

ECE Child Care Parent Handbook



ESD 112 Early Care & Education upholds our shared responsibility to foster growth and resilience in young children, families, educators and the community through individualized, high-quality programs.



Dear Parents,

Welcome to our program! We are looking forward to providing care to your child(ren) and working with your family this year.

The Early Care and Education (ECE) program is open to all children and families, regardless of race, nationality, or creed. As a program of ESD 112, our mission is to “equalize educational opportunities for learning communities through innovative partnerships, responsive leadership, and exceptional programs.”

ECE operates centers throughout Southwest Washington, serving over 1,400 infant-through school aged children and their families, with over 200 employees.

Our program strives to provide each child with a safe, healthy, stimulating and caring early learning environment. Activities and routines are designed around children’s interests and developmental needs. A child’s growth in the areas of social, emotional, intellectual, and physical development is greatly enhanced when caregivers, parents and schools work together to support each child’s developmental journey.

You are an important part of your child’s educational journey, and parents are always welcome to visit our programs. Your Center Director is also available to address any questions or concerns.

Please take time to review this handbook and keep it in a convenient place as it provides valuable information about our program’s policies, procedures, and other important information.

We appreciate you entrusting your child to our care and look forward to getting to know your family.

Sincerely,

Jodi Wall

Executive Director, Early Care & Education, ESD 112

TABLE OF CONTENTS

NON-DISCRIMINATION POLICY	4	PROGRAM OVERVIEW.....	13
OUR VISION & VALUES	5	DAILY SCHEDULE	13
PHILOSOPHY	5	TEACHING AND LEARNING	14
COMPLAINT PROCEDURE	6	ASSESSMENT	15
ENROLLMENT	7	MIXED AGE GROUPS	16
APPLICATION PROCEDURES.....	7	FIELD TRIPS	16
REGISTRATION.....	7	HOLIDAYS/BIRTHDAYS.....	16
BILLING & PAYMENT POLICIES	7	PLAYGROUND WEATHER GUIDELINES....	17
CONTRACTS	7	NUTRITION	17
CONTRACT CHANGES	8	TOOTH BRUSHING	18
CONTRACT CANCELLATION	8	DIAPERING/TOILETING	18
DROP-IN CARE	8	GUIDANCE POLICY	18
HOLIDAYS AT FULL DAY ECE CENTERS	8	DISCONTINUATION OF CARE	19
SCHOOL-AGE CARE ON NON-SCHOOL DAYS	9	REPORT OF CHILD ABUSE	20
SCHOOL-AGE SUMMER CARE	9	PARENT LEADERSHIP	20
EMERGENCY/WEATHER CLOSURES ...	9	PARENT ADVISORY GROUP	20
FLASH ALERT	10	COMMUNITY CONNECTS	20
PROFESSIONAL DEV. CLOSURES	10	HEALTH SERVICES	20
BILLING AND PAYMENT PROCESS.....	10	HEALTHY HABITS.....	20
CO-PAYMENTS.....	10	ACCIDENTS/ILLNESS PROCEDURES.....	20
DELINQUENT ACCOUNTS.....	11	SPREAD OF CONTAGIOUS ILLNESS.....	21
FEES.....	11	MEDICATION ADMINISTRATION AND TRANSPORTING OF MEDICATION.....	22
ARRIVAL AND DEPARTURE	11	INDIVIDUAL HEALTH CARE PLANS.....	23
SIGN-IN/ SIGN-OUT PROCEDURES.....	11	IMMUNIZATIONS	23
CUSTODIAL AGREEMENTS.....	12	HERBICIDE/PESTICIDE USE	24
PROGRAM PROVIDES	12	DISASTER PREPAREDNESS	24
WHAT TO BRING FOR TODDLERS- PRESCHOOL	13	PEDESTRIAN SAFETY	24
WHAT TO WEAR.....	13	PROTECTING PERSONAL INFO	25
		CONFIDENTIALITY	25
		PARENTS WRITTEN PERMISSION	26
		NOTIFICATION: RIGHTS UNDER FERPA...26	

NON-DISCRIMINATION POLICY

It is the policy of this child care center that no person shall be subjected to discrimination because of race, color, national origin, gender, sexual orientation, including gender identity, age, religion, creed, marital status, disabled or Vietnam Era Veteran status, or the presence of any physical, mental, or sensory handicap.

We believe in the importance of creating a sense of community at our early learning centers where all are welcomed, valued and feel a sense of physical and emotional safety. Diversity, equity, and inclusion are foundational to our mission and values, and are a critical part of strengthening our practice and ensuring the well-being of our staff and the communities we serve.

We will continue to prioritize individual learning and professional growth, as well as revising policies and procedures at a system level to meaningfully integrate racial equity into our work with input from families, staff and our community partners.

This policy is consistent with Titles VI and VIII of the 1964 Civil Rights Act; Sections 503 and 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975 and the Age Discrimination in Employment Act of 1967; the 1974 Vietnam Era Veteran Readjustment Assistance Act; the Governor's Executive Order 85-09; and the Washington Laws Against Discrimination, RCW 49.60.

This child care center does not discriminate against children, families, or staff with disabilities. Children, families and staff with sensory, mental or physical disabilities are encouraged to participate in all the activities and opportunities at the center. We assess children on an individual basis to determine whether a child with special needs can be cared for at our center with reasonable accommodations. Some examples of reasonable accommodations may include:

- The revision of policies and procedures to be inclusive
- The removal of physical barriers
- The addition of adaptive equipment and
- The provision of additional staff training, as appropriate

We are committed to treating all families with dignity and respect for their individual needs and differences. This policy applies to every aspect of the agency's programs, practices, policies, and activities, including client services and employment practices. This institution is an equal opportunity provider.

OUR VISION & VALUES

We uphold our shared responsibility to foster growth and resilience in young children, families, educators and the community through individualized, high-quality programs.

We believe it is our responsibility to:

- Cultivate an environment that is focused on lifelong learning
- Engage in a racial equity approach
- Promote a safe space that allows learners to be vulnerable and take risks
- Encourage adaptive and continuous learning opportunities
- Offer a variety of sustainable programs
- Keep children and families at the center of our work
- Leverage collaborative relationships
- Provide equitable and trauma informed practices
- Confront biases and invite inclusive participation

PHILOSOPHY

ESD 112's ECE programs help young children ages birth through the end of fifth grade develop the key foundational skills they will need to be successful in school and in life. In addition to research, our values and philosophies guide and inform our practice. We believe:

- Families are their children's first and most important teachers.
- Families want what is best for their children.
- Strong, nurturing, and responsive caregiving is the foundation for child development and growth.
- Through trusted relationships, authentic interactions, and safe environments we gain insights about children's interests, strengths, and opportunities for growth.
- Providing children with access to open-ended, natural items that are safe, inviting and encourage hands-on, opened-ended learning opportunities through play.
- Promoting continuity for children by ensuring that the environments and routines build on children's experiences and reflect the child and family culture.
- Strong child outcomes are achieved when the family and the staff leverage their respective expertise and work together to ensure children continue to make developmental gains.
- Learning is an on-going process in which children need to be actively involved with their environment, their peers and with trusted adults.

- The program provides a rich, warm environment in which children enjoy learning and feel confident. Children will be able to progress at their own rates and build on their strengths and interests. The program will include both structured and unstructured times during the day.

In addition, young children learn and experience more social and academic gains when their early learning experience is:

- **HANDS-ON:** exploratory, play-based learning involving all of their senses
- **DEVELOPMENTAL:** learning opportunities that honor children’s development following a predictable order and that new experiences should build upon previous learning as well as children’s interests
- **REAL:** children learn about things through the interactions with real objects and experiences
- **RELEVANT:** children learn best when the experiences are important and meaningful to them and their lives

Our goal is to encourage children to explore, to wonder, to imagine, to experiment with language and materials, to play and to develop a lifelong love of learning.

COMPLAINT PROCEDURE

We take our responsibility to care for children in partnership with families seriously. We strive to create and maintain a culture of open and transparent communication and collaboration. Anytime you have questions or concerns, please work directly with your child’s teacher or the center director.

Depending on the nature of the concern, it may be necessary to schedule a time to meet so that staff can give you their full attention to better understand your concerns and explore possible solutions.

If, despite your best efforts, you have tried to resolve things at the center level and are not satisfied, please consider the following additional resources and next steps. Services will continue during this complaint procedure unless you decide otherwise.

Center Level

- Please request to speak with the Education and School Readiness Manager
- You can either initiate contact with the Manager or request that the Manager contact you;
- You can expect the Manager, or a delegate if the Manager is unavailable for any reason, to respond within 3 business days of your request;
- The Manager will work with you and the other people involved to learn more about your concern, brainstorm potential solutions, and identify next steps;
- The Manager will write a summary of these discussions and will e-mail everyone involved a copy; and

- If the situation is not resolved to your satisfaction, you may request a meeting with the Executive Director

ENROLLMENT

APPLICATION PROCEDURES

All families must complete the following for registration prior to first day of care; Allow at least 48 hours for your registration request to be processed.

- Online Registration Request
- Provide Immunization Record
- Child Care Contract

For families receiving Working Connections Childcare Subsidy, we must have authorization on file prior to first day of care.

If your child has a chronic health condition, allergies, or medication needs please refer to the Health Services Section for the documentation needed prior to first day of care.

If your child has an Individual Family Service Plan (IFSP), Individualized Education Plan (IEP), 504, or an ICP, please provide a copy with your online registration request and refer to our Guidance Policy for more information.

Once all the steps for registration are complete, the center representative will reach out to schedule an orientation.

REGISTRATION

A non-refundable registration fee of \$75 is due prior to the first day of care. Each additional child in the family will be charged a \$50 registration fee. This registration fee is charged annually each September.

BILLING & PAYMENT POLICIES

CONTRACTS

Please note that families will be required to contract for the same days each week. Rotating schedules are not allowed. Note: ECE reserves the right to cancel a contract at any time.

If a child does not attend program for two weeks without prior approval, we may unenroll the child from the program. Once the child is unenrolled, he/she will be placed on the wait list for future re-enrollment.

School age contracts are for regularly scheduled school days only. School age contracts do not include care on non-school days or after school care on the last day of school. Care on non-school days is limited and subject to availability on a first come-first serve basis.

CONTRACT CHANGES

Any changes to your schedule require a newly signed contract and a two-week notice. Such contract changes are allowed a maximum of four times per year. A contract amendment fee is applied to your account when the new contract is received.

For adding an occasional extra day, please see the drop in care section below.

CONTRACT CANCELLATION

Termination of care requires a two-week written notice to billingsupport@esd112.org. Families are responsible for contracted charges paid for care through those two weeks. If a family has credit days, they can be applied to cover a portion of the payment and families will be required to pay the remaining balance.

DROP-IN CARE

The center director must be notified at least one business day in advance and care is subject to availability. Drop-in care can be requested in advance but is not guaranteed until 48 hours prior to the requested day. Drop-in care is only available to currently contracted families. *Drop-in care fees are higher than standard daily rates and are billed the following month.*

HOLIDAYS AT FULL DAY ECE CENTERS

ECE Centers are open Monday-Friday, all year except the following holidays: **New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, day after Thanksgiving, and Christmas Day.** ECE Centers will close two hours early on Christmas Eve. Tuition charges apply for these seven holidays. However, you may choose to use a credit day if a holiday falls on your regularly scheduled contracted day (If a holiday falls on a Saturday it is observed on the previous Friday. If a holiday falls on a Sunday, it is observed the following Monday).

Center directors may ask families to sign up for care on other holidays or the days leading up to and immediately following a holiday. This information will help us plan for these days since several families may not need care. If our anticipated attendance numbers are significantly reduced on these days, we may close the center and offer care at another location. Contracted tuition charges will still apply.

SCHOOL AGE CARE ON NON-SCHOOL DAYS

School-age centers may be consolidated based on demand for care and availability of school facilities. All School-age centers will be closed on the following holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, day after Thanksgiving, and Christmas Day. School-age centers will close two hours early on Christmas Eve.

- On all non-school days, parents must sign up for care.
- A notice of an upcoming non-school day will be sent to families two weeks in advance.
- Child care will be provided on a first-come, first-served basis according to the sign-up sheets.
- Families who are signed up will be billed regardless of actual attendance.
- Families who are not signed up before the deadline will not be guaranteed care and will need to be approved by the Center Director at least 24 hours prior to drop-off.
- We may consolidate our centers so it is possible that care may be provided at a center that is different from your regular center.

SCHOOL-AGE SUMMER CARE

School age child care is available during the summer at selected centers and requires a separate contract. All school-age centers will be closed on the last day of summer to allow staff time to transition from summer program back to our before and after school program at the beginning of the school year. Enrollment into school age summer child care is not automatic and is based on availability.

A summer program fee is charged (per child) to cover the cost of field trips, learning clinics, guest performances and special activities. This fee must be paid in full before summer care begins and is non-refundable once the program has started. School-age families must contract for a minimum of three days per week, and it must be a fixed schedule. Drop-in care will be available as space allows. School age families who do not need care during the summer may hold their enrollment for the Fall by paying the annual registration fee prior to the end of the school year.

EMERGENCY & WEATHER CLOSURES

If a school district or an elementary school closes for any reason, all ECE centers that operate within that district will also be required to close for the day. We will follow the district's requirements for closing during late starts and early releases due to inclement weather and other emergency related events.

If the district announces a late start, our ECE full day centers in that district will open at the same time as the districts early start elementary schools. If the district announces an early release, our ECE full day centers will close at the same time as the districts late start elementary schools.

If the district announces a late start, all morning care will be canceled at the school age centers in the district. If the district announces an early release, afternoon care will be canceled at the school age centers in the district.

If a child care center is operating full day and closes early due an emergency, families will be credited back a half day's tuition if the center closed prior to five hours after scheduled opening hours. If the center closes after the five hours, full day tuition will be charged to families scheduled to attend.

Families will not be charged for full closure days.

FLASH ALERT

ESD 112's Early Care and Education centers use [FlashAlert](#), an Internet-based system, for delivering news and emergency closures or other information regarding our centers. The FlashAlert app is a great way to stay up-to-date on any emergency or weather-related closures or changes to our center operating hours. This free iOS/Android app, FlashAlert Messenger, allows you to receive emergency messages through Push Notifications.

Although ESD 112 maintains its own Flash Alert, families may also want to subscribe to the Flash Alert for the school district where their center is located as this is another way to stay informed.

PROFESSIONAL DEVELOPMENT CLOSURES

Our birth – 5 centers will be closed the last Friday in September and the last Friday in February for staff professional development. Families will not be charged for these staff professional development days.

BILLING AND PAYMENT PROCESS

Statements will be accessible through www.myprocare.com by the 5th of each month and payment will be due by the 15th. If the 15th falls on a weekend, payment will be due by the following Monday. All adjustments for non-contracted early release days, non-school days, and days in addition to contracted days will be made on the following month's invoice.

CO-PAYMENTS

Prior to enrollment, written or verbal authorization to ECE from the authorized subsidy agency is required for parents who receive subsidy benefits. All subsidy co-payments are due no later than the 15th of each month (if the 15th falls on a weekend, payment will be due the following Monday). Families are responsible for private tuition charges should a lapse in subsidy authorization occur.

Subsidy authorizations are center specific and do not cover all locations. Families are required to call and switch their subsidy authorization when attending an alternate location. If authorization is not switched families are responsible for private tuition for any days attended.

DELINQUENT ACCOUNTS

Late Payments

A \$40 late fee will be added to any account with a balance of \$50 or greater by closing time on the 15th of the month (if the 15th falls on a weekend, it will be due the following Monday). Accounts not kept current may result in discontinuation of care until all past due fees are paid.

Collections

Past due accounts are assigned to an outside collection agency. After accounts are sent to collections, care may not be available to families.

FEES

Late Pick-up Fee

After closing charges are \$1.00 per minute, per child, for children not picked up by the center's closing time. If your child is not picked up within one hour of the center's closing time, and we are unable to contact a parent or authorized emergency contact, Child Protective Services (CPS) will be notified. It is very important that you keep emergency contact names and phone number updated.

Over 10 hours of Care Fee

A \$5.00 fee for any child who receives care for more than 10 hours may apply.

Returned Checks

There is a \$25 fee for returned checks. After receiving two or more returned checks, ECE will no longer allow payment in the form of personal checks. Payment will need to be made in the form of cash, money order, or a bank certified schedule.

ARRIVAL AND DEPARTURE

SIGN-IN/ SIGN-OUT PROCEDURES



Ensuring your children are safe while in our care is our top priority. As a result, we expect families to fully comply with state laws requiring that an authorized contact sign their children in and out each day. This focus on safety also includes letting the staff member on duty know that your child has arrived and

ensuring they make it to their classroom. Repeated failure to comply with this legal requirement will result in cancellation of enrollment and services will be discontinued.

- Please do not drop your child off before the scheduled start time. Staff are setting up and planning for the day and are not available to watch your child until the program opens.
- When dropping off or picking up your child, please follow your center's method of signing in and out using Procure.
- Upon arrival we ask parents to assist children in washing their hands to help reduce the spread of disease at the center.
- Your child will be released only to the parents or a person with valid photo identification designated by the parent on the Emergency Release form and will need to have an account in Procure. Please ensure that your authorized contacts allow sufficient time to set up an account during their first pick up which could take up to 10 minutes.
- If it is necessary for a child to be picked up by someone other than those designated, the parent/guardian must call the center giving permission.
- A photo ID will be required for any new persons picking up your child, or any time the staff at pick-up does not recognize any persons picking up your child.
- Children will not be released to any person who is not listed as authorized to pick up.
- Contact the Center Director immediately when there are changes in household status such as: divorce, separation, job changes, address or phone number changes, and changes regarding emergency contact information. Please ask your Center Director for a form to record the change(s) so we can update your file.
- Once your child is signed out of the center and has left the classroom, the parent/ guardian picking the child up assumes responsibility for the child.

CUSTODIAL AGREEMENTS

We cannot legally deny either parent access to their child, unless a current court order is provided and on file stating that one parent is not allowed to see or take custody of the child.

In cases of joint custody, parents must submit a copy of the court order, which states the schedule of parental custody. We ask that parents submit separate authorization forms as to who may pick up their child(ren). The authorized individual must show picture ID when picking up your child.

PROGRAM PROVIDES

- Meals/snacks
- Wipes
- Materials and supplies for classroom activities

WHAT TO BRING FOR TODDLERS—PRESCHOOL

The center provides most of the supplies and materials needed to ensure your child is well cared for throughout the day and is actively engaged in learning. We do ask that families provide the following items and replenish them, as needed:

- Clothing often gets wet or soiled during the day. Please send a change of clothing in the event of toileting or other accidents, including socks and underwear
- It is often cold and rainy on the playground. Please dress your child accordingly, including comfortable shoes for running and climbing, coats, hats, gloves, sunblock
- Diapers/pull-ups
- Comfort/nap items
- Please label jackets and other materials your child leaves at school. We do not want to misplace any of your child's belongings

In general, we request that your child leave all other items at home. There are circumstances when children and families are encouraged to bring other things from home (examples include things needed for show and tell, items that help comfort your child, and items that help strengthen transitions). Check with your center director if you have any questions or need additional information. Please note; while every precaution will be taken to keep these items safe, the center is not responsible for missing or damaged items. ***Personal electronic devices are not allowed at any of our centers.***

WHAT TO WEAR

Choose clothing for your child that is comfortable, washable, sturdy, and suitable for existing weather conditions. Label all items with your child's full name. Although we do have children wear paint shirts or aprons during messy projects, there is no guarantee that clothing will not get soiled or stained.

Please have children dress appropriately for these activities.

PROGRAM OVERVIEW

DAILY SCHEDULE



Each center includes a variety of materials and activities to keep children engaged, such as blocks, housekeeping, art, music, stories, and table games. Children also engage in active play outdoors for large muscle development. Quiet, rest times are also planned throughout the day. Activities are appropriate for each child's age and development level. Each center will post a daily schedule which includes

structured teacher facilitated time as well as opportunities for children to make choices based on their interests. Examples include group circle times, structured activities, and blocks of open-end time for children to engage.

TEACHING AND LEARNING

We place a strong emphasis on developmentally appropriate practices when working with children. This approach grounded in research reflecting how children develop and learn. Teaching staff use a variety of tools and resources including feedback from families, to understand children's current developmental levels. We use this information to help children make gains and develop new skills by building on their strengths and interests. Additional resources include:

Creative Curriculum

This comprehensive curriculum is focused on supporting children's development across six key developmental areas – including: social-emotional, physical, cognitive, language, literacy, and math. Areas of young children's development often intersect so this comprehensive curriculum and the corresponding instructional activities are used to support multiple areas of development at the same time. The Creative Curriculum is a nationally recognized framework for planning and implementing developmentally appropriate practice in early childhood setting. It is an effective way to help children acquire social competence and the skills they need to succeed as learners. The curriculum is based on the philosophy that every interaction and activity is a learning opportunity. In addition, the curriculum focuses on play-based interactions where children can explore, experiment and develop new skills. The curriculum for infants and toddlers will focus more on nurturing interactions and caregiving routines, while the curriculum for preschool-aged children will also include promoting language, literacy, math, science and friendship skills.

This includes learning more about your family and culture. As a result, certain holidays may be celebrated in your child's classroom, based on input and feedback from families. We value our partnership with families and want to

ensure that our centers and services honor family culture and traditions while also being inclusive and respectful. These holidays will be celebrated without religious reference. Your center director can provide more information about what holiday may be observed and may ask you more questions about your family's customs and traditions.

Second Step

This social-emotional curriculum teaches children how to identify and label theirs and others' feelings, to think about something from someone else's perspective, and how to use these skills to effectively and respectfully resolve conflicts.

Harmony

We implement the Harmony curriculum designed to strengthen children's social-emotional development from preschool through the end of elementary school. This research-based curriculum builds on children's strengths and interests by embedding regular practices throughout the daily schedule and routine. This includes intentional strategies to help support children and staff as they build trusted relationships with one another, to reflect children's interests and voice as staff develop lesson plans and instructional activities, and to co-create agreements and shared understandings about the classroom expectations and how to work together to address conflicts. As a result, children learn to advocate for themselves while being able to understand that other people may have different needs and experiences from them. They learn how to collaboratively address conflict and arrive at decisions that honor the diverse needs and strengths of the group and they learn how to persevere through challenges. These are skills that will benefit children in school and in life.

Washington State Early Learning and Development Guidelines

These guidelines are Washington State's early learning standards. The curricula and approaches we use with children in the classroom are aligned with these state standards.

There is information in the guidelines for families about how to support continued growth and development at home, based on age and/or current skill level. For more information, visit Washington State Early Learning and Development Guidelines, birth through 3rd grade at: <https://files.eric.ed.gov/fulltext/ED591244.pdf>

Emergent Curriculum

This is child-driven based on what children are interested in learning more about and is supported by the teachers. For example, teachers may bring in additional resources, materials, and books to support children who are interested in learning more about something that may not be addressed in the formal curricula described above.

ASSESSMENT (Infant, Toddler, Preschool)

Every child in our program is an individual, with different interests, skills and strengths, and needs. Our goal is to get to know as much as possible about each child so that we can help you guide learning and plan experiences that are just right. To do this, we use an authentic, ongoing observation-based assessment system called Teaching Strategies GOLD to gather information on each child's development and learning. This kind of assessment simply means that we will:

- Observe your child during regular, everyday activities on a continuous basis;
- Document what both you and the teacher see and hear;
- Take notes, sample, photos, or video clips;
- Compare the information collected to research-based, widely held expectations for child of similar ages;
- Use the information to support your child's learning and meet his or her need; and
- Share the information you with throughout the year.

MIXED AGE GROUPS

We are happy to welcome you to our classrooms that serve children starting at birth to 36 months (about 3 years). Developing long-lasting trusting relationships are essential to the well-being of all children. Infants and toddlers are best taught in family-like, multiage classrooms. The continuity of care that results from this approach allows children to create meaningful relationships with the other members of the classroom and their teachers, over a span of three years.

This also gives families an opportunity to become part of a community that provides support and the time to develop relationships with other parents.

We offer caregiving that is responsive to a child's needs and activities that encourage exploration that creates capable, curious learners. Young children are inspired by their older peers to speak, challenge themselves and learn through observation. Older children develop a deep understanding of empathy and by modeling learning outcomes to younger children, reinforce their own understanding of new skills. Teachers provide a safe, stimulating environment and plan your child's day considering individual care routines and age-appropriate fun and learning.

FIELD TRIPS

Occasionally, there may be an opportunity for your child to participate in field trips away from the center, including walking field trips to explore the neighborhood. Permission slips will be provided prior to the field trip for parent consent. Transportation will be provided by either ESD 112 or the school

district buses/drivers. A separate fee may be charged for the field trip to cover admission and/or transportation costs. If your child does not participate in the field trip, care will be offered at another ECE site. We follow the requirements set by Washington State licensing for lunches while on field trips.

HOLIDAYS/BIRTHDAYS

Our program's focus is to use a variety of strategies to support children's learning and make their experience in our program meaningful. We strive to create an environment where all are valued and feel a sense of belonging. Part of our work includes getting to know the children and families we are currently serving at the center and ensuring a culturally relevant and inclusive classroom.

Teachers will focus curriculum planning on activities and themes throughout the year that include the daily life and experiences of children and families while promoting school readiness skills, rather than celebrating specific holidays and birthdays.

Teachers will also support and engage with children when they initiate a conversation about birthdays or holidays but those conversations will not be the focus of classroom time.

This certainly does not exclude children or families from share your traditions – in fact we welcome your involvement. You are your child's first and most important teacher. We want to make sure the classroom environment reflects and celebrates your family in ways that are respectful to all. This could include things like:

- Hanging photos in the classroom of your child and the important people in your child's life
- Inviting you to come into the classroom to share a favorite story, song, or tradition
- Sharing favorite recipes

If you are interested in sharing a family tradition, please connect with your teacher or family support specialist to express your interest and staff can work with you to plan and schedule an opportunity to share with the program.

PLAYGROUND WEATHER GUIDELINES

The program requires playtime to take place both indoors and outdoors on a daily basis, weather permitting. As a part of your child's learning experiences, sand and water table play are provided. No wading pool play is allowed. The following guidelines will be utilized in determining if the weather is conducive

to outdoor activity. Children will not engage in outdoor activity if:

- The outside temperature and/or wind chill factor is below 32°
- The temperature and/or heat index is above 100°
- There are severe weather warnings in effect

NUTRITION



We provide a variety of meals and snacks, depending on the center and your child's schedule. The weekly menus follow the nutritional components and guidelines outlined by the United States Department of Agriculture Child and Adult Care Food Program. The menus are posted monthly and a hard copy

is available to you upon request. Contact your center director if your child has specific dietary needs or restrictions. For children who attend the before/after school program and attend child care on a non-school day, lunch will not be provided. If your child attends on non-school days, please provide your child with a nutritious, peanut free sack lunch.

If you plan to bring food to share with all the children, these items must be store bought and kept in the manufacturer's original container. This ensures we have the information we need so that we can make other accommodations for children with food allergies. *Please note that all Centers are nut-free.*

TOOTH BRUSHING

We promote effective oral health hygiene by ensuring all children from birth to age 5 are assisted by appropriate staff or volunteers, if available, in brushing their teeth with toothpaste containing fluoride once daily. Families can decline the use of fluoridated toothpaste. Child care staff will brush their own teeth to model the desired behavior. Staff training will be provided yearly on the etiology of tooth decay, oral health promotion, and tooth brushing protocol.

DIAPERING/TOILETING

- Diapers and pull-ups are changed when wet or soiled.
- Staff will check diapers every two hours and after nap time.
- Toilet training is based on the child's developmental level and with parent communication

Please dress your child in clothing that is easy to pull up and down themselves. In addition, it is common for children to have accidents when learning to use the toilet. Please send extra clothing, including shoes and socks, in the event of accidents.

GUIDANCE POLICY

Leadership and classroom staff place an intentional focus on building relationships with children and families, creating consistent routines, setting clear expectations, and meeting children's needs. Strong relationships, respect and trust are central to our discipline policy and procedures. Under no circumstances will any form of corporal punishment be tolerated at the center. Instead, the focus is to understand children's developmental stages and needs so that we can implement strategies that address safety concerns while helping children label their emotions, learn new skills and resolve conflict. It takes time and support from adults for children to develop these skills in the same way it takes time and support from adults to develop other skills, like reading, writing, and math.

Our guidance strategies include:

- Helping children recognize and label their emotions, as well as those of others.
- Helping children recognize when they are showing signs of distress and offering potential solutions or strategies to help them calm down. Examples include:
 - » Redirection
 - » Spending time in a quiet, calm down area, when possible, with an adult
 - » Mindfulness
 - » Deep breathing
 - » Art
 - » Sensory activities
 - » Reading
 - » Music
 - » Physical activities

We do NOT implement any of the following guidance strategies:

- Spanking, hitting, slapping, shaking, threatening or grabbing
- Time outs
- Yelling, insulting or shaming
- Withholding recess or outdoor time as a form of punishment;
- The use of food or drink as a form of punishment or used as a reward; and
- Children are never denied their basic needs.

Any time there are concerns about a child's behavior that falls outside the scope of what the center director and classroom staff are able to effectively address, we will schedule a conference with the family to reflect on what unmet need the child is trying to meet and develop and implement a plan. As part of this process, we may create an individual care plan to help ensure a

child's success in the program. Part of the plan may include having the parent or other adult pick the child up early and/or suspending care for short periods during times of significant escalation or transitions.

If at any time your child has an Individualized Education Plan, 504, or Individual Care Plan created outside of our ECE centers, please provide a copy of this to the center director. This process will include collecting information from you and the other key adults in your child's life to better understand themes, patterns and trends and to develop an individualized plan based on your child's strengths and motivation. Regular, on-going communication among all parties is key to the plan's success.

DISCONTINUATION OF CARE

We strive to work with children and families to help children be successful in care. In the event children continue to engage in serious and dangerous behavior, we may decide that the program cannot meet the child's needs. In these instances, we do reserve the right to terminate care in the event we are not able to help a child regain control consistently.

REPORT OF CHILD ABUSE

Any employee who has reasonable cause to believe that a child has suffered abuse or neglect is required to immediately report directly to the proper law enforcement agency and/or the Department of Children Youth and Families, Child Protective Division.

PARENT LEADERSHIP

PARENT ADVISORY GROUP

Established in 2017, the Parent Advisory Group consists of parent representatives from each ECE center and provides an opportunity for parents to have a voice and provide valuable input into our programs, policies, and procedures. If you are interested in serving on the Parent Advisory Group, please talk with your center director.

COMMUNITY CONNECTS

ECE Centers with Comprehensive Programs have established Community Connects that meets periodically to share what is happening at the center-level, discuss how program services are going, and provide an opportunity for parents to connect with one another. Parents are encouraged to give feedback and share ideas about programs services. Connect with your Center Director to explore options to join, lead, and connect with others.

HEALTH SERVICES



HEALTHY HABITS

All of our child care centers are licensed by the Department of Children, Youth and Families. All centers are required to maintain a clean, healthy environment that meets all licensing requirements and minimizes the occurrence of illnesses.

ACCIDENTS/ILLNESS PROCEDURES

In the event of an accident, illness or an emergency, the program will notify you and provide detailed information, including a written report. If a critical illness or emergency requires the immediate attention of a physician, the program staff will:

- Call 911 for emergency medical services to assess and transport your child to the nearest emergency room, if required.
- Give your child first aid treatment or CPR, if required.
- Contact the physician on record in your child's record.

SPREAD OF CONTAGIOUS ILLNESS

We ask for your cooperation in reducing the spread of contagious illnesses. Please keep your child home if:

- Fever of 100.4 degrees or above axillary (under the arm) AND one or more of the following: *Headache* • *Earache* • *Sore throat* • *Rash* • *Sign of irritability or confusion* • *Fatigue that prevents participation in daily activities*
- Vomiting on two or more occasions within the past 24 hours
- Diarrhea (three or more watery stools within a 24-hour period or a bloody stool)
- Rash, especially with fever or itching
- Eye discharge or conjunctivitis (pinkeye) until clear or until 24 hours of antibiotic treatment has passed
- Open or oozing sores, unless properly covered and 24 hours has passed since starting antibiotics treatment (if necessary)
- Scabies
- Fatigue that prevents participation in regular daily activities

Following an illness, children may return to the child care center when they no longer exhibit the above symptoms, are no longer experiencing significant discomfort and/or have a doctor's note.

If a child becomes sick at the center, the parent will be notified. The child will be moved to a separate space where they will wait with a caring adult. The

parent is expected to pick up the child within an hour. Children who are not well enough to participate in scheduled indoor and outdoor activities should remain home.

Licensed child care facilities are required to report communicable disease outbreaks to the Health Department. If there is such an outbreak at the center, this information, along with the medical handouts, will be posted at the Center. For information regarding which diseases will be reported to the Health Department, see ECE's Health Policy. The consortium's comprehensive health policy is reviewed and updated yearly by the Clark County Health Department. Copies are available from your center director.

Head Lice Policy

Since head lice have not been shown to spread disease, they are not considered a medical or public health hazard. Children with lice are allowed to remain in program. Staff will work with families to encourage treatment and the program will take precautions to minimize the spread of head lice. Please let your center director know if you need help accessing additional resources to treat head lice.

MEDICATION ADMINISTRATION AND TRANSPORTING OF MEDICATION

All medications must be brought to the center in the original container and given to a staff member in charge.

ECE centers do not allow children to keep medications of any type in their possession. (For further clarification, see ECE's Health Care Plan which is available at the center). The first dose of new medication should be given at home. Parents/guardian should administer the medication at least 2 hours prior to attending program. This will allow them the time to adequately assess their child's reactions to the new medication.

Prescription Medications

Prescription Medications must be received in original container with pharmacy label listing child's full name, prescriber's name and number, date, name, strength, quantity and expiration date of medication and administration and storage instructions. Medication must be unexpired.

State licensing requirements permit the center to administer prescription medications to children only with a doctor's written authorization and signed directive from a parent. Center Directors or the ECE Nurse can assist you in getting a ***Request and Authorization for Medication Administration Form***. Medication authorization will remain valid for 12 months. Prescription Medication will only be administered when current ***Medication Authorization*** is on file. All prescription medications can only be given as specified on the

prescription label or as authorized in writing by a physician or other person legally authorized to prescribe medication.

Prescription Emergency Rescue Medications require additional parent and ECE Nurse Staff training and accompanying current valid Individual Health Plan on file prior to administering.

Prescription Controlled Substances require a Controlled Substance Receipt and Administration Log on file signed by parent and staff in addition to medication counts and signatures at drop off and pick up.

Non-Prescription Oral and Topical Medications

State licensing requires a written and signed directive from a parent or an authorized physician in order to administer non-prescription oral medications to a child. Non-prescription oral medications can only be given at the dose, duration and method specified on the manufacturer's label for the age and weight of the child needing medication. If a child is under 2 years of age, or the weight differs from the manufacturer's recommendations, requires parent/ guardian and licensed health care provider signatures. Please see your Center Director for the correct Medication Authorization Form as different medications require specific authorization forms. Each medication will require their own authorization form on file at center.

Transporting Medication

If your child takes medication, including rescue medication, we must have this medication and all required medication administration paperwork at the center while your child is in our care. If your child attends multiple centers and you are unable to obtain a sufficient supply of medication to keep at each location, you will be required to transport your child's medication between centers as needed. Unfortunately, our staff are unable able to transfer medication for families.

Medications that are transported between centers must be signed in and out on the Medication Transfer Form when they are delivered or removed from the center. Please allow a few extra minutes to complete this form with the center director as the process will include collecting some important information including verifying the amount of medication received/removed from the center and all required signatures.

ESD 112 is not responsible for lost or stolen medication.

INDIVIDUAL HEALTH CARE PLANS

If you have a child with a severe allergy or potentially life-threatening medical diagnosis (i.e., asthma, diabetes, seizures), it is a state licensing requirement that we develop a plan describing what to do in the event of a specific medical emergency. Parent or guardian will train staff on emergency rescue medication

administration. All staff will receive additional training from ECE Nurse on the emergency rescue medication and Individual health care plan to ensure we can properly care for your child. This *Individual Health Care Plan* must be signed by the parent or guardian and Health Care Provider and will be reviewed and renewed every 12 months. Children requiring *Individual Health Care Plans* must have a current complete *Individual Health Care Plan and Request and Authorization for Medication Administration* on file as well as daily access to unexpired emergency rescue medication prior to center attendance.

IMMUNIZATIONS

Beginning August 1, 2020, the revised rule requires medically verified immunization records for school and child care entry. Medically verified record includes one or more of the following:

- A Certificate of Immunization Status (CIS) printed from the Immunization Information System (IIS)
- A physical copy of the CIS form with a healthcare provider signature
- A physical copy of the CIS with accompanying medical immunization records from a healthcare provider verified and signed by school staff
- A CIS printed from MyIR

One dose of MMR is required for all children aged one year and older to attend child care or preschool. Two doses of MMR vaccine are required for all students in kindergarten through 12th grade. If a child needs both doses, the two doses must be given at least 28 days apart. This means someone needing both MMR doses will need one dose given as soon as possible, followed by another appointment scheduled a month from the first MMR dose.

Children with a conditional status entry into school or child care who are making progress towards completing their immunization requirements.

Children may begin school or child care only if they received all of the required immunizations, they are due to receive and submitted medically verified records on or before the first day of attendance.

Children will then have 30 calendar days to turn in updated records showing they received the missing dose. If additional doses are due, conditional status continues until all required immunizations are complete. If the 30 days expire without updated records, the child must be excluded from further attendance.

Washington State Law allows parents or guardians to exempt their child from the school or childcare immunization requirements. Exemptions may be claimed for personal/philosophical, religious or medical reasons. Measles, mumps, and rubella may not be exempted for personal/philosophical reasons.

Under Every Student Succeeds Act all foster children must be allowed to enroll in program even if they are missing documentation. Per McKinney Vento Act a

child who is experiencing homelessness cannot be excluded from program for being out of compliance with the immunization requirements.

HERBICIDE/PESTICIDE USE

Herbicide and pesticide products may be applied as needed at child care facilities. Parents will be notified at least 48 hours in advance. A list of the ingredients will be available by request at any time.

DISASTER PREPAREDNESS

Each center has a comprehensive, written disaster plan. This plan is posted in each classroom and copies are available from the center director. **We ask that all parents review and become familiar with this plan.** The plan includes procedures for handling medical, dental, fire, earthquake, emergency lockdown, and other emergency situations.

PEDESTRIAN SAFETY

There are things you can do to keep your child safe.

- Show child how to be a safe pedestrian by your own actions.
- Teach child pedestrian safety rules
- Make sure children can be seen when they are walking.

Set a Good Example:

- Cross streets at a corner. Use signals and crosswalks when available.
- Make eye contact with drivers before crossing
- Look left, right and left again before crossing. Keep looking as you cross.
- Walk across streets. Do not run.
- Walk on sidewalks or paths. If there are no sidewalks, face traffic and stay left.
- Watch for cars that are turning or backing up.

Rules for Children:

- Teach Safe walking rules
- Never allow kids under age 10 to cross streets alone.
- Tell children never to run into the street
- Make sure children use direct routes with the fewest street crossings.
- Teach children to cross 10 feet in front of the school bus and never cross behind the bus.
- Make sure children play in safe places like yards, parks and playgrounds. Kids should never play in the street.
- Hold child's' hands in parking lots and while crossing the street.

Being Seen:

- Keep children from walking alone when it is hard to be seen, which includes dawn, dusk, the early evening and rainy and foggy weather.
- Make sure children wear retro reflective materials. Retro reflective materials are found on clothes, shoes, stickers and arm and leg bands.

PROTECTING PERSONALLY IDENTIFIABLE INFORMATION

CONFIDENTIALITY

ESD 112 respects your right to privacy. Parents/guardians must sign an authorization for Release of Information before any information will be released.

All staff and volunteers are informed of the confidentiality policy and reminded to keep all information regarding families confidential. All staff shall be informed prior to beginning work and reminded regularly thereafter that any information concerning a family is private and shall not be discussed with anyone outside the appropriate Educational Service District 112 staff without authorized parent/ guardian permission.

All documents, forms, and files regarding families in the program will be kept in a locked space when not in use.

There are some exceptions when written consent to share information is not required:

- When the information is requested by a government agency for law-enforcement activity;
- When there is an appropriate court order, such as a subpoena;
- In emergency situations to protect the health or safety of an individual;
- For program review or review audits, they could be conducted by DCYF or OSPI

PARENTS WRITTEN PERMISSION

A signed Release of Information is required by parents for program staff to obtain information from other health professionals. A signed consent form is also needed for the following:

- Use of your child's photograph (i.e., classroom newsletter, newspaper articles, and classroom videotaping).
- Program required screenings such as: Developmental Screenings or Individual Child Behavior Observations.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the education records maintained by Educational Service District 112 (ESD 112). These rights are:

The right to inspect and review the education records within 45 days after the day ESD 112 receives a request for access. Parents should submit to ESD 112 a written request that identifies the records they wish to inspect. ESD 112 will make arrangements for access and notify the parent of the time and place where the records may be inspected.

The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of privacy rights under FERPA. Parents who wish to ask the ESD 112 to amend a record should write the ESD 112, clearly identify the part of the record they want changed and specify why it should be changed. If the ESD 112 decides not to amend the record as requested by the parent ESD 112 will notify the parent of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent when notified of the right to a hearing.

The right to provide written consent before ESD 112 discloses personally identifiable information (PII) from the education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to ESD 112 officials with legitimate educational interests. An ESD 112 official is a person employed by ESD 112 as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the ESD 112 board. An ESD 112 official also may include a volunteer or contractor outside of the ESD 112 who performs an institutional service of function for which the ESD 112 would otherwise use its own employees and who is under the direct control of the ESD 112 with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another ESD 112 official in performing his or her tasks. An ESD 112 official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the ESD 112 discloses education records without consent to officials of school district in which an ESD 112 program participant seeks or intends to

enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the ESD 112 to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

**Family Policy Compliance Office U.S. Department of Education 400
Maryland Avenue, SW Washington, DC 20202**

EDUCATIONAL SERVICE DISTRICT **112**

ESD 112 equalizes educational opportunities for learning communities through innovative partnerships, responsive leadership, and exceptional programs.

Early Care & Education

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

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; fax: (202) 690-7442; or email: program.intake@usda.gov.

This institution is an equal opportunity provider.

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