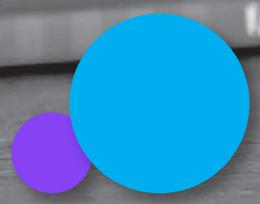
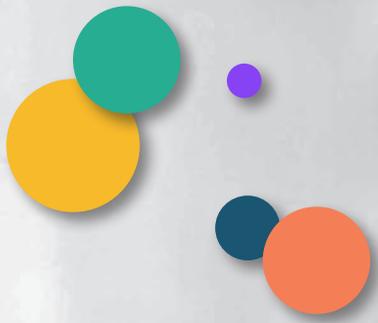


FAMILY HANDBOOK 23-24



SKAGIT/ISLANDS
HEAD START

SERVING SKAGIT, ISLAND & SAN JUAN COUNTIES



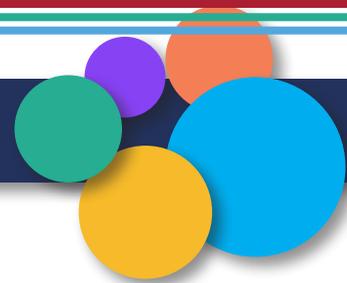


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WELCOME TO THE FAMILY |

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 significant 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 we understand that 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 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

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, and personal responsibility.



ABOUT THE PROGRAM |



Program Information

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 a 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

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

Governance/Program Management

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 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 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.

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 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.



PROGRAM POLICIES & INFORMATION |



Attendance

SIHS is a school readiness program that helps children and families gain knowledge and skills for success in school. Help your child succeed by building the habit of good attendance. Showing up on time every day is important to your child's success and learning.

Too many absences can cause children to fall behind in school. Missing 10%, or about 2 days each month, can make it harder to learn math and reading. Attending school regularly helps establish good attendance patterns that will help your child be successful.

If your child is going to be absent, notify the center within one hour of class start time. When reporting a child's absence, please let staff know the reason for the absence and possible date the child will return to class. If the child is not able to return by that date, please contact our staff. You will be contacted if your child's absence has not been reported within one hour.

If a child is absent for two (2) consecutive days without notification, or has a pattern of irregular attendance, contact will be made by text, cell phone, email, or in person by a Head Start staff member to discuss absences and offer assistance to ensure that any attendance challenges are addressed. If your child does not return to school, then the program will place your child back on the wait list or consider your child's spot vacant. Communication between you and your child's teacher is especially important.

Drop Off & Pick Up

To always ensure the safety of children, you and/or other designated people who transport children are required to check 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 check 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.



PROGRAM POLICIES & INFORMATION |

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 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 CPS 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 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. Do not leave a child unattended in your vehicle while you are checking 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.



Attendance Agreement

I understand that:

- My child must maintain regular attendance: attending school daily and arriving on time.
- I will contact my child's center before the start of class if my child will not be at school. If I do not contact the center within 1 hour of class starting, staff is required to contact me.
- My family service coordinator supports me and my family. When my child is absent, they will visit with me and offer support, help identify and remove barriers for regular attendance, and provide referrals if necessary.
- If my child is absent too many times, I may be placed on an attendance improvement plan.
- If my child's chronic absenteeism continues, the program will work with me to identify and help remove barriers for regular attendance. If my child's attendance does not resume, my child may be placed back on the waitlist.
- If my child will be away from school for an extended period of time, I will discuss this with my child's teacher before the extended period begins.





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. 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, 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 considered 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.

Children are encouraged, but not forced, to eat or taste food served during meals and snack time. We view mealtimes 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 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 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.



HEALTH INFORMATION |

Health & Safety

Staff will help establish healthy habits in the classroom to help reduce the spread of germs and illnesses. Additionally, staff will support your child in hand washing, tooth brushing, and completing 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 are held to a high standard.

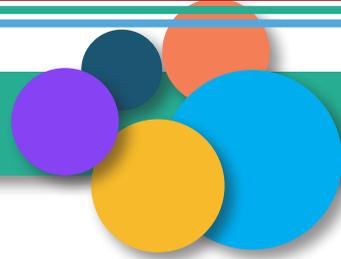
SIHS staff adhere to strict policies regarding health and safety. If you have any questions or concerns regarding our health and safety practices, please speak with your center manager to review SIHS policies and procedures.

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 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 mental health consultants who work with our program and families. If you would like a referral, please talk with staff at your child's center and we will get you connected with one of them. Here is more about Bess Windecker-Nelson, our lead consultant in this area:



HEALTH INFORMATION |



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 guidelines 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)
- Staff will work with parents to complete a developmental and social emotional screening within 45 days of entry into the program
- Lead screenings appropriate for the child's age



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 ongoing, routine preventive 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 the timely and appropriate dental care specified by standards.



A smiling woman with long dark hair, wearing a grey cardigan over a white top, is sitting at a wooden table with three young children. They are engaged in a learning activity with colorful geometric shapes (squares, triangles, hexagons) on a wooden board and scattered on the table. The woman is pointing at a pink shape on the board. The children are looking at the shapes with interest. The background shows a bright, well-lit room with a window and some shelves.

EDUCATION INFORMATION

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.

Program Models

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



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 playgroups are offered 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 playgroups. For the health and safety of staff, please secure pets you have in your home and provide a smoke free environment. If this is not possible, please talk with your home visitor to meet at an alternate location.



Toddler Classroom

In the part-day program, children receive a 3½ hour classroom experience Monday through Thursday (Sep.-June) with home visits in the summer.

In the full-day program, children receive a 7-hour classroom experience Monday through Thursday year-round. 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.

EDUCATION INFORMATION |

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 age period become more specific and differentiated. 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.

Home-based (Concrete only)

Families receive a 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 offered twice a month. 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 weekly visits and the play groups.

Preschool Classroom

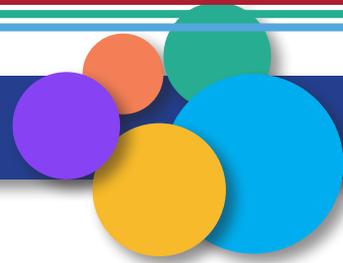
In the part-day program, children receive a 3½-hour classroom experience, Monday through Thursday. In the full-day program, children receive a 7-hour classroom experience, Monday through Thursday. Teachers will conduct four visits with your family. Two of these will be home visits and two will be school 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 Partners for a Healthy Baby, the Creative Curriculum for Infants, Toddlers & Twos and The Creative Curriculum for Preschool. These research-based, state-adopted early childhood curriculum provide a foundation and guide teachers in planning instruction. Other curriculum materials are also used by teachers and home visitors to enhance learning experiences such as social emotional development and nutrition. 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 (Wa 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 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 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. 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 celebrations simple, child-focused and oriented on learning. For the respect and safety of all children, no outside food or non-food type treats are allowed. This includes birthdays and 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 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.



EDUCATION INFORMATION |



Clothing

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

- 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.





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 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 a vital role in the operation of the Head Start program. The parent committee is a group of parents who represent the center where their child attends. Parent committee meetings are held monthly. During committee meetings you are encouraged to participate in planning activities, trainings, and family events. 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.



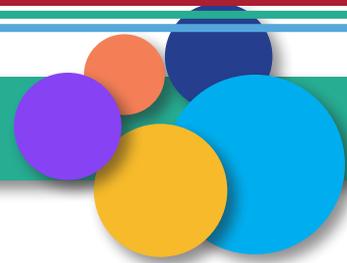
Parent Training & Family Activities

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.

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 ENGAGEMENT |



We plan to support you by 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 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.



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 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 regularly 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. The 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.



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.

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.

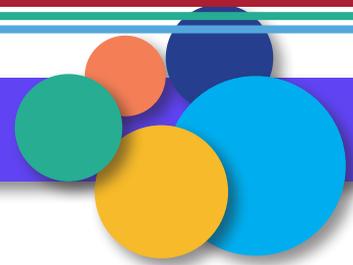


HOLD SECURE LOCKDOWN EVACUATE SHELTER



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

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.
- Always be alert and cautious looking for rushed or distracted motorists.
- 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.



SAFETY INFORMATION |

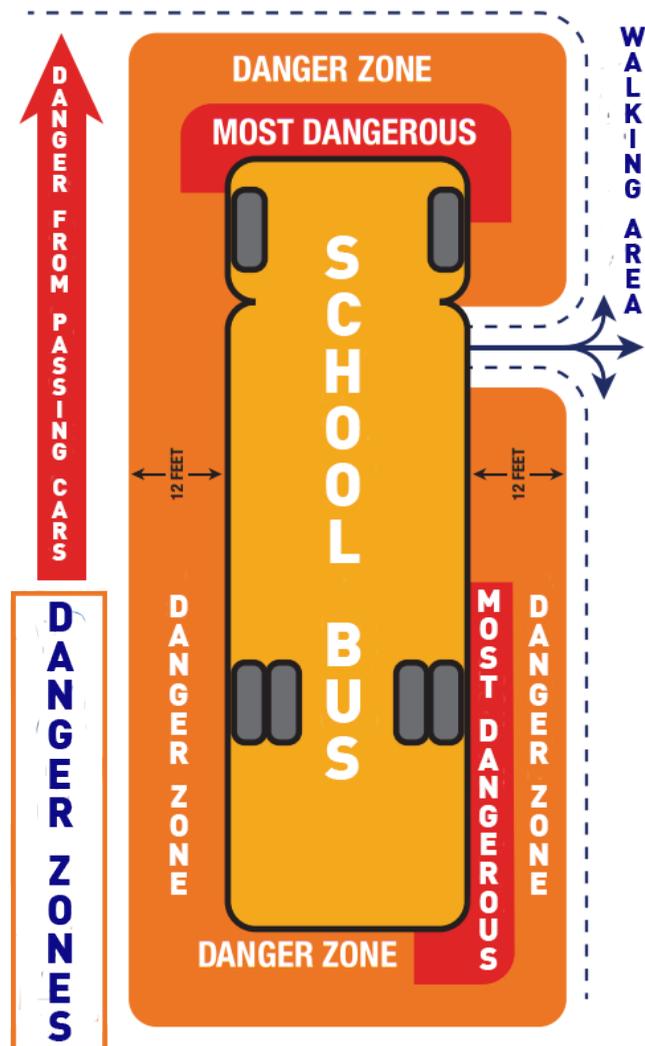
Bus Safety

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) 982-2089
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) 378-4474

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) 679-7676
Skagit Community Detox(360) 757-7738

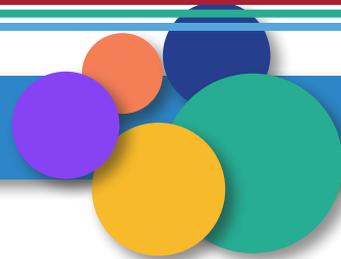
Child Care Resources

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 |

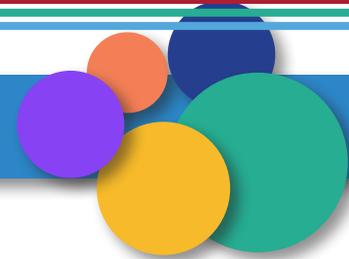


Job Training/Adult Education

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

Alger	Alger Food Bank 18731 Parkview Lane, Alger (360) 724-5131	Tuesdays, 10:00 am - 12:00 pm
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	Mondays thru Thursday: 9:00 am - 12:00 pm & 1:00 pm - 4:00 pm Fridays: 10:00 am - 11:00 am
Burlington	Tri-Parish Food Bank 935 Peterson Road, Burlington (360) 757-0128 Helping Hands Food Bank Inspire Church of Burlington 1551 E Rio Vista Ave	Every Saturday: 10:00 am- 2:00 pm Fridays: 3:00 pm - 6:00 pm
Clear Lake	Community Covenant Food Bank (360) 419-7061	Mondays: 10:30 am - 12:30 pm, call LOVE INC for an appointment call (360) 419-7061
Concrete	Concrete Food Bank 45942 Main Street, Concrete (360) 853-8505	2nd, 3rd, & 4th Tuesdays of each month: 12:00 pm - 3:00 pm
Hamilton	Hamilton Community Food Bank 951 Pettit Street, Hamilton (360) 826-4090	Tuesdays: 1:00 pm - 4:00 pm
La Conner	La Conner Sunrise Food Bank 601 South 2 nd Street, La Conner (360) 488-3878 Helping Hands Food Bank Inspire Church La Conner 17444 Snee Oosh Road	Mondays: 2:30 pm - 5:00 pm Thursdays: 2:00 pm - 5:00 pm

COMMUNITY RESOURCES |



Langley	Good Cheer Food Bank 2812 Grimm Road (in Bayview) Langley (360) 221-4868	Monday-Friday: 10:00 am - 4:00 pm
Marblemount	Helping Hands-Marblemount 59850 Highway 20, Marblemount (360) 856-2211	1 st & 3 rd Wednesdays: 11:00 am - 4:00 pm
Mount Vernon	Neighbors In Need 1615 South 2 nd Street, Mount Vernon (360) 982-2089	Tuesdays: 10:00 am - 5:00 pm Website: www.svneighborsinneed.com
Oak Harbor	Help House Food Bank 1091 SE Hathaway, Oak Harbor (360) 675-0681	Monday-Friday: 9:00 am - 4:00 pm Tuesdays: 9:00 am - 5:00 pm
San Juan Island Friday Harbor	Friday Harbor Food Bank 500 Market Street, Friday Harbor (360) 378-4640	Online order Friday-Wednesday: fridayharborfoodbank.weebly.com Thursday pick-up: 12:00 pm - 2:00 pm
Sedro-Woolley	Helping Hands Food Bank 9386 Fruitdale Road, Sedro-Woolley (360) 856-2211	Mondays: 11:00 am - 3:00 pm Wednesdays: 10:00 am - 2:00 pm Thursdays: 12:00 pm - 4:00 pm Fridays: 2:00 pm - 6:00 pm www.helpinghandsfoodbank.org
Stanwood	Stanwood Camano Food Bank 27030 102 nd Ave NW, Stanwood (360) 629-2789	Wednesdays: 10:00 am - 3:00 pm Saturdays: 10:00 am - 2:00 pm 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

FAMILY HANDBOOK

23-24