

SKAGIT/ISLANDS
HEAD START

Serving Skagit, Island & San Juan Counties



FAMILY HANDBOOK



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WELCOME TO THE FAMILY

We are honored to be a part of your family experiences as you and your child join the early learning programs of Skagit/Islands Head Start (SIHS). We know that our time together can be a rewarding experience for you and your family, and we are committed to working closely with you to make that happen.

This Family Handbook is designed to provide you with information about our services and the important role you play in your child's life and in the success of our program. You are your child's first and most important educator, and you have the primary responsibility for your child's development.

Working together as a team, we will provide supports you and your child can use to succeed in school and in life.

Please read this handbook to become familiar with our program. Keep it in a safe place so that you can refer back to it as needed and let us know if you have any questions.

Sincerely,

Mary Ellen Lykins
Director





MISSION, VISION, AND VALUES

Our Mission

Building strong foundations for lifelong learning through family-centered, child focused partnerships.

Our Vision

We support children, families and each other to build resilience, strength and a sense of belonging to grow into their true potential and flourish.

We join with families to make a positive difference in all of our lives and in the communities where we live, work, and learn.

Our Values

STRONG, POSITIVE RELATIONSHIPS: Connecting children, families, communities, and each other; honored through open-honest communication, and taking time to understand and build mutual regard.

OPEN, ENGAGING COLLABORATION: Cooperation, open-minded give and take, shared decision-making, engaging diverse talents and resources with a focus on common goals and passions.

PERSONAL AND ORGANIZATIONAL INTEGRITY: Consistency, honesty, sharing thoughts, confidentiality and professionalism.

RESPECT AND ACCEPTANCE FOR ALL: Recognizing, valuing, encouraging and supporting community and individual differences and perspectives.

HIGH STANDARDS OF QUALITY: Best practice at the core of decisions, professional development and personal growth, high expectations, personal responsibility.





ABOUT THE PROGRAM

SIHS is a comprehensive program that serves pregnant women, children birth to 5 years old, and their families. We have two program models, Early Head Start and Preschool Head Start. There are never fees or payments accepted from families in either program. Early Head Start is prenatal to 3-year-old program focusing on relationship development between parent and child. Services are offered through home visits, classroom experiences, and parent-child playgroups. Home-based and center-based options are available throughout Skagit, San Juan, and Island Counties. Preschool is a 3 to 5-year-old, center-based program providing learning opportunities leading to higher levels of school readiness.

Services are offered at centers located in Concrete, Sedro Woolley, Burlington, Mount Vernon, Oak Harbor, and Friday Harbor.

SIHS is committed to having parents participate in policy-making decisions about the program. Governance includes Skagit Valley College's Board of Trustees and President, a Policy Council, and Parent Committees at each center.

For more information regarding locations, program options and application please visit www.sih.sagit.edu or call the SIHS Central Office (360) 416-7590.





ENROLLMENT INFORMATION

SIHS does not discriminate based on race, color, national origin, sex, disability, sexual orientation, or age. Acceptance into the program is based on age and income eligibility, set by the Federal Poverty Guidelines. Each family must meet the federal requirements for eligibility. This system ensures that children and families with the greatest need benefit from our comprehensive services.

Our program strives to provide quality services to all enrolled children and families, including full inclusion of people with special needs. In accordance with the Americans with Disabilities Act (ADA P L 101-336), SIHS policies and procedures are intended to eliminate barriers to program services or facilities. If you have special needs in order to fully participate (wheelchair access, Braille, TDD phone services), please notify our office (360-416-7590), or your child's teacher.





PROGRAM POLICIES

CONFIDENTIALITY & CODE OF CONDUCT

SIHS is committed to ensure the security and confidentiality of families, children, and staff.

Confidentiality requirements include, but are not limited to, the following:

- Physical and electronic records/files are secured
- Only authorized staff members may access child and family files
- Staff members share child information on a need-to-know basis
- Your written consent is needed prior to any release of individual child or family records.
- Staff and volunteers are trained prior to their start date through either orientation or one-on-one training on how to maintain confidentiality. They review and sign the confidentiality agreement and code of conduct every year.

Code of conduct expectations include, but are not limited to, the following:

- Respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability.
- Ensure child safety and leave no child alone or unsupervised.
- Use positive methods of child guidance that are nurturing and respectful of each child.
- We do not solicit or accept personal gifts, favors, or anything of significant monetary value from current or potential families or contractors.
- Perform duties assigned with cooperation, tact, courtesy, and respect.

If you are interested, ask your center staff to see the complete confidentiality and code of conduct agreements.

CHILD ABUSE & NEGLECT REPORTING

All SIHS staff, contractors and volunteers are required by law to call the Washington State Department of Child, Youth and Families (DCYF) Child Protective Services (CPS) if they have any reason to suspect a child may have been the victim of abuse or neglect whether it occurs inside or outside of the school. Staff will follow state regulations regarding the time frames of the information that must be reported, and confidentiality of reported information. If a report is made, your child and family will continue receiving Head Start services. A report to CPS or a family's involvement with CPS or law enforcement will never affect the participation of your child in the program.

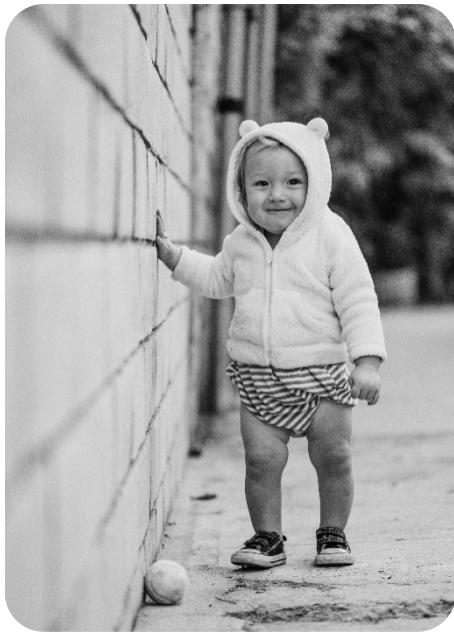


ATTENDANCE

Your child's attendance is an important part of their educational experience and success! Consistent attendance helps create a safe, healthy, and trusting environment for your child and the other children in the class. SIHS defines consistent attendance as present for at least 85% of class time.

If your child is going to be absent, notify the center within one hour of class start time and provide the reason for the absence. If we do not hear from you, the absence will be unexcused, and staff will contact you to determine the reason. After two consecutive absences with no contact from you, staff will conduct a home visit to discuss the challenges and offer support. If children are unable to maintain consistent attendance, they may be withdrawn from the program. Communication between you and your child's teacher is very important!

DROP-OFF & PICK-UP



To ensure safety of children at all times, you and/or other designated people that transport children are required to sign your child in at drop-off and out at pick-up. People dropping off or picking up your child must be 18 years of age or older. If you are having difficulty finding an appropriate person to drop off or pick up your child, please work with your center teacher or manager. Children transported by bus services must have an authorized person sign the child onto and off the bus.

Your child will only be released to you, or other people designated by you on the *Emergency Contacts and Consent Form*. If it is necessary for your child to be picked up by someone other than those designated, you must call the center to make staff aware of the person picking up your child, and to give permission. A photo ID will be required by anyone that is unfamiliar to staff. It is important to know that a parent, whose name is on the child's birth certificate, but not on the emergency contact list, has legal access to their child. If a parent in this situation arrives to pick up their child, staff will check ID to verify their identity, release the child, and then contact you.

If you or another person appointed to pick up your child appears impaired when arriving for pick up, staff will ask that you call a backup person on the authorized pick up list, or ask that you call a cab or ride sharing service. If you or the person leaves with your child and staff have safety concerns, staff will call law enforcement and Child Protective Services.

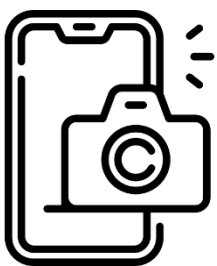
In the event that a child is not picked up within 60 minutes after the end of their class, and all attempts to contact the parent/guardian or other emergency contact have been unsuccessful, the center manager or other designated staff will take steps to ensure the child's safety. This may include contacting Child Protective Services and/or local law enforcement.



It is important to inform a staff member when there is a change in the name and/or phone number of anyone listed as an emergency contact. Once your child is signed out of the center and has left the classroom, you or the person picking up your child assumes responsibility for your child.

For your child's safety, never leave them alone in the classroom or on the playground. Do not leave a child unattended in your vehicle while you are signing another child in or out of the program. Be sure a staff member has acknowledged you and/or your child, before leaving and please refrain from using your cell phone during this time.

PHOTO POLICY



SIHS is very conscious of the safety and privacy of your child and family. In order to ensure that pictures of your child do not reach social media or unauthorized individuals, photographs may only be taken during class time using the classroom camera provided. No photographs may be taken on private cell phones, cameras or other devices. (Field trips are considered an extension of classroom time.) This will ensure that only paid staff have access to photographs taken and are able to share them appropriately with parents and guardians. If you are concerned that you will miss a special moment in your child's life, remember that staff can also provide you, at the end of the year, with copies of any pictures taken of your child throughout the year. Thank you for helping us keep the children in our program safe.

SCENT FREE

Please do not wear or use scented products or apply them to your child. There are staff and other children who have allergies and sensitivities to these products.



COMMUNITY COMPLAINT PROCEDURE

Parents and members of the communities we serve have the right to present complaints regarding the conduct of the program. Complaints should be first brought to the individual staff person with whom the community member has an issue (for example the teacher, family service coordinator, bus driver, etc.). If the community member is dissatisfied with the recommended resolution of the issue, she/he should contact the individual staff person's immediate supervisor, generally that will be the center manager. If resolution of the problem is not reached, the community member should contact the program Director. An informal hearing will be scheduled within five (5) working days.

In those cases where the issue cannot be resolved satisfactorily, the community member's complaint can be brought to the Policy Council. If the community member does not wish to wait until the regularly scheduled Policy Council meeting, the Director will arrange for an emergency meeting of the Executive Committee within ten (10) working days following the request. If the issue is still not resolved to the satisfaction of the community member, she or he can request, through the Director, the opportunity to be heard by the Vice President of Instruction of Skagit Valley College. The decision of the Vice President of Instruction is final. The parent or community member has the right to be accompanied by another person or persons of his or her choosing for any of the above steps of the grievance procedure.





HEALTH INFORMATION

NUTRITION & MEAL SERVICE



Your child will receive a growth assessment, and staff will give parents/guardians information concerning diet and general nutrition. Special dietary needs, with documentation from the child's health care provider, are considered when providing meals to children. Staff will work with you to identify nutritional needs for your child and when appropriate, a registered dietitian or nutritionist is available to provide nutrition consultation. It is important that you notify staff of any food allergies, cultural preferences, nutrition related health problems, and/or any feeding requirements. Center staff will post monthly menus and provide you with a copy.

Children enrolled in a part day class are provided breakfast and lunch, or lunch and a snack, depending on the time of their class. Children enrolled in a full day class receive breakfast, lunch, and a snack. Staff and children eat together in a family style meal setting where food is passed around the table and children are supported in serving themselves. Children are encouraged, but not forced, to eat or taste food served during meals and snack time. We view mealtime as an important opportunity to engage in conversation and social interaction. Food is never used as punishment or reward.

SIHS follows the Child and Adult Care Food Program (CACFP) and foods served are high in nutrients, low in fat, sugar, and salt. Health department regulations only allow us store bought food due to potential allergies and other health related concerns.

HEALTH & SAFETY

Staff will help establish healthy habits in the classroom to help reduce the spread of germs and illness. Additionally, staff will support your child in hand washing, tooth brushing, and complete health checks. Indoor and outdoor spaces are inspected and cleaned daily and kept free of hazardous materials and conditions. We ensure that playgrounds are age appropriate and that equipment and safety is held to a high standard.

SIHS staff adhere to strict policies regarding health and safety. If you have any questions or concerns regarding our health and safety practices, please speak with your center manager to review SIHS policies and procedures.



WELLNESS SUPPORT

Supporting children and families' positive mental health is an important part of our program. In early childhood, children learn to build attachments and relationships with others, explore and try new things on their own, and understand and manage emotions. As your child's most important role model, children learn these lifelong skills from you. Licensed mental health consultants are available for support in developing these skills. Talk with our staff for more information.

If your child needs assistance with diapering or toilet training, please work with your center manager and lead teacher for support on the best way to meet your child's needs. Our full day centers will offer your child a regularly scheduled naptime. Staff will follow age-appropriate safe sleep guidelines. If you would like to review this policy, please speak with your center manager.

WELL-CHILD CARE

Head Start guidelines require that programs track all health service provided to each child. SIHS must ensure that any health-related issues that your primary care provider has identified, during health check-ups and well-child visits, receive appropriate referral and follow-up. Additional documentation from your health care provider may be required.

Family advocates will work with you to ensure that the following documents and information are completed and up to date:

- Health Information form including current health insurance and medical home
- Current immunization record
- Well child exam appropriate for the child's age
- Dental exam and/or dental referral of follow-up treatment (cleaning, filling, sealants).
- All children receive a hearing and vision screening within 45 days of a child's initial entry into the program.
- Staff, with your input, will complete a developmental and social emotional screening within 45 days of entry into the program. Screening results will be shared with you.
- Lead screenings appropriate for the child's age.
- Documentation is required for children who need medications due to health conditions.
- Special diets will require documentation from your health care provider.

DENTAL CARE

Regular dental care prevents tooth decay and disease, and improves food chewing, nutrient retention, language skills, and overall health.

Head Start standards require all children to establish and maintain a dental home where they receive on-going, routine preventive care and restorative treatment, if needed. Your family advocate can support you in identifying a dental home for your child. Staff will be working with you to ensure your child has received the timely and appropriate dental care specified by standards.





EDUCATION INFORMATION

PHILOSOPHY

The first five years of life is a time of wondrous development and learning. Children grow from infants communicating through babbling and crawling on all fours – to toddlers speaking short sentences and beginning to run – to preschoolers telling detailed stories and kicking a ball to a friend. All young children learn in the context of caring, responsive, and stimulating relationships as they explore the world around them. Children have diverse strengths that are rooted in their family's culture, background, language and beliefs and to this end we believe you are the first and most important caregiver, teacher and advocate for your child. Below you will find a brief description of the different ways our program works with you to provide services and learning opportunities to support your child's developmental growth and educational success. School readiness goals have been adopted and drive our curriculum and planning. You are always welcome and encouraged to stay and play during any classroom or center activity.

PROGRAM MODELS

Early Head Start (EHS): Prenatal-Age 3

Experiences in the first three years of life have a strong impact on brain development and learning. They are the foundation for healthy development and strong child outcomes in the preschool years and beyond.

Home-based

Families receive weekly, 1½ hour home visits. These visits provide an opportunity to gain support and encouragement. Topics for discussion may include nutrition, health, behavior, developmental milestones, and how you can support your child to build confidence as they grow. Parent-child play groups are scheduled twice monthly. This group setting provides opportunities for your child to play with other children, work on goals you have set for them, and allows you to meet other parents for additional support. The expectation of the program is that you attend your visits and the play groups.

Toddler Classroom

In the part day program children receive a 3½ hour classroom experience, 2-4 days a week. In the full day program, children receive a 6 ½ hour classroom experience, 5 days a week, year-round. A variety of age-appropriate activities will be provided to help your child explore their world such as singing, dancing, reading, painting, and building. Your child's teacher will provide home visits throughout the year to discuss your child's developmental progress, and other needs as they arise. Your teacher will discuss a home visit schedule with you on your first visit.

Preschool Head Start (PHS): Ages 3 – 5

From 3 to 5 years of age, experiences continue to have a strong impact on brain development and learning. Children build on their earlier experiences to learn even more complex ways of communicating, relating, exploring, and understanding the world around them. Areas of learning during this age period become more specific and differentiated.

Preschool Classroom

In the part day program, children receive a 3½-hour classroom experience, 4 days a week. In the full day program, children receive a 6 ½-hour classroom experience, 5 days a week. Your child's learning is supported by literacy-rich environments to build foundations for strong reading and writing, positive interactions between adults and children to help build social skills, activities to develop math, science and problem-solving skills, music, movement, art and opportunities to learn about self, family and community. Teachers will conduct four visits with your family. Two of these will be home visits and two will be school conferences. The purpose of these visits is to discuss your child's development and progress. You will be contacted to schedule a time for the visits. You may also schedule an appointment with the teacher at any time to address questions or concerns about your child.

CURRICULUM

SIHS uses Frogstreet Love and Learn, Frogstreet Toddler, the Creative Curriculum for Infants, Toddlers & Twos and The Creative Curriculum for Preschool. These research-based, state-adopted early childhood curriculums provide a foundation and guide teachers in planning instruction. Other curriculum materials are also used by teachers and home visitors to enhance learning experiences. School readiness is a primary focus in all our SIHS models. The curriculum and the program's school readiness goals align with the Head Start Early Learning Outcomes Framework, WaKIDS, and the Washington State Early Learning and Development Guidelines. Ongoing developmental assessments are conducted throughout the program year. Information from these assessments, classroom observations, children's work samples and the information you share with us is gathered and used to plan appropriate activities to support early learning. You are always welcome to observe and participate in your child's learning experiences in the classroom. Early interventions and/or special education supports are available in our classrooms. Your child's teacher can answer any other questions you may have.



HOLIDAY CELEBRATIONS

In the classroom, we introduce children to different cultural celebrations through educational experiences that are developmentally appropriate. In order to design activities that reflect the traditions of all the children and families we serve, we encourage you to share your family's traditions with your child's class. We keep holiday celebrations simple and child-focused. For the respect and safety of all children, no outside food or non-food type treats are allowed. This includes birthday celebrations. Talk to your classroom teacher if you have any questions.

POSITIVE BEHAVIOR GUIDANCE



SIHS promotes positive ways to help children manage their behavior and teach them to solve problems. Setting reasonable limits on the child's behavior gives children the security of knowing exactly what is expected. We also design environments, routines and activities that promote engagement in learning. As staff model social skills, they will help children to identify and express feelings in acceptable ways, and nurture positive interactions. These help children learn classroom rules and routines while encouraging positive social

and emotional growth. Our program does not use harsh, cruel or unusual treatment with children. In addition, we have other experts that participate in our classrooms to support teachers and staff around these areas. You may see them in our classrooms from time to time.

CLOTHING

Active learning is messy. Successful learning happens when a child is dressed appropriately in:

- Comfortable play clothes that he/she can get dirty and change easily.
- Tennis shoes or shoes that stay on while climbing, jumping, riding, and running.
- A sweater or sweatshirt, when it is chilly.
- A warm jacket with a hood or a hat, as it gets colder (we go outside, even if it's cold/rainy).
- Gloves or mittens, hats and boots, during the wintertime.

We encourage you to provide a change of clothes for your child. Be sure to mark clothing, coats, backpacks and other belongings with your child's first name.





FAMILY ENGAGEMENT

RESPECTING VALUES AND TRADITIONS

SIHS honors and respects all children and families enrolled in our program. We are fortunate to have families from many different places, cultures and belief systems. To honor the diversity and experiences of our children and families, we invite you to share important events and traditions with us.

POLICY COUNCIL

The SIHS program Policy Council is a governing body that includes Head Start parents and community members. The Policy Council is responsible for guiding program decisions including recruitment and selection policies, personnel approval, program funding and budget. Head Start parents elect representatives. It is the responsibility of elected Policy Council members to keep parents at their center informed regarding issues facing the program, regularly attend meetings, and advocate for the best interest of the entire program. The Policy Council meets once a month and is open to anyone who would like to attend.

CENTER PARENT COMMITTEE

Parents have an important role in the operation of the Head Start program. The parent committee is a group of parents who represents the center where their child attends. Parent committee meetings are generally held monthly. During committee meetings you are encouraged to participate in planning activities, trainings, and family events. Head Start staff attend the meetings when possible to advise and inform parents of center activities. Parents are also updated on Policy Council activities and Head Start requirements and regulations. All Head Start families are invited and encouraged to attend. The Center Parent Committee is a great way to be actively involved at your child's center, network with other parents, and have fun.

MALE INVOLVEMENT

Our program values the unique and important role that fathers play in their child's life. During the year, centers offer a variety of parent/child activities for fathers & male role models. Fathers and other male family members are also encouraged to volunteer in the classroom or to share a special skill or passion. Research shows that responsible fatherhood significantly affects a child's esteem, social-emotional development, behavior, success in school, and quality of relationships.



PARENT TRAINING & FAMILY ACTIVITIES

Workshops, trainings, and family activities are offered throughout the year at your child's center and other locations and are based on the interests and needs of parents. Parents and staff work together to plan parent training and activities.



READY4K

Ready4K is a text message-based parent education program. Each week you will receive three text messages with fun facts and easy activities you can do at home to help your child learn—an approach that is proven to boost learning.

FAMILY LIFE CREDIT

As a SIHS parent you will receive three free elective family life credits per quarter from Skagit Valley College (SVC), our grantee. Once enrolled, you can get a student ID to use the library and computer lab. You can also use the college gym for \$20 per quarter. You will be re-enrolled for each quarter that your child is enrolled in the program. If you would like to know more about what SVC has to offer (ESL, GED/HS Diploma, job training, academic programs), talk with a staff member, and schedule a time to meet with a recruitment coordinator from SVC. An SVC recruitment coordinator can be reached at (360) 416-7845. Even if you are not interested in getting free college credit, enrolling in Family Life Credit directly benefits the program. The program receives a small amount for each enrollment form to help support a high-quality learning environment in your child's classroom.

PARENT VOLUNTEERS

Head Start is family oriented, and you are encouraged to volunteer at your child's center. Volunteering provides you the opportunity to develop existing skills and gain new ones. Volunteering is a great way to support a strong foundation for your child's education and lifelong learning! If you are interested in volunteering, please talk with your child's teacher or the center manager at your center.

The Health Advisory Committee (HAC) is a group of people that bring together staff, parents, and local health care providers to talk about the planning, operation, and evaluation of the health services in each Head Start Program. Each HAC determines how to best meet the needs of children and families in its community. As a Head Start parent HAC allows your voice to be heard on the issues that are important to you in the areas of health, including nutrition, safety, medical, mental, and dental care.

Raising a family with young children has its challenges, and SIHS wants to help families grow and find the support and resources they need. Staff works with you to build caring and respectful partnerships based on strengths and abilities so your child has the best chance for success in school and life.

- Food and clothing assistance
- Housing and utility assistance
- Employment, job training, & adult education programs
- Mental health services
- Domestic violence services
- Substance abuse treatment





FAMILY PARTNERSHIP AGREEMENT

I UNDERSTAND AS A PARENT IN THE PROGRAM I WILL:

Respect:

- Treat program staff, other parents, and children in the program with kindness and respect.
- Honor the professional boundaries set by my family advocate and teacher.

Confidentiality:

- Keep confidential what is shared by other parents in the program, or information about children while in the classroom. No photographs of children may be taken on private cell phones, cameras or other devices.

Attendance:

- Make sure that my child attends school every day on time. If my child is going to be absent, I will call and inform staff within one hour of class start time.

Medical/Dental:

- Ensure my child has a regular doctor and dentist. If needed, I will work with staff to find one.
- Make sure that my child's immunizations, well-child and dental examinations stay current.
- Follow up on any medical, dental, or other health concerns regarding my child.

Participation:

- Be home and ready to participate fully when program staff arrives for a home visit. Call if I need to re-schedule my visit.
- Attend and be on time for school conferences.
- Participate in center activities, parent committee meetings, and volunteer in the classroom, when able.
- Work in partnership with program staff to set child and family goals.

Overall Expectations:

- Talk with program staff if I am having difficulty with any of the expectations listed above.

I UNDERSTAND THAT PROGRAM STAFF WILL:

Respect:

- Treat my family with kindness and respect.
- Advise my family of the professional boundary guidelines staff need to follow.

Confidentiality:

- Keep confidential within the agency all information I share (verbally and in writing) unless I give written consent to share information with other agencies.

Medical/Dental:

- Provide resources and information to help my family locate a medical and dental home.
- Work with me to ensure that my child's immunizations and well childcare visits/dental examinations are up to date.
- Follow up on medical, dental, or other health concerns regarding my child in a timely manner.
- Provide me with information related to healthy habits, screenings and other health related topics.

Support:

- Provide me with a Family Handbook with program information.
- Assist me on progress towards achieving my goals, provide referrals, and support when I request social services and community resources.

Home Visits/Conferences:

- Provide me with information about my child's education.
- Arrive at my home on time for home visits. Be prepared and on time for conferences.
- Call me if she/he is going to be late or needs to reschedule because of illness.

Mandated Reporter:

- Report any suspected incidents of child neglect or abuse as required by Washington law.

HOME BASED FAMILY PARTNERSHIP AGREEMENT

I UNDERSTAND AS A PARENT IN THE PROGRAM I WILL:

Respect:

- Treat program staff, other parents, and children in the program with kindness and respect.
- Honor the professional boundaries set by my home visitor

Confidentiality:

- Keep confidential what is shared by other parents in the program, or information about children while in the classroom. No photographs of children may be taken on private cell phones, cameras or other devices.

Participation/Attendance:

- Establish a weekly schedule with my home visitor.
- Be home and ready to participate fully when program staff arrives for a home visit. Call if I need to re-schedule my visit.
- Work in partnership with program staff to set child and family goals.
- Attend parent/child socialization groups twice monthly.

Medical/Dental:

- Ensure my child has a regular doctor and dentist. If needed, I will work with staff to find one.
- Make sure that my child's immunizations, well-child and dental examinations stay current.
- Follow up on any medical, dental, or other health concerns regarding my child.

Overall Expectations:

- Talk with program staff if I am having difficulty with any of the expectations listed above.

I UNDERSTAND THAT PROGRAM STAFF WILL:

Respect:

- Treat my family with kindness and respect.
- Advise my family of the professional boundary guidelines staff need to follow.

Confidentiality:

- Keep confidential within the agency all information I share (verbally and in writing) unless I give written consent to share information with other agencies.

Medical/Dental:

- Provide resources and information to help my family locate a medical and dental home.
- Work with me to ensure that my child's immunizations and well child care visits/dental examinations are up to date.
- Follow up on medical, dental, or other health concerns regarding my child in a timely manner.
- Provide me with information related to healthy habits, screenings and other health related topics.

Support:

- Provide me with a Family Handbook with program information.
- Assist me on progress towards achieving my goals, provide referrals, and support when I request social services and community resources.

Home Visits/Conferences:

- Provide me with information about my child's development.
- Arrive at my home on time and be prepared for home visits.
- Call me if she/he is going to be late or needs to reschedule because of illness.

Mandated Reporter:

- Report any suspected incidents of child neglect or abuse as required by Washington law.



SAFETY INFORMATION

SCHOOL CLOSURE INFORMATION

Generally, but not in all cases, SIHS will follow the school closure and delay policies of the school district the center is located in. In some instances, centers may open even if a school within the district is closed. In case of inclement weather, families are advised to check media announcements (television, online, etc.) as early as possible in the morning.



DELAY OR LATE START INFORMATION

In most cases, if the school district is running 2 hours late, morning half-day classes in that district are cancelled. Afternoon half-day classes will begin at the regularly scheduled time. For full-day classrooms, class will begin 2 hours later than your regularly scheduled time and will dismiss at the regular scheduled time.

School Districts provide transportation to/from some centers. There may be times when a center remains open, but transportation is unavailable due to poor road conditions. School district will announce the cancellation of transportation services.

You can access school district closure information by Radio, Internet, or School District. Local TV stations will list closures.

Your school district hotline # _____

ACTIVE SUPERVISION PLANS

To provide a safe environment at our centers, all staff and parents use Active Supervision. This includes everyone creating a culture of safety for children, meaning no child is ever left unattended. As part of active supervision, parents must accompany all their children at all times during drop-off and pick-up. Each classroom has an *Active Supervision Plan* that details how this is used throughout your child's day while in class and at the center. If you are interested in learning more about active supervision at your center, please see your center manager.



ALCOHOL, DRUG, WEAPON, SMOKE & VAPE FREE ENVIRONMENTS

Our early learning centers, including parking lots and areas in view of children are all drug, alcohol, weapon and smoke free environments. This includes vaping devices and e-cigarettes.

EMERGENCY PLANS

In the event of an emergency, staff will implement their Emergency Preparedness and Disaster Plan. It is important that you, as a parent/guardian, provide correct contact information for your child; and communicate any changes in contact information to program staff.

In each classroom, you will find the Emergency Preparedness and Disaster plan posted. The plan indicates staff duties during an emergency evacuation, facility exit locations, emergency phones numbers, and temporary re-location sites. Your center manager will review this plan with you. Children and staff members participate in monthly fire drills and quarterly earthquake/disaster drills (i.e. lockdown, shelter in place, flood, etc.). In the event of a center emergency, children will remain at the center until picked up by parent/guardian or another authorized person.

If a major disaster should occur, you should follow the listed Do's and Don'ts:

DO's

- Trust us: The center has an emergency plan and will stay and do everything they can until they can get you reunited with your child.
- Stay where you are. You need to keep yourself safe so staff can reunite you with your child. All parents will be required to pick up their child at a designated location, which may be offsite.
- Keep your phone line open. If your lines are not down, do not use the phone except to get medical aid if you need it. We will contact you as soon as possible.

DONT'S

- Panic. We know you may have a couple of anxious hours to wait before you are sure your child is okay, but to panicking can lead to needless mistakes.
- Try to get to the center to pick up your child. You will be in more danger on the street than your child will be at their center. It is possible there will be roadblocks, and you would not be able to get to the center. Please wait until someone from the center speak with you before attempting to reach the center.
- Call the center: Phone lines must be kept open. Your child's center will contact you as soon as possible when it is safe to pick up your child. Staffs time must be spent comforting children, and ensuring their safety.
- Send a stranger or unauthorized individual to pick up your child. When the "all clear" is given, it is important to remember we can only release children to those who have been identified on the Consent and Emergency Release form.

Homebased families should follow their home disaster plan. See your advocate for guidance.



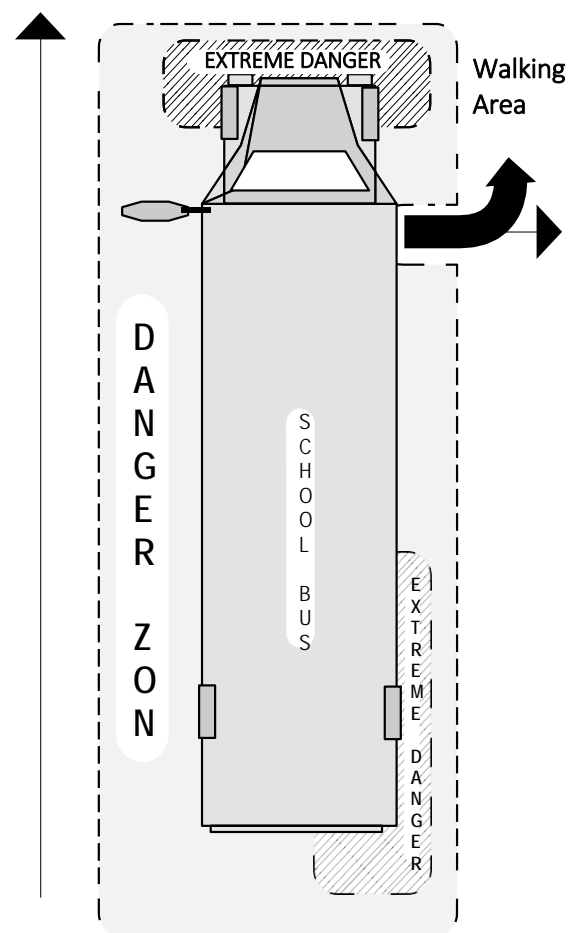
PEDESTRIAN SAFETY

- Always park in designated parking area and escort children to and from the center
- Remind children to hold your hand
- When walking to school, use sidewalks when possible and walk facing traffic
- Wear bright or reflective clothing especially during times of low visibility
- Always stop at the curb before crossing the street. Use crosswalks.
- Teach children to look left-right-left
- Make eye contact with the drivers when walking in front of them
- Walk, don't run, across the street
- Reinforce the meaning of the red, green, and yellow colors indicated on the traffic light
- Always be alert and cautious looking for rushed or distracted motorists

BUS SAFETY

Boarding and Exiting Procedures

- Escort your child to and from the bus stop. This is an important transition from home to school
- You and your child should stand back at least 10 feet from where the bus stops
- You and your child should stand still until the driver opens the door
- Remind your child to hold onto the handrail and walk one step at a time
- The bus should stop to the right of traffic lane when loading and unloading, about two feet from road's edge
- You need to accompany your child while crossing the street
- Teach your child to look left-right-left when coming to the edge of the street
- Talk to your child about the danger zones around the bus. Use the diagram to the right:
 - Front of the bus (extreme danger)
 - Back of the bus (extreme danger)
 - Standing, waiting, and leaving or entering the bus (walking area)



Riding Practices

- All children need to remain seated while the bus is in motion
- All children should sit in the seat forward and keep all body parts away from the aisle and inside the vehicle
- All children should remain buckled in their seat belts, harness or car seats until an adult says they may unbuckle



Community Resources

Emergency Assistance (Food, Housing, Resource Referral)

SKAGIT COUNTY

Community Action of Skagit County.....	(360) 416-7585
Concrete Food Bank.....	(360) 853-8505
Helping Hands-Sedro-Woolley (Food Bank)	(360) 856-2211
Neighbors in Need-Mount Vernon (Food Bank)	(360) 420-0558
WIC Mount Vernon	(360) 416-7595
Help Me Grow Skagit.....	(360) 630-8352
www.helpmegrowskagit.com	

SAN JUAN COUNTY

Friday Harbor Food Bank	(360) 378-4640
San Juan Island Family Resource Center	(360) 378-5246
WIC Friday Harbor	(360) 378-7036

ISLAND COUNTY

North Whidbey Help House.....	(360) 675-0681
Opportunity Council of Island County	(360) 679-6577 or 1-800-317-5427
WIC Oak Harbor	(360) 240-5554

Alcohol and Drug Treatment

Catholic Community Services	(360) 856-3054
Sea Mar Behavioral Health	(360) 428-8912
Sea Mar Behavioral Health Oak Harbor.....	(360) 679-7676
Skagit Recovery Center	(360) 428-7835

Child Care Resources

Department of Social & Health Services (DSHS) Mount Vernon	(800) 501-2233
Department of Social & Health Services (DSHS) Oak Harbor.....	(877) 501-2233
Child Care Aware.....	(360) 446-1114
www.childcareawarewa.org	

Domestic Violence Support

CADA (Citizens against Domestic and Sexual Abuse) Oak Harbor.....	(360) 675-2232 or 1-800-215-5669
Skagit Domestic Violence and Sexual Assault Services	(888) 336-9591

Job Training/Adult Education

Community Action of Skagit County	(360) 416-7585
Goodwill Industries Mount Vernon	(360) 848-6468
WorkSource Skagit	(360) 416-3600
Work Source Oak Harbor	(360) 675-5966

Food Bank Resources

Alger	Alger Food Bank 18731 Parkview Lane, Alger (360) 724-5131	1 st & 3 rd Tuesdays, 10 am to 2 pm
Anacortes	Salvation Army Food Bank 3001 R Avenue, #100 Anacortes (360) 293-6682	Monday & Wednesday 1 to 3:45 pm
Anacortes	St. Vincent DePaul Food Bank 4001 St. Mary's Drive, Anacortes (360) 293-9821	Fridays, 10 am to 11 am
Burlington	Tri-Parish Food Bank 935 Peterson Road, Burlington (360) 757-0128	Sept. to May: Saturday 1 to 3 pm June to September: Wed. 2 to 6 pm
Clear Lake	Community Covenant Food Bank (360) 419-7061	Mondays, call LOVE INC for appointment (360) 419-7061
Concrete	Concrete Food Bank 45942 Main Street, Concrete (360) 853-8505	2 nd & 4 th Tuesdays, 12 to 3 pm
Hamilton	Hamilton Community Food Bank 951 Pettit Street, Hamilton (360) 826-4090	Tuesdays 11-12 & 1 to 3 pm
La Conner	La Conner Sunrise Food Bank 601 South 2 nd Street, La Conner (360) 466-3277	Mondays 2-3 pm & 5 to 6 pm
Langley	Good Cheer Food Bank 2812 Grimm Road (in Bayview) Langley (360) 221-4868	Monday, Wednesday, Saturday from 9:30 to 4:30 pm Tuesdays from noon to 7 pm
Marblemount	Bread of Life Food Bank 59850 Highway 20, Marblemount (360) 873-2504	1 st & 3 rd Wednesdays, 11 am to 5 pm
Mount Vernon	Neighbors In Need 1615 South 2 nd Street, Mount Vernon (360) 420-0558	Tuesdays 1 pm to 6 pm Website: www.svneighborsinneed.com
Oak Harbor	Help House Food Bank 1091 SE Hathaway, Oak Harbor (360) 675-0681	Monday, Wednesday, Friday from 8 to 4, Tuesday 8 to 4; closed 12-1
San Juan Island Friday Harbor	Friday Harbor Food Bank 500 Market Street, Friday Harbor (360) 378-4640	One distribution per week Wednesdays & Saturdays 12 noon to 2 pm
Sedro-Woolley	Helping Hands Food Bank 9386 Fruitdale Road, Sedro- Woolley (360) 856-2211	Monday and Wednesday 9 am to 1 pm, Thursday 12 pm to 5 pm, Friday 5 pm to 7 pm www.helpinghandsfoodbank.org
Stanwood	Stanwood Camano Food Bank 27030 102 nd Ave NW, Stanwood (360) 629-2789	Wednesdays and Fridays 10 am to 1 pm, Saturdays 10 am to noon, Website: www.stanwoodcamanofoodbank.org

My Center's Contact Information

Center Name: _____

Center Phone Number: _____

Teacher's Name: _____

Family Service Coordinator's Name: _____

Transportation Phone Number: _____



SKAGIT/ISLANDS
HEAD START

Serving Skagit, Island & San Juan Counties

Building strong foundations for lifelong learning