

# ***SOUTH BEND EARLY LEARNING PROGRAMS***

# ***FAMILY HANDBOOK***

# ***2024-25***



South Bend Early Learning Center

"A Great Place For Kids"

**Early Learning Center**

## DIRECTORY OF INFORMATION

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<b>WHO TO CALL? (360) 875-5327 opt 1</b>	
Child Absent From School	Secretary
Child Abuse and Neglect	1-866-End-Harm (1-866-363-4276)
Emergency Services	911
Enrollment	Family Support Staff
Food, Clothing, Housing Assistance	Family Support Staff
Inclimate Weather	Secretary; South Bend School District App (Apple

	App Store), SouthBendElc Facebook Page, Classroom Facebook Pages
Medical/Dental/Immunizations	Family Support Staff
Mental Health	Mental Health Generalist
Nutrition/Food Accommodations	Lead Teacher
Payment	Secretary; Payments are made at the South Bend School District Office.
Special Services	Inclusion Coach
Transportation	Secretary
Update Address or Phone Number	Secretary
Update Emergency Contact Information	Secretary

CONTACT INFORMATION	
Early Learning Phone Number	(360)875-5327 opt 1
Website	<a href="http://www.southbendschools.org">www.southbendschools.org</a>
SouthBendElc Facebook Page	SouthBendElc <a href="https://www.facebook.com/southbendearlylearning">facebook.com/southbendearlylearning</a>
App, South Bend School District	<a href="https://www.southbend.wednet.edu/">https://www.southbend.wednet.edu/</a>

STAFF EMAIL ADDRESSES			
ADMINISTRATION	Business Manager	Cenci, Barb	<a href="mailto:bcenci@southbendschools.org">bcenci@southbendschools.org</a>
	Director, Early Learning	Nelson, Amy	<a href="mailto:anelson@southbendschools.org">anelson@southbendschools.org</a>
	District Program Coordinator, Early Learning	Webber, Karla	<a href="mailto:kwebber@southbendschools.org">kwebber@southbendschools.org</a>
	Food Service	Johnson, Bailey	<a href="mailto:bjohnson@southbendschools.org">bjohnson@southbendschools.org</a>
	Secretary, Early Learning	Williams, Andrea	<a href="mailto:alwilliams@southbendschools.org">alwilliams@southbendschools.org</a>

	Special Education Director	Schray, Jon	<a href="mailto:jschray@southbendschools.org">jschray@southbendschools.org</a>
	Superintendent	Tienhaara, Jon	<a href="mailto:jtienhaa@southbendschools.org">jtienhaa@southbendschools.org</a>
	Transportation Director	Karchesy, Mike	<a href="mailto:mkarchesy@southbendschools.org">mkarchesy@southbendschools.org</a>
CHILD CARE	Child Care Lead Toddlers, 12-36 mos	Romane, Michelle	<a href="mailto:mromane@southbendschools.org">mromane@southbendschools.org</a>
	Child Care Lead 36 mos - 6yrs, not yet enrolled in Kinder	Delgado Silva, Odallys	<a href="mailto:odelgadosilva@southbendschools.org">odelgadosilva@southbendschools.org</a>
COACHES	Child Care Aware of Southwest Washington, Early Achievers Coach	Armistead, Jessica	<a href="mailto:jessica.armistead@esd112.org">jessica.armistead@esd112.org</a>
	Program Supervisor, Inclusion Coach	Johnson, Rhonda	<a href="mailto:rmjohnson@southbendschools.org">rmjohnson@southbendschools.org</a>
FAMILY SUPPORT	Family Support Home Visitor	From, Layken	<a href="mailto:lfrom@southbendschools.org">lfrom@southbendschools.org</a>
	Family Support Home Visitor/ Bilingual, ECEAP & Birth to 3	Razo, Paola (Edith)	<a href="mailto:erazo@southbendschools.org">erazo@southbendschools.org</a>
	Family Support Lead, ECEAP	Webber, Karla	<a href="mailto:kwebber@southbendschools.org">kwebber@southbendschools.org</a>
SPECIAL SERVICES	Mental Health Generalist	Villanueva, Stacey	<a href="mailto:svillanueva@southbendschools.org">svillanueva@southbendschools.org</a>
	Occupational Therapist	Richter, Tina	<a href="mailto:trichter@southbendschools.org">trichter@southbendschools.org</a>
	Program Supervisor, ESIT/B3 Coordinator	Alexis Hood	<a href="mailto:ahood@southbendschools.org">ahood@southbendschools.org</a>
	Special Education Teacher, Certificated	Capps, Jessica	<a href="mailto:jcapps@southbendschools.org">jcapps@southbendschools.org</a>
	Speech Therapist	Hebish, Morgan	<a href="mailto:mhebish@southbendschools.org">mhebish@southbendschools.org</a>

TEACHERS	Lead Teacher, 3s A	Collins, Kim	<a href="mailto:kcollins@southbendschools.org">kcollins@southbendschools.org</a>
	Lead Teacher, 3s B	Grecia Quintana Kiana Bale	<a href="mailto:gquintana-castro@southbendschools.org">gquintana-castro@southbendschools.org</a> <a href="mailto:kbale@southbendschools.org">kbale@southbendschools.org</a>
	Lead Teacher/ Certificated, 4s A	Bates, Kelli	<a href="mailto:kbates@southbendschools.org">kbates@southbendschools.org</a>
	Lead Teacher, 3s B	Conner, Alex	<a href="mailto:aconner@southbendschools.org">aconner@southbendschools.org</a>

<b>BUSINESS HOURS</b>			
South Bend Early Learning Programs are <b>open Monday through Friday from 7:30am to 4:30pm.</b>			
<b>PROGRAM</b>	<b>START DATE</b>	<b>END DATE</b>	<b>HOURS OF OPERATION</b>
<b>CHILD CARE</b> PreK	September 3	June 10	M-F 7:30 AM - 4:30 PM
<b>CHILD CARE</b> Toddler	September 3	June 10	M-F 7:30 AM - 4:30 PM
<b>CHILD CARE</b> Wrap Around	September 10	June 10	<i>Tu-F:</i> 7:30AM-8:00AM 3:00PM-4:30 PM (CONTACT SECRETARY)
<b>PRESCHOOL</b>	September 10	June 10	<i>School Day (Tu-F):</i> 8:00 AM-3:00 PM

<b>CLOSURES AND EARLY RELEASE DATES</b>		
Please note, there is <b>NO</b> Preschool on District Early Release Days. There <b>IS</b> Child Care on District Early Release Days.		
September 2	Labor Day	<b>NO PRESCHOOL OR CHILD CARE</b>
September 4-6, 9	Soft Start Conferences/ Developmental Screening	<b>NO PRESCHOOL, Child Care Open</b>
September 16	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
September 25	District Early Release Day	<b>NO PRESCHOOL, Child Care Open</b>
September 30	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
October 7	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>

October 14	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
October 21	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
October 31st	District Early Release Day	<b>NO PRESCHOOL, Child Care Open</b>
November 4	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
November 11	Veteran's Day	<b>NO PRESCHOOL OR CHILD CARE</b>
November 14-15, 18-19	Preschool Conferences	<b>NO PRESCHOOL, Child Care Open</b>
November 20-22	Thanksgiving Break	<b>NO PRESCHOOL OR CHILD CARE</b>
December 2	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
December 9	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
December 16	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
December 23-31	Winter Break	<b>NO PRESCHOOL OR CHILD CARE</b>
January 1-3	Winter Break	<b>NO PRESCHOOL OR CHILD CARE</b>
January 6	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
January 13	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
January 20	Martin Luther King Jr. Day	<b>NO PRESCHOOL OR CHILD CARE</b>
January 29	District Early Release Day	<b>NO PRESCHOOL, Child Care Open</b>
February 3	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
February 12	District Early Release Day	<b>NO PRESCHOOL, Child Care Open</b>
February 17	President's Day	<b>NO PRESCHOOL OR CHILD CARE</b>
February 24	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
March 3-7	Mid-Winter Break	<b>NO PRESCHOOL OR CHILD CARE</b>
March 12	District Early Release Day	<b>NO PRESCHOOL, Child Care Open</b>
March 17	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
March 24	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
March 31	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
April 7	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>

April 14-18	Spring Break	<b>NO PRESCHOOL OR CHILD CARE</b>
April 21	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
April 28	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
May 5	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
May 12	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
May 13-16	Preschool Conferences	<b>NO PRESCHOOL, Child Care Open</b>
May 19	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>
May 26	Memorial Day	<b>NO PRESCHOOL OR CHILD CARE</b>
June 2	No Monday Preschool	<b>NO PRESCHOOL, Child Care Open</b>

<b>FAMILY ENGAGEMENT EVENT DATES</b>				
<b>TYPE OF EVENT</b>	<b>EVENT</b>	<b>DATE</b>	<b>LOCATION</b>	<b>TIME</b>
CONFERENCES	Soft Start Conference	September 4-6, 9	Classroom	TBD
	Fall Conference	November 14-15, 18-19	Classroom	TBD
	Spring Conference	May 13-16	Classroom	TBD
FAMILY EVENTS	Harvest Party	October 24	Elementary Cafeteria	6:00-7:00PM
	Family Traditions	November 21	ELC	TBD
	Winter Celebration	December 19	Elementary Cafeteria	6:00-7:00PM
	Literacy Night: Teddy Bears and PJs	February 27	ELC	6:00-7:00PM

	STEAM (Science, Technology, Engineering, Art, Math) Carnival	March 27	ELC	6:00-7:00PM
	Kindergarten Transition Night	May 13	Mike Morris Elementary	5:30-7:00PM
	Preschool Graduation	June 9	Koplitz Fieldhouse	6:00-7:00PM
	Last Day Preschool and Child Care	June 10		
PARENT EDUCATION	Open House/ Parent Handbook/ Transportation	September 26	ELC	6:00-7:00PM
	Disaster Preparedness	January 30	ELC	6:00-7:00PM
	Transition/ Kindergarten Orientation, Health & Immunizations	May 13	ELC	6:00-7:00PM
PARENT POLICY COUNCIL (2ND Thursday of Each Month)  Contact: Alexis Hood ahood@southbendschools.org	Parent Policy Meeting	October 10	ELC	6:00-7:00PM
	Parent Policy Meeting	November 14	ELC	6:00-7:00PM
	Parent Policy Meeting	December 12	ELC	6:00-7:00PM
	Parent Policy Meeting	January 9	ELC	6:00-7:00PM
	Parent Policy Meeting	February 13	ELC	6:00-7:00PM
	Parent Policy Meeting	March 13	ELC	6:00-7:00PM
	Parent Policy Meeting	April 10	ELC	6:00-7:00PM
	Parent Policy Meeting	May 8	ELC	6:00-7:00PM
B-3 PLAYGROUP  Contact:	Playgroup (English & Spanish)	TBD	Early Learning Portable	TBD

Alexis Hood <a href="mailto:ahood@southbendschools.org">ahood@southbendschools.org</a>				
NORTH PACIFIC COUNTY KNOW AND GROW EARLY LEARNING COALITION  Contact: Rhonda Johnson <a href="mailto:rmjohnson@southbendschools.org">rmjohnson@southbendschools.org</a>	Coalition Meeting	September 16	Virtual	2:00-3:30PM
	Coalition Meeting	October 21	Virtual	2:00-3:30PM
	Coalition Meeting	November 18	Virtual	2:00-3:30PM
	Coalition Meeting	December 16	Virtual	2:00-3:30PM
	Coalition Meeting	January TBD	Virtual	2:00-3:30PM
	Coalition Meeting	February TBD	Virtual	2:00-3:30PM
	Coalition Meeting	March 17	Virtual	2:00-3:30PM
	Coalition Meeting	April 21	Virtual	2:00-3:30PM
	Coalition Meeting	May 19	Virtual	2:00-3:30PM
	Coalition Meeting	June TBD	Virtual	2:00-3:30PM

DISTRICT VISION/MISSION STATEMENTS	
Vision for South Bend Public Schools	Every student is prepared to realize their full potential in achieving a high quality of life both at school and beyond.
Mission of South Bend Public Schools	To prepare our students to be life/career/college ready by providing supportive, meaningful, and challenging opportunities in every aspect of the educational experience.
Our Theory of Action will achieve our vision and mission by:	<ol style="list-style-type: none"> <li>1. Ensuring that every decision is made with an intentional focus on equity and excellence for student learning.</li> <li>2. Implementing instruction aligned to primary, secondary, and postsecondary readiness.</li> <li>3. Using collaborative systems throughout all levels of the school organization.</li> <li>4. Improving our practice by being innovative, intentional in action, and responsive to circumstances and data.</li> <li>5. Celebrating school, staff, and student success.</li> <li>6. Recruiting, growing, and supporting impactful teachers and leaders.</li> </ol>
Beliefs that Inform Our Theory of Action:	<ol style="list-style-type: none"> <li>1. We exist to provide quality education accessible by all students.</li> <li>2. Effective teachers are the most important school factor for student learning.</li> <li>3. Principals are the most important school factor in support of good teaching.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Everyone in our organization is a learner.</li> <li>5. We cannot be effective in isolation.</li> <li>6. We are only as good as our team.</li> <li>7. South Bend Schools ... Five years from now</li> </ol> <ul style="list-style-type: none"> <li>● We are known as the school that supports and helps all kids.</li> <li>● All students demonstrate proficiency or beyond at the time of graduation.</li> <li>● Our culture is defined by teamwork, cooperation, and trust.</li> <li>● We are known as a school system of learners: students, teachers, and staff alike.</li> <li>● We are known as one of the best places to work in the local area.</li> <li>● We are known as always “going the extra mile”.</li> </ul>
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**PROGRAM PHILOSOPHY/SOUTH BEND EARLY LEARNING PROGRAMS**

We believe that all children and their families deserve a successful school experience. In partnership with family and community, South Bend School District’s Early Learning Programs provides a safe and caring environment where all family members can develop their individual potential.

Parents as Partners	South Bend Early Learning works to build positive and mutually supportive relationships with families, and believes parents are a child’s first teacher and a most valuable partner in providing a positive early childhood experience. Early childhood educators are nurturers, partners, facilitators, observers and co-learners who have a deep understanding of developmentally appropriate practices.
Strengths Based Approach	Our staff use a strengths-based approach to build reciprocal relationships with students and families. We have strong, self-directed staff who work well as a team to make data-driven decisions based on early childhood best practice to direct instruction, and who strive to promote continual staff development. Staff are flexible in their approach, and look to children and families to help guide emergent learning opportunities.
Foundational Educational Approach	<ul style="list-style-type: none"> <li>● Washington State Early Learning and Developmental Guidelines</li> <li>● Washington State Division of Children, Youth and Families ECEAP Standards</li> <li>● WAC 110-300</li> <li>● Creative Curriculum</li> <li>● Teaching Strategies Gold</li> <li>● ECERS-3</li> <li>● Conscious Discipline</li> <li>● WA Pyramid Model/Multi-Tiered Systems of Support (MTSS)</li> </ul>

Whole Child Approach	South Bend Early Learning strives to promote a whole child approach that affirms that learning and development are interrelated and built on previous learning. Health and developmental screenings are offered to all students, information is shared with parents, and efforts are supported by our family support staff.
Learning Through Play	We work to provide a classroom culture in which the environment itself is viewed as a teacher and the children learn through play. Play is seen and appreciated as the work of young children. Academically, our curriculum provides developmentally appropriate scaffolding that allows our teaching staff to assess each student, garner data to inform instruction and set individual learning goals in an effort to meet each student where they are. The curriculum is able to be executed to fidelity, while also providing students the opportunity to engage in large amounts of self-directed play, a minimum of 90 minutes per day.
High Quality Environments	Staff utilize ECERS tools, and strive to create high quality environments that are rich with language and materials, activities and culturally relevant modalities that reflect equity, inclusion, respect for individual differences, and encourage child driven interest and engagement.
Interest Areas/Learning Centers	Each classroom has a consistent schedule and offers a variety of learning centers including science, art, math, dramatic play, blocks, fine motor, books, art, gross motor, and sand/water.
Daily Activities	Students have the opportunity to participate in large group, small group, family style meals, nap, and outdoor play in addition to availability of the aforementioned centers and materials for the substantial portion of the day.
Child Development	We provide activities that teach non-violence, encourage self-regulation, and enhance each child’s social, emotional, cognitive and physical development. Staff are astute facilitators of learning and work hard to allow students room to grow their independence and demonstrate autonomy. Multiple spaces for privacy are provided within the classroom environment, and students are supported in managing their social emotional needs in constructive, safe, proactive ways that build healthy problem solving and coping skills.
Lifelong Learners	We recognize that our early learning efforts are instrumental in helping students to develop good habits and attitudes, as well as a positive sense of self that sets the stage for students to become enthusiastic lifelong learners.

## PROGRAM INFORMATION

South Bend School District offers the following Birth to Five Programs to students and families in the community.

- It is important to inquire and apply early as slots are often limited, and eligibility requirements do apply.
- We do accept students from neighboring school districts, such as Raymond or Willapa Valley, however children located in-district will receive priority.
- There are situations that do arise that require students to be referred to their home district for assessment and support.

Early Support for Infants and Toddlers(ESIT)/Birth to Three Early Intervention Program	Child Find--Free Developmental Screening Please contact Alexis Hood at (360) 875-5327 opt 1.
Playgroup	<ul style="list-style-type: none"> <li>● Playgroup is offered free of charge to parents/caretakers and their children age birth to three years old.</li> <li>● Playgroup is offered at the South Bend Early Learning Center TBD, based on the school calendar. Playgroup is offered during the summer months on a modified schedule.</li> <li>● Children remain under the care of their parents/caretakers while at playgroup.</li> <li>● Parents/caretakers must remain with their children during playgroup.</li> <li>● Playgroups are offered in English and Spanish.</li> </ul>
Child Care	<ul style="list-style-type: none"> <li>● Child Care is offered Monday through Friday from 7:30am to 4:30pm</li> <li>● Child Care follows the District Schedule and is closed for breaks, holidays and during the summer.</li> <li>● Child Care is offered to children 12 months old to 6 years old, not enrolled in kindergarten.</li> </ul>
School Day Preschool	<ul style="list-style-type: none"> <li>● Classes are held Tuesday through Friday from 8am to 3pm.</li> <li>● Three year old children must be 3 by August 31st of the current school year.</li> <li>● Four year old children must be 4 by August 31st of the current school year.</li> <li>● Enrollment is FREE for eligible families.</li> <li>● Parent Choice is considered.</li> </ul>
Kindergarten	<b>Kindergarten</b> is offered at Mike Morris Elementary School. For information please contact the elementary office at (360) 875-5615, opt 2.

## ENROLLMENT INFORMATION

To ensure a smooth start for your child, all enrollment paperwork must be completed in full before your child can attend preschool. This includes a birth certificate, documentation of well child exams, a completed immunization form, any relevant court documents, and all updated financial information.

### Required Documents for Enrollment

When completing the enrollment application, families will need to provide the following:

- Immunization records
- A copy of your child's birth certificate
- TANF or Washington Food Program case number (if applicable)
- Dates of your child's last well-child and dental exams
- Medical and dental insurance cards
- Verification of your income for the past year, such as:
  - W-2s or income tax returns
  - Records of additional income (Social Security, TANF cash benefits, foster care grants, self-employment, court-ordered child support, or any other income sources)
- Court documents (if applicable), such as custody paperwork or court orders

For auditing and recordkeeping purposes, copies of enrollment documents, including tax returns and W-2s, will be kept in your child's confidential student file.

### Enrollment Priority & Special Circumstances

South Bend Early Learning follows ECEAP guidelines to prioritize children based on need rather than a first-come, first-served basis. If program slots are full, eligible children will be placed on a waitlist and enrolled as soon as a slot becomes available.

Children who qualify under the McKinney-Vento Act (experiencing homelessness) may begin attending preschool immediately (pending slot availability) without current documents. Families will have 90 days to provide the necessary paperwork.

### Family Support for Enrollment

We understand that gathering required documents may take time. Our Family Support Home Visiting Staff is available to assist families in obtaining the necessary paperwork to ensure a smooth enrollment process.

For questions or assistance with enrollment, please contact South Bend Early Learning at (360) 875-5327, opt. 1.

## PRESCHOOL FEES AND PAYMENT INFORMATION

At South Bend Early Learning, we strive to provide high-quality early childhood education for all families. Tuition options vary based on eligibility for state-funded programs or private pay enrollment.

<p>Income-Eligible Free Preschool Options</p>	<p>Families may qualify for free preschool through the following programs:</p> <ul style="list-style-type: none"> <li>● ECEAP (Early Childhood Education and Assistance Program) – A state-funded preschool program for eligible low-income families.</li> <li>● Transitional Kindergarten – For children who need additional support before entering kindergarten.</li> <li>● Developmental Preschool – For children with qualifying developmental delays or disabilities.</li> </ul> <p>Families interested in these free preschool options should contact South Bend Early Learning for eligibility screening and enrollment assistance.</p> <p>Waiting lists do apply.</p>
<p>Private Pay Preschool Tuition</p>	<p>Families who do not qualify for free preschool may enroll their child in School Day Preschool at a rate of \$400 per child per month.</p> <p>Waiting lists do apply.</p>
<p>Payment Schedule &amp; Policies</p>	<ul style="list-style-type: none"> <li>● Payments are due by the 5th of each month for the upcoming month.</li> <li>● Failure to make timely payments may result in your child being withdrawn from the program.</li> <li>● If you are experiencing financial difficulties, please contact the Early Learning Director to discuss potential payment options or assistance.</li> </ul>
<p>Payment Methods</p>	<ul style="list-style-type: none"> <li>● All payments must be made at the South Bend School District office.</li> <li>● Checks should be made payable to: South Bend School District.</li> </ul>
<p>Flat-Rate Policy</p>	<ul style="list-style-type: none"> <li>● Tuition is a flat monthly rate of \$400, regardless of the number of preschool days in that month.</li> <li>● Refunds or adjustments are not provided for holidays, absences, or scheduled school closures.</li> </ul>

For additional information on program fees or payment policies, please contact the South Bend Early Learning office at (360) 875-5327, opt. 1.

## EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

The Early Childhood Education and Assistance Program (ECEAP) is a **free**, high-quality preschool program designed to support children and families facing the greatest barriers to early education. Fully funded by the state of Washington, ECEAP provides **free-of-charge** early learning opportunities, ensuring that eligible three- and four-year-old children receive comprehensive services that promote school readiness and long-term success.

ECEAP prioritizes children from low-income families, those experiencing homelessness, children in foster or kinship care, and those with special education needs or developmental delays. Children may qualify if their family income is at or below 36% of the state median income, or if they have additional risk factors such as chronic health conditions or involvement in state or tribal welfare programs.

Beyond **free preschool** education, ECEAP offers nutritious meals and snacks, health screenings, and family support services, ensuring that families receive the holistic resources needed for their child's success. Enrollment in ECEAP is always **free for eligible families**, ensuring that cost is never a barrier to accessing high-quality early learning opportunities.

A child is eligible for PreK ECEAP if the child is at least three years old by August 31 of the school year, is not age eligible for kindergarten, and is one of the following:

- From a family with income at or below 36% of the state median income (SMI) according to DCYF.
- Qualified by a school district for special education services under RCW 28A.155.020. All children with a school district Individualized Education Program (IEP) meet the requirement.
- Experiencing homelessness as defined by the federal McKinney-Vento Education of Homeless Children and Youth Assistance Act.
- Has participated in Early Head Start (EHS) or a successor federal program providing comprehensive services for children from birth through two years of age, the early support for infants and toddlers program (ESIT) or received class C developmental services, the birth to three early childhood education and assistance program (B3 ECEAP), or the early childhood intervention and prevention services program (ECLISPE).
- Is an Indian child, as defined by WAC 110-425-0030, and at or below 100% SMI.
- From a family with income that exceeds 36% of the SMI (ESE) and impacted by specific prioritization factors identified by DCYF that are linked by research to school performance, within the limits set by DCYF and the State Legislature.

## ECEAP INCOME GUIDELINES

**The following income guidelines are used to determine eligibility:  
State Median Income (SMI)--Effective for ECEAP October 1, 2024**

### ANNUAL INCOME

FAMILY SIZE	13% SMI	36% SMI	50% SMI	85% SMI	100%SMI
1	\$8,859	<b>\$24,533</b>	\$34,074	\$57,926	<b>\$68,148</b>
2	\$11,585	<b>\$32,082</b>	\$44,558	\$75,749	<b>\$89,117</b>

3	\$14,311	<b>\$39,631</b>	\$55,043	\$93,573	<b>\$110,085</b>
4	\$17,037	<b>\$47,179</b>	\$65,527	\$111,396	<b>\$131,054</b>
5	\$19,763	<b>\$54,728</b>	\$76,011	\$129,219	<b>\$152,023</b>
6	\$22,489	<b>\$62,277</b>	\$86,496	\$147,043	<b>\$172,991</b>
7	\$23,000	<b>\$63,692</b>	\$88,461	\$150,384	<b>\$176,923</b>
8	\$23,511	<b>\$65,108</b>	\$90,427	\$153,726	<b>\$180,855</b>
For each additional family member add:	\$511	<b>\$1,415</b>	\$1,966	\$3,342	<b>\$3,932</b>

ARRIVAL AND DEPARTURE PROCEDURES	
Importance of Timely Arrival	<p>To help children transition smoothly into the school day, please make every effort to have your child arrive on time. A timely arrival ensures that your child has the opportunity to ease into the classroom routine, build positive habits, and minimize disruptions to the learning environment.</p> <ul style="list-style-type: none"> <li>Classrooms open five minutes before the scheduled start time. If you arrive earlier, please remain in the lobby or your car with your child until classrooms are ready to receive students.</li> <li>Late arrivals can make it difficult for children to adjust to the day's activities, so we encourage prompt attendance whenever possible.</li> </ul>
Drop-Off and Pick-Up Procedures	<ul style="list-style-type: none"> <li>Parents may drop off their child no earlier than five minutes before class begins. For child care, drop-off starts at 7:25 AM, and for preschool, it begins at 7:55 AM. Even if staff are present, classrooms will not open until this designated time.</li> <li>Parents/guardians must enter the building to drop off and pick up their child.</li> <li>Parents/guardians must sign their child in or out using their full legal name, along with your own.</li> <li>Sign-in sheets are located at the front desk in the Early Learning Center (ELC) and upon entry in adjacent buildings.</li> <li>Children arriving and departing by bus will be escorted and signed in or out by staff.</li> <li>For child care services, parents must check in at the front desk and sign in/out at the classroom using KinderConnect.</li> </ul>
Authorized Pick-Up & Safety Protocols	<ul style="list-style-type: none"> <li>Children will only be released to individuals authorized by the parent/guardian.</li> <li>Older siblings, 12 years old or older, may drop off or pick up your child with written permission from a guardian.</li> <li>If someone other than a listed guardian or emergency contact is</li> </ul>

	<p>picking up or visiting your child, you must notify staff in person or by phone.</p> <ul style="list-style-type: none"> <li>● All individuals picking up or visiting a child must present a photo ID.</li> <li>● If a child is not picked up on time and parents/guardians cannot be reached, staff will contact emergency contacts.</li> <li>● If we cannot reach a guardian or emergency contact within one hour after class or bus drop-off time, staff are required to call law enforcement.</li> </ul>
Custody & Legal Requirements	<ul style="list-style-type: none"> <li>● Notarized court documents are required for any custody arrangements to be enforced by the program.</li> <li>● Parents/guardians are responsible for providing up-to-date legal paperwork regarding custody agreements.</li> <li>● Licensing regulations prohibit the release of children to known registered sex offenders. If a parent or emergency contact is a registered offender, they must be removed from the child's contact list and a new authorized pick-up person must be designated.</li> </ul>
Safety & Crisis Situations	<ul style="list-style-type: none"> <li>● If a parent/guardian arrives under the influence of drugs or alcohol, or exhibits hostile behavior, staff will: <ul style="list-style-type: none"> <li>○ Encourage the parent to leave the child in our care until an alternative pick-up can be arranged.</li> <li>○ If the parent insists on taking the child, staff will call 911 to report the situation.</li> </ul> </li> <li>● Staff will prioritize the child's safety in all situations and follow appropriate protocols.</li> </ul>
Questions & Assistance	<p>If you have any questions about arrival, departure, visits or safety procedures, please contact an Early Learning Administrator. Our goal is to ensure a safe and positive school experience for all children and families.</p>

ATTENDANCE	
Attendance Matters for Your Child's Success	<p>Regular attendance is essential for your child's success and preparation for the next stage of their education. South Bend Early Learning Programs require consistent attendance to maintain your child's enrollment. If attendance drops below 85%, the ELC Director or Family Support Staff will contact you to develop an attendance improvement plan.</p>
Reporting Absences	<p>If your child will be absent or late, please notify the center secretary as soon as possible. Whenever possible, call before class begins at (360) 875-5327, option 1, and state the reason for the absence. You may also leave a message outside of business hours.</p>

Excused vs. Unexcused Absences	An absence is considered excused for reasons such as illness, medical appointments, a family emergency, or religious/cultural observances. Unexcused absences may lead to intervention by the Family Support Specialist.
Extended Absences	Families planning an extended absence (such as travel) must notify staff in advance. A child may be absent for up to 40 calendar days before their enrollment slot is considered vacant.
Intervention and Support	<ul style="list-style-type: none"> <li>● If an absence is not reported, staff will follow up with families.</li> <li>● If a child has three consecutive unreported absences, a Family Support Home Visitor may conduct a welfare check.</li> <li>● Families experiencing challenges that impact attendance may receive support, including transportation assistance and alternative attendance plans.</li> </ul>
<p>South Bend Early Learning is committed to helping families overcome barriers to regular attendance, ensuring every child benefits from a strong early learning foundation.</p>	

<b>CHANGE OF INFORMATION</b>	
<p>Please let us know <i>immediately</i> if there is a change in the following so we can update our records:</p> <ul style="list-style-type: none"> <li>● Address/if you move or are planning to move</li> <li>● Phone number</li> <li>● Who can pick up your child</li> <li>● Who to contact in an emergency when we are unable to reach you</li> <li>● Changes in medical conditions (e.g. allergies) and/or medications</li> <li>● Changes in health insurance</li> <li>● Changes in health care provider</li> <li>● Anything that might affect your child’s behavior in class</li> </ul>	

<b>CHILD ABUSE AND NEGLECT PREVENTION</b>	
<p>In accordance with the Washington State Child Abuse Law (RCW 26.44.030), all school district employees, including early learning staff, are required to report to Child Protective Services any incidents of suspected abuse or neglect.</p>	
<p>If a staff witnesses or a child discloses any of the following, we are mandated to report it:</p> <ul style="list-style-type: none"> <li>● Sexual abuse (inappropriate touching, witnessing sexual activity)</li> <li>● Corporal punishment (striking, slapping, shaking, excessive spanking, ear pulling, hair pulling)</li> <li>● Being locked out of the house</li> <li>● Being left alone without direct or adult supervision</li> <li>● No food, chronic complaints of hunger</li> </ul>	

- Burns or any wounds not being treated
- Out of the ordinary bruises, black eyes, cuts, cigarette burns, etc.
- Unclean or improper grooming that results in isolation from peers
- Signs of drug abuse
- Confession of neglect: "I left my children home alone for about a half hour last night so I could go to the store"
- Other indicators not addressed on this list that give staff cause for concern.

## CHILD GUIDANCE

The classroom environment is designed to promote positive social interaction and to enable children to function on their own and within large and small groups.

- South Bend Early Learning Program uses Conscious Discipline strategies to provide child guidance.
- When behaviors occur, children are redirected to more appropriate activities and/or given choices for alternative activities.
- Additionally, staff may talk with the child in an effort to describe the behaviors that are and are not acceptable at preschool.
- Child guidance will be handled in a way that protects and enhances the child's self-esteem and confidence.
- There is no corporal punishment of children--no spanking, pulling arms, or hitting of any kind.
- Volunteers will defer to staff to provide guidance and discipline to children.
- The center's full guidance policy may be reviewed upon request.

Please note students utilizing South Bend School District transportation services will need to adhere to district transportation rules and policy. If problem behaviors arise on the bus, efforts are made by the driver to communicate the concern with teachers, parents and the ELC director. If the behavior does not subside, the transportation director has the authority to terminate transportation privileges per his discretion.

## CLASSROOM SUPPLIES AND STUDENT BELONGINGS

South Bend Early Learning Programs ensure that all children have equal access to necessary supplies and materials for a successful learning experience. In alignment with the 2024-2025 ECEAP Standards and our Free-of-Charge Policy, families are not required to purchase or provide classroom supplies.

What Your Child Needs to Bring

- A backpack large enough to fit a folder.
- Diapers and wipes, if applicable.
- An extra change of clothing (if possible) to keep at school in case of spills, accidents, or inclement weather.
- Your child may bring a comfort item and a blanket to leave at school for use at nap time. The program will launder the blankets weekly or as needed.

	If your family needs assistance in obtaining a backpack, diapers, or other essential items, please contact program staff—we are happy to help.
What Not to Bring	<ul style="list-style-type: none"> <li>• Toys, food, or personal items from home should not be brought to school.</li> <li>• Any items that arrive at school will be placed back into the child's backpack upon arrival.</li> </ul>
Classroom Supplies	<ul style="list-style-type: none"> <li>• All classroom materials and learning tools are provided by the program at no cost to families.</li> <li>• Families are not expected to supply items such as crayons, pencils, paper, or art materials.</li> </ul>
<p>By providing all necessary supplies and ensuring a free and equitable learning environment, we allow every child to focus on exploration, learning, and growth without barriers. If you have any questions about supplies or school materials, please reach out to program staff.</p>	

CONFIDENTIALITY	
<p>South Bend Early Learning Programs respect your family’s privacy and are committed to maintaining the confidentiality of all student and family information, in accordance with the Family Educational Rights and Privacy Act (FERPA) and Washington State law.</p>	
Confidentiality of Records	<ul style="list-style-type: none"> <li>• All information regarding your child and family will remain confidential. Your written consent will be required before sharing any information with another agency, except as permitted by law.</li> </ul>
Access to Records	<ul style="list-style-type: none"> <li>• Parents or eligible students (age 18 or older) have the right to request access to their educational records. Under FERPA and RCW 28A.605.030, the school must provide access to requested records within 45 days.</li> </ul>
Transfer of Records	<ul style="list-style-type: none"> <li>• If a student transfers to another school, WAC 392-415-070 requires that student records be forwarded within two school days of receiving the request from the new school.</li> </ul>
Discussions in the Classroom	<ul style="list-style-type: none"> <li>• We ask that classroom matters related to children and volunteers be discussed only with early learning staff. If you have ideas, concerns, or feedback, please find an appropriate time outside of classroom hours to share them.</li> </ul>
Addressing Concerns	<ul style="list-style-type: none"> <li>• If you have questions regarding program policies, classroom routines, or any concerns, you are encouraged to discuss them</li> </ul>

	privately with the teacher, family support home visitor, or program director.
Maintaining confidentiality and ensuring timely access to records fosters a respectful and trusting learning environment for all families.	

**CORRESPONDENCE**

Regular communication between families and South Bend Early Learning Programs is essential to keeping you informed about your child’s experiences and upcoming events.

- Daily Backpack Check: Please check your child’s backpack daily for important notices, updates, and communications regarding their day or upcoming events.
- Monthly Newsletter: A newsletter is released each month, providing information about the upcoming month’s activities, including menu plans, field trips, family engagement opportunities, scheduled holiday and vacation closures, and early release days. Copies will be sent home in your child’s backpack and will also be available on the South Bend School District (SBSD) website at <https://www.southbend.wednet.edu/> and the SBSB mobile app.
- Social Media Engagement: Stay connected by following us on Facebook at [facebook.com/SouthBendElc](https://www.facebook.com/SouthBendElc). Many of our classrooms also have private, closed Facebook groups where families can view photos of classroom activities and receive important reminders. Speak with your child’s teacher to receive an invitation to join your classroom’s page.

We encourage all families to stay engaged through these communication channels to ensure they remain informed and involved in their child’s early learning experience.

**DEVELOPMENTAL SCREENING**

As part of our commitment to early childhood development, all children enrolled in South Bend Early Learning Programs will participate in a comprehensive developmental screening using the Ages & Stages Questionnaires, Third Edition (ASQ-3). This screening helps identify areas where children may benefit from additional support, ensuring they receive the necessary resources for success.

Screening Areas	<p>Each child will be assessed in the following key developmental domains based on the ASQ-3:</p> <ul style="list-style-type: none"> <li>• Communication – Speech clarity, expressive and receptive language, and ability to understand and use words.</li> <li>• Gross Motor – Large muscle movements, including balance, coordination, and overall physical activity.</li> <li>• Fine Motor – Hand-eye coordination, grasping, and control of small movements.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Problem-Solving – Cognitive development, early learning skills, reasoning, and problem-solving abilities.</li> <li>● Personal-Social – Social interactions, emotional regulation, self-help skills, and engagement with peers and adults.</li> </ul> <p>Additionally, screenings will include:</p> <ul style="list-style-type: none"> <li>● Strengths and Difficulties Questionnaire</li> <li>● Height and Weight – Growth monitoring to ensure healthy development.</li> <li>● Hearing and Vision – Early detection of potential sensory impairments.</li> </ul>
Ongoing Assessment and Rescreening	For children who require rescreening, the Developmental Indicators for the Assessment of Learning (DIAL) is administered to gain a more in-depth understanding of their developmental progress and potential areas of need.
Intervention and Support	If concerns arise during the screening process, students will be referred to our onsite Early Intervention Specialist for further assessment. Based on the results, families may be provided with additional support services or referred to outside specialists to address specific developmental needs.
<p>These screenings and ongoing assessments are a critical part of ensuring that all children receive the best possible foundation for lifelong learning. If you have any questions about the screening process or results, please reach out to your child’s teacher or program staff.</p>	

DRUG, TOBACCO, ALCOHOL, AND WEAPONS-FREE POLICY	
<p>South Bend Early Learning Programs are committed to maintaining a safe, healthy, and supportive learning environment for all children, families, and staff. As part of this commitment, our facilities and program spaces are designated as drug-free, tobacco-free, alcohol-free, and weapons-free zones, in alignment with state regulations and school policies.</p>	
Tobacco, Vaping, and Substance Use Restrictions	<ul style="list-style-type: none"> <li>● Smoking, vaping, and the use of any tobacco or cannabis products are strictly prohibited on all program premises, including: <ul style="list-style-type: none"> <li>○ Indoor and outdoor areas of the school campus.</li> <li>○ Playgrounds, parking lots, and surrounding walkways.</li> <li>○ Vehicles used for child transportation.</li> </ul> </li> <li>● Parents and guardians are expected to refrain from smoking or vaping: <ul style="list-style-type: none"> <li>○ At bus stops while waiting for student drop-off or pick-up.</li> <li>○ During field trips or school-sponsored activities.</li> <li>○ At evening and community events hosted by the program.</li> </ul> </li> </ul>

<p>Enforcement of a Smoke-Free Environment</p>	<p>To protect the well-being of all children, families, and staff:</p> <ul style="list-style-type: none"> <li>● Individuals who smell strongly of smoke or cannabis in a way that disrupts the learning environment may be asked to leave the premises.</li> <li>● Please do not send students to school with items that smell of tobacco or cannabis including clothing, backpacks and blankets.</li> <li>● Compliance with this policy is essential to fostering a safe and healthy space for young learners.</li> </ul>
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We appreciate your cooperation in promoting a smoke-free, drug-free, and safe educational environment for all children in our care. If you have any questions regarding this policy, please contact the program administration.

**EMERGENCY CLOSURES AND INCLEMENT WEATHER**

South Bend Early Learning Programs prioritize the safety of students, families, and staff. In the event of inclement weather, natural disasters, or other emergencies, families will be notified of closures, delays, or early dismissals through multiple communication channels.

<p>Notification System</p>	<ul style="list-style-type: none"> <li>● Families will receive an automated call via the School Messenger System to inform them of school closures or delays.</li> <li>● To ensure timely and accurate communication, please provide the center with up-to-date contact information, including current phone numbers and emergency contacts.</li> </ul>
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<p>Additional Communication Channels</p>	<p>Closure and delay notifications will also be available through:</p> <ul style="list-style-type: none"> <li>● South Bend School District (SBSD) App</li> <li>● Local radio stations: 99.7 FM, 102.1 FM, 105.7 FM, and 1450 AM</li> <li>● Seattle-based television news stations: KIRO, KOMO, and KING</li> <li>● Social Media Platforms: Updates will be posted on official district and program social media accounts.</li> </ul>
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<p>Weather-Related Closures &amp; Delays</p>	<ul style="list-style-type: none"> <li>● If South Bend School District (SBSD) closes due to weather, all early learning programs, including preschool and child care, will also be closed.</li> <li>● If SBSBD operates on a delayed start schedule, early learning programs will adjust accordingly.</li> <li>● Missed preschool days may need to be made up at the end of the school year to meet program requirements.</li> </ul>
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Emergency Closures After Arrival	<p>If an emergency or weather-related closure occurs after children have arrived at school, the following procedures will be followed:</p> <ul style="list-style-type: none"> <li>● Students who arrived via school transportation will be transported home by the same means.</li> <li>● Families of children who were dropped off will be contacted and required to pick up their child as soon as possible.</li> <li>● Staff will remain on-site to supervise children until they are safely transported home.</li> </ul>
<p>We appreciate your cooperation and preparedness in ensuring the safety and well-being of all students during emergency situations. If you have any questions regarding closure procedures, please contact program administration.</p>	

<b>EMERGENCY PREPAREDNESS AND SAFETY PROTOCOLS</b>	
<p>The safety and well-being of our students are our highest priority. South Bend Early Learning Programs follow standardized emergency response procedures in alignment with the I Love U Guys Foundation Standard Response Protocol (SRP) for Pre-K to ensure a safe and effective response to emergencies.</p>	
Evacuation Procedures	<p>Each classroom and building has a clearly posted evacuation plan. In the event of fire or smoke, staff will immediately implement the evacuation plan to ensure children’s safety, and emergency services will be contacted.</p>
Drills and Preparedness	<p>To ensure students and staff are prepared for emergency situations, the following drills are conducted regularly:</p> <ul style="list-style-type: none"> <li>● Fire Drills – Conducted once per month to practice evacuation procedures.</li> <li>● Earthquake Drills – Conducted at least once per year. Students are taught to "Drop, Cover, and Hold On" during an earthquake.</li> <li>● The Great Washington ShakeOut – Each October (weather permitting), South Bend School District participates in this statewide earthquake drill. As part of this drill, preschool students will also participate in a tsunami evacuation drill.</li> <li>● Lockdown/Lockout Drills – Conducted at least once per year to prepare for potential security threats.</li> </ul>
Lockdown and Lockout Procedures	<p>In the event of a lock out or lockdown, the buildings will remain secured, and no one will be permitted to enter or exit until law enforcement has cleared the situation.</p>

	Parents should rely on law enforcement and local media/social media for updates in the event of an actual emergency.
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These protocols ensure that children and staff are well-prepared to respond effectively in an emergency. If you have any questions regarding safety procedures, please contact program administrators.

**FAMILY ENGAGEMENT**

At South Bend Early Learning Programs, we recognize that families are children’s first and most influential teachers. Our family engagement approach is rooted in the belief that strong, reciprocal relationships between families and educators create the best foundation for a child’s success. In alignment with ECEAP Family Engagement Standards (FEP-10) and our Family Engagement Plan, we provide multiple opportunities for families to actively participate in their child’s learning experience.

Classroom Visits	<p>Parents are always welcome and encouraged to visit their child’s classroom. To ensure a safe and productive learning environment:</p> <ul style="list-style-type: none"> <li>● All visitors must sign in at the main office and on the parent contact log in each classroom.</li> <li>● Parent engagement is celebrated, but we ask that visitors be mindful not to disrupt the educational process.</li> <li>● Adults may not be alone with children other than their own. This applies to all areas, including classrooms, the multi-purpose room, restrooms, and outdoor play areas.</li> <li>● Surveillance cameras are in place throughout the center to ensure the safety of children, staff, and visitors.</li> <li>● Parents who volunteer on a regular basis must complete a DCYF MERIT system background check and fingerprinting to comply with licensing and ECEAP standards.</li> </ul>
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Parent-Teacher Conferences	<p>To support family-centered goal setting, parent-teacher conferences are offered at least three times per year for preschool families (ages 3-4). These conferences allow families and teachers to:</p> <ul style="list-style-type: none"> <li>● Review child development and learning progress.</li> <li>● Set and monitor Individual Learning Plans (ILPs).</li> <li>● Discuss curriculum and program goals to ensure they reflect family values and priorities.</li> </ul> <p>For child care or playgroup, conferences are available upon request.</p>
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<p>Family Events &amp; Learning Opportunities</p>	<p>South Bend Early Learning offers a variety of family events, workshops, and learning opportunities at no cost. These include:</p> <ul style="list-style-type: none"> <li>● Family Nights &amp; Parent Meetings – Engaging, hands-on events to connect with educators and other families.</li> <li>● Parenting Classes – Programs such as Families Moving Forward, ReadyRosie, and Conscious Discipline support parenting skills and child development.</li> <li>● Cultural and Community Celebrations – Events such as the Winter Celebration, Family Literacy Night, and STEAM Carnival provide fun and interactive learning experiences.</li> <li>● Kindergarten Transition Night &amp; Preschool Graduation – Special events designed to support families in preparing for the next stage of their child’s education.</li> </ul> <p>Please refer to the monthly newsletter for upcoming events and activities.</p>
<p>Leadership &amp; Advocacy Opportunities</p>	<p>We encourage parents to take an active role in shaping our program through leadership and advocacy opportunities:</p> <ul style="list-style-type: none"> <li>● Parent Policy Council – A group of elected parents and community representatives who plan and evaluate program activities. Meetings occur on the second Thursday of each month. If interested, please contact the program director.</li> <li>● Shared Leadership Opportunities – Parents are invited to lead events, serve as Parent Experts, or participate in initiatives such as cultural celebrations or community projects.</li> </ul>
<p>Through two-way communication, home-school connections, and meaningful engagement, South Bend Early Learning Programs ensure that all families—regardless of background or circumstance—are actively involved, supported, and empowered in their child’s education.</p>	

<p><b>FAMILY SUPPORT SERVICES AND HOME VISITS</b></p>	
<p>As part of our commitment to supporting the whole family, ECEAP-eligible students and families agree to participate in family support services provided by our home visiting staff. In alignment with the 2024-2025 ECEAP B5 Standards, families will receive a minimum of three (3) in-person home visits, each lasting approximately 30 minutes throughout the school year.</p>	
<p>Purpose of Home Visits</p>	<p>Home visits are a key component of family engagement and are designed to:</p> <ul style="list-style-type: none"> <li>● Strengthen the home-school connection by fostering positive relationships between families and program staff.</li> </ul>

	<ul style="list-style-type: none"> <li>● Support parents in using their home as a learning environment to enhance their child’s development.</li> <li>● Recognize and empower parents as their child’s first and most important teacher.</li> </ul>
Family Goal-Setting & Support	<p>South Bend Early Learning Programs use Mobility Mentoring®, an evidence-based approach to family support, to help families:</p> <ul style="list-style-type: none"> <li>● Set personalized, achievable goals in areas such as education, employment, housing, health, and family well-being.</li> <li>● Track progress and celebrate successes with the guidance of a trained Family Support Home Visitor.</li> <li>● Access resources and referrals to support the family’s unique needs and aspirations.</li> </ul>
<p>By participating in these visits, families build a strong foundation for their child’s success while receiving individualized support to meet their goals. We encourage open communication and collaboration to ensure that every family feels supported in their child’s early learning journey.</p> <p>For more information about family support services, please speak with your child’s Family Support Home Visitor or program staff.</p>	

<b>HEALTH SERVICES</b>		
<p>South Bend Early Learning Programs prioritize the health, safety, and well-being of every child. In alignment with the 2024-2025 ECEAP Performance Standards, Washington State Department of Health, and Pacific County Public Health Department, we follow comprehensive health and safety policies to promote a healthy learning environment for all children.</p>		
Biting and Aggressive Behaviors in Young Children	<p>Biting is a behavior that can cause concern for parents, caregivers, and educators alike. While it is often an upsetting experience, the American Academy of Pediatrics (AAP) recognizes that biting is a common and natural part of early childhood development. It is most frequently observed in toddlers and preschool-aged children who are still developing communication and self-regulation skills.</p>	
	<table border="1"> <tr> <td>Why Do Children Bite?</td> <td> <p>Young children may bite for a variety of reasons, including:</p> <ul style="list-style-type: none"> <li>● Limited Verbal Skills – When children lack the words to express their frustration, needs, or emotions, they may resort to biting as a way</li> </ul> </td> </tr> </table>	Why Do Children Bite?
Why Do Children Bite?	<p>Young children may bite for a variety of reasons, including:</p> <ul style="list-style-type: none"> <li>● Limited Verbal Skills – When children lack the words to express their frustration, needs, or emotions, they may resort to biting as a way</li> </ul>	

		<p>to communicate.</p> <ul style="list-style-type: none"> <li>● Desire for Control – Biting can be a way for children to assert themselves and get what they want, such as a toy or attention.</li> <li>● Reaction to Provocation – Some children bite in response to feeling threatened, such as when another child takes their toy or invades their space.</li> <li>● Exploration and Sensory Response – Young children often explore their world through their mouths, and some bite out of curiosity or sensory stimulation.</li> <li>● Overstimulation or Frustration – When a child is overwhelmed, tired, or frustrated, biting can be an impulsive reaction.</li> </ul>
	<p>How We Address Biting in the Classroom</p>	<p>At our school, we understand that biting, hitting, pushing, and other aggressive behaviors are developmentally normal but inappropriate responses. Our goal is to guide children through this stage with patience and consistency.</p> <p>Our approach includes:</p> <ul style="list-style-type: none"> <li>● Close Supervision – Teachers monitor interactions closely to anticipate and prevent biting before it happens.</li> <li>● Teaching Alternative Communication Skills – We help children express their</li> </ul>

		<p>feelings and needs using words or gestures.</p> <ul style="list-style-type: none"> <li>● Providing Positive Reinforcement – When children use appropriate problem-solving skills, we acknowledge and encourage their efforts.</li> <li>● Redirecting Behavior – If a child is about to bite, we intervene and guide them toward a more appropriate way to express themselves.</li> <li>● Working with Parents – If biting becomes a repeated concern, we partner with families to develop strategies that support their child’s social and emotional growth.</li> </ul>
	<p>What Parents Can Do</p>	<p>The AAP suggests that parents and caregivers respond to biting calmly and consistently, without anger or harsh punishment. Instead:</p> <ul style="list-style-type: none"> <li>● Help your child put feelings into words (“I see that you are upset. Let’s use our words instead of biting.”).</li> <li>● Encourage empathy by discussing how biting hurts others.</li> <li>● Provide alternatives such as teething toys for younger children or modeling problem-solving skills for older toddlers.</li> <li>● Remain patient – Biting is a phase that most children outgrow with proper guidance and support.</li> </ul>

	Final Thoughts	No one wants their child to be bitten—or to be the one biting—but these behaviors are part of the learning process. With time, guidance, and a consistent approach, children develop the social and emotional skills needed to interact peacefully with their peers. We appreciate your patience and partnership as we work together to support all children in their development.
Communicable Disease	<ul style="list-style-type: none"> <li>● In the event of a communicable disease outbreak (e.g., measles, chickenpox, COVID-19), we will follow Pacific County Health Officer guidelines.</li> <li>● Depending on the severity of exposure, we may: <ul style="list-style-type: none"> <li>○ Cancel evening events and activities.</li> <li>○ Suspend playgroups or field trips.</li> <li>○ Pause new student enrollment for the duration of the incubation period (typically 21 days).</li> </ul> </li> <li>● Students with communicable diseases must remain home until symptoms resolve and a doctor provides written clearance.</li> <li>● Unvaccinated students will not be able to attend during the incubation window.</li> </ul>	
Diapering/Toileting	While we strongly encourage children to be potty trained before attending preschool, we DO accept children who are not yet potty trained.	
	Toileting Support	<ul style="list-style-type: none"> <li>● Staff will assist children who need help in the restroom.</li> <li>● Children are encouraged to learn self-care skills and take responsibility for their toileting needs.</li> </ul>
	Diapering	<ul style="list-style-type: none"> <li>● Parents must provide diapers or pull-ups; the center does not supply these items.</li> <li>● Staff will assist children in cleaning up after a bowel movement. If a child cannot be adequately cleaned, parents will be called to come and assist.</li> </ul>
	Extra Clothing	<ul style="list-style-type: none"> <li>● All children should bring a change of clothes in case of accidents or messy activities.</li> </ul>

		<ul style="list-style-type: none"> <li>Soiled clothing will be sent home in a sealed bag in the child’s backpack. Please check backpacks daily.</li> </ul>
Handwashing		<ul style="list-style-type: none"> <li>Children wash their hands before meals, after outdoor play, and after using the restroom.</li> <li>All individuals entering the classroom must wash their hands.</li> <li>Families are encouraged to reinforce handwashing at home to help prevent illness.</li> </ul>
Health Screenings	Well-Child Exams	<ul style="list-style-type: none"> <li>All enrolled children are required to complete a well-child exam within the first 90 days of school or provide documentation of an exam conducted within six months prior to their preschool start date.</li> <li>Families must provide updated well-child documentation, and our staff is available to support them in meeting this requirement.</li> <li>Failure to comply may result in dismissal from the program.</li> </ul>
	Routine Screenings	<ul style="list-style-type: none"> <li>Height, weight, vision, and hearing screenings are conducted for all students by staff or partner agencies.</li> <li>If available, a pediatrician may conduct on-site health screenings; however, these do not replace a well-child visit with a pediatrician.</li> </ul>
Illness	To maintain a safe and healthy environment, please keep your child home if they have:	<ul style="list-style-type: none"> <li>Fever: 100°F or higher</li> <li>Vomiting: Two or more times within 24 hours</li> <li>Diarrhea: Three or more watery stools in 24 hours or any bloody stool</li> <li>Rash: If undiagnosed, a physician’s clearance is required</li> <li>Eye Infection: Thick mucus or pus draining from the eye; return is permitted 24 hours after treatment begins or with a physician’s clearance</li> <li>Sore Throat: If accompanied by fever or swollen glands</li> <li>Skin Infections: (e.g., impetigo, scabies) – return is permitted 24 hours after</li> </ul>

		<p>treatment begins or with physician clearance</p> <ul style="list-style-type: none"> <li>● Open Sores: Sores that are oozing and cannot be covered</li> <li>● Severe Pain or Fatigue: If preventing participation in normal activities</li> <li>● Lice: If live lice are present, the child may return 24 hours after treatment begins</li> </ul>
	Returning to School After Illness	<ul style="list-style-type: none"> <li>● Your child must be symptom-free for 24 hours without medication before returning.</li> <li>● If your child visits a doctor for an illness, please provide a medical clearance note if required (e.g., chickenpox).</li> <li>● Cough drops are not allowed at school as they are considered medication and a choking hazard.</li> </ul>
	If Your Child Becomes Ill at School	<ul style="list-style-type: none"> <li>● We will contact you immediately for pick-up. If you cannot be reached, we will contact emergency contacts.</li> <li>● If your child falls asleep and cannot be aroused for a prolonged period, we will call you to pick them up.</li> </ul>
	Exposure Notices	<ul style="list-style-type: none"> <li>● If your child is exposed to an illness at school, a notice will be sent home.</li> <li>● If your child is exposed to an illness outside of school, please inform the teacher.</li> </ul>
Immunizations	<ul style="list-style-type: none"> <li>● All children must meet Washington State immunization requirements before attending school.</li> <li>● Updated immunization records must be provided upon enrollment and updated as necessary.</li> <li>● Unvaccinated students may be excluded from school during outbreaks of vaccine-preventable diseases (e.g., measles, chickenpox) as directed by the Pacific County Public Health Department.</li> </ul>	
Injuries	All staff are First Aid and CPR-certified. In the event of an injury:	

	Minor Injuries	<ul style="list-style-type: none"> <li>Staff will complete an Incident Report Form and send it home for parent review and signature.</li> </ul>
	Moderate Injuries	<ul style="list-style-type: none"> <li>Parents will be contacted immediately to decide whether they wish to pick up their child or provide further guidance.</li> </ul>
	Serious Injuries	<ul style="list-style-type: none"> <li>911 will be called immediately.</li> <li>Parents and emergency contacts will be notified.</li> <li>A staff member will remain with the child until a guardian arrives.</li> <li>If a guardian cannot be reached, the child's physician will be contacted.</li> <li>Per policy, 911 is called for any bee sting incidents due to the risk of anaphylaxis.</li> </ul>
Medical and Dental Emergencies	South Bend Early Learning Programs are committed to responding quickly and effectively in the event of a medical or dental emergency. All staff are First Aid and CPR-certified and follow ECEAP health and safety protocols to ensure children's well-being.	
	Medical Emergencies	<p>A medical emergency may include but is not limited to:</p> <ul style="list-style-type: none"> <li>Severe allergic reactions (anaphylaxis)</li> <li>Seizures</li> <li>Breathing difficulties (asthma attacks, choking, respiratory distress)</li> <li>Severe bleeding or deep cuts</li> <li>Head injuries (including loss of consciousness or concussion symptoms)</li> <li>Burns</li> <li>Fractures, dislocations, or suspected broken bones</li> <li>Serious falls from playground equipment or furniture</li> <li>Poisoning or ingestion of hazardous substances</li> </ul>
	Response Procedures/Medical	<ol style="list-style-type: none"> <li>Assess the Situation: Staff will quickly determine the severity of the medical issue.</li> <li>Administer First Aid: Staff will provide appropriate First Aid care within their training scope while keeping the child calm and comfortable.</li> </ol>

		<ol style="list-style-type: none"> <li>3. Call 911 if Necessary: Emergency medical services (EMS) will be contacted if the injury or illness requires immediate professional medical attention.</li> <li>4. Notify Parents Immediately: Staff will contact the child's parents or emergency contacts to inform them of the situation.</li> <li>5. Stay with the Child: A trained staff member will remain with the child at all times, including during transport to a medical facility if necessary.</li> <li>6. Complete an Incident Report: Staff will document the event, actions taken, and medical response on an Incident Report Form, which parents will review and sign upon pickup.</li> <li>7. Follow-Up: Staff will check in with the family after the incident to offer support and ensure the child's well-being.</li> </ol>
	Special Considerations/ Medical	<ul style="list-style-type: none"> <li>● If a child is stung by a bee EMS will be called immediately and parents notified.</li> <li>● If a child has a pre-existing medical condition (such as asthma, seizures, or severe allergies), a health plan should be established with the school nurse prior to attendance.</li> <li>● Medication Administration Plans must be in place for children who require emergency medication such as an EpiPen or inhaler.</li> </ul>
	Dental Emergencies	<p>A dental emergency may include:</p> <ul style="list-style-type: none"> <li>● Knocked-out (avulsed) tooth</li> <li>● Broken, chipped, or fractured tooth</li> <li>● Severe toothache</li> <li>● Cut or puncture wounds to the tongue, lips, or cheeks</li> <li>● Object stuck between teeth that cannot be removed</li> </ul>
	Response Procedures/Dental	<ol style="list-style-type: none"> <li>1. Assess the Injury: Staff will determine the severity of the dental issue and provide appropriate care.</li> <li>2. Stop Bleeding if Necessary: If there is bleeding, staff will apply gentle pressure with a clean cloth or gauze.</li> <li>3. Handle a Knocked-Out Tooth Properly: <ul style="list-style-type: none"> <li>○ Baby Tooth: If a primary tooth is knocked out, we will NOT reinsert it</li> </ul> </li> </ol>

		<p>(to avoid damaging the developing adult tooth).</p> <ul style="list-style-type: none"> <li>○ Permanent Tooth: If an adult tooth is knocked out, staff will attempt to preserve it by placing it in milk or the child’s saliva and instruct parents to take the child to a dentist immediately.</li> </ul> <ol style="list-style-type: none"> <li>4. Reduce Swelling and Pain: Apply a cold compress to the affected area.</li> <li>5. Contact Parents Immediately: Parents will be advised to seek emergency dental care if needed.</li> <li>6. Call 911 if Necessary: If the child is experiencing severe pain, heavy bleeding, or facial trauma, emergency medical services will be contacted.</li> <li>7. Complete an Incident Report: Staff will document the incident and actions taken.</li> </ol>
	Preventative Measures/Dental	<ul style="list-style-type: none"> <li>● Encourage children to avoid biting hard objects (ice, pencils, hard candy).</li> <li>● Supervise activities that may pose a risk of oral injuries.</li> <li>● Encourage regular dental check-ups as required for ECEAP enrollment.</li> </ul>
By following these emergency procedures, South Bend Early Learning Programs ensure that children receive prompt and appropriate medical and dental care when needed.		
Medication Administration	<ul style="list-style-type: none"> <li>● The center does NOT provide any medications, ointments, or sunscreen.</li> </ul>	
	Parents must:	<ul style="list-style-type: none"> <li>● Provide any necessary medication, labeled with the child’s name.</li> <li>● Complete a Medication Request Parent Permission Form.</li> </ul>
	For children requiring:	<ul style="list-style-type: none"> <li>● Inhalers, epinephrine auto-injectors (EpiPens), or other medical interventions, a health plan must be completed with the school nurse before attendance.</li> </ul>
	<ul style="list-style-type: none"> <li>● Medications must be in original packaging with physician instructions if required.</li> </ul>	

By following these health and safety protocols, South Bend Early Learning Programs strive to create a safe, healthy, and supportive environment for all children and families. If you have any questions, please contact program staff for assistance.

## KINDERGARTEN TRANSITION AND BETWEEN PRESCHOOL LEVELS

At South Bend Early Learning Programs, we recognize that successful transitions help children and families adjust to new learning environments with confidence. Our transition process aligns with ECEAP B-5 Standards and is designed to provide structured, developmentally appropriate experiences that support children and families as they move through preschool and into kindergarten.

Supporting Your Child's Transition to School	Understanding School Resistance	It is not uncommon for children to resist attending school, especially at the beginning of the school year or after extended breaks. Signs of stress such as clinging, crying, tantrums, or aggression are natural reactions to change and separation anxiety. With time and support, these behaviors typically subside as children adjust to their new environment, classmates, and routines.
	Building Bonds and Emotional Security	Just as children form strong attachments with their parents and caregivers, they will also develop trusting relationships with teachers and peers. Fostering this bond can help ease their transition into school life.
	Ways to Help Your Child Adjust	<p>Create Excitement About School</p> <ul style="list-style-type: none"> <li>• Talk positively about school activities, emphasizing the fun experiences ahead—playing, painting, reading, and making new friends.</li> </ul> <p>Reassure and Establish Routine</p> <ul style="list-style-type: none"> <li>• Let your child know who will be there to greet them after school. A simple statement like, “When you get home, we will look in your backpack together,” can provide comfort and predictability.</li> </ul>

		<p>Consider Transportation Options</p> <ul style="list-style-type: none"> <li>• If saying goodbye at school is difficult, using the bus may help. Some children find riding the bus an exciting experience that eases the transition. If necessary, parents may initially ride the bus with their child and gradually phase out their presence.</li> </ul> <p>Trust the School’s Support System</p> <ul style="list-style-type: none"> <li>• Leaving a crying child can be difficult, but teachers and staff are experienced in providing comfort and reassurance. Most children calm down within minutes of their parent’s departure. If your child continues to struggle, the school will reach out to discuss further options.</li> </ul> <p>Encourage Conversation About the School Day</p> <ul style="list-style-type: none"> <li>• Ask specific questions about their experiences, such as “Did you paint today?” rather than broad questions like “What did you do today?” This helps children process their day and feel excited about returning.</li> </ul>
	Final Thoughts	<p>Transitions take time, and each child adapts at their own pace. By maintaining a calm and positive attitude, parents can help their children feel more secure and confident about their school experience.</p>
Transition from Four-Year-Old Preschool to Kindergarten	Throughout the four-year-old preschool year, children participate in a variety of kindergarten transition activities to help them prepare for the next stage of their education.	
	Kindergarten Readiness Activities for Students	<ul style="list-style-type: none"> <li>• Classroom Visits: Students visit the elementary school kindergarten classrooms multiple times</li> </ul>

		<p>throughout the year to explore their future learning environment.</p> <ul style="list-style-type: none"> <li>● Campus Tours: Preschool students participate in guided tours of the library, gym, cafeteria, and other key areas to help them become familiar with the elementary school setting.</li> <li>● Meet &amp; Greet with Kindergarten Staff: Children have the opportunity to interact with kindergarten teachers, support staff, and administrators to ease the transition into a new learning environment.</li> </ul>
	<p>Family Involvement in Kindergarten Transition</p>	<p>Spring Kindergarten Transition Meeting:</p> <ul style="list-style-type: none"> <li>● A parent and student orientation meeting is hosted in the spring by the elementary principal and kindergarten teachers.</li> <li>● Families receive an overview of kindergarten expectations, daily schedules, and routines.</li> <li>● A guided tour of the elementary school and kindergarten classrooms follows the meeting.</li> </ul>
	<p>Final Preschool Conference</p>	<p>During the spring parent-teacher conference, preschool teachers provide families with:</p> <ul style="list-style-type: none"> <li>● A review of their child’s academic and social-emotional progress.</li> <li>● Information on kindergarten registration and enrollment requirements.</li> <li>● Washington State Early Learning and Development Guidelines for Age 5 and Kindergarten to help families support school readiness at home.</li> </ul>
	<p>Student Data Sharing for a Smooth Transition</p>	<ul style="list-style-type: none"> <li>● Preschool teachers share assessment data with kindergarten staff to support learning continuity.</li> </ul>

		<ul style="list-style-type: none"> <li>• Early learning teachers contribute to kindergarten class placement decisions, ensuring children are placed in supportive and developmentally appropriate environments.</li> <li>• Families may choose to invite preschool lead teachers to the Fall WaKIDS Conference with kindergarten teachers to further support a smooth transition.</li> </ul>
	<p>Summer Kindergarten Readiness Support</p>	<ul style="list-style-type: none"> <li>• Families are encouraged to attend summer literacy programs and school-hosted transition events to continue learning at home.</li> <li>• Schools provide take-home activities focusing on early literacy, communication, and social skills to prepare children for kindergarten expectations.</li> </ul>
<p>Transition from Three-Year-Old to Four-Year-Old Preschool</p>	<p>To support younger preschool students as they prepare for the next level, the following age-appropriate transition activities take place:</p> <ul style="list-style-type: none"> <li>• Classroom Visits: Three-year-old students visit the four-year-old classrooms in the spring, where they meet their future teachers and engage in activities with older preschoolers.</li> <li>• Family Orientation: Parents are invited to an informational session to learn about curriculum changes, classroom expectations, and how to support learning at home.</li> <li>• Preschool Readiness Materials: Families receive transition packets with early learning activities, such as name-tracing sheets, fine motor practice materials, and a new book for summer learning.</li> </ul>	
<p>Individualized Support for Transitions</p>	<p>We recognize that every child’s transition needs are unique. Our team works closely with families to ensure all children receive appropriate individualized support, including:</p> <ul style="list-style-type: none"> <li>• Students with Special Needs: <ul style="list-style-type: none"> <li>○ For children with an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP), transition planning begins at least six months before the transition to preschool or kindergarten.</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>○ Early learning and special education teams collaborate to develop individualized transition strategies, which may include additional school visits or classroom accommodations.</li> <li>● Family-Centered Planning: <ul style="list-style-type: none"> <li>○ Families are encouraged to actively participate in transition planning by attending meetings, conferences, and orientation events.</li> <li>○ Teachers and staff work with parents to identify concerns, goals, and any additional support needs.</li> </ul> </li> </ul>
<p>Commitment to a Smooth, Positive Transition</p>	<p>South Bend Early Learning Programs are dedicated to helping children and families transition successfully into new learning environments. By building familiarity, providing individualized support, and fostering strong school-family partnerships, we ensure that every child feels prepared, confident, and excited to take the next step in their educational journey.</p>
<p>For questions about kindergarten or preschool transitions, please reach out to program staff. We look forward to supporting your child through these exciting milestones!</p>	

NUTRITION AND MEAL SERVICES	
<p>South Bend Early Learning Programs are committed to providing nutritious, well-balanced meals and snacks that support the growth and development of young children. Our program follows the 2024-2025 ECEAP Standards for nutrition and meals, as well as the guidelines established by the Child and Adult Care Food Program (CACFP) to ensure all meals meet or exceed state and federal nutrition requirements.</p>	
<p>Meals and Snacks</p>	<ul style="list-style-type: none"> <li>● All meals and snacks are provided by the center; outside food is not permitted, including sack lunches, birthday treats, or home-prepared meals.</li> <li>● Preschool students receive breakfast, lunch, and a snack daily.</li> <li>● Child care students receive breakfast, lunch, and two snacks daily.</li> <li>● Meal times are consistent each day in accordance with CACFP regulations. Children must be present during scheduled meal times to receive breakfast or lunch; if a child arrives late or misses a meal, a snack will be provided.</li> </ul>
<p>Special Dietary Needs</p>	<p>We recognize that some children may have food allergies, medical conditions, or dietary restrictions due to religious or cultural preferences.</p>

	Health-Related Dietary Accommodations	<ul style="list-style-type: none"> <li>• Children with food allergies or medical dietary restrictions must provide documentation from a healthcare provider.</li> <li>• With proper documentation, nutritional substitutions will be provided to meet the child’s needs.</li> </ul>
	Religious & Cultural Dietary Restrictions	<ul style="list-style-type: none"> <li>• Families should notify the program at enrollment of any religious or cultural dietary needs so that appropriate accommodations can be made.</li> </ul>
	Peanut/Nut & Latex-Free Facility	<ul style="list-style-type: none"> <li>• To ensure the safety of children with allergies, our facilities are peanut-, nut-, and latex-free.</li> </ul>
Menus & Meal Planning	<ul style="list-style-type: none"> <li>• Monthly menus are posted in the lobby, cafeteria, and classrooms.</li> <li>• Menus are sent home with the newsletter and available in English and Spanish on the district website and app.</li> <li>• Our meals reflect diverse cultural and ethnic backgrounds, exposing children to a variety of foods and flavors</li> </ul>	
Family-Style Dining & Mealtime Atmosphere	<p>Our program emphasizes a family-style dining approach, where children and staff eat together in a relaxed and informal atmosphere. This promotes social interaction, independence, and healthy eating habits.</p> <ul style="list-style-type: none"> <li>• Children are encouraged to serve themselves, learning self-regulation in portion sizes.</li> <li>• Food is offered at least twice to encourage children to try new foods.</li> <li>• Per CACFP guidelines, milk is served at each meal unless a medical note specifies an alternative beverage.</li> <li>• Food is never used as a reward or punishment.</li> </ul>	
Children are encouraged to participate in:	<ul style="list-style-type: none"> <li>• Meal preparation (setting tables, helping with simple tasks).</li> <li>• Serving and portioning food.</li> <li>• Cleaning up spills and table areas – spills are expected, and children will be guided in clean-up without stress or negative reactions.</li> </ul>	
Birthdays & Celebrations	<ul style="list-style-type: none"> <li>• Monthly birthday celebrations are held where special treats are provided by the center.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Children celebrating their birthday receive a special crown, and classmates sing Happy Birthday.</li> <li>• Due to food safety and allergy concerns, outside treats and snacks from home are not allowed.</li> </ul>
Parent Participation	<ul style="list-style-type: none"> <li>• Parents and guardians are welcome to join their child during mealtime.</li> <li>• Please notify your child’s teacher in advance to ensure a seat and adequate food preparation.</li> </ul>
<p>By providing a nutritionally balanced, culturally inclusive, and engaging mealtime experience, South Bend Early Learning Programs promote healthy eating habits and positive social interactions for all children. If you have any questions regarding meal services, dietary needs, or CACFP guidelines, please contact program staff.</p>	

<p><b>PESTICIDE USE AND NOTIFICATION POLICY</b></p>
<p>The health and safety of your child is our top priority. In accordance with Washington State licensing regulations (WAC 110-300) and ECEAP Performance Standards, South Bend Early Learning Programs is committed to minimizing exposure to pesticides and using only the least-toxic pest control methods.</p> <p>We focus on prevention first—keeping our environment clean, sealing pest entry points, and maintaining regular inspections through a licensed pest control provider.</p> <p>If pesticide application is necessary while school is in session and children are present:</p> <ul style="list-style-type: none"> <li>• Families will receive written notification at least 48 hours in advance.</li> <li>• Notices will be posted at the front entrance and near the application area.</li> <li>• Application details (product name, purpose, and applicator contact) will be shared clearly.</li> <li>• Children will be kept indoors during and after application as needed.</li> <li>• Pesticides are never stored on site, and staff do not apply pesticides.</li> </ul> <p>To review pesticide application records or ask questions, contact: Jon Ashley, Maintenance &amp; Grounds Supervisor</p>

<p><b>PET POLICY</b></p>
<p>South Bend Early Learning Programs follow strict guidelines regarding animals on-site to ensure the health, safety, and well-being of all children and staff. In alignment with Washington State Licensing</p>

Requirements (WAC 110-300-0225) and our ECEAP Standards, the following policies apply to pets and visiting animals in the facility.			
General Policy on Animals	<ul style="list-style-type: none"> <li>● Pets are generally not allowed in the facility due to licensing requirements and potential health concerns.</li> <li>● Visiting animals may only be permitted under specific conditions, ensuring the safety and well-being of all students.</li> <li>● Service animals are allowed with director approval and in compliance with ADA regulations.</li> </ul>		
Requirements for Visiting Animals	<p>For an animal to visit the classroom, the following criteria must be met:</p> <ul style="list-style-type: none"> <li>● No reported allergies to the animal within the classroom.</li> <li>● Prior arrangements made well in advance with the director.</li> <li>● Parental consent obtained through a signed Pet Policy Agreement Form.</li> <li>● Up-to-date vaccinations and documentation of immunizations provided.</li> <li>● Compliance with all additional licensing and health regulations.</li> </ul>		
	<table border="1"> <tr> <td>Prohibited Areas for Pets</td> <td> <ul style="list-style-type: none"> <li>● Infant and toddler classrooms (except for aquariums with fish).</li> <li>● Food preparation areas and surfaces where meals are consumed.</li> <li>● Restrooms and diaper-changing areas.</li> </ul> </td> </tr> </table>	Prohibited Areas for Pets	<ul style="list-style-type: none"> <li>● Infant and toddler classrooms (except for aquariums with fish).</li> <li>● Food preparation areas and surfaces where meals are consumed.</li> <li>● Restrooms and diaper-changing areas.</li> </ul>
	Prohibited Areas for Pets	<ul style="list-style-type: none"> <li>● Infant and toddler classrooms (except for aquariums with fish).</li> <li>● Food preparation areas and surfaces where meals are consumed.</li> <li>● Restrooms and diaper-changing areas.</li> </ul>	
<p>Additionally, certain animals are restricted due to potential health risks. This includes:</p> <ul style="list-style-type: none"> <li>● Reptiles and amphibians (due to the risk of Salmonella).</li> <li>● Birds of the parrot family (which may carry Psittacosis).</li> <li>● Any animal with a history of biting or aggressive behavior.</li> </ul>			
Health & Safety Precautions	<p>When an animal is approved to visit:</p> <ul style="list-style-type: none"> <li>● Children will be supervised at all times when interacting with animals.</li> <li>● Handwashing will be strictly enforced before and after contact with the animal.</li> <li>● Animal areas and surfaces will be cleaned and disinfected immediately after the visit.</li> <li>● Animals must be in an enclosed space (e.g., a carrier or secure leash) when not actively engaged with the class.</li> </ul>		

	<ul style="list-style-type: none"> <li>No feeding of animals will occur to prevent potential allergic reactions or choking hazards.</li> </ul>
Service Animals	Service animals that provide essential support to individuals with disabilities are permitted in accordance with the Americans with Disabilities Act (ADA). Families must request approval from the program director before bringing a service animal to the facility.
Commitment to Safety	South Bend Early Learning Programs prioritize child safety, health, and inclusivity while recognizing the potential educational benefits of limited, supervised interactions with animals. By following these guidelines, we ensure a safe, controlled environment where children can learn and explore without compromising health or safety.
For further information regarding the pet policy or requesting an animal visit, please contact the program director.	

**TRANSPORTATION PROCEDURES**

South Bend School District provides transportation for three-and four-year-old preschool children enrolled in South Bend Early Learning Programs.

Bus Pick-Up & Drop-Off Requirements	<ul style="list-style-type: none"> <li>Families must be at the bus stop 10-15 minutes before the bus arrives to prevent delays.</li> <li>Pick-up and drop-off times may vary due to weather, attendance, driver availability, and other factors. Every effort will be made to communicate delays or early arrivals.</li> <li>A parent or designated caretaker must be visible to and acknowledge the bus driver for pick-up and drop-off.</li> <li>Students will not be released to anyone who is not on the emergency contact list.</li> <li>If no one is home at the designated drop-off location, the child will be returned to the Early Learning Center (ELC). Staff will attempt to contact parents and emergency contacts.</li> <li>If no one is reachable within one hour, law enforcement will be notified.</li> <li>If a child is repeatedly returned to school, the Transportation Supervisor reserves the right to revoke transportation privileges.</li> </ul>
Transportation Changes & Emergency Drop-Off Requests	<ul style="list-style-type: none"> <li>The transportation department requires a minimum of 24 hours notice to change bus pick-up or drop-off locations.</li> <li>Families may designate two pick-up and drop-off locations.</li> <li>Emergency or unexpected drop-off requests may be accommodated, but final approval is at the discretion of the District Transportation Department.</li> </ul>

	<ul style="list-style-type: none"> <li>● Transportation changes are made with the Early Learning Secretary at the ELC (360) 875-5327 opt 1.</li> </ul>
<p>Transportation Conduct &amp; Safety</p>	<ul style="list-style-type: none"> <li>● Students must follow South Bend School District transportation rules and policies.</li> <li>● Bus rules include: <ul style="list-style-type: none"> <li>○ The bus driver is in full charge of the bus and students.</li> <li>○ Keep head, hands and feet inside the bus.</li> <li>○ Observe classroom conduct. Unnecessary conversation with the bus driver is prohibited.</li> <li>○ Students shall ride only on their assigned bus unless written permission to do otherwise has been received by school officials.</li> <li>○ Students shall not be permitted to leave the bus except at their regular stop unless written permission to do otherwise is received by school officials.</li> <li>○ Keep bus clean</li> <li>○ Be courteous—no profane language, teasing or name calling.</li> <li>○ Students shall stand away from the roadway curb when any bus is approaching or leaving a stop.</li> <li>○ Students going to and from their bus stops where there are no sidewalks shall walk on the left-hand side of the roadway facing oncoming traffic. Students shall go directly to their home after leaving the bus.</li> <li>○ Students crossing roads must do so under the direction of the bus driver, and cross only in front of the bus.</li> <li>○ Stay in the seat while the bus is in motion.</li> <li>○ Respect others and their property.</li> <li>○ If monitors or patrols are on duty, students must obey and respect their orders.</li> <li>○ Drivers may assign seats as needed.</li> <li>○ No pets or animals (except seeing eye dogs) allowed on the bus.</li> <li>○ No hazardous objects allowed on the bus.</li> <li>○ Student mis-conduct shall constitute sufficient reason for suspending transportation privileges.</li> </ul> </li> <li>● If behavior concerns arise on the bus: <ul style="list-style-type: none"> <li>○ The bus driver will communicate with teachers, parents, and the ELC Director.</li> <li>○ If behavior does not improve, the Transportation Director may revoke transportation privileges at their discretion.</li> </ul> </li> </ul> <p>For any transportation-related questions, please contact the South Bend School District Transportation Department at (360) 875-5000.</p>
<p>Safety &amp; Crisis Situations</p>	<ul style="list-style-type: none"> <li>● If a parent/guardian arrives at the bus stop under the influence of drugs or alcohol, or exhibits hostile behavior, staff will: <ul style="list-style-type: none"> <li>○ Encourage the parent to allow the child to remain on the bus and be transported back to the Early Learning Center until an alternative pick-up arrangement can be made.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ If the parent insists on taking the child, staff will call 911 to report the situation.</li> <li>● Staff will prioritize the child's safety in all situations and follow appropriate protocols.</li> </ul>
Questions & Assistance	If you have any questions about arrival, departure, transportation, or safety procedures, please contact the Early Learning Secretary (360) 875-5327 opt 1. Our goal is to ensure a safe and positive school experience for all children and families.

<b>WHAT TO WEAR TO SCHOOL</b>	
<p>Please encourage your child to wear play clothes. Children will be outdoors daily, and will be involved in various messy activities indoors and out. Please write your child's name on their jacket or coat and backpack with a permanent marker or pen. A warm coat and shoes that will keep feet dry are important because students go outside daily. Please contact your home visitor if you need help with a winter coat or shoes. It is also helpful for families to send an extra set of clothing to keep at school in case of an accident.</p>	

*Thank you for choosing  
South Bend Early Learning Programs*

We look forward to partnering with you for a great year!