

# ECE

# Child Care

## Parent/ Guardian Handbook

*ESD 112 Early Care and 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. All practices are subject to change pending any unforeseen circumstances.

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

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## NON-DISCRIMINATION POLICY

ESD 112 does not discriminate in any programs or activities on the basis of race, religion, creed, color, sex, national origin, marital status, sexual orientation, gender expression or identity, age, honorably discharged veteran or military status, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a disabled person. The following individuals have been designated to handle questions and complaints of alleged discrimination:

**Civil Rights Compliance Officer**

Melissa Kreuder  
360.952.3328  
melissa.kreuder@esd112.org

**Title IX Compliance Officer:**

Wendy Niehaus  
350.952.952,3574  
wendy.niehaus@esd112.org

**ADA/504 Compliance Officer:**

Jeffrey Niess  
360.952.3529  
jeffrey.niess@esd112.org

The above information will be provided in the appropriate language for persons with limited English language skills by contacting the ESD at 360-750-7500.

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.

## PARENT CODE OF CONDUCT

Welcome to ESD 112 Early Care and Education. As part of our commitment to providing a nurturing and safe environment for all children, we ask that parents and guardians adhere to the following code of conduct:

- ☆ **Respect and Courtesy:** Treat all staff, children, and other parents with respect and courtesy. We encourage open communication and collaboration to ensure the well-being of every child in our care.
- ☆ **Communication:** Keep lines of communication open with staff members and administrators. Inform us promptly of any changes in your child's routine, health, or special needs that may impact their care.
- ☆ **Follow Policies and Procedures:** Familiarize yourself with and adhere to all policies and procedures outlined in the parent handbook. These guidelines are designed to ensure the safety, well-being, and quality of care for all children.
- ☆ **Respect for Staff:** Respect the expertise and authority of our staff members. If you have concerns or questions, address them respectfully and in private, following the designated communication channels.
- ☆ **Supportive Environment:** Foster a supportive and inclusive environment for all children and families. Embrace diversity and celebrate the unique backgrounds and experiences of everyone in our community.
- ☆ **Positive Role Model:** Be a positive role model for your child and other children in our care. Demonstrate kindness, patience, and empathy in your interactions with others.
- ☆ **Respect for Property:** Model for your child and encourage your child to respect the property and belongings of others. Help them understand the importance of treating toys, equipment, and facilities with care.
- ☆ **Participation and Involvement:** Take an active interest in your child's experiences at the center. Participate in parent-teacher conferences, events, and activities to stay informed and engaged in your child's development.

- ☆ **Conflict Resolution:** Approach conflicts or disagreements with a constructive and solution-oriented mindset. Work collaboratively with staff and administrators to calmly and respectfully address any concerns or issues that may arise.
- ☆ **Feedback and Suggestions:** Provide constructive feedback and suggestions for improvement. Your input is invaluable in helping us maintain and enhance the quality of our services.

By adhering to this code of conduct, you play a vital role in creating a supportive and nurturing environment for all children in our Early Care and Education Centers. Thank you for your cooperation and commitment to our shared values.

## 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.

- ☆ 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 3-5 business days 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, Behavior Intervention Plan (BIP) or an Individual Care Plan (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 billed once a signed contract is submitted and approved. The registration fee 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, they 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 the last day of school. Care on non-school days is limited and subject to availability on a first come-first serve basis.

### CONTRACT AMMENDMENTS

Contract amendment requests require written notice a minimum of 5 business days. Contract amendments will take effect on the 1st and 15th of each month. A \$25.00 contract amendment fee is applied to your account upon a signed and returned contract. Contract changes are not permitted within 30 days of contract execution. Please email notice to [billingsupport@ESD112.org](mailto:billingsupport@ESD112.org). For adding an occasional extra day, please see the drop in care section below.

### CONTRACT CANCELLATION

Contract termination requests require written notice a minimum of 5 business days. Contract terminations take effect on the 1st and 15th. Families are responsible for contracted charges through the termination effective date. (Birth to 5) If a family has credit days, they can be applied to cover a portion of the tuition and families will be required to pay the remaining balance. Please email notice to [billingsupport@ESD112.org](mailto:billingsupport@ESD112.org).

### 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 is billed at a higher rate.*

### HOLIDAYS AT FULL DAY ECE CENTERS

ECE Centers are open Monday-Friday, all year except the following holidays: **New Year's Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving Day, Native American Heritage Day, and Christmas Day.** ECE Centers will close two hours early on Christmas Eve if it lands on a weekday. Tuition charges apply for these eight 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. Christmas Eve two-hour early release is not observed if it lands on a weekend).

Center directors may ask families to sign up for care on other holidays or days leading up to and immediately following a holiday. This information helps us plan ahead since several families may not need care. If 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, Juneteenth, Independence Day, Labor Day, Thanksgiving Day, Native American Heritage Day, and Christmas Day. School-age centers will close two hours early on Christmas Eve (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).*

- ☆ On all non-school days, parents must complete a contract for care.
- ☆ A notice of an upcoming non-school day will be sent to families in advance.
- ☆ Child care will be provided on a first-come, first-served basis according to the contracts submitted and approved.
- ☆ Families who are contracted will be billed regardless of actual attendance. Families who are not contracted before the deadline will not be guaranteed care.
- ☆ We may consolidate our centers so it is possible that care may be provided at a center that is different from your regular center.

All School-age centers will be closed on the last day of the school year and the last two days of summer to allow staff time to transition from the school year to summer program and from summer program back to our before and after school program at the beginning of the school year.

## SCHOOL-AGE SUMMER CARE

School age child care is available during the summer at selected centers and requires a separate contract. Information about summer school-age child care will be made available in the spring including activities, fees, and contract requirements. Enrollment into school age summer child care is not automatic and is based on availability. All School-age centers will be closed on the last day of the school year and the last two days of summer to allow staff time to transition from the school year to summer program and from summer program back to our before and after school program at the beginning of the school year. 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 close 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.

*Birth-5 centers will not be charged for full closure days. Due to snow make-up days, school age families will still be charged for the day as it will be made up.*

## 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 AT FULL-DAY CENTERS

Our birth-5 centers will be closed the following days for staff collaboration and professional development:

September 27, 2024	4th Friday
October 11, 2024	WA State K-12 In-Service Day
November 11, 2024	Veteran's Day
January 20, 2025	Martin Luther King Day
February 17, 2025	President's Day
March 21, 2025	3rd Friday
April 18, 2025	3rd Friday
May 16, 2025	3rd Friday
June 27, 2025	4th Friday
July 18, 2025	3rd Friday
August 8, 2025	2nd Friday
August 25-26, 2025	Last Monday & Tuesday

## BILLING AND PAYMENT PROCESS

Statements will be accessible through [www.myprocare.com](http://www.myprocare.com) by the 3rd of each month and payment will be due by the 10th. If the 10th falls on a weekend, payment will be due by the following Monday. All adjustments for non-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 10th of each month (if the 10th 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 \$100 or greater** after the 10th of the month. Balances under \$100.00 a late fee of 10% of the balance due will be applied after the 10th of the month. Accounts not kept current will enter the end care process and may result in suspension/unenrollment effective the 1st of the following month.

#### *Collections*

Past due accounts are assigned to an outside collection agency. After accounts are sent to collections, care may not be available to families. All account billing communication will need to be directed to the collection agency.

### FEES

#### *Late Pick-up Fee*

A late pick up fee applies to children picked up after center closing time. Please refer to the rate sheet for additional information on fees. 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 fee for any child who receives care for more than 10 hours may apply. Please refer to the rate sheet for additional information on fees.

#### *Returned Checks*

There is a \$25 fee for returned checks. After 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.

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.*

## 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 curriculum supports children's development across six key areas: social-emotional, physical, cognitive, language, literacy, and math. These areas often overlap, so the curriculum and activities support multiple aspects simultaneously. The Creative Curriculum is nationally recognized for early childhood education, emphasizing developmentally appropriate practice. It fosters social competence and learning skills, treating every interaction as a learning opportunity. Play-based interactions encourage exploration and skill development. Infants and toddlers focus on nurturing interactions, while preschoolers also learn 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 resolve conflicts effectively and respectfully.



## 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.

## TECHNOLOGY USE

While we recognize the value that technology plays in our lives, we also know the importance of promoting personal connections and play-based learning. As a result, personal and/or school issued devices must be kept at home or in your child's backpack. Exceptions can be made for:

- ☆ children who require assistive devices to help with mobility, communication, and self-care
- ☆ children who benefit from technology to help them calm down and regulate their emotions
- ☆ children who need additional time completing schoolwork

## 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.

In the event a child's behavior poses significant risk of injury or harm to themselves or others, restraint may be used in order to ensure safety of all people in the environment. Only staff who have received training in Right Response and/or CPI's Nonviolent Crisis Intervention training and hold current certification in limited and appropriate restraint procedures will engage in restraint under these circumstances. This may include holding, disengagement, and de-escalation strategies. Trained and certified staff only use restraint as a last resort, when all other methods of preventing serious injury or to obtain possession of a dangerous object, have been exhausted. Certified staff do not restrain a child longer than it takes to achieve the safety goal and utilize approved restraint techniques as taught by the training curriculum. Staff never use restraint as punishment or to force a child to comply. In the event restraint

is used, staff are required to document all instances and notify a guardian and applicable licensing and program personnel immediately following the intervention.

## 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

### 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.

### VOLUNTEERING

Parent involvement is very important to our programs. Through teamwork with parents and teachers working together, we ensure children receive the best education possible. Volunteers can provide a wide range of services and support to the program. Some suggested ways to help are:

- ☆ Sanitizing toys
- ☆ Reading a story
- ☆ Helping with feeding
- ☆ Helping with room set up or clean up
- ☆ Helping with parent newsletter
- ☆ Helping with an art or music activity
- ☆ Sharing a favorite activity from home with the classroom

Regular classroom volunteers in the program must meet health and safety requirements for the Department of Children, Youth and Family Services, and child care licensing regulations. If you are interested in volunteering, please reach out to your center for requirements.

## 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.
- ☆ Attempt to contact parent/guardian or the child's alternate emergency contacts.

### SPREAD OF CONTAGIOUS ILLNESS

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

- ☆ Fever of 101 degrees Fahrenheit (by any method) for children over two months AND one or more of the following: **Headache**
  - Earache
  - Sore throat
  - Rash
  - Sign of irritability or confusion
  - Fatigue that prevents participation in daily activities
- ☆ Fever of 100.4 degrees Fahrenheit for an infant younger than 2 months (by any method) may be a sign of serious infection. Call Primary Care Provider and/or bring to an Emergency Department immediately.
- ☆ 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 not associated with heat, diapering or an allergic reaction.
- ☆ Open sore or wounds discharging bodily fluids that cannot be adequately covered with a waterproof dressing or mouth sores with drooling.
- ☆ Head lice, ringworm or scabies. May return after treatment has been started.
- ☆ Child appears lethargic, is persistently crying, has difficulty breathing, or has a significant change in behavior or activity level.

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 are fever free for 24 hours (without the use of fever-reducing medication).

Any child determined by a local health department to present a risk of transmission

of illness during an outbreak will be asked to remain at home until written permission from a health provider or health jurisdiction states they may safely return to program.

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 additional information regarding which diseases will be reported to the Health Department, please see our Health Policy that is posted at the center. The Health Policy is reviewed by our Nurse annually and any updates or changes that are made are also sent to licensing for review and approval. Copies are available from your center director.

#### ***Head Lice-Ringworm-Scabies***

Head lice, ringworm and scabies are not considered a medical or public health hazard. Children will go home at the end of the day after head lice, ringworm, or scabies are discovered. Parent/Guardian will be encouraged to consult with health practitioner or pharmacist to recommend or prescribe treatment options and child may return to program after they receive first treatment. Staff will take precautions to prevent and minimize spread. Please let Center Director know if you need help accessing additional resources for treatment.

### MEDICATION ADMINISTRATION AND TRANSPORTING OF MEDICATION

***All medication (prescribed or over-the-counter) must be brought in the original container by parent/guardian or designated adult, labeled with child's first and last name and checked in with Center Director or Assistant in charge. Expired medication will not be accepted.***

ECE centers do not allow children to keep Medication of any type within their possession or backpack. (For further clarification, see ECE's Health Policy available at center.)

Parent/Guardian must administer first dose of medication to their child at least 2 hours prior to attending program to allow time to adequately assess child's reaction to medication.

#### ***Prescription Medication***

When your child is prescribed medication that needs to be administered during child care hours, it is important to keep the following in mind:



- ☆ State licensing requirements permit center staff to administer prescription medication to a child only after authorization from a licensed health practitioner with prescriptive authority for the specific child and parent/guardian consent is given.
- ☆ Center Director or ECE Nurse can assist in getting you the ***Request for Authorization and Medication Administration Form***. This authorization is completed and signed by prescribing health practitioner, signed by parent/guardian and delivered to child care center or Faxed to ECE FAX# 360.694.2467. Health Practitioner may choose to use their own clinic authorization form in lieu of ECE's form. Medication authorization will remain valid for 12 months unless a shorter time is specified by health practitioner.
- ☆ Prescription medication must be unexpired and received in original container with pharmacy label listing child's full name, date filled and expiration, prescriber's name, pharmacy name and phone number, dosage/instructions, and relevant warnings. All prescription medication can only be given as specified on the prescription label or as authorized in writing by health practitioner with licensed prescriptive authority.
- ☆ Ask pharmacist to divide prescribed medication into 2 containers, each with its own label, so that one can be kept at home and one can be kept at child care center.
- ☆ All long-term medication (i.e. medication that is given routinely or available routinely for chronic and potentially life-threatening conditions such as asthma, severe allergies, diabetes, ADHD, seizures, etc.) must be accompanied by a valid ***Individual Health Plan (IHP)***, completed and signed by health practitioner and parent/guardian. ECE Nurse must review all IHPs and accompanying medication authorizations before child can safely attend and will determine if additional staff training or special accommodation is needed.
- ☆ Prescription Controlled Substances require the ***Controlled Substance Receipt and Administration Log*** on file, signed by parent/guardian and staff in addition to medication counts at drop-off and pick-up.

### ***Non-Prescription (Over-the-Counter) Medication***

State licensing requires a written, signed directive from a licensed health practitioner with prescriptive authority and/or parent/guardian authorization to administer non-prescription (over-the-counter) medication to a child.

Non-prescription sunscreen, diaper cream, non-medicated lotion, and lip balm can be administered to a child of any age and hand sanitizer or wipes with alcohol can be administered to a child who is at least 24 months-of-age with parent/guardian giving authorization by completing and signing ***Non-Prescription Topical Medication Authorization Form***.

Non-prescription medication (e.g. acetaminophen, ibuprofen, teething medication without benzocaine, or other non-prescription medication) can be given to a child 2 years-of-age or older if the dose, duration and method is specified

on the manufacturer's label and the child's weight and age meet medication manufacturer label specifications. Parent/Guardian gives authorization by completing and signing ***Over-the-Counter Medication Authorization*** form.

For staff to administer non-prescription medication to a child who is under 2 years-of-age or whose weight differs from manufacturer recommendations, or when the label does not give dosage direction for the child's age or weight, a licensed health practitioner must complete ***Over-the-Counter Medication Authorization*** form with both health practitioner and parent/guardian signatures required.

Each non-prescription medication will require their own authorization form on file at center, must be unexpired and will remain valid for 12 months unless a shorter time is specified by health practitioner. Please see your Center Director who will assist in getting you the correct non-prescription medication authorization form(s).

All non-prescription (over-the-counter) medication can only be given as specified on the manufacturer's label or as authorized in writing by a health practitioner with licensed prescriptive authority.

### ***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, the parent/guardian or designated adult will be required to transport child's medication between centers as needed. Unfortunately, ECE staff are unable to transfer medication for families.

Medication transported between centers or transported back and forth from home to center, must be signed in and out on ***Medication Transfer Form*** when delivered or removed from the center. Please allow a few extra minutes to complete this form with Center Director or Assistant in charge. 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 or medication delivery devices.***

### ***NARCAN***

According to WA State Department of Health, "opioids including prescription pain medication, heroin, and synthetic opioids such as fentanyl—are causing serious public health and community crisis across the nation." NARCAN (a brand of Naloxone) is a life-saving opioid overdose prevention medication. ESD 112 School-Age Centers have NARCAN toolkits on site, and school-age Center Directors are trained annually by a Registered Nurse in administration of NARCAN in the event of an opioid overdose emergency for any person or visitor to the school.

## INDIVIDUAL HEALTH PLANS

If you have a child with a chronic or potentially life-threatening medical diagnosis (e.g.: asthma, diabetes, severe allergy, seizure disorder, ADHD, cerebral palsy, spina bifida, sickle cell disease, cystic fibrosis, bleeding or metabolic disorder, or many other conditions) we require an *Individual Health Plan (IHP)* that outlines a plan to address your child's healthcare needs and potential emergency care. The IHP is completed by your child's primary health care practitioner or health specialist with your input and consent.

Center Director or ECE Nurse can assist in getting you the appropriate IHP form. The IHP must be signed by the health practitioner and parent/guardian and reviewed and renewed at least every 12 months. Children with IHPs that require medication be given routinely or available routinely at center must have a current *Request and Authorization for Medication Administration* form on file as well as daily access to unexpired medication.

Before your child can safely attend, the ECE Nurse must review all IHPs and accompanying medication authorizations to ensure adequate training, information and monitoring are available for ECE staff to properly care for your child.

## IMMUNIZATIONS

A medically verified immunization record for school and child care entry is required. A medically verified record includes one or more of the following:

- ☆ A Certificate of Immunization Status (CIS) printed from the Immunization Information System (WAIIS)-usually by a healthcare provider.
- ☆ A physical or hand-filled CIS form with a healthcare provider signature
- ☆ A physical or hand-filled CIS with a parent/guardian signature, with attached medical records.
- ☆ A CIS printed from MyIR, the state's portal for families to access their immunization records online.

Access your official immunization records at MYIRMOBILE.COM

The Washington State Department of Health has updated guidance on immunization requirements. Beginning September 1, 2022, and every September 1st thereafter, children enrolled in child care or preschool must meet new immunization requirements. If your child will be 4 years of age on September 1st, to avoid exclusion from child care, you will need to provide immunization records showing they received all booster vaccines.

Children are granted a conditional status entry into school or child care when they are making progress toward 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.

When an additional dose is needed, a 30 calendar-day grace period, past the minimum valid date to receive the next dose, will be given to bring updated records showing child received the missing dose. If more doses are needed to complete the series, conditional status continues until all required immunization are complete. If the 30-day grace period expires, immunization status will change from conditional to out-of-compliance and the child will be excluded until the needed immunization is verified.

The child also enters conditional status when a temporary medical exemption expires. In this case, the child has 30 calendar-days from the date the medical exemption expired to get the missing immunization(s) or another exemption.

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. Foster parent must take a child needing immunizations to a healthcare provider as soon as medically possible for catch-up doses. If children of active-duty military parent or guardian need additional vaccine doses to meet state requirements, they will have 30 days from enrollment to do so. 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**





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



## CONTACT US



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