

# 2020-21 Parent Handbook

SPOKANE HEAD START/EARLY HEAD START  
A PROGRAM OF THE COMMUNITY COLLEGES OF SPOKANE



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Welcome to Head Start/Early Head Start!

We're excited to have you and your child join us as members of the Spokane Head Start/Early Head Start community. Head Start and Early Head Start are comprehensive early childhood education programs that promote school readiness from birth to Kindergarten. School readiness means children are ready for school, families are ready to support their children's learning, and schools are ready for children. We promote children's growth in cognitive, social, emotional, physical development, and health.

Children do better in school when parents are involved, and we believe that you, as the parent, are the first and most important teacher of your children and that your engagement is an important part of your child's success. We welcome you to become involved in some of the many parent participation opportunities in our program, such as volunteering in the classroom, trainings, parent events, etc. We especially encourage parents to consider being part of Policy Council. The Policy Council meets monthly and allows parents and community members to have input in program direction and to share ideas about how we can improve our services to families.

This handbook includes important information about program policies and practices that will help you and your child get the most benefit from your Head Start/Early Head Start experience.

*Bobbi Woodral*

District Director

## Vision, Mission, and Values Statements

### Vision

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Enhancing lives of children and families for success in school and life.

### Mission

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We are dedicated to providing high quality education, health, and social services for the wellbeing of young children and their families.

### Values

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#### **Empower Through Education**

We recognize the power of education to transform and enrich the lives of children and families. We support lifelong learning and foster individual development as a cornerstone for personal wellbeing and success.

#### **Foster Respect, Inclusion and Diversity**

We welcome diversity and honor individuals for their unique contributions to the program.

#### **Serve the Community**

We value partnerships within the community. Together we strive to anticipate and respond to community needs, collaborating to enhance services that enrich the quality of family life.

# You Are Part of Our Team

Head Start (HS) and Early Head Start (EHS) depends on you to make our program successful! There are many opportunities for you to get involved. We welcome you to become involved in your child's HS/EHS classroom.

## **WAYS YOU CAN VOLUNTEER AND GET INVOLVED**

### **Health and Nutrition Activities**

- Help with health screenings
- Share family recipes
- Help with classroom cooking activities

### **Classroom Opportunities**

- Read a story to children
- Help with a field trip
- Support your child's learning goals at home
- Share family traditions and culture
- Help with art activities
- Prepare classroom activities at home
- Sing a song/play instrument
- Learn about jobs, as an example, fire fighter

### **Office Activities**

- Answer phones
- Decorate bulletin boards
- Put information in cubbies
- Help with mail and filing
- Photocopy flyers

### **Program Planning**

- Represent your site at Policy Council
- Assist with program self-assessment
- Participate in parent committee meetings
- Recruitment at community events

While you participate in program activities such as classroom or center volunteer, attending parent meetings/trainings, etc., Head Start will pay for child care for your non-enrolled children. See your family services coordinator for a Child Care Reimbursement form.

**IMPORTANT:** Regular volunteers need to have a TB test (see your medical provider) and a Criminal History Check.

**IMPORTANT:** All adults and children **must** wash their hands when entering the classroom. Hand sanitizer is **not** an acceptable alternative and is not provided.

## **IN-KIND**

We need over \$1 million worth of volunteer hours each year to count toward required nonfederal match, or "in-kind," requirements. Time spent at home supporting your child's learning goals can also count toward in-kind.

**IMPORTANT:** We must keep track of how many hours parents give to our program.

# Classroom and Children Services

Parents are welcome to visit their child's classroom at any time; however, please make other arrangements for the enrolled child's siblings. Drop-off and pick-up can be hard for young children. If possible, allow extra time to say "good-bye" at the beginning of a session and for pick-up at the end of the day.

Children enrolled at HS/EHS have the chance to build friendships with other children and adults. They learn through play—actively exploring the world around them. During free play, children participate in art, water play, music, movement, and story time. They develop emotional control, readiness to learn, and independence. Most importantly, children learn to feel good about themselves and school! To support this, HS/EHS staff:

- Involve parents in planning child activities and gathering in-kind at home.
- Give children many opportunities for success and lots of positive messages.
- Help children learn how to solve problems.
- Meet with you four times during the year to talk about goals for your child.
- Offer cooking activities and teach good health and safety habits.
- Water activities are offered indoors using approved water/sand play tables and outside sprinkler may be permitted for summer classroom sessions. Swimming or outdoor pools are not allowed.
- Support individual and cultural differences that help children develop self-identity and strengthen their family and community relationships. Activities of a religious nature are not a part of Head Start/EHS.

## **CURRICULUM**

Teachers use the Creative Curriculum as a foundation for planning individualized learning experiences for your child. This curriculum provides materials, ideas, and support for planning. We also use Conscious Discipline as our social and emotional learning curriculum. See your child's teacher or family services coordinator for more information.

## **STAFF TO CHILD RATIOS**

Our classrooms are staffed with the following adult to child ratios at a minimum. You will frequently see additional staff in your child's classrooms as we work to ensure quality learning environments:

- Infant classrooms: 1 adult to 4 children
- Toddler classrooms: 1 adult to 4 children
- Preschool classrooms: 1 adult to 10 children

## **HOLIDAYS AND CELEBRATIONS**

Celebrations in classrooms focus on all the things your child is learning. We will leave holiday celebrations to you and your family.

## **"SAMPLE" CLASSROOM SCHEDULE**

- Arrival
- Breakfast/brush teeth
- Choice activities
- Handwashing
- Lunch
- Nap time (full day only)
- Snack
- Outside play
- Departure

## **DRESSING FOR SCHOOL**

Your child should:

- Wear comfortable play clothes that are easy to wash—we do lots of messy projects.
- Dress for the weather, including hats, mittens, and boots. We go outside almost daily. **NOTE:** Follow the *Child Care Weather Watch* guidelines on page 14. Also see *Air Pollution and School Activities* on page 15.
- Bring an extra set of clothes to be left at the site.
- Wear shoes that are safe for running, climbing and playing (no flip-flops or strapless sandals, please).

## **CHILD GUIDANCE AND DISCIPLINE**

Sometimes a child may hurt themselves or another child, run, or stop other children from learning. Head Start/EHS staff and parents talk and work together to develop a behavior plan. We also work with other professionals as needed to help make the classroom a safe, enjoyable place for all children.

## **TOILET TRAINING**

Teachers follow the parent’s lead. We can help you look for signs that your child is ready to try the toilet. Children who will be potty trained will need some extra underwear and clothes at school. Children are encouraged but not forced to use the toilet. Talk with your child’s teacher about the use of training pants and pull-ups.

## **BITING**

We encourage your child to use “words,” not their mouth or teeth to communicate, but sometimes children bite. Icepacks will be applied to the injury. Accident reports will be made, and you will be notified that day if your child is bitten or has bitten another child/adult. If biting becomes frequent, we will meet with parents and make a plan for home and school.

## **REMINDERS FOR PARENTS**

Please silence your cell phone when participating in site activities and when dropping off or picking up your child. Please do not allow your child to bring their toys to school.

**IMPORTANT:** You **must** sign your child in and out of the classroom **daily!** Full legal signatures are required using the electronic attendance system.

# Infant/Toddler Services

## **COMMUNICATION**

You are welcome to join your child in the classroom. You can rock or nurse your baby and participate in activities throughout the day. It is important to let us know every day about your baby or toddler. We invite you to use the “Daily Communication Log” in each room. Tell the teacher about any changes in food, bottles, sleep, emotions, and health. We welcome your ideas concerning family traditions and activity ideas.

## **FEEDING**

**Breastfeeding:** This is the best food for infants. We want to support you when nursing your baby. We can provide you with a comfortable, private place to feed your baby. Let’s talk about what you need. Breastmilk is welcomed with child’s name and date labeled.

**Bottles:** Tell us what formula your baby is using. In most cases, we will provide that formula. If it is a low-iron formula, we will need a note from your child’s doctor. Infants will be held while drinking from a bottle.

**Meals:** We offer healthy, nutritionally balanced meals and snacks. We eat family style meals. Between about six months and one year of age your child can begin to drink from a cup. This will prepare your child for being weaned from the bottle between 12-13 months. Tell us what foods your baby eats at home and when they try a new food. Introducing new foods is up to the parent; teachers will help you.

## **DIAPERING**

We will keep a record of when your child is changed and provide diapers, wipes while your child is in our care. We follow stringent sanitary procedures by wearing disposable gloves and using disposable changing table paper. Afterwards, hands and the changing area are cleaned with a sanitizing solution.

## **SLEEPING**

In keeping with state safe sleep guidelines, infants will be placed on their backs in their own crib. Staff do not use blankets, bumper pads, mobiles, or stuffed animals in the crib. No child over six weeks of age will be swaddled or restrained in any way. Infants and toddlers can be rocked to sleep or swaddled to rest but the blanket or swaddling will be removed before placing the child in the crib to rest. Our program will follow safe sleep standards per licensing. The intent is to provide a safe, soothing, and comfortable place for children to sleep. Infants and toddlers as needed will sleep on demand. Toddler classrooms provide a consistent rest time as part of the daily classroom routine.

# Additional Services

## **DUAL LANGUAGE LEARNERS**

For families who speak a primary language other than English, we work through community agencies to access interpreters. Staff also have access to telephone interpretations services as needed to help connect families to services. We provide written information in languages other than English as needed. Classroom environments and materials reflect the cultures, languages, and diversity of the children enrolled. When possible, we hire staff who speak the languages of enrolled children as well as English.

## **MENTAL HEALTH**

We consider mental health to be a foundation for the HS/EHS program. Mental health is about our social and emotional well-being and affects the relationship between children and parents and our relationship with everyone around us. Conscious Discipline curriculum is implemented for children and parent education.

### **Our goals for children and families are to:**

- Respect children and adults as individuals.
- Provide a safe, secure, and nurturing environment for children, parents and staff.
- Encourage the learning of social skills, which lead to positive self-esteem.
- Seek help when needed.

Classrooms, family service staff, and mental health consultants help children learn to share feelings, build trust, problem-solve, resolve conflicts, and develop independence and attachments. All of these lead to the development of positive mental health. Parent training is offered in these same areas. HS/EHS has mental health staff, or mental health consultant, at your site is available at your site at your request. Ask staff for more information. Community resources are also available.

## **DISABILITIES**

Staff complete health and developmental screenings within 45 days of enrollment. This is to identify areas where more evaluation may help us provide better services for your child. We work with community specialists and your neighborhood public school to get extra evaluations and services for your child. If you have any concerns or think your child may need

some extra help, please talk to your child's teacher. Parents are encouraged to bring an advocate or support person to any meetings regarding special services or when working to resolve a conflict.

## **KINDERGARTEN TRANSITION**

Staff support parents with kindergarten registration including identifying home school, obtaining and completing registration paperwork, and required immunization records. With parent permission, we send a summary of child development and learning to Spokane Public Schools to be shared with the receiving kindergarten teacher.

# Nutrition Services

Children in our program are served nutritious meals following the Child and Adult Care Food Program guidelines.

**IMPORTANT:** If your child has food and/or milk allergies, please let us know! Your family services coordinator and teacher will work with you, our cooks, and the nutrition specialist, a registered dietitian, to meet your child's needs.

## **MEALTIME IS PART OF CLASS TIME**

It is very important that your child arrive at school on time in order to eat with their classmates. Under special circumstances, if you bring your child late for breakfast, we can provide them with some food. Because the classroom has a schedule they follow, you may have to go to the kitchen to get the food and you must remain with them while they eat.

Children learn a lot at the table when they serve and pour for themselves, pass foods and take part in conversations. They are even willing to try foods they might not eat at home! Parents tell us this all the time. So be positive and don't tell your child, "You won't like that!"

Children in a full-day program receive breakfast, lunch, and an afternoon snack. Children who come for the morning session receive breakfast when they arrive and lunch before they go home. Afternoon session children receive lunch when they first arrive and a snack before they go home.

Because we don't allow food to leave the classroom, please let your child sit at the table to finish their meal or snack.

- Parent volunteers may eat in the classroom when their participation is scheduled at least two days in advance and they are helping out with the meal.
- Due to rising food costs, we can only provide a child-sized meal and only two volunteers at a time are allowed to eat in the classroom.
- Non-enrolled siblings of enrolled children are not allowed to eat meals in the classroom.

## **EATPLAYGROW™**

Head Start and Early Head Start are using an early childhood health/nutrition curriculum developed by The Children's Museum of Manhattan (CMOM) and The National Institutes of Health's (NIH's) We Can! program. We like this curriculum because it teaches positive messages about health/nutrition in fun and engaging ways and it uses art, literacy, math, and physical activities to teach health and nutrition. We hope to engage everyone with information and strategies to make healthy choices at school and at home! Ask your teacher what the lesson for the month is so you can support your child's learning at home.

## **FOOD EXPERIENCES IN THE CLASSROOM**

At least once a month, toddler and preschool classrooms do a food preparation project during class time. If you have ideas about simple foods that children can help prepare, let your child's teacher know. Food may only be purchased by HS staff for all activities.



## **HEAD START/EHS PROMOTES HEALTHY FOOD CHOICES**

- Our policy does not allow sweets to be brought into the classroom for birthdays or other occasions. There are other ways to celebrate. Talk to your child's teacher for other ideas.
- Please, no gum or candy in the classroom.
- Please do not bring home-canned, frozen, or prepared foods (including home-grown fruits and vegetables) to school for classroom use.

The menu is posted in classrooms each week and is provided in your monthly site newsletters.

## **Health Services**

Our goal is good health for your child and your entire family. We work with you to develop the Health Services you and your family need. We desire to ensure your child has a medical home and continuous accessible health care.

### **HEAD START/EHS HEALTH SCREENINGS**

Staff provide the following health screenings for all enrolled children: vision, hearing, height, and weight.

### **EMERGENCIES OR SUDDEN ILLNESS**

- We will provide emergency First Aid and will call 911 if needed.
- We will call you at home, school, or work in case of an emergency. If you are not available, we will call the emergency contact that you have listed on your Release and Treatment Authorization form.
  - **IMPORTANT:** Please tell us when phone numbers for you or your emergency contacts, doctor, or dentist change.
- We will ask you to sign a release so that your child can be treated at a hospital in case of a serious injury or illness when we are unable to reach you or your emergency contacts. If you cannot get to the center and your child is being transported to the hospital, a staff member will accompany your child and remain with your child until you or a family member arrive.

### **HEALTH CARE PLAN**

Staff follow the written program Health Care Plan available at each site as well as the Head Start Performance Standards to provide comprehensive health services to all enrolled children.

### **FIRST AID**

All staff who provide direct care to children are required to attend pediatric first aid and CPR training. At least one staff with first aid and CPR certification must be present with each group of children. Staff are required to keep their first aid/CPR certification current. Every classroom maintains a fully stocked first aid kit including a digital forehead scan thermometer or digital thermometer that may be used under the arm. No glass thermometers containing mercury are allowed.

### **BE VERY WISE — IMMUNIZE!**

It is very important to keep your child up-to-date with immunizations. Keep your child current with immunizations according to the Washington State Department of Health Vaccine Schedule Required For Child Care/Preschool Attendance.

For more information, talk with your FSC, health care provider, or go to the DOH website:

[www.doh.wa.gov/CommunityandEnvironment/Schools/Immunization/VaccineRequirements](http://www.doh.wa.gov/CommunityandEnvironment/Schools/Immunization/VaccineRequirements). You may also contact your HS/EHS health specialist at **533-4833**.

## **WELL-CHILD EXAM**

Well-child exams are required for all children. These exams assure that your child is healthy and typically developing. Infants and toddlers need exams frequently while preschoolers need them yearly. Follow the schedule your health care provider recommends for your child. It is a program requirement for staff to obtain a copy of the most recent exam for your child records.

## **DENTAL EXAM**

Dental exams are required for all children. Family service coordinators can assist you to find a dentist. As with the well child exams, the staff will request verification of the most recent exam for your child's records.

## **MEDICATION AT SCHOOL**

If your child is taking any form of medication, our first preference is for medication to be given at home, before and after school. If medication needs to be given at school, we must have authorization from your doctor before beginning and/or discontinuing medications. Check with your family services coordinator or the health specialist/RN for details.

## **WHEN YOUR CHILD IS SICK**

**IMPORTANT:** Please call as soon as possible if your child is sick or won't be at school that day. If your child is too sick to play outside, then your child is too sick to be at school. Sick children cannot remain at school.

If child has diarrhea, or is vomiting, they must be symptom free for 24 hours before returning. Children may return when they are fever free without medication. In certain cases, if your child has been hospitalized or seen in the ER or Urgent Care, we ask that you bring a note from your doctor when your child returns to class letting us know that your child is well enough to return to school. We have healthcare policies and procedures that gives more detail about illness. If you are interested, ask a staff person to share that with you.

### **Your child must remain at home when:**

- **Vomiting:** Two or more times in 24 hours.
- **Rash or lice:** Body rash, especially with a fever or itching. Live lice until child has been treated.
- **Diarrhea:** Three or more watery stools in 24 hours.
- **Eye infection:** Thick mucus or pus draining from the eye.
- **Sore throat:** With fever or swollen glands.
- **Just not feeling well:** Unusually tired, pale, lack of appetite, confused, or cranky.
- **Fever:** Temperature of 100° or more (taken under the arm) and sore throat, rash, vomiting, diarrhea, earache, or just not feeling well.
- **Open/oozing sores:** When the sores are unable to be properly covered with a bandage.

## **Parent/Family Services**

Our program staff will partner with you to build on your strengths and find the resources to meet your family's needs.

### **WHO?**

Each classroom has a Direct Service Team (DST): the family services coordinator (FSC), lead teacher, and associate teacher who will work with your child and family.

## **WHAT?**

Throughout the year, we work together as partners. Your family service coordinator (FSC) and you will collaboratively identify your goals, identify steps and locate community resources to help you reach those goals.

Each site will provide unique opportunities for parents and children to learn and have fun together.

## **HOW?**

Our staff is here to:

- Support you in your role as your child's most important teacher.
- Listen to you in order to help you in developing and reaching your goals.
- Assist you in gaining work experience and seek training programs
- Provide information and classes on topics of interest.
- Refer you to resources throughout the community to meet the needs of you and your family.
- Home visits occur twice a year to discuss your child and family goals.
- Parent conferences occur twice a year to review child outcomes.

# Parent Engagement and Leadership Opportunities

## **POLICY COUNCIL**

Policy Council (PC) is the program-wide parent decision-making group that meets monthly. Parents and community members help make program decisions, provide approval of the hire process, and approve the budget. Parents and staff members share ideas and concerns. Training is provided for Policy Council members. If you are interested in learning more about PC, ask your FSC, teacher, or center manager.

## **YOU CAN BE AN ADVISOR AND A DECISION MAKER**

- Attend parent committee meetings
- Serve on program-wide committees
- Become a Policy Council representative or alternate
- Help with the yearly program self-assessment
- Serve on the Health Services Advisory Committee (HSAC)

## **HEALTH SERVICES ADVISORY COMMITTEE (HSAC)**

This group of parents, staff members, and community health care professionals meet two times a year to address program issues in the medical, dental, mental health, nutrition and human services fields. Parents are encouraged to represent their center at HSAC meetings.

## **PROGRAM SELF-ASSESSMENT**

Every year, parents and staff see how Head Start/EHS is doing in meeting family and child needs, as well as federal program rules. Parent participation is very important.

## **SITE PARENT MEETINGS**

All parents are encouraged to attend parent meetings. They are held regularly at your center to give you information about what is happening at HS/EHS and in your community. Parent Committee meetings help parents:

- Meet new people and have fun
- Share information and solve problems
- Plan activities for parents and kids
- Hear about Policy Council and other meetings
- Talk with staff
- Share program improvement ideas

## **Parent Education**

At each site parents complete an interest survey to indicate which topics are of interest to them.

## **PARENT TRAINING OPPORTUNITIES MAY INCLUDE**

- Dealing with stress
- Positive ways to discipline kids
- Credit repair
- Parent/child relationships
- Career planning
- Family literacy activities
- Fatherhood/male involvement
- Preventing child abuse and neglect
- Household repairs and safety tips
- Money management
- Conscious Discipline: Parent Education
- First Aid/CPR
- Nutrition

## **PARENT EDUCATION OPPORTUNITIES**

HS/EHS has community partnerships to support parents in furthering their education and employment readiness skills:

- GED classes
- English as a Second Language (ESL)
- High school completion
- Education and training programs offered at the Community Colleges of Spokane

## **FAMILY SERVICE COORDINATORS WILL HELP YOU FIND RESOURCES**

- Financial aid/scholarship
- Career planning/job search skills
- Child care
- Housing and rental assistance
- Work and volunteer experience
- Food assistance
- Mental health or disability services
- Medical and dental providers

HS/EHS may pay for parent trainings and the child care costs while you are attending the training. Talk to a staff person.

## **COMMUNICATION**

Everyone comes to HS/EHS with their own beliefs, values and experiences in life. At HS/EHS, we value the uniqueness of each person. We encourage all children, parents, and staff to talk to each other using the following ground rules:

- Show respect to others
- Honor differences
- Be a good listener
- Talk for yourself; use “I” instead of “you” or “they”

Because we’re unique individuals, seeing the world from our own point of view, at times we’re bound to disagree with others. Focus on the situation or behavior, not on the person. Maintain positive relationships with other parents and staff.

## **CONFLICT RESOLUTION TIPS**

**Note:** The information below will be explained to you by a HS/EHS staff member upon request. Please ask questions if you don’t understand something. If you need an advocate, one can be provided upon request. You may also bring an advocate to help negotiate the dispute.

At HS/EHS we have a “chain of command” for parents, staff, and volunteers to follow. If you have a concern, please:

- Talk directly to the person (if appropriate) and try to work out the problem.
- If that doesn’t work, talk to the classroom teacher or FSC, or their supervisor (Center Manager).

Unresolved complaints or conflicts should be forwarded to the Director of Operations (DO) by the Center Manager (CM). The DO may meet with the complaining/disputing parties to mediate/negotiate the conflict. If the complaint and/or dispute cannot be resolved at this level it shall be forwarded to the District Director (DD) for further mediation. The DD may confer with the Policy Council Executive Committee depending on the nature of the complaint. The DD ensures that the complaint will be responded to in writing in a timely manner after the complaint is received. If the complaint is not resolved and further mediation is needed, the CCS Chancellor, who shall act as a representative of the Grantee Board, the Community Colleges of Spokane Board of Trustees (BOT), may be asked to meet with the parties involved for resolution.

No retaliation of any kind will be tolerated by, for, or against anyone involved in the dispute and/or conflict resolution process. This includes any contact with the individuals involved in the dispute or any actions taken against an individual involved in the dispute. The DO will track all parent/community complaints and/or disputes and will report grievances to the DD and/or CCS Chancellor as needed.

**Note:** Our HS/EHS program follows the CCS Student Code of Conduct and General Policies, which includes a zero tolerance for *“physical abuse, threats, intimidation and/or other conduct which threatens or endangers the health or safety of any person, including one’s self”* (WAC 132Q-30-214). **With your help, we can work it out! Together, let’s make HS/EHS a fun place to learn, play, and work.**

## Licensing, Plans, and Policies

### **NON-DISCRIMINATION POLICY**

It is the policy of Spokane HS/ECEAP/EHS that persons shall not be discriminated against (in services) because of race, color, national origin, creed, religion, sex, age, or disability. This policy applies to every aspect of the agency’s programs, practices, and activities, including client services and employment services. Any person who believes he or she has been discriminated against should contact the HS/EHS district director at 533-4820.

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, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

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 responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or 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 discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) 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: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

### **EMERGENCY PREPAREDNESS**

Staff and children practice monthly fire drills and quarterly disaster drills, such as earthquake, lock-down, and bomb threat procedures. You can contact your center manager for more information about your center’s Disaster Plan. Every site has a designated secondary evacuation location and additional off-site contact numbers for emergencies. The Community Colleges of Spokane operations hotline (533-3303) is also used to provide emergency information. You will receive a site-specific emergency information card.

You may see your site’s office staff for more information about:

- Child care licensing
- Disaster Preparedness Plan
- Staff policies
- Pesticide (schedule of application)
- Health Care Plan
- Consistency of Care Plan

## **CLASSROOM PHOTOS**

With your permission, your child's teachers may take pictures or video of your child for educational/classroom purposes. During special classroom activities, be aware that other parents may take pictures and make recordings of their child which may also include your child. Parents should not post pictures of other children on social media sites. It is each parent's responsibility to monitor the photographing or recording of his or her own children. HS/ECEAP/EHS has no control over the use or distribution of photos taken by parents. We do not use any form of electronic classroom surveillance. Our program uses social media. We will not use any photos or videos of your child without your express permission.

## **Policy Review**

Our staff will explain our policies and procedures about your family's participation in HS/EHS. Please be sure that you clearly understand each of the following policies as they are explained to you.

### **ATTENDANCE**

Regular daily attendance is an important part of children's success in school. Children make better progress when attendance is consistent and the earlier the better in establishing the habit of regular attendance. When a child's attendance becomes irregular or falls below 85% contact with the family will be made via telephone call, text, email or home visit. We will work with you to identify and address barriers to consistent attendance. If attendance concerns cannot be resolved, termination of services may occur.

**IMPORTANT:** Parents are expected to call the center if a child will be absent.

### **CHILD CARE**

Due to liability concerns, only children enrolled in our program are to be at the center during their regular class session. The program will reimburse for childcare costs for volunteer activities that have been authorized by staff.

### **CHILD MANAGEMENT**

Spanking, slapping, yanking, yelling or name-calling of children is not allowed in the center or on the center grounds by anyone, including the child's parents. In accordance with federal Head Start regulations, no child will be suspended or expelled due to child behavior. We will work with parents to create plans to build school success as needed.

### **CHILD PROTECTIVE SERVICES (CPS)**

If staff suspects that a child may be in danger of abuse or neglect, we are required by state law to call CPS. If possible, staff will tell the parent after the call is made. If parents have concerns, they may call CPS directly or discuss it with a staff person. Our goal is to help you strengthen your family.

### **CHILD RECORDS**

In accordance with federal Head Start regulations, information related to program eligibility, child immunization status, physical and dental exam results, classroom observations, and other relevant records are maintained and updated as needed. All records are kept secure. Only staff with a signed confidentiality agreement and a need to know are allowed access. Parents may request copies of your child's records. See you Family Services Coordinator for additional information.

### **CONFIDENTIALITY**

Family records are confidential. Federal Regulations are followed for maintaining records. The Notice of Privacy Practices explains parents' rights to confidentiality while enrolled in HS/EHS. Only the child's parents or program staff may see the records. Other people/agencies must have parent's written permission/court order to obtain records. Parents can request to see/copy the child's file following agency procedures. Files are destroyed three (3) years after a child leaves the program.

## **CONSISTENCY OF CARE**

Early Head Start classrooms use a Primary Care Model that requires four children be assigned to each full-time classroom staff person. The assigned teacher is the primary caregiver for the children in his/her group. All infant and toddler classrooms follow a Daily Staffing Plan to ensure appropriate and consistent care. All preschool classrooms follow a Lead/Monitor Protocol defining which staff is responsible for specific planned activities. These plans are posted in each classroom.

## **DRUG-FREE ENVIRONMENT**

We promote drug/alcohol free environments according to the CCS Student Code of Conduct and General Policies.

## **ENROLLMENT AND DISENROLLMENT**

Enrollment is determined following Head Start/Early Head Start federal requirements for family income and age of the child. Children transition out of Early Head Start at age 3 and out of Head Start when they become eligible for kindergarten.

## **FRAUD**

Head Start/Early Head Start is a federally funded program. Eligible families benefit from participating in the program. Families must meet specific requirements as defined in section 1305 of the performance standards in order to be eligible for the program. If participants intentionally provide false information, it could jeopardize their child's eligibility and continued enrollment in the program.

## **ILLNESS**

Children should not attend school if any of the conditions listed in the Parent Handbook or a contagious disease is known or suspected.

## **LATENESS**

Children are expected to arrive on time, stay for the complete session, and be picked up on time. Sites that charge a child care fee may have additional late fees. Parents of children in full-day programs are encouraged to drop off their children by breakfast (see center for schedule). Pick-up time is flexible within regular hours of operation. Late fees may apply if children are picked up after regular hours.

## **OUTSIDE PLAY**

Children will be expected to go outside for some time and dressed appropriately during the school session. Generally, we don't have enough staff available to keep some children indoors when the group goes outside.

## **PICK-UP**

Staff will only release children to those people the parent has authorized in writing. The person picking up the child must be at least 13 years of age and be authorized by the parent. If a biological parent wants to pick up a child, the staff must release that child unless we have a copy on file of a court order restricting that parent. Anyone picking up a child should be prepared to produce identification if requested since all staff may not be familiar with parents or family members. If an adult comes to the center and appears to be intoxicated or otherwise impaired when picking up the child, the authorities may be called. Repeated late delivery or pick-up will be subject to a late arrival/pick-up contract. If parents and emergency contacts cannot be reached within one hour of closing time, law enforcement and CPS will be contacted.

## **TOBACCO AND MARIJUANA FREE ENVIRONMENT**

According to WA state law RCW 70.160.030, we are a tobacco free environment. No smoking, including e-cigarettes, will be allowed in any of our facilities or vehicles, or at any of our activities. Staff may request parents not smoke during home visits.



## **TRANSPORTATION**

Due to liability concerns, staff are not allowed to transport parents or children in private vehicles.

# Program Options

HS/EHS offers services to eligible families at twelve sites.

## **PART-DAY PROGRAMS**

- Children attend school during a morning (8-11:30 am) or afternoon (12:15-3:45 pm) session.
- Classes are Monday through Thursday.
- There is no cost to families.
- Part day programs are offered at NECC, SCC, and WCCC.
- A collaboration program with Spokane Public Schools special education (CAPE) is offered at the NECC centers.

## **FULL-DAY PROGRAM**

- Children attend school for 6 hours (Hours vary by location, please ask your Family Services Coordinator)
- Classes are Monday through Friday
- There is no cost to families
- Duration program are offered at AEC, Logan Lidgerwood and Woodridge

## **HOME VISITING PROGRAM**

- This option is provided only at the West Boone Center it is a two-part program consisting of weekly home visits and attending Stay-n-Play socialization.
- Pregnant women and families with infants and toddlers are visited in their homes weekly by trained Home Visitors that focus on age appropriate child development activities. During the home visit, each child's development is discussed, and activities are planned to help children learn and grow. In addition, families will receive health, nutrition, social and mental health services.
- Stay-n-Play Sessions are offered in five-week blocks throughout the year. Parents and children attend Stay-n-Play at the center once weekly.
- Weekly Stay-n-Play (conducted by a lead teacher) is held at the West Boone Center and provides parents and their children a variety of classroom activities that are specifically designed for infant and toddler needs.
- There is no cost to families, and snacks are provided at Stay-n-Play.

## **EXTENDED DAY PROGRAMS**

- Children attend school all day while parents are in school or working. (Campus sites: 7:00 am – 4:30/4:45 pm; Community sites: 7:00 am – 5:30 pm)
- Classes are Monday through Friday.
- The programs on campus are open only the days the campus is open for classes (exception: SFCC full-year EHSX classrooms).
- There is a monthly fee for full-day services in addition to an annual enrollment fee. This monthly fee covers the wrap around hours of care provided in addition to Head Start/Early Head Start services. See your Site Fiscal Support

Specialist for fee schedules and more information.

- Full-day services are offered at SCC and SFCC for enrolled full-time students.
- Full-day/Full year services are offered at ECCC, NCDC, West Boone Center, and WCCC are for working families.

## **SITE CLOSURES**

Head Start/Early Head Start observes all federal holidays. Our sites will be closed on those days. We also close for periodic in-service and staff training days. Monthly communication from your site will keep you informed about any impending closure days.

# A Message for Parents About Pedestrian Safety

## **HERE ARE SOME FACTS YOU SHOULD KNOW:**

- Preschool children are quick and often unaware of danger.
- Each year, many children are injured or killed when they suddenly dart into the path of a car.
- Most preschoolers are injured near their home or on their own street.
- Most crashes involving children happen between 3 p.m. and 6 p.m.
- Most crashes involving children occur in fair and warm weather.
- Twice as many preschool boys are injured than preschool girls.

## **THIS IS HOW YOU CAN PREVENT THESE TRAGEDIES:**

Supervise children at all times. Children should not be allowed to cross the street alone.

Teach them who can help them cross the street safely.

Teach by explaining. Say: "When I cross a street, I always stop at the curb. I look for cars. I look left for any traffic coming and then I look right for traffic coming that way. Then I look left again. When it is clear, I cross the street and keep looking left and right."

Teach by example. When you cross a street with your child, always:

1. Hold your child's hand.
2. Stop at the curb.
3. Look LEFT-RIGHT-LEFT for traffic in all directions.
4. Cross when it is clear.
5. Keep looking for cars as you cross.
6. Encourage your child. As you both safely cross the street together, praise him/her for copying your safe actions or words. Practice what you teach at all times.

## Understand the Weather

### Wind-Chill



- 30° is **chilly** and generally uncomfortable
- 15° to 30° is **cold**
- 0° to 15° is **very cold**
- -20° to 0° is **bitter cold** with significant risk of **frostbite**
- -20° to -60° is **extreme cold** and **frostbite** is likely
- -60° is **frigid** and exposed **skin will freeze** in 1 minute

### Heat Index



- 80° or below is considered **comfortable**
- 90° beginning to feel **uncomfortable**
- 100° **uncomfortable** and may be **hazardous**
- 110° considered **dangerous**

All temperatures are in degrees Fahrenheit.

# Child Care Weather Watch

## Wind-Chill Factor Chart (in Fahrenheit)

		Wind Speed in mph								
		Calm	5	10	15	20	25	30	35	40
Air Temperature	40	40	36	34	32	30	29	28	28	27
	30	30	26	21	19	17	16	15	14	13
	20	20	13	9	6	4	3	1	0	-1
	10	10	1	-4	-7	-9	-11	-12	-14	-16
	0	0	-11	-16	-19	-22	-24	-26	-27	-29
	-10	-10	-22	-28	-32	-35	-37	-39	-41	-43



Comfortable for outdoor play



Caution



Danger

## Heat Index Chart (in Fahrenheit %)

		Relative Humidity (Percent)												
		40	45	50	55	60	65	70	75	80	85	90	95	100
Air Temperature (F)	80	80	80	81	81	82	82	83	84	84	85	86	86	87
	84	83	84	86	86	88	89	90	92	94	96	98	100	103
	90	91	93	95	97	100	103	105	109	113	117	122	127	132
	94	97	100	103	106	110	114	119	124	129	135			
	100	109	114	118	124	129	130							
	104	119	124	131	137									

2010

## Child Care Weather Watch

Watching the weather is part of a child care provider's job. Planning for playtime, field trips, or weather safety is part of the daily routine. The changes in weather require the child care provider to monitor the health and safety of children. What clothing, beverages, and protections are appropriate? **Clothe** children to maintain a comfortable body temperature (warmer months - lightweight cotton, colder months - wear layers of clothing). **Beverages** help the body maintain a comfortable temperature. Water or fruit juices are best. Avoid high-sugar content beverages and soda pop. **Sunscreen** may be used year around. Use a sunscreen labeled as SPF-15 or higher. Read and follow all label instructions for the sunscreen product. Look for sunscreen with UVB and UVA ray protection. **Shaded** play areas protect children from the sun.

**Condition GREEN** - Children may play outdoors and be comfortable. Watch for signs of children becoming uncomfortable while playing. Use precautions regarding clothing, sunscreen, and beverages for all child age groups.

**INFANTS AND TODDLERS** are unable to tell the child care provider if they are too hot or cold. Children become fussy when uncomfortable. Infants/toddlers will tolerate shorter periods of outdoor play. Dress infants/toddlers in lightweight cotton or cotton-like fabrics during the warmer months. In cooler or cold months dress infants in layers to keep them warm. Protect infants from the sun by limiting the amount of time outdoors and playing in shaded areas. Give beverages when playing outdoors.

**YOUNG CHILDREN** remind children to stop playing, drink a beverage, and apply more sunscreen. **OLDER CHILDREN** need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens). They may resist applying sunscreen and drinking beverages while outdoors.

**Condition YELLOW** - use caution and closely observe the children for signs of being too hot or cold while outdoors. Clothing, sunscreen, and beverages are important. Shorten the length of outdoor time.

**INFANTS AND TODDLERS** use precautions outlined in Condition Green. Clothing, sunscreen, and beverages are important. Shorten the length of time for outdoor play.

**YOUNG CHILDREN** may insist they are not too hot or cold because they are enjoying playtime. Child care providers need to structure the length of time for outdoor play for the young child. **OLDER CHILDREN** need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens), applying sunscreen and drinking liquids while playing outdoors.

**Condition RED** - most children should not play outdoors due to the health risk. **INFANTS/TODDLERS** should play indoors and have ample space for large motor play. **YOUNG CHILDREN** may ask to play outside and do not understand the potential danger of weather conditions. **OLDER CHILDREN** may play outdoors for very short periods of time if they are properly dressed, have plenty of fluids. Child care providers must be vigilant about maximum protection of children.

## Understand the Weather

The weather forecast may be confusing unless you know the meaning of the words.

**Blizzard Warning:** There will be snow and strong winds that produce a blinding snow, deep drifts, and life threatening wind chills. Seek shelter immediately.

**Heat Index Warning:** How hot it feels to the body when the air temperature (in Fahrenheit) and relative humidity are combined.

**Relative Humidity:** The percent of moisture in the air.

**Temperature:** The temperature of the air in degrees Fahrenheit.

**Wind:** The speed of the wind in miles per hour.

**Wind Chill Warning:** There will be sub-zero temperatures with moderate to strong winds expected which may cause hypothermia and great danger to people, pets and livestock.

**Winter Weather Advisory:** Weather conditions may cause significant inconveniences and may be hazardous. If caution is exercised, these situations should not become life threatening.

**Winter Storm Warning:** Severe winter conditions have begun in your area.

**Winter Storm Watch:** Severe winter conditions, like heavy snow and ice are possible within the next day or two.

Child Care Weather Watch, Iowa Department Public Health, Healthy Child Care Iowa. Produced through federal grant (MCJ19T029 & MCJ19KCC7) funds from the US Department of Health & Human Services, Health Resources & Services Administration, Maternal & Child Health Bureau. Wind-Chill and Heat Index information is from the National Weather Service.

# Air Pollution and School Activities

Public Health Recommendations for Schools on Fine Particle Air Pollution



Air Quality Conditions					
First, check local air conditions at <a href="https://fortress.wa.gov/ecy/erw/wa/">https://fortress.wa.gov/ecy/erw/wa/</a> and then use this chart.					
	Good	Moderate	Unhealthy for Sensitive Groups	Unhealthy	Very Unhealthy/ Hazardous
<b>Recess</b> (15 minutes)	No restrictions.	Allow students with asthma, respiratory infection, lung or heart disease to stay indoors.	Keep students with asthma, respiratory infection, and lung or heart disease indoors.	Keep all students indoors and keep activity levels light.	Keep all students indoors and keep activity levels light.
<b>P.E.</b> (1 hour)	No restrictions.	Monitor students with asthma, respiratory infection, lung or heart disease. Increase rest periods or substitutions for these students as needed.	Limit to light outdoor activities. Allow any student to stay indoors if they don't want to go outside. Keep students with asthma, respiratory infection, lung or heart disease, and diabetes indoors. Limit these students to moderate activities. Students with asthma should follow their Asthma Action Plan.	Conduct P.E. indoors. Limit students to light indoor activities. Students with asthma should be following their Asthma Action Plan.	Keep all students indoors and keep activity levels light. Students with asthma should be following their Asthma Action Plan.
<b>Athletic Events and Practices</b> (Vigorous activity 2-3 hours)	No restrictions.	Monitor students with asthma, respiratory infection, lung or heart disease. Increase rest periods and substitutions for these students as needed. Students with asthma should follow their Asthma Action Plan.	Consider moving event indoors. If event is not cancelled, increase rest periods and substitutions to allow for lower breathing rates. Students with asthma, respiratory infection, lung and heart disease, or conditions like diabetes shouldn't play outdoors. Students with asthma should follow their Asthma Action Plan.	Cancel the event. Or move the event to an area with "Good" air quality — if this can be done without much time spent in transit through areas with poor air quality.	Cancel the event. Or move the event to an area with "Good" air quality — if this can be done without much time spent in transit through areas with poor air quality.

**Light Activities:** Playing board games, throwing and catching while standing, and cup stacking.

**Moderate Activities:** Yoga, shooting basketballs, dance instruction, and ping pong.

**Vigorous Activities:** Running, jogging, basketball, football, soccer, swimming, cheerleading, and jumping rope.

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## School Closures

School closures are the decision of the individual school district, usually in consultation with the local health department. Consult your local health department ([www.doh.wa.gov/localhealth](http://www.doh.wa.gov/localhealth)) if you have questions about air pollution and health.

## WAQA Index

Activity recommendations are based on the Washington Air Quality Advisory (WAQA) index. The WAQA uses the same color-coded categories as the EPA's Air Quality Index (AQI), but the WAQA fine particulate matter (PM<sub>2.5</sub>) categories are set at lower levels of air pollution to be more protective of health. The WAQA shows air quality as poor sooner, with less pollution in the air.

## Fine Particulate Matter, Indoor Air Quality, and Health

Wildfires, wood burning, and air stagnation increase the fine particulate matter in the air we breathe. Fine particulate matter travels easily indoors, especially if ventilation systems are drawing outside air into their system. It also comes in through doors, windows, and small openings. Over time, concentrations of fine particulate matter indoors can approach concentrations outdoors.

Exercising students breathe deeper and more often and take in more air, and more air pollution, into their lungs. Breathing polluted air can cause health problems, including aggravating asthma and other respiratory diseases. Anyone experiencing symptoms such as wheezing, shortness of breath, chest pain, headache, and dizziness should be seen by a medical provider.

Schools should reduce student activities once air quality has reached or exceeds the "Unhealthy for Sensitive Groups" category. Increased physical activity requires students to breathe faster and use more oxygen. More outside air is then needed to keep carbon dioxide levels down.

School buildings with enhanced filtration will have improved indoor air quality. Supplemental use of properly sized HEPA-Charcoal air filters, that do not produce ozone, have been shown to improve indoor air quality by reducing particulate matter and chemicals in smoke.

## Asthma Action Plan

<http://www.doh.wa.gov/YouandYourFamily/IllnessandDisease/Asthma/WhatShouldIExpectfrommyHealthCareProvider.aspx>

## More Information

For more information on indoor or outdoor air quality issues, including wildfire smoke, see <http://www.doh.wa.gov/CommunityandEnvironment/AirQuality.aspx> or contact us toll free at 1-877-485-7316.

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This document is available on request in other formats for people with disabilities. To submit a request, please call 1-800-525-0127 (TDD/TTY call 711).



## Head Start/Early Head Start Centers

The Spokane Head Start/ECEAP/EHS Administrative Office is located at the Esmeralda Center, 3939 N. Freya Street, Spokane, WA 99217. See our Facebook page at <https://www.facebook.com/Spokane.HS.ECEAP.EHS> or our internet site at <https://ccs.spokane.edu/Head-Start> or call 533-4800 for more information.

Center	Address	Phone	Infants (0 -12 mos.)	Toddler (1-3 yrs.)	Preschool	Child Care
<b>Adult Education Center</b>	2310 North Monroe St Spokane, WA 99205	533-4650	X	X	X	
<b>ECCC</b>	500 S Stone Spokane, WA 99212	279-6316		X		X
<b>Logan/Lidgerwood</b>	3704 W Nevada Spokane WA 99207	279-6470	x	x	x	
<b>Northeast Child Development Center</b>	4001 N Cook St Spokane, WA 99207	279-6351	X	X	X	X
<b>Northeast Community Center</b>	4001 N Cook St Spokane, WA 99207	279-6351			X	
<b>SCC Bigfoot Child Care Center</b>	1810 N Greene St, Bldg. 20 Spokane, WA 99217	533-7170		X	X	X
<b>SFCC Early Learning Center</b>	3410 West Fort George Wright Dr., Bldg. 29 Spokane, WA 99224	533-3624	X	X	X	X
<b>Sisters Haven</b>	1935 N Holy Names Ct. Spokane, WA 99224		X		X	
<b>West Boone Center</b>	2427 West Boone Ave Spokane, WA 99205	279-6901	X	X		X
<b>West Central Community Center</b>	1603 N Belt Spokane, WA 99205	279-6340			X	X
<b>Woodridge School</b>	5100 W Shawnee Ave Spokane, WA 99208	354-4593			X	

This facility is operated in accordance with U.S. Department of Agriculture policy, which prohibits discrimination on the basis of race, color, sex, age, handicap, or national origin. Any person who believes he or she has been discriminated against in any USDA-related activity should write to: SECRETARY OF AGRICULTURE, Washington D.C. 20250

# Classroom Information

<b>My classroom number is:</b>	
<b>My first day of class is:</b>	
<b>My classroom hours are:</b>	
<b>My Teacher's names are:</b>	
<b>My Family Service Coordinator (FSC) is:</b>	
<b>My Cook's name is:</b>	
<b>My Center Manager's name is:</b>	
<b>My center Office Assistant's name is:</b>	
<b>The center phone number is:</b>	

# Remote Services Information

## September 2020

We understand that bringing your child to your chosen Head Start or Early Head Start site or having your home visitor come to your home are the services you hoped for when you enrolled your child. In response to the current pandemic, the health and safety of you, your child and family, and our staff are our most important priorities. This means we are offering remote service options or “distance learning.” This addition to the Parent Handbook will provide additional information about those services. When we can welcome you and your child to in-person services, your child’s teachers and your family service coordinator (FSC), will work with you to decide how best to meet you and your child’s needs.

### **EDUCATION SERVICES:**

Teachers will work with you to support your role as your child’s first and most important teacher! Your child’s teacher will provide at least two education focused connections with you and your child each week. These could include a group time with classmates over Zoom or Teams, a recorded story time for you to share with your child, individual conversation with you about home activities or other content agreed upon by you and the teachers. It will be important for you to respond and stay connected with your Head Start team! You may also receive home learning materials – picked up at the center or delivered to your door.

### **PARENT SUPPORT AND INVOLVEMENT:**

You are an important part of Head Start/Early Head Start. Many opportunities for parents to participate are available through virtual connections. Your site will hold parent meetings to share information and updates with you. Our Parent Policy Council will meet virtually, and each site will elect parent representatives to this decision-making group. Other program committees will also meet virtually including our Health Services Advisory Committee and interview committees to hire new employees as needed. Your FSC will connect with you weekly to check-in, provide community resources, and support you to achieve the goals you have for yourself and your family. Again, it is important for you to respond and stay connected with your Head Start team.

### **HEALTH SERVICES:**

We know children who are healthy are better able to learn. Your FSC will help you connect to medical and dental providers if needed to be sure your child receives well-child visits, immunizations, and dental care. If your child has specific health care needs, we will work with you and your primary care provider to put an individual health plan in place, so we are ready to welcome your child on-site when that option is available.

### **MEALS, DIAPERS, OTHER RESOURCES**

During remote services, we encourage you to access meals available from the school district. For more information, talk to your FSC. For EHS children, we may be able to provide some diapering supplies and possibly infant feeding supplies like formula, again, talk to your FSC or teachers for more information.