

FAMILY HANDBOOK

24 - 25



**SKAGIT/ISLAND
HEAD START**

SERVING SKAGIT & ISLAND COUNTIES



My Center's Contact Information

Center Name: _____

Center Phone Number: _____

Teacher's Name: _____

Family Service Coordinator's Name: _____

Transportation Phone Number: _____

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WELCOME TO HEAD START |



We are honored to be a part of your experience as you and your child join the early learning programs of Skagit/Island Head Start (SIHS). We know that our time together can be a rewarding experience for you and your child, 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 in the significant role you play in your child's life the success of our program. You are your child's first and most important educator, and we understand that you have the primary responsibility for your child's development.

By working together as a team, we will give you and your child the support needed to succeed in school and life.

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

With gratitude,

Mary Ellen Lykins
Director



MISSION, VISION & 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 our lives and in the communities where we live, work, and learn.

Our Values

In our work together, Skagit/Island Head Start embraces a shared commitment to these values in an integrated and measurable way:

STRONG, POSITIVE RELATIONSHIPS: Creating a culture of belonging. Connecting staff, children, families, and communities where all voices matter; honored through open, honest, clear communication, and taking time to understand and build mutual regard.

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

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

RESPECT AND ACCEPTANCE FOR ALL: Recognizing, valuing, encouraging, and supporting community with compassion for individual differences and perspectives, while demonstrating cultural competence.

HIGH STANDARDS OF QUALITY: Best practice at the core of decisions, professional development and personal growth, accountability and high expectations that are clearly understood.

Revised June 2024.



ABOUT THE PROGRAM |



Program Information

SIHS is a comprehensive child development program funded by the federal government that sets the foundation for children to do well in school and in life. 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 (EHS) is designed to support the growth and development of young children, birth to 3 years of age. Skagit/Island Head Start currently serves EHS children 20-36 months in center-based programming. Preschool Head Start serves children 3- to 5 years of age in center-based programming.

Services

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

Governance/Program Management

SIHS is committed to having parents take part 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 about locations and program options please visit

www.sih.s.kagit.edu

or call the central office at (360) 416-2580.



ENROLLMENT INFORMATION |



Enrollment

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 (360-416-2580), or your child's teacher.



PROGRAM POLICIES & INFORMATION |



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 before the release of individual child or family records.
- Staff and volunteers are trained through either orientation or one-on-one training on how to keep confidentiality. They review and sign the confidentiality agreement and code of conduct every year.

The 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 based on 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.

- Do not ask for or accept personal gifts, favors, or anything of significant monetary value from current or potential families or contractors.
- Perform duties assigned with cooperation, tact, kindness, 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 about 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.



PROGRAM POLICIES & INFORMATION |



Attendance

Regular attendance is key to your child's success and ability to benefit from the program. When children come to class consistently, including arriving and leaving on time, they can build on skills and knowledge from previous learning, and develop strong connections with other children and teachers.

If your child will be absent, please notify the center before class begins. Provide the reason and expected return date. If we do not receive notification, classroom staff will try to contact you by phone or text. If the absence continues for more than three consecutive days without any contact, staff will conduct a home visit. Prolonged absence without communication may result in your child being placed back on the wait-list.

If your child is unable to maintain regular attendance, staff will work together with you to make an attendance success plan.

Showing up to school every day is critical for your child's well-being, engagement, and learning. Some things you can do at home include:

- Set regular bedtime and morning routines.
- Keep your child home from school only when your child is truly sick.
- Make plans for transportation to school if something comes up. Ask a family member, a neighbor, or friend for backup.
- If possible, schedule medical appointments and extended trips when school is not in session.

Drop Off & Pick Up

To ensure children's safety, you or designated individuals must sign your child in at drop-off and out at pick-up. Those dropping off or picking up must be 18 years of age or older. If you have difficulty finding someone, please contact your center manager or teacher.

Your child will only be released to you or those listed on the Emergency Contacts Form. If someone else needs to pick your child up, call the center to inform staff and give permission. A photo ID is required for anyone that is unfamiliar to staff.

A parent listed on the birth certificate but not on the emergency contact list can legally pick up their child. In such cases, staff will verify their ID, release the child, and then contact you.



PROGRAM POLICIES & INFORMATION |



Drop Off & Pick Up

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 CPS.

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

Once your child is checked 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. Be sure a staff member has acknowledged you and/or your child before leaving, and please refrain from using your cell phone during drop off and pick up.

Do not leave a child unattended in your vehicle while you are checking another child in or out of the program.

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.



PROGRAM POLICIES & INFORMATION |



Photo Policy

SIHS is very conscious of the safety and privacy of your child and family. To ensure that pictures of your child do not reach social media or unauthorized individuals, photographs may only be taken during class time using a program device. Field trips are considered an extension of the classroom. No photographs may be taken on private cell phones, cameras, or other devices. 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 first be brought to the individual staff person with whom the community member has an issue (for example the teacher, family service coordinator, etc.). If the community member is dissatisfied with the recommended resolution of the issue, they should contact the individual staff person's immediate supervisor. 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, they 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 their choosing for any of the above steps of the grievance procedure.



HEALTH INFORMATION

HEALTH INFORMATION |



Nutrition & Meal Service

Your child will receive a growth assessment, and staff will give parent/guardian information concerning diet and general nutrition. Special dietary needs, with documentation from the child's health care provider, are honored when providing meals to children. Staff will work with you to identify nutritional needs for your child, and a registered dietitian or nutritionist is available to provide nutrition consultation when appropriate. 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.

approach, serving food in common bowls and dishes so that children can serve themselves. This helps them develop independence, fine motor skills, and healthy eating habits.

Children are encouraged, but not forced, to eat or taste food served during meals and snack time. 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 to provide store-bought food due to potential allergies and other health-related concerns.



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 school-day class receive breakfast, lunch, and a snack.

Meal times are an important part of our day. Staff sit with children at the table, to foster a sense of community and to encourage positive social interactions. We practice a shared meal



HEALTH INFORMATION |



Health & Safety

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

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 significant role model, children learn these lifelong skills from you. The stress of parenting can be overwhelming at times. If you find yourself in need of someone to talk to and are not sure where to begin, we have staff who can support you. If you would like to talk or meet with one of them, please talk with staff at your child's center and we will get you connected. Here is more about Bess Windecker-Nelson, our lead consultant in this area:





Bess Windecker-Nelson, Ph.D.

has supported families for over 20 years and feels honored to work with diverse populations of parents and children. With a quest for science-based practices and a doctorate in Human Development and Family Relations, her background includes experience as a Child and Family Therapist, Head Start mental health consultant, educator for people of all ages starting from infancy into adulthood, and a certified instructor of STARS courses for early childhood education providers under the Washington Department of Early Learning. Bess is also the co-creator and facilitator of a coalition of community organizations offering support to children and parents and has personally experienced the joyful and difficult work of growing together in a family.

Bess loves to work with children and the adults (parents, caregivers and teachers) who support them. She believes in the value of good in people and how sometimes that gets covered up by the world around us. In her work with adults and children, she enjoys sharing what she's learned from her work and education, to help uncover ways of being our best selves. When she's not working, she's spending time with her family and friends (including her dogs), being outside and in her garden.



HEALTH INFORMATION |



Well-child Care

Head Start standards require that programs track all health services 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.

Staff will work with you to ensure that the following documents and information are completed and up to date for all children:

- 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).
- Hearing and vision screening within 45 days of a child's initial entry into the program (may be completed by staff).



- Developmental and social emotional screening within 45 days of entry into the program (staff will work with parents to complete).
- Lead screening appropriate for the child's age.

Dental Care

Regular dental care prevents tooth decay and disease, which can lead to serious health concerns such as infection, speech impairments, poor jaw development, gum disease and more.

Head Start standards require staff to determine if a child has a dental home where they receive ongoing, routine preventative care and restorative treatment if needed. Staff can support you in identifying a dental home for your child and will be working with you to ensure your child has received timely and appropriate dental care.



A young child with dark hair is wearing a Captain America costume, including a blue mask with a white 'A' and a blue padded jacket with a large white star on the chest and red 'A' logos on the shoulders. The child is sitting at a table and painting a green leaf-shaped cutout on a green tray with yellow paint. The background shows a wooden chair and a light blue wall.

EDUCATION INFORMATION



Philosophy

The first five years of life are 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 diverse 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 drive our curriculum and planning. You are always welcome and encouraged to stay and play during any classroom or center activity.

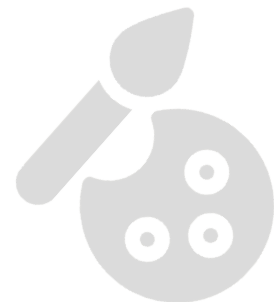
Children attend a 7 ½-hour school day, Monday through Thursday year-round. Teachers will conduct four visits with your family during the school year. Two of these will be home visits and two will be school conferences. The purpose of these visits is to discuss your child's development and progress. You 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.



Program Models

Early Head Start (EHS Year Round, School Day): Age 2 - 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. A variety of age-appropriate activities will be provided to help your child explore their world such as singing, dancing, reading, painting, and building.





Preschool Head Start (PHS September - June): 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 time become more specific and differentiated. Your child's learning is supported by rich, nurturing 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.

Children receive either a 3 ½- hour or a 7 hour school day, Monday through Thursday, September through June. Teachers will conduct four visits with your family during the school year. 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

Our program uses the Creative Curriculum for Infants, Toddlers & Twos and The Creative Curriculum for Preschool. These research-based, state-adopted early childhood curriculums provide a foundation for all ages and guide teachers in planning instruction. Other related curriculum materials are also used by teachers to enhance learning

experiences. School readiness is a primary focus of SIHS. The curriculum and the program's school readiness goals align with the Head Start Early Learning Outcomes Framework, Washington Kindergarten Inventory of Developing Skills, 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 your child's learning. You are always welcome and invited to observe and participate in your child's learning experiences in the classroom. Early interventions and/or special education support are available in our classrooms. Your child's teacher can answer any other questions you may have.





Celebrations

In the classroom, we introduce children to different cultural celebrations through educational experiences that are developmentally appropriate. 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 celebrations simple, child-focused, and oriented on learning. Out of respect and for the safety of all children, **no outside food or toys** are allowed. This includes birthdays and all other holiday 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 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. This helps 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. We do not exclude or expel enrolled 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, this includes:

- Comfortable play clothes that they 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. If you need assistance in obtaining any of the clothing items for your child, please let your teacher or family advocate know.





FAMILY ENGAGEMENT

FAMILY ENGAGEMENT |



Respecting Values & 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 direction including 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 a vital role in the operation of the Head Start program. All parents in a center are considered members of the parent committee. Parent committee meetings are held monthly. You are encouraged to participate in planning activities, trainings, and family events during committee meetings. Parents are also updated on Policy Council activities. All Head Start families are invited and encouraged to attend. The Center Parent Committee is a wonderful 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 vital 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.

ParentPowered

Parent Powered 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, using a researched, evidenced-based approach that is proven to boost learning.

As a SIHS parent, you will receive three free elective family life credits per quarter from Skagit Valley College (SVC), our parent organization. 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 outreach coordinator can be reached at (360) 416-7700 (Spanish 360-416-7740) or email outreach@skagit.edu. Even if you are not interested in getting free college credit, enrolling in Family Life Credit directly benefits our program. The program receives a small amount for each enrollment to help support a high-quality learning environment in your child's classroom.

Head Start is family-oriented, and you are encouraged to volunteer at your child's center. Volunteering provides you with the opportunity to develop existing skills and gain new ones. Volunteering is a wonderful 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 that brings together staff, parents, and local health care providers to talk about the planning, operation, and evaluation of the health

Raising a family with young children has its challenges, and SIHS wants to help families grow and find the support and resources they need.

A Family Service Coordinator (FSC) is assigned to each center to provide further support for you and your family. Your FSC will work to build a trusting and collaborative partnership with your family to provide support to assist in meeting the needs of your child(ren) and family.



FAMILY ENGAGEMENT |



Family & Community Support

We plan to support you in identifying your strengths and achieving various goals you set for yourself and your family. These goals may include health, education, employment, housing and/or wellbeing. FSC's may also make referrals for your family to outside community organizations, as needed. Staff work 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.

Here are some examples of referrals staff can provide:

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



PROGRAM EXPECTATIONS |



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 as soon as possible.

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.



SAFETY INFORMATION

SAFETY INFORMATION |



School Closure Information

Generally, but not in all cases, SIHS will follow the school closure and the 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 part-day classes in that district are cancelled. Afternoon part-day classes will begin at the regularly scheduled time. For school-day classrooms, class will begin 2 hours later than your regularly scheduled time and will dismiss at the regularly scheduled time.

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.

SAFETY INFORMATION |



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 phone 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 a 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 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 will not be able to get to the center. Please wait until someone from the center speaks 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. Staff time must be spent comforting children and ensuring their safety.



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER



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.

SAFETY INFORMATION |



The Head Start program provides safety education information to all Head Start parents/guardians.

Please review the following information.

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, do not run, across the street.
- Reinforce the meaning of the red, green, and yellow colors indicated on the traffic light.
- Make sure that drivers see you by communicating with them verbally or through body language before crossing in front of them.
- Minimize loose clothing items, such as long drawstrings, that may become tangled or cause a child to trip.
- Children should never be left unattended in vehicles.
- Always be alert and cautious when traveling near a school campus or child care center. Avoid rushing. Look out for other motorists who may be rushed or distracted.



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) 982-2089
WIC Mount Vernon.....	(360) 416-7595
Help Me Grow Skagit.....	(360) 630-8352
www.helpmegrowskagit.com	

ISLAND COUNTY

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

Alcohol and Drug Treatment

Catholic Community Services.....	(360) 757-0131
Consejo Counseling and referral services.....	(360) 763-5595
Didgwalic Wellness Center.....	(360) 588-2800
Sea Mar Behavioral Health	(360) 542-8920
Sea Mar Behavioral Health Oak Harbor.....	(360) 757-7738

Child Care Resources

Department of Children, Youth, and Families Child Care Subsidy Programs.....	(844) 626-8687
Child Care Aware.....	(800) 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

COMMUNITY RESOURCES |



Job Training/Adult Education

Community Action of Skagit County	(360) 416-7585
Goodwill Industries Mount Vernon	(360) 848-0646
WorkSource Skagit	(360) 416-3600
Work Source Oak Harbor	(360) 675-5966

Alger	Alger Food Bank 18731 Parkview Lane, Alger (360) 724-5131
Anacortes	Salvation Army Food Bank 3001 R Avenue, #100 Anacortes (360) 293-6682 St. Vincent DePaul Food Bank 4001 St. Mary's Drive, Anacortes (360) 293-9821
Burlington	Tri-Parish Food Bank 935 Peterson Road, Burlington (360) 757-2563 Helping Hands Food Bank Inspire Church of Burlington 1551 E Rio Vista Ave (360) 856-2211
Clear Lake	Community Covenant Food Bank (360) 419-7061
Concrete	Concrete Food Bank 45942 Main Street, Concrete (360) 853-8505
Hamilton	Hamilton Community Food Bank 951 Pettit Street, Hamilton (360) 826-4090
La Conner	La Conner Sunrise Food Bank 601 South 3 rd Street, La Conner (360) 488-3878 Helping Hands Food Bank Inspire Church La Conner 17444 Snee Oosh Road (360) 856-2211

COMMUNITY RESOURCES |



Langley	Good Cheer Food Bank 2812 Grimm Road (in Bayview), Langley (360) 221-6454
Marblemount	Helping Hands-Marblemount 59850 Highway 20, Marblemount (360) 856-2211
Mount Vernon	Neighbors In Need 1615 South 2 nd Street, Mount Vernon (360) 982-2089
Oak Harbor	Help House Food Bank 1091 SE Hathaway, Oak Harbor (360) 675-0681
Sedro-Woolley	Helping Hands Food Bank 9386 Fruitdale Road, Sedro-Woolley (360) 856-2211
Stanwood	Stanwood Camano Food Bank 27030 102 nd Ave NW, Stanwood (360) 629-2789



SKAGIT/ISLAND HEAD START

SERVING SKAGIT & ISLAND COUNTIES

FAMILY HANDBOOK
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