the mother within 2 hours of arrival to the center.
- b. The container of breast milk will be placed into the refrigerator immediately and stored for no longer than 24 hours after arrival to the center.

2. Formula

- a. All formulas are provided by the program.
- b. Staff will only feed infants the formula that is noted on their CACFP Infant Meal Form.

3. Bottle Feeding

- a. Staff will put on a clean, comfortable apron or smock.
- b. Staff will check the Infant/Toddler Basic Care Needs Form for the infant to verify what to feed the infant (breast milk, type of formula).
- c. Staff will wash hands with soap and warm water.
- d. Staff will set out the appropriate clean, sanitized bottle and nipple for the specific infant to be fed at each feeding.
- e. Staff will prepare bottle:
 - i. Breast Milk**
 - a) If breast milk arrives in a storage container, pour the appropriate amount into the bottle and return the container to the refrigerator.
 - ii. Formula**
 - a) Prepare formula according to instructions.
 - b) Pour the appropriate amount of formula into the bottle.
- f. Staff will label the bottle with the infant's name and date it was prepared.
- g. Staff will warm bottle – **NOTE:** bottles must be heated to BELOW 120 degrees F. Staff can warm bottles by:
 - i. Using bottled water when mixing formula.
 - ii. Placing the bottle under warm running water or placed in a container of water that is not warmer than 120 degrees Fahrenheit.
 - iii. Warming bottles in a microwave or crock pot is **NOT** allowed.
- h. Staff will pick up the infant and hold them in the appropriate feeding position.
- i. Staff will feed the infant.
- j. Staff will burp the infant periodically.
- k. After feeding, the staff will use a gauze pad or clean washcloth wet with warm water to wipe the inside of the infant mouth.

- l. The staff will then return the infant to crib if the child is sleeping or a place on the floor mat.
- m. Staff will discard any leftover breast milk or formula from the bottle, rinse bottle and nipple and send it to the kitchen for thorough washing.
- n. Staff will wash hands with soap and warm water.
- o. Staff will document on: The Infant/Toddler Daily Record Form what the infant ate and how much.

4. Solid Foods (most foods will be prepared by the center kitchen)

- a. Staff will work in partnership with parents and follow the Feeding Schedule when introducing foods to infants.
- b. Staff and parents will introduce only one new food at a time every 3 to 5 days. This is to ensure that the infant can tolerate the food and to be able to observe the infant for possible food allergies.
- c. Staff will complete the Classroom Meals Needed Form and turn it in to the kitchen daily. The staff must include the special needs of the infant (i.e. – Jonny pureed carrots).
- d. Staff will put on a clean, comfortable apron or smock.
- e. Staff will wash and sanitize the table top, tray, seat, back, and arms of the high chair.
- f. Staff will check the Infant/Toddler Basic Care Needs Form for the infant to verify what to feed the infant.
- g. Staff will wash hands with soap and warm water.

- h. **If baby food jars are used:**
 - i. Staff will wash the jar before opening.
 - ii. Staff will place food into individual dishes for each child.
 - iii. Staff will discard any leftover food and will not be saved for later.
- i. **If food is from the kitchen:**
 - i. Staff will place food into individual dishes for each child. Food can be used to serve more than one infant.
 - ii. Staff will use a separate spoon to feed each infant.
 - iii. Staff will wash the infant's hands using soap and warm water.
 - iv. Staff will place and secure the infant in transition chairs.
 - v. Staff will assist the infant as needed.
 - vi. After feeding, the staff will remove the infant from the transition chair, wash their hands, face, and other parts as needed.
 - vii. The staff will then use a clean washcloth or gauze to wipe the inside of the infant's mouth.
 - viii. The staff will then return the infant to crib if they are sleeping only or a place on the floor.
 - ix. Staff will discard any leftover individual food, rinse dishes and send them to the kitchen for thorough washing and sanitizing.
 - x. Staff will wash and sanitize the table top, tray, seat, back, and arms of the transition chair.
 - xi. Staff will wash hands with soap and warm water.
 - xii. Staff will cover and refrigerate with time and date any un-dished food that will be used within that day.
- j. Staff will document on:
 - i. The Infant/Toddler Daily Record Form what the infant ate and how much.
 - ii. The Infant Daily Meal Record the food that was offered to the infant.

TOILET TRAINING

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

PROCEDURES:

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

CHILD ABUSE AND NEGLECT

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

BEHAVIOR MANAGEMENT/GUIDANCE PRACTICE

Every child has a right to feel good about him/herself and his/her family; and to learn more about the world around them. It is our responsibility to establish an environment rich with opportunities and experiences.

Consistent program planning and evaluation methods, developmentally appropriate activities and an understanding of children's behavior greatly reduces discipline problems.

The following guidelines are to be adhered to by all adults (staff, volunteers and parents) during all Migrant Seasonal Head Start program activities.

1. Supervision and guidance of the children during class sessions is the responsibility of the classroom staff. Any unacceptable classroom behaviors will be handled by classroom staff.
2. Established guidelines and limits are stated. All staff and volunteers will use positive methods of guidance/discipline, which encourage self-control, self-esteem, and curiosity.
3. Guidance/discipline must be consistent, developmentally appropriate and realistic. Staff will adhere to the Behavior Management Policy and will implement the Guidance Plan.

ALCOHOL, TOBACCO, CANNABIS, ILLEGAL DRUGS, SMOKING, VAPING OR SIMILAR ACTIVITIES

All programs are required to create smoke-free environments and to eliminate exposure to drugs and alcohol for children, staff, and parents in the program. The policy covers the smoking/vaping/consuming of any tobacco, cannabis, alcohol, illegal drug products and applies to both employees and non-employee participants of the program. **Smoking is not allowed in any of our centers or playgrounds.**

We, cognizant of the harmful effects of alcohol, drugs and all types of tobacco/cannabis use, including the addictive nature of nicotine, are committed to establishing an alcohol, drug and tobacco-free learning and working environment. In order for this commitment to be met, the possession, distribution or use of alcohol, tobacco products, cannabis, and illegal drugs is prohibited on all Migrant Seasonal Head Start premises. This prohibition extends

to all persons employed by the program either full or part time, and all other persons who, for whatever reason at whatever time, enter or come onto Migrant Seasonal Head Start premises.

FIREARMS AND WEAPONS

We are a firearms and weapon free zone at all times.

RESOLVING PARENT COMPLAINTS

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

FACILITIES & OPERATIONS

Annual Notification of Pesticide Use

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

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

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

EMERGENCY PROCEDURES PLAN

In the event of an emergency, staff will implement the Emergency Procedures Plan. As a parent or guardian, you must provide correct contact information for your child; and communicate any changes in contact information to program staff at your child's site.

A copy of the Emergency Procedures Plan is available at each Center's parent bulletin board. Please feel free to contact the Center Manager if you would like to view the plan.

See Something, Say Something

As a parent/guardian, if you see something that doesn't seem right, you have the right and responsibility to report it. Each center will have signs posted with the phone number of the center administrators or designee that you can call, or if you wish to keep your concern anonymous, you can write it down on the paper provided and place it in the box labeled " See Something, Say Something." For more information, see Protocol HE-15 See Something Say Something Sign and Box Protocol.

Security cameras are located in our centers. These will be used for audio and physical recordings. For more information, see our agency policy.

to:

Your child will be absent from school	Your Family Advocate or center receptionist
You want information about enrolling a child in Migrant Seasonal Head Start	Your Center Receptionist or family advocate
You are concerned about your child's development or speech and want more information on special services	Your child's teacher
You have noticed a change in your child's behavior and social & emotional development and are concerned.....	Your child's teacher
There is a crisis in your family	Family Advocate staff
You need food, clothing, help with housing	Family Advocate staff
You need help with job training or job search information	Family Advocate staff
You want to add adult names to the Emergency Information Form (persons to pick up child, changes to cards, etc.)	Your child's teacher or family support staff
The weather is bad and you want to know school status.....	Listen to local radio stations
You think your rights as a Migrant Seasonal Head Start parent have been violated ...	Center Manager
You cannot afford to pay for medical and dental treatment for your Migrant Seasonal Head Start child.	Family Advocate staff
You want additional information about immunizations	Family Advocate staff
Your child needs to take medication at school	Family Advocate staff or your child's teacher
You are concerned that your child may have been physically or Emotionally abused	Center Manager or Family Advocate staff
Your child has a specific eating problem for a limited time (as while on medication, after dental work, etc.)	Your child's teacher or Family Advocate staff
You want more information about Migrant Seasonal Head Start , the services we can offer you (how you can be involved in your child's day, etc.) Transportation Questions	Center Manager ESD 105 Transportation Director

TRANSPORTATION

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



Transportation Service Requirement

Before your child receives transportation services, the following forms must be complete/current:

- Emergency Information Form
- Transportation Procedures (Transportation #1)
- Healthcare Plan (when applicable)

Pick-up/Drop-off: Depending on the location of your child's requested pickup-drop/off address, your child may be assigned a pick-up and drop-off point. You will be advised of your child's pick-up/drop-off point. If your child's pick-up/drop/off address is located on a dead end road or within an apartment complex, you may be required to escort your child to a designated bus stop assigned by the Transportation Manager. We ask that you stay with your child until the bus arrives. There is a 15 minute window for our buses at pick-up and drop-off. Times may vary according to inclement weather, traffic, or number of children on the bus.

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

Three address changes are accommodated per program year. More than 3 changes must be formally requested.

Stop/Go Sign

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

Being Ready

It is important for you and your child to be ready for the bus. Being ready means

1. Your child has their shoes on and they are tied
2. Child has their jacket with them
3. Both the adult and the child are waiting at the specified area for pick up and drop off when the bus arrives
4. The child is calm and can load or unload the bus safely.

The bus will stop and wait ONE MINUTE only and then we will proceed on with our route. If you miss the bus, you may bring your child to school and we will return him/her after class.

Medication

Please ensure that you are ready with your child's medication in their designated Ziploc bag with the color coded card at all times; please provide the last time medication was given to child. Parent Signature is required at pick-up and drop-off. Emergency medication must accompany the child in order to board the bus.



BUS RULES:

1. Wait my turn
2. Find a seat and stay in my seat until it is time to exit the bus
3. Buckle up and stay buckled until it is time to exit the bus
4. Feet in front
5. Use gentle touches with my friends sitting next to me
6. Use a quiet voice
7. Toys, food and drinks, are not permitted on the bus. We are not responsible for lost items on the bus such as jewelry, money, and electronics.
8. Follow the directions of the Bus Driver and Transportation Assistant.

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

1. Three (3) reminders will be given to the child to address the concern. Both the teacher and family advocate will be informed about the child and the concerns on the bus.
2. After the third reminder, if the behavior continues, a conference will be called with the parents, teacher, center manager, and transportation manager to discuss and develop strategies and a plan to resolve the situation. ESD 105 Content Specialist will be involved as needed to best support the child.
3. If needed, classroom staff could reference back to the Transportation Safety Education Curriculum to review lessons and rules in the classroom and with parents.
4. If the plan fails, a second conference will be held to determine next steps.
5. If all efforts to address the concern fail, the Transportation Manager in consultation with the Center Manager and ESD 105 Content Team will make a final decision regarding alternate transportation services.

Returning Home:

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

Note: It is very important to have as many names as possible on the Emergency Information form so that your child will not be returned to the school.

Emergency Information Forms:

The persons listed on the Emergency Information Form will be asked for identification by the Bus Driver or Transportation Assistant to ensure the correct person is receiving your child. This is for the safety of your child. Approved adults must be at least 18 years of age and must be added to the Emergency Information Form and must provide photo ID at time of pick up. **The parent(s) must put the authorized person on the Emergency Information Form a minimum of 24 hours prior to the person receiving the child.** This change can only be made in person.

Parents needing to add additional persons who can accept their children off the bus or at the center and who do not have picture identification must take the person to the center for positive identification and picture taking. A copy of the picture will be attached to the Emergency Information Form to enable the transportation staff to identify them at the bus stop.

Emergency Related Changes: If you have a family emergency, please come to the center to pick up your child if at all possible.

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

Route Drop-Off times: Because the routes can change daily due to address changes or absenteeism your child's Drop-Off time may vary.

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

1st Occurrence (Within 30 consecutive days)

- The person picking up the child at the center will need to show picture identification.
- The person picking up the child must sign the Child Return Form.

2nd Occurrence (Within 30 consecutive days)

- The person picking up the child at the center will need to show picture identification.
- The person picking up the child must sign the Child Return Form.
- Parent (s) or Guardian will be contacted and a home visit or team meeting at the center will be done to support your transportation needs.

3rd Occurrence (Within 30 consecutive days)

- The person picking up the child at the center will need to show picture identification.
- The person picking up the child must sign the Child Return Form.
- Parent(s) or guardian will be required to attend a meeting within 5 school days with the Family Advocate (FA) your child's teacher, and the Center Manager/designee to set up a family service plan to try to resolve transportation issues.
- Possible transportation drop-off (PM) services could be suspended for up to two (2) weeks.
- If Drop-off/PM service is suspended, parents or guardians will be responsible for picking up their child/children at the end of the day.

School Closure or Delays:

School bus transportation is a cooperative matter involving schools, parents, students, and the community. The transportation of your child(ren) is an important assignment. The Transportation Department faithfully accepts this assignment but the success of a safe transportation program requires a high level of parental cooperation and support. For the safety of your child(ren) please review this information.

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

Radio Stations-Television Stations

KDNA-91.9 (509)854-2222 noticias@kdna.org

KAPP-TV-ABC- Ch.35(2) (509)735-0444 kappnews@kapptv.com

KIMA-TV-CBS- Ch.29(6) (509)539-5377 tips@kimatv.com

KNDO-TV-Ch.23(4)NBC-(509)737-6725 news@kndo.com, news@kndu.com

Additional Resources:

Facebook Page-Enterprise for Progress in the Community

Website: www.epicnet.org

Flash Alert: EPIC/Head Start Alert System.

To access additional information on program policies, procedures, and protocols, you can visit the Seedlings Center for Early Learning webpage on the ESD 105 website.

<https://www.esd105.org/Page/819>