



Early Childhood Services
Parent/Guardian and Volunteer Handbook
Head Start, Early Head Start & Pre K
2018 - 2019

Below is your child's classroom, teacher and family advocate information:

Site Name /Phone Number: _____

Classroom Name / Ext: _____

Teachers'/Home Based Visitor Names _____

Family Advocate /Home Based Visitor Phone Ext.: _____

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For a copy of this document online follow to get to link: Children & Youth Services; Head Start; scroll to bottom of page to Other Important Documents; 2018-2019 Parent Handbook

Revised: July 2018

Table of Contents

- A note from the Vice-President: 3
- Consumer Bill of Rights..... 4
 - How Do I Help My Child Learn? 4
 - What Can Families Do at Home? 4
 - How Can I Work Best with Teachers, Family Advocates, and Home Visitors?..... 5
 - Standards of Conduct..... 5
 - Parent Communication Procedure/Conflict Resolution 6
 - Confidentiality Statement..... 6
 - Building Security..... 7
 - School Cancellations and Closings..... 7
- Program Options..... 7
 - Early Head Start (EHS) 7
 - Head Start..... 8
- Education Component 8
 - Curriculum Philosophy..... 8
 - Early Childhood Curriculum Content..... 8
 - Early Head Start Daily Schedule 8
 - Head Start & Pre K Daily Schedule 9
 - Child Assessment..... 10
 - Supervision of Children 10
 - Positive Discipline and Child Guidance Policy 11
 - The Incredible Years Classroom Strategies..... 11
 - PBIS: Busy Bees 12
 - Classroom Placement and Program Modification 12
 - Attendance Policy..... 12
 - Open Door Policy 14
 - Appropriate Dress for Children 14
 - Outdoor Temperature Policy/Air Quality Alert Procedures 14
 - Toys and Other Items from Home..... 14
 - Jewelry in the Classroom 15
 - Prohibiting Outside Food in Classrooms..... 15
 - Policy Prohibiting Animals in Early Childhood Program Buildings..... 15
- Special Services 15
- Family Development Component..... 16

The Role of Family Advocates and Home-Based Visitors 16

Family Partnership Agreement Procedure 16

Coordination of Care 17

Health and Nutrition Component 17

 Safety Policies and Procedures 18

 Car Seat Safety 20

 Health Policies and Procedures 20

 Physical, Dental, and Immunizations for Children 20

 Emergency Procedures 20

 Procedure for Serious Accidents or Illness 20

 Inclusion/Exclusion and Dismissal of Children for Health Reasons Policy 21

 Medication Administration Policy and Procedure 23

 Smoke Free Workplace 24

 Pedestrian Safety for Your Child 24

Behavioral Health Component 25

 Role of the Behavioral Health Team 25

 Social/Emotional Planning for Children 25

Family Engagement 26

 Building Community 26

 Partnership with Parents 26

 Parent and Staff Orientation 27

 Volunteer for EBCAP Early Childhood Services 27

 Parent Groups: 27

 Classroom Volunteers 28

Key Staff Directory 29

Head Start and Child Care Programs - 2018 – 2019 Classrooms Sites 30

EBCAP Programs 31

Organizational Charts 32

USDA’s Child and Adult Care Food Program 33

A note from the Vice-President:

On behalf of all employees at East Bay Community Action Program (EBCAP), I welcome you and your family to our early childhood education program.

EBCAP has provided services from Newport to East Providence, for over 50 years. We offer classroom-based services in six different locations and home-based services throughout the east bay area of Rhode Island, serving a total of 436 children. In September 2013, we opened our first state funded pre-kindergarten classroom and presently we have two pre-kindergarten classrooms in Newport and one in East Providence. We continue to offer pre-school programming for 3 and 4 year old children, before and after school child care for infants, toddlers, and children up to five years old, and a home-based program for pregnant women and families with children from birth to 5 years of age.

We offer many services for children with special needs. We partner with local schools to screen children and provide early intervention services. We are a certified Kids Connect provider through the RI Department of Human Services and Medicaid. Kids Connect allows us to support children with moderate to severe special needs in a classroom with typically developing peers. EBCAP can offer families a medical home through our health, behavioral health and dental centers. Visit our website at www.ebcap.org to find an EBCAP Family Health Care Center in your community. We are proud of our comprehensive services that bring together an impressive array of internal resources and community partners to meet the needs of the children and families in our care.

All programs support early learning and parent-child relationships. Research shows that when families and children engage in quality early education, young children will enter kindergarten ready to learn. In the upcoming year, EBCAP will partner with and support parents to promote each child's regular attendance in our classroom-based and home-based programs. Working together we can ensure that all children come to school, on-time, every day. We encourage parents and children enrolled in home based programs to actively participate in weekly home visits and monthly group activities. Regular attendance and parent engagement supports our common mission that all children will enter kindergarten ready to learn.

This is an important time for parents and guardians. We recognize that you, as parents, are your child's first and most important teachers. Our program will function best if we all work productively together, share information, and support each other. This can mean anything from letting a teacher know your child's special likes and dislikes, to sharing a special skill or community resource with other parents. We hope you will take advantage of the many opportunities to meet new people, gain new skills, and learn more about your community and your child's development. Ask your family advocate, home visitor or teacher about parent committee and Policy Council. These groups are your opportunity to participate in planning activities and evaluating services.

We welcome your questions, comments, and suggestions as we work cooperatively to offer the best possible programs and experiences for children and families. I look forward to meeting each of you in the days and months to come

Best regards,



Linda Laliberte Vice President, Head Start/Early Head Start
401.437.0018 x 103 / lindal@ebcap.org

Early Childhood Educational Services Mission Statement

East Bay Community Action Program is committed to offering eligible infant, toddler and preschool children and their families a source of support and hope for a brighter future. We provide high quality child development services to young children, and empower families to realize their fullest potential.

Consumer Bill of Rights

- (1) You have the right to be informed of all services available at EBCAP.
- (2) You have the right to be treated with respect, courtesy, fairness, and good faith.
- (3) Your personal records are strictly confidential.
- (4) You have the right to every consideration for privacy.
- (5) You have the right to assistance and/or response in a timely manner.
- (6) You have the right to refuse any or all services offered, and the right to be informed of the consequences of this refusal.
- (7) You have the right to participate in parent committees and to elect representatives to the Policy Council.
- (8) EBCAP shall not discriminate because of characteristics of race, creed, color, national origin, sex, age, political affiliation, sexual preference, religious beliefs, or handicapping conditions.

EBCAP is committed to providing you with the most effective services available. Despite our best efforts, disagreements may occur regarding your service. If you have concerns about the services provided, you have the right to file grievances without fear of discrimination or reprisal against you or any family member. You also have the right to be advised by EBCAP staff on how to voice your grievance, and the right to a prompt response to your grievance. Procedures for lodging a complaint or grievance can be found in both the Parent and Volunteer Handbook and in the Policy Council By-Laws, and the Program Director will assist you in the process. We value your input and respect your concerns.

How Do I Help My Child Learn?

Every child has the power to succeed in school and in life, and every family member and caregiver can help. Children watch what we say and do and follow our example. Parent/caregivers are truly their children's first teachers, and this important role lasts a lifetime. At home, you can take steps to support your child's education. Research shows children do better when moms, dads, and families are involved at school.

What Can Families Do at Home?

As a parent or a caregiver, no one cares more about your child's education than you. Get involved in your child's education at home. Here are simple tips that may be useful to you:

- **Play**. You may hear, or have even said yourself, “she’s only playing,” or “why bother sending them to preschool, all they do is play.” Parents tend to teach their child a variety of skills, rather than to *just* play. Play benefits children in many ways by providing opportunities for them to learn about themselves, confidence, self-esteem, social and emotional well-being and how to relate to the world around them. ***Play*** for a child ***is*** how they learn best.
- **Encourage Your Child to Read**. It's the single most important thing you can do to help your child succeed in school. Read aloud to your baby right from the start, and make reading together part of your daily routine.
- **Talk with Your Child**. Take advantage of everyday opportunities to talk with your child. For example, when you are walking, riding in a car, eating dinner or shopping, talk about what happened at school; teachers can give you some topics to discuss. Teach your child new words every day, name the things in your home, neighborhood, and community. Visit local museums, zoos and parks; many have discount days for residents.

- Encourage Healthy Habits. Research shows that regular sleeping times, good eating habits, and physical exercise are critical for good growth and development. Keep routine meal, bed, and play times. This helps your child learn good habits and ensures (s)he will be ready to learn at school.
- Limit and Monitor TV Viewing, Computer Use, and Video Game Playing. Set limits on time spent watching TV, using the computer, and playing video games. One to two hours a day is the maximum for young children. The American Academy of Pediatrics suggests that children under the age of 2 should not watch television at all because of concerns it may affect early brain growth and skill development. The more your child watches TV, the less (s)he develops an ability to entertain her/himself, and the less time (s)he spends on all the other important experiences (s)he needs to grow and learn.
- Coach, Prompt, and Praise Your Child. Provide specific descriptions and encouraging words to help motivate young children. “Try this puzzle piece.” “What would happen if you turned the piece around?” “I like how you put your things away.”

How Can I Work Best with Teachers, Family Advocates, and Home Visitors?

Learn everything you can about EBCAP Early Childhood Educational Services. You know your child best and understand his/her needs. Review the *Parent Handbook* and keep it in case you have questions. Talk with your child's teacher often, and start talking right at the beginning of the school year. Contact the teacher or family advocate immediately if you notice a change in your child's behavior. If you have a question or a concern, set up a meeting to talk about the issue.

Parents may always request a team meeting to discuss concerns or needs of their child. A mutually convenient time and date can be arranged through their family advocate. We will request parental consent and a written release for referrals to programs and agencies outside EBCAP.

Teachers will provide you with activities to use with your child at home to help reinforce what (s)he is learning at school. Let teachers know your ideas on how to make home and classroom activities better for your child.

Drop off and pick up times can be very busy for teachers and are usually not good times to try to have private conversations with your child's teacher. Let your child's teacher know you would like to schedule a time to talk with her privately and when she can give you her full attention.

Get involved in your child's school and after school activities. Participate in family events, parent-teacher meetings, and goal setting with your family advocate or home visitor. Volunteer your time, talent and ideas. Most of all let your child know you care by the things you say *and* do!

Standards of Conduct

We strive continually to provide a welcoming, safe, and appropriate learning environment for you and your child. We consider our facilities (inside, outside, and in the parking lot) to be “**kid zones,**” and as such will be governed by proper behavior at all times. To that end, we have listed below the most important expectations we have for acceptable behavior at our facilities:

- Parents and staff are important role models for the children in our care. As such, they should treat each other with courtesy and respect at all times. Discussion of sensitive issues will take place in private areas only.
- The use of profanity, verbal outbursts, or intimidation will not be tolerated. These behaviors may warrant disciplinary action or dismissal from the site.
- Verbal threats will always be taken seriously and may result in police involvement.
- Voices must be kept in the conversational range in all common spaces, as we should always assume that children are within earshot or napping.

Parent Communication Procedure/Conflict Resolution

EBCAP is committed to providing quality services to children and families. We encourage open and honest communication of any problem, concern, suggestion or question and will respond in a timely and respectful manner. All complaints will be kept confidential and will only be shared with employees on a need to know basis to resolve the concern.

To maintain open communication, we ask that these steps be followed:

- We encourage face-to-face, open and transparent communication to resolve an issue and ask that you speak directly to EBCAP employee(s) when you have a concern.
- If the issue cannot be resolved at this level, we ask that the concern be discussed with a supervisor or manager.
- If the issue is still not resolved, we ask that you put your concerns in writing and send to a program director or Head Start Vice President.
- We take your concerns seriously and want to give you our full attention. It may be that your concerns can only be discussed in a confidential setting. Ask to schedule a meeting as soon as possible so there can be discussion without interruption in a private setting.

For very serious or critical concerns such as safety issues, breaches of confidentiality, or staff misconduct, contact the Head Start Vice President at 437-0018 x103.

Confidentiality Statement

Confidentiality plays a major role in EBCAP Early Childhood Educational Services. In fact, most of our policies and principles are based on confidentiality.

All information about employees, parents, children, and volunteers obtained through observation or direct involvement in the program is strictly confidential. Such information will never be discussed outside of the agency or with any individuals not employed or related to our program, as is required by law. At times, it may be necessary to seek professional or outside guidance when dealing with a confidential situation. Except for mandated state investigations, or an official court order, or if the safety of someone is at risk, you will be informed if we need to meet with representatives of other agencies about your child. You will be asked to sign a Release of Information Form for us to talk with the agency.

It can be very easy to break confidentiality. It is important and our professional obligation for both staff and volunteers to keep information confidential. If you have an issue or concern, it should be brought to an employee rather than another parent.

All records pertaining to EBCAP children and their families are confidential and are treated as such. Certain employees (and you will be told who) have the right to review such records. If you have a need to review your child's record, please ask your family advocate about the agency policy for this procedure included at the end of this handbook.

Staff will model confidentiality by discouraging any conversations or discussions that may lead to a breach of confidentiality. **Gossiping** is not permitted. There is no need to discuss one's personal opinions regarding another parent, family and child, or staff member. If you have a grave concern, you may discuss it in private with an employee.

Please think before you speak! If you think of all information as **CONFIDENTIAL**, you will reduce the chance of potential problems.

Building Security

Please enter every EBCAP Early Childhood Center through the designated door. All visitors are required to sign in when entering the building if they are staying. Parents/guardians sign in their child in their classroom; that way we always know who is in the building and where you are in case of an emergency. We work hard to maintain a safe environment for the children, families, and staff of EBCAP. We ask that parents refrain from cell phone use in EBCAP Early Childhood Centers to maintain a safe and confidential environment. The use of cell phone cameras is prohibited.

If you bring a purse, backpack or jacket to EBCAP when volunteering, please check with your child's teachers or office staff and they will let you know where to store it. Please do not leave personal items unsecured. We cannot be responsible for them.

School Cancellations and Closings

All cancellations are communicated to families using *Blackboard Connect*, an automated system that will call your telephone with a message about school closings, late opening and early dismissal, and even special events. Please be sure we have an updated telephone number so that *Blackboard Connect* messages can be received and we can reach you in case of an emergency.

For weather related closings, you can access information about your child's site by calling the number listed below or see announcement on local TV stations. You can sign up for text alerts at www.ribroadcasters.com. You can choose text and/or e-mail alerts. We are listed under Pre- Schools/Day Care as **East Bay Community Action – Head Start**.

We typically follow the local school departments' decision to close school due to inclement weather. At other times, we may have to close due to unexpected or unavoidable events, i.e. no heat, broken water pipe, etc. We will attempt to keep childcare classrooms open when possible and safe to accommodate working parents. It is important you check for *Blackboard Connect* messages or call the school directly for information before bringing your child to Head Start.

Newport 367-2001
Tiverton 624-4736

Willett 437-0018
Turner 649-4233

Mary V. Quirk 245-2833
Kennedy 619-1670

Program Options

Early Head Start (EHS)

EHS Center-Based: Year round, center-based early care and education program for children ages six weeks to three years. Classroom group size is no more than 8 children. The primary caregiver model is utilized. The model has four children assigned to each teacher to allow for more individual attention and nurturing experiences.

EHS Home-Based Program for Pregnant Women, Infants, and Toddlers: Our home-based program offers 1½ hour weekly home-based sessions for families who don't need center based services. The home is used as the learning environment for infants and toddlers, with exciting play sessions supported by a home based visitor using the *Growing Great Kids* Curriculum.

- Families enrolled in the home-based program come together a minimum of two times per month in a socialization/play group.
- Home-based services are also offered to pregnant women. A home-based visitor will provide weekly sessions to expectant families to review baby's development, family's needs, healthcare, ways to prepare for baby, and family goals.

Head Start

Center-Based, School-Year Only: Early Care and Education Classrooms for 3-5 year olds that operate four or six hours per day, five days per week, between September and June at no cost to families.

Head Start Center-Based Program with Child Care: Early Care and Education Classrooms for 3-5 year olds that operates five days per week, year round, with before and after school childcare available.

Head Start Home-Based Program for 3 – 5-year olds: The Home-Based Head Start program offers Head Start services to children age 3 – 5 years old in their own home. This program is specially designed to support children who have difficulty participating in a center-based classroom.

Pre-Kindergarten: The Pre K program offers a full-day school year program for 4 year olds who live in Newport and East Providence. Entry into the Pre K program is determined by a lottery that is run by the RI Department of Education. Applications for the lottery are available in May and the lottery is drawn in July.

Education Component

Curriculum Philosophy

To provide each child an individualized learning experience, EBCAP Head Start considers each child's strengths, interests, needs, and learning styles. Working with parents, teachers individualize classroom lesson plans to provide meaningful experiences that support each child's school readiness skills.

We use the *Head Start Early Learning Outcomes Framework (HSELOF)* and the *Rhode Island Early Learning and Development Standards (RIELDS)* to provide the foundation for what children should know and be able to do. We support curriculum as a process that allows children to learn through play and interaction with their environment. Teachers organize the classroom by creating clearly-defined, well-equipped learning centers that are arranged to promote independence, foster decision making and exploration, and encourage interaction with the environment.

Early Childhood Curriculum Content

EBCAP teachers use the *HSELOF* and *RIELDS* to guide curriculum planning and to support ongoing assessment of each child's progress toward school readiness for all children, infants, toddlers and preschoolers. Domains identified in the *HSELOF* include physical development and health, social and emotional development, approaches to learning, language development, literacy knowledge and skills, mathematics knowledge and skills, science knowledge and skills, creative arts expression, logic and reasoning, social studies knowledge and skills, and English language development. The *RIELDS* is aligned with this framework and both documents provide the content of what children should know, understand and be able to do to be successful in a preschool environment and prepare for later responsibilities in school and life.

More learning and growth take place in the first five years of life than in any other period of life. Every interaction at home and at EBCAP Head Start promotes learning and development. Babies are born ready to learn, and adults can support learning and development through predictable daily routines, (hellos & good-byes, diapering, mealtimes, napping, etc.), a safe environment, nurturing relationships and classroom activities that promote interest, persistence and success for each child.

Early Head Start Daily Schedule

Each infant is on his/her own schedule developed in conjunction with parents. Schedules will change in response to the child's needs and changes in growth and development. A good daily schedule for infants will contain the

following components: arrivals & departures, feeding, diaper changing, dressing, indoor & outdoor play, and sleeping. A good schedule also offers a balance of activities: time with others, time alone, one-on-one time with an adult; quiet time, active time; and activities chosen by the child and activities chosen by adults.

A good daily schedule for toddlers will contain all the same components. However, the schedule for toddlers will be more predictable than for infants and contain more opportunities for group activities such as mealtimes and playtime.

Here is a sample schedule for toddlers. Notice that several activities frequently take place at the same time.

Early Morning	Greet parents and children. Help children and parents say good-bye. Encourage children to explore the environment and materials in their own way. Breakfast offered 8:30 - 9:00 am. Set up and invite children to participate in adult-directed activity, such as playing a simple lotto game. Clean up and wash hands. Discuss plans and news of the day.
Late Morning	Change diapers and use toilet, wash hands. Help children get ready to go outside. Take small group walks. Come inside, take off coats, and hang on hooks. Wash hands, read stories.
Midday	Help prepare and eat lunch, 11:30 - 12:00. Clean up and wash hands. Change diapers and use toilet, wash hands. Brush teeth. Read stories, play music. Help children prepare for naps. Wake up and cuddle time. Change diapers and use toilet, wash hands. Prepare and eat snack, wash hands.
Late Afternoon	Play indoors and outside. Offer option of free choice or adult-directed activities. Read stories or do quiet play such as table art or toys. Help parents and children reunite and leave for home.

Head Start & Pre K Daily Schedule

Our classrooms provide time and opportunities for children to experience and respond creatively to their world. The learning environment is social in nature, providing a secure and stimulating climate for all children. It provides time and opportunities for children to take appropriate risks and to explore and investigate their world. Children have experiences which encourage them to interact with others, to develop interpersonal skills, and to work and learn cooperatively. The environment is based on developmentally appropriate practice which responds to the natural curiosity of young children, reaffirms a sense of self, promotes positive dispositions toward learning, and helps to build increasingly complex skills in the use of language, problem solving, and cooperation. Teachers prepare the environment so that it provides stimulating, challenging materials and activities for children. Then teachers closely observe to see what children understand, and pose additional challenges to push their thinking further.

Another important concept teachers consider in a preschool classroom is individualizing activities for the children in the context of both small and large groups. Therefore, each classroom will have many similar features but will also look different because of those individual differences. You can expect to see each room set up with clearly defined, well-equipped interest areas. These can include but are not limited to: dramatic play, blocks & building, table toys/manipulatives, art/drawing, water/ sensory play, library/books, music/movement/circle and outdoor and/or indoor active play areas.

Here is a sample schedule for Head Start & Pre K:

Early Morning	Arrival (combined classes in full day), free play Cleanup, go to individual classrooms Bathroom/hand washing/breakfast preparation Breakfast, cleanup Large group activity (circle, story, music & movement, etc.)
Late Morning	Small group activities (centers, projects, etc.) Gross motor activities (playground, gym) Bathroom/hand washing/lunch preparation
Midday	Lunch Transition to rest time (bathroom, wash hands, brush teeth, quiet activities, cot preparation, etc.) Rest time (full day) or dismissal Transition to getting up (bathroom, quiet activities, put away cots, wash hands, snack preparation, etc.)
Late Afternoon	Snack, cleanup Afternoon activities (centers, outside play, etc.) Afternoon playtime, dismissal (combined classrooms in full day)

Child Assessment

EBCAP Early Childhood Educational Programs use the *Teaching Strategies GOLD (TSG)* online assessment system for children from birth through pre-kindergarten. It is designed to help teachers observe and document what children know and can do, and identify children’s strengths, needs, and interests. With this information, teachers can plan for each child and for groups of children in the classroom.

Teachers assess children in all areas of development (social-emotional, physical, language, & cognitive) by setting up specific activities and observing what they know and are able to do. This includes children with disabilities, children who are dual language learners, and children who demonstrate skills above age-level expectations. Teachers will share their assessments of children with parents during home visits and parent-teacher conferences.

Transition to Kindergarten

As children prepare to leave EBCAP Early Childhood Programs and move on to kindergarten we want to make sure that the child and family are prepared for that significant change. Information is shared with families throughout the school year on their child’s progress and school readiness. Information is shared with parents about kindergarten registration, including the time, location and what they will need to complete the registration process.

Supervision of Children

Children will be under the direct supervision of staff at all times including, but not limited to: classroom activities, toileting, resting or sleeping, meal times and outdoor play. No child will ever be left alone or unsupervised while in their care. Rhode Island Department of Children, Youth and Families licensing ratios will be maintained throughout the day. The staff will be positioned to see all areas where children may be playing and will move around as needed to monitor children’s activities and ensure their safety. Staff members are aware of the whole group even when working with individual children or small groups.

It is our policy that at school doors are open by adults only. Please help us to remind children that only adults open doors at school.

Positive Discipline and Child Guidance Policy

EBCAP believes in a positive approach to child guidance and behavior management. Teachers are provided training on how to support children's social interactions and emotional regulation using positive, non-punitive methods of guidance and discipline such as re-direction and calming strategies like deep breathing. Classrooms support all children's social and emotional development by implementing the following strategies:

- Develop clear and consistent age-appropriate rules and expectations for children and, to the extent possible, engage children in the rule setting process;
- Work with children to teach them solve problems social problems;
- Reduce the potential need for discipline by anticipating and eliminating sources of trouble whenever possible; and
- Respect and acknowledge children's feelings.

No EBCAP Early Childhood Education staff or volunteers will use methods of discipline that would be considered punitive or potentially harmful to children. This includes but is not limited to:

- Isolation to discipline a child;
- Corporal punishment;
- Withholding food as a punishment or use food as reward;
- Utilizing toilet learning/training methods that punish, demean, or humiliate a child;
- Using any form of emotional abuse, including public or private humiliation
- Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or
- Take away outside/gross motor play as punishment.

We encourage parents to communicate with their child's teachers on a consistent basis and to share information about things that are happening that could potentially impact behavior. Teachers will keep parents informed about their child's success and needs in the classroom throughout the year. Teachers and family advocates can support parents to identify resources both at EBCAP and in the community if they have concerns about their child's social/emotional development.

Since biting can be an issue in infant/toddler classrooms, we would like to share the following information:

- Biting is a developmental stage which many children go through. There are many reasons why children bite one another, regardless of the reasons why children bite, it is perfectly understandable for parents/guardians to be concerned and even upset when their children bite or are bitten.

For the child who has been bitten:

- Area is cleaned with soap and water and ice is applied to area.
- Nurse is called, and parents/guardians are notified if the skin has been broken.
- If skin is not broken, parent/guardian will be notified at pick-up time.

For the child who bites:

- Teachers will immediately redirect the child to another area of the classroom.
- The child will be watched for other attempts at biting or possible causes for the behavior.
- If skin is broken, the parent/guardian is notified immediately; if not they are notified at pick-up time.

The Incredible Years Classroom Strategies

All of our classrooms utilize the Incredible Years teaching strategies to support children's social and emotional development. The Incredible Years (IY) is a researched program that is designed to teach children how to regulate

their emotions, engage in social interactions with peers and adults, and solve social problems. Teachers are provided with training specific to the IY model and are supported to implement the strategies in the classroom. If you would like to know more about IY ask your child's teacher, family advocate or education coordinator.

PBIS: Busy Bees

In addition to IY we are also a PBIS School; **PBIS** stands for **P**ositive **B**ehavioral **I**nterventions and **S**upports. The mission of PBIS is to establish a program-wide culture that supports children, staff and families in implementing and maintaining proven, consistent, and positive practices that encourage pro-social behaviors. These behaviors, when reinforced, result in increased learning and a positive school climate. We have identified 3 school-wide expectations that we reinforce in all classrooms, they are Be Safe, Be Kind and Be Helpful.

Classroom Placement and Program Modification

EBCAP Head Start attempts to identify the most appropriate classroom for each child and minimize the number of transitions a child experiences during their time at Head Start. However, sometimes it is necessary to move a child to a different classroom to better meet the needs of the child, classroom or program. There are also occasions when a modified program option, such as a shortened day or week or a move from center-based services to home-based services, is recommended for a child. Our goal is to support every child and family to be successful during the time they participate in Head Start.

Your child's classroom placement, program option or schedule can be modified during your child's participation in the Head Start program. Please meet with Head Start staff to discuss any proposed changes and the reasons for the change.

When a change in classroom is required, a transition plan is developed with input from the parent(s) to facilitate the smoothest transition possible. Some reasons a child may be moved are:

- The child no longer qualifies for full day childcare and is transitioned to a part day classroom or Early Head Start home-based services.
- The child has been approved to receive Kids Connect services and is transitioned to a classroom where there is Kids Connect support in place.
- The child is not demonstrating success in their current placement and the team, which includes the teachers, education coordinator, family advocate and parent, agree that a different classroom may be better for the child.

When a change in a child's program (full day, part day or home based) or schedule is required, a transition plan is developed with input from the parent(s) to facilitate the smoothest transition possible. Some reasons a child's program or schedule may be modified are:

- There is non-payment of childcare fees in a full day program.
- The family's needs have changed, and a full day placement is no longer needed or is now needed.
- The child is having significant difficulties adjusting to the classroom environment and his/her behavior poses a risk to his/her safety or the safety of other children and adults in the classroom.
- There is a failure to comply with RI childcare licensing regulations or Head Start Program Performance Standards regarding health examinations/immunizations or the EBCAP attendance policy.

Attendance Policy

East Bay Community Action Program will support each family to promote regular attendance in our Early Childhood Educational Programs. We expect to see every child, in school, on time, every day. Performance Standards state, "When the monthly average daily attendance rate falls below 85 percent, a Head Start program must analyze the causes of absenteeism. In circumstances where chronic absenteeism persists and it does not seem feasible to include the child in either the same or a different program option, the child's slot must be considered an enrollment vacancy".

In **Early Head Start**, families will enroll their child based on their work schedules to promote attachment and bonding. Families may register for rotating schedules.

In **Head Start**, families will be encouraged to register for five days per week. If parenting time will interfere with a five-day schedule, the ERSEA Specialist and advocate will meet with the family and document the rationale for a part-time schedule.

Children enrolled in the **Pre K Program** are expected to attend 5 days per week for a 6 hour school day. Parents of Pre K children will be asked to sign a contract agreeing to the attendance expectations defined by the RI Department of Education. Children who accrue 20 unexcused absences are in jeopardy of losing their slot.

In the **home-based option**, families agree to participate in a weekly visit in their home with their assigned Early Head Start or Head Start home-based visitor. The home visit must take place with a legal guardian of the child enrolled. Families and home-based visitors should provide at least 24 hours' notice when they need to reschedule a home visit, unless an emergency arises. Socialization groups are offered twice each month. Families are strongly encouraged to attend the groups to support their child's developing social and emotional skills and overall school readiness. If transportation to socialization is a barrier, the families may discuss options with their home-based visitor.

If a child is unexpectedly absent and a parent has not contacted the program within one hour of program or scheduled start time, office assistants will contact the parent to ensure the child's well-being. If the parent is not reached, the office assistant will inform the family advocate that follow up is required. The family advocate will continue to follow up by phone for two additional days. If a family has not been reached after 24 hours, the family advocate will make a visit to the home to ensure the child's well-being.

Our staff will contact you if there is chronic absenteeism or inconsistent attendance.

If a child's absenteeism rate falls below 85%, we will make every attempt to assist/support you to overcome barriers, which are prohibiting your child or family from participating in services at EBCAP. You will be asked to join the Attendance Team to reduce barriers and to determine whether EBCAP is able to provide you with appropriate services in another program option. However, your child/family will be dropped if chronic absenteeism or inconsistent attendance continues and a child/family from our wait list will be offered the slot. If your child or family is dropped from the program, you will have to reapply if you would like to enroll your child in the future.

What Can Parents Do?

Drop off and pick up your child on a consistent schedule. Talk to your child's teacher or your family advocate if you need assistance to develop a schedule for your child. When you bring your child to school consistently, you are helping him/her learn how to be successful in the world. This will lay the foundation for future success in school and in life.

If a schedule change is unavoidable, let your child's teacher know as soon as possible. The teacher can explain to your child what is happening to help relieve his/her stress. "Daddy called me and he will pick you up after we go outside today." "Mommy told me you are coming to school after circle time tomorrow. When you come to school tomorrow we will be getting ready to go on a walk."

We ask parents to call, text or email the center by the scheduled start of the school day if your child will be absent or late.

There is a charge for late pick-up from full day classrooms. Always call to let us know if you are unavoidably delayed. Children become anxious when they see other children have left for the day.

Open Door Policy

Parents/Guardian are welcome to visit our program. You may help your child transition into the classroom if she/he seems to need help. Let us know if you would like to read or do an activity with a group of children. Your teacher can help you plan and schedule the activity. If you would like to volunteer on a regular basis, speak to your child's teacher to help you schedule an appointment with the Family Engagement Specialist.

Appropriate Dress for Children

Please dress your child in play clothes for their day at school. Young children need real experiences in all the elements and all the seasons. This means they will be playing in sand, water, paint, glue, glitter, playdough, clay, dirt, and other "stuff," both inside and outside throughout the day. While teachers do their best to keep children clean, their clothes can and will get messy. Do not send your child to school in "dressy clothes."

Active indoor and outdoor play is an important part of the curriculum. Children will be going outside on a daily basis. Please send your child with clothing appropriate for the season – heavy coats, hats, mittens, boots in winter; a medium weight jacket and sweater or sweatshirt, a hat or baseball cap, sneakers or rubber soled shoes, and rain jacket. No open-toed shoes, shoes with slippery soles, or flip-flops please. Children can run, jump, and play more comfortably and safely in sneakers or rubber soled shoes.

Each child needs at least one change of clothing each day in case of messes or accidents. These can be brought back and forth or left in the child's cubby or locker. Children learning to use the toilet should bring at least **four** changes of clothing, including socks, daily.

Please inform your child's teacher or family advocate if you need appropriate seasonal clothing. We can help

Outdoor Temperature Policy/Air Quality Alert Procedures

Children should be dressed in comfortable clothing, suitable to both the weather & active play. **Your child will be going outside every day** unless there is active precipitation. Our health team will utilize AccuWeather.com to check for weather-related health alerts. Alerts are posted at the front desk and outside time may be reduced if unhealthy conditions such as extreme cold, extreme heat or poor air quality occur. The amount of time each classrooms spends outside is based on State Regulations.

Air quality tells us how clean or polluted the air is, and what associated health effects might be a concern. (Primary source for Air Quality Alert is www.airnow.gov or call 1-401-222-2808). Alerts are posted at the front desk.

Please note that staff regularly monitor children's responses to weather while outside.

Toys and Other Items from Home

Although many children wish to bring toys and other items to school, we ask that these things be left at home. All our classrooms are well equipped with toys and materials for children to explore and engage with during the day. We have found that children become very upset when their toys are lost, broken or used by other children at school. We are unable to ensure the safekeeping of these items and ask for your cooperation in keeping them at home.

Children in full-day (6 hours or longer) classrooms, parents may provide a blanket for rest time and (if desired) a special stuffed animal. ****Please remember to label your personal belongings. ****

Jewelry in the Classroom

To provide a safe environment, we ask that children not wear jewelry while at the center, ** except for post earrings with a safety back system. Children under 3 should not wear hair beads.* If a child does arrive at the center wearing jewelry, the parent/guardian will be asked to remove the jewelry; otherwise, we will remove it and put it in their backpack or cubby. Although we will make every effort to secure the jewelry in a safe place, we cannot assume responsibility for it.

Prohibiting Outside Food in Classrooms

EBCAP Early Childhood Centers prohibit outside food and drink in preschool and infant-toddler classrooms. The policy was developed to protect the health and safety of children and staff who may have severe allergies and to maintain compliance with USDA Balanced meal requirements. Therefore, no food or beverages can be brought into the classroom by adults or children. This includes food traditionally connected with birthday celebrations. Classrooms will recognize children's birthdays in ways that do not involve food. Please be mindful that all centers are nut free environments.

Policy Prohibiting Animals in Early Childhood Program Buildings

EBCAP does not allow animals or pets in our building, with the exception of service dogs. This is for the protection of individuals with allergies as well as for the safety of young children who are not yet aware of how to interact with animals. Classrooms may have fish as part of their science learning center.

Special Services

EBCAP regards parents/guardians as the primary educators and most powerful influence in the lives of their children. It is therefore the goal of the Special Services component not only to maximize the involvement of the parent in the development of their child, but also to assist them, when needed, in acquiring special services for their child. EBCAP is a general education setting that strives to meet the educational needs of all children. To do this, we work closely with resources in the community to support children with needs that may require more specialized services. Some such resources are public schools, early intervention programs, and community mental health centers.

It is the responsibility of the Special Services Coordinator to coordinate screenings in the areas of speech and language, cognitive, motor and social/emotional development for all children. Teachers, Home Visitors, or Family Advocates complete the Ages & Stages Questionnaire (ASQ-3) and the Ages and Stages Questionnaire – Social Emotional (ASQ-SE2) for all children at the time of registration or within 45 days of the child's entry into the program. *Pre K families will only complete the ASQ-SE2.* The use of these tools helps teachers gather baseline assessment information on each child that is then used to support individual goal setting and classroom lesson planning. The ASQ-SE2 is also part of the Child Outreach screening process that is provided by public school departments. Child outreach screenings are done onsite by the local school departments for the pre- school children. Results are shared with EBCAP staff, and families receive letters from the Local Education Authority (LEA). The LEA also has the responsibility to rescreen those children who fall into the rescreen category.

All screenings are done *only* after parent/guardians have signed permission. Family advocates explain the process and answer any questions at enrollment or refer the parent to the special services coordinator.

If there is a need for further evaluation, EBCAP staff will provide parents with information and/or assistance to receive this service. EBCAP staff are available to attend meetings with community providers and to provide relevant information regarding your child's development. We will continue to support families through the process to qualify and plan for individualized services. In most cases, special education services can be provided to children at their EBCAP site, and education staff will work with special service providers from Early Intervention

or the Public School to plan appropriate classroom activities that support the child's individualized goals.

If you have a concern about your child's development, please share this with your family advocate, teacher or the Special Services Coordinator. We are available to provide support, advocacy, education, and information about resources in the community.

Family Development Component

The Role of Family Advocates and Home-Based Visitors

The role of family advocates and home-based visitors at Head Start and Early Head Start is to build a strong and trusting relationship with you and your family. Throughout your involvement with our program, you and your family advocate and/or home-based visitor will enter into a partnership to work on specific goals that you choose. Family advocates will meet with families who are enrolled in a center-based option to work in partnership with each family on goals the family has chosen. Home-based visitors will meet with families enrolled in a home-based option weekly to support parenting skills, child development and access to helpful resources. Whether you choose to explore job training, education, child development, resources in the community, or something that may be more appropriate for you and your family, your family advocate and/or home-based visitor will be there to assist you and offer you support and guidance. The most important thing is that you choose the goal that is best for you and your family.

Throughout the school year, your family advocate and/or home-based visitor will share additional information about special events and educational opportunities in our program. We will contact you as new information becomes available.

Most importantly, your family advocate and/or home-based visitor is available to assist you with any questions or concerns you may have regarding the Head Start/Early Head Start program, your child's participation, school readiness, community resources, or if you just need someone to talk to. Please do not hesitate to contact them or the Director of Family Development if you need assistance.

Family Partnership Agreement Procedure

- I agree to complete the Family Assessment and Partnership Agreement with my family advocate / home visitor.
- I agree to complete the Family Assessment with my family advocate/home visitor three times per year; you are the expert on your child and family.
- I understand that the Family Assessment and the Partnership Agreement are designed to help my family and advocate/home visitor support me in establishing goals for my child and family and to assist my family in accessing resources.
- I understand that my family advocate / home visitor will take direction from me in the goal setting process and use an individualized approach in achieving goals.
- I understand that my family advocate / home visitor will provide me with information on community services, parent involvement activities, parenting and child development, etc.
- I agree to schedule home visits with my family advocate monthly or at a minimum quarterly I agree to weekly home visits with my home based home visitor.
- I agree to keep the program informed of any changes of information.
- I understand that the Head Start program will keep information about me and my family confidential except for child abuse and neglect or knowledge of intention to harm yourself or others.

I will be informed if we need to meet with representatives of other agencies about your child.

Coordination of Care

Teachers and family advocates work together in teams and meet monthly to discuss classroom strategies, care for individual children, and family goals. Our classroom teams are supported by representatives from our family development, education, special services, and health and nutrition departments, and are available to discuss concerns and identify program services which may include:

- recommended classroom interventions;
- referral for in-house observation;
- referral for mental health observation;
- modification of classroom hours or program options;
- referral for community support services;
- referral to Special Education (3-5) or Early Intervention (ages 0-3);
- referral to pediatrician; and/or
- schedule of team meetings with parents.

Parents may always request a team meeting to discuss any concerns or needs of their child. A mutually convenient time and date can be arranged through their family advocate. We will request parental consent and a written release for referrals to programs and agencies outside EBCAP Head Start.

Health and Nutrition Component

As a Head Start program in the State of Rhode Island, we are required to have a copy of a physical exam including any required blood test results, a dental exam, and immunization record for all children in our program. The Health and Nutrition staff are responsible for reviewing, assessing, and tracking health and nutrition records for all children in the program. Parents are responsible for providing the current and subsequent health records including any required blood test results, dental and nutritional information to the health/nutrition staff. During the enrollment process, the family advocate or the home visitor explains the health and nutrition program and the required records for entry into the program. The health staff also conducts and/or arranges for hearing and vision screenings for all pre-school children within 45 days after entry into the program. The screenings are explained to the parent and releases are signed before the child may be screened. Results of the screenings are forwarded to the parents with information on follow up testing if indicated. As part of the child's annual physical exam, children aged 12 months and older will be tested for anemia (at least once) and lead levels by 18 and 36 months. Lead levels may be tested more frequently if warranted. Parents are responsible for submitting the results of these tests to the health staff for our records. Any changes in health/nutrition status should also be reported to the staff for your child's safety. All children's health/nutrition records are kept in locked file cabinets.

Center-based children are provided breakfast and lunch daily. Children who attend the full day program also receive an afternoon snack. The meals/snacks are currently provided by a caterer. The Nutrition Manager reviews the menus submitted by the caterers to ensure compliance with the federal regulation, specifically the Child and Adult Care Food Program (CACFP) guidelines. For the safety of EBCAP children and staff, no food or beverages from home are allowed in classrooms. Food items sent from home will be returned to parents with a note restating our food policy.

The Health and Nutrition Program provides workshops on topics requested by the parents. We also provide one-on-one counseling for families seeking assistance with issues including diabetes, food allergies, infant food introduction, breastfeeding, picky eating and weight management. Newsletters are sent home monthly with program information, as well as recipes and other health/nutrition related topics.

The Health/Nutrition team facilitates the Health Services Advisory Committee, which is made up of parents, health professionals, community partners, and staff. The Committee meets for one-hour three times per year to review policies, procedures, and the functioning of the health and nutrition components. Please consider joining this important committee. We believe parent input is essential for a high-quality program.

Please feel free to contact the Health and Nutrition staff with any questions you may have regarding health and nutrition. The listing of their phone numbers is in the front of this handbook.

Safety Policies and Procedures

Drop Off / Pick Up Policy and Procedures

The safety of our children is a priority at EBCAP. This includes the drop off and pick up of children to and from our classrooms. Please be aware that the following policies and procedures will be strictly enforced and monitored by our staff. Your cooperation will help us to keep children safe.

Child Drop Off Policy

- (1) Parents/Guardians are to go to the classroom to drop off and pick up their children.
- (2) Let a teacher know when you bring your child into the classroom. Children must be signed in.
- (3) It is important to inform the teacher if your child had a difficult night, a recent injury, or if you have important information that will assist us in helping the child in the classroom.
- (4) Children should be dropped off and picked up as scheduled. In school-year only classrooms children cannot be dropped off more than 10 minutes prior to the scheduled start of the school day.

Child Pick Up Policy

- (1) Your child's emergency card will identify the people you authorize to pick up your child when you are unable to do so. The person you have authorized to pick up your child must present a picture ID, be 18 years old or older, and follow the sign-out procedure. We may ask for verification of age. **Unauthorized persons will not be allowed to pick up children from our classrooms.**
- (2) Head Start **must** have copies of custody orders or restraining orders that are in effect to enforce them. If there are any changes in custody or restraining orders, please inform your family advocate or teacher immediately and bring in a copy within 24 hours of change. These orders cannot be enforced until they are on file. Each classroom keeps a list of the restraining orders and custody orders, and this information is noted on the child's emergency card.
- (3) Parents or persons designated on the emergency card must come into the classroom and let a teacher know they are taking a child home. Children must be signed out.
- (4) It is important that you keep the emergency card updated and keep telephone numbers current. Parents/guardians may add to or remove people from the pick-up list at any time. **Changes must be made in person with EBCAP staff.**
- (5) We will only allow someone who is not listed on your child's emergency card to take a child when the following steps are followed. When there is an emergency and you call with instructions to release your child to a person not listed on the emergency card, the teacher/family advocate will call you back on the number we have on file for you. You must be able to give us the "code word" that you provided upon registration. It is important that you remember this word; that it not be some word others would easily know and do not share this word as it will be used to verify your identity. Based on the information you provide the emergency pick up person must present a picture ID and a copy of the ID will be placed in your child's file. If you would like to add this person to your child's authorized list for future pickup, you must make the necessary changes to your child's emergency card.
- (6) Even though a person may sign-in/drop-off your child to the classroom, they will not be allowed to pick up unless they are on the emergency card.
- (7) If a person arrives at the center and appears to be impaired by a substance or is a heightened emotional state, every attempt will be made to convince the individual not to drive a vehicle. If the person insists on driving, the police will be notified.

Policy and Procedure for Children Not Picked Up at the End of Their Scheduled Day

We expect that your child be picked up on time at the end of their scheduled day. If an emergency arises and you know you will be late it is important that you call the center. If a parent has not notified us that they will be late the following actions will be taken:

- (1) Staff will first attempt to contact parents/guardians using phone numbers listed on the emergency card.
- (2) If unable to reach parents/guardians, persons designated on the emergency card will be contacted to pick up the child.
- (3) Contact attempts will continue for 45 minutes from the end of the child's scheduled day. If we are unable to contact anyone to pick up the child after 45 minutes, DCYF and/or the local Police Department may be called.

After three (3) occasions of a child not being picked up on time, parents/guardians will be required to attend a team meeting with designated staff members to discuss solutions for late pick-up.

Full Day Child Care

When a child enrolled in aftercare is not picked up by closing time or has exceeded contracted child care hours the parent/guardian will be charged additional child care fees at \$1.00 per minute or at the next level of the fee schedule, whichever is less. A ten (10) minute grace period will be allowed to accommodate unusual circumstances. The grace period will be revoked if there is a pattern of late pick up. In addition, the steps listed above will be followed if a parent/guardian cannot be reached.

Pre K families will be charged a late pick up fee whether they are enrolled for the school day only or are in the aftercare option.

Children may become upset when they are left at the center. Staff will provide reassurance in a warm and nurturing manner to make the child feel safe and comfortable.

EBCAP Policy to Protect Children

This document serves to inform all parents that EBCAP Head employees, as well as all Rhode Island private citizens are mandated to adhere to Rhode Island State Law (40-11-1: Chapter 11) regarding the reporting of suspected or known cases of child abuse and neglect.

- (1) EBCAP staff are required by RI State Law (40-11-1: Chapter 11*) to report to the RI Department of Children, Youth and Families (DCYF) all suspected or known cases of child abuse and/or neglect (which includes reporting of children left unattended in cars).
- (2) EBCAP staff will maintain confidentiality of records and of the incidence(s) of reports of child abuse and neglect in accordance with RI State Law and federal Head Start Performance Standards.
- (3) EBCAP is not a child abuse and neglect treatment agency. Staff will not undertake their own investigation or treat causes of child abuse and neglect.
- (4) As mandated by RI State law, EBCAP staff will cooperate fully with a DCYF investigation.
- (5) EBCAP staff will support families' understanding and compliance with DCYF policies and procedures.

If you have any questions about this policy, please see your Family Advocate/ Home Visitor or contact the Family Development Director.

*RI State Law 40-11-1: Chapter 11: The public policy of this state is to protect children whose health and welfare may be adversely affected through injury and neglect; to strengthen the family and to make the home safe for children by enhancing the parental capacity for good child care; to provide a temporary or permanent nurturing and safe environment for children when necessary; and for these purposes to require the mandatory reporting of

known or suspected child abuse and neglect, investigation of such reports by a social agency (DCYF) and provisions for services, where needed, to such child and family.

RI state law prohibits leaving infants and children unattended in cars. - The employees of East Bay Community Action (EBCAP) program shall immediately report any incident of a child being left unattended in a vehicle to the DCYF Hotline because they are mandated reporters like every other Rhode Islander.

Car Seat Safety

Child Restraint Law - RI General Law-31-22-22 - Any person transporting a child under the age of eight (8), less than fifty-seven (57) inches in height and less than eighty (80) pounds in a motor vehicle operated on the roadways, streets, or highways of this state, shall transport the child in any rear seating position of the motor vehicle properly restrained in a child restraint system approved by the United States Department of Transportation under Federal Standard 213. If the child is under eight (8) years old but at least fifty-seven (57) inches in height, or at least eighty (80) pounds the child shall be properly wearing a safety belt and/or shoulder harness approved by the Department of Transportation pursuant to Federal Standard 208 in any rear seating position of the motor vehicle. For this section, applying to all parts of this section, "rear seating position" means any seating positions located behind the driver and front seat passenger. Under this subsection, a child must be properly restrained in the front seat if:

- (1) The vehicle is not equipped with a back seat or
- (2) All rear seating positions are being utilized by other children.

If you would like more information on car seat safety or need assistance in obtaining car seats please see your family advocate.

Health Policies and Procedures

Physical, Dental, and Immunizations for Children

The health staff keeps a complete medical and dental history on all children. No child will be allowed to attend class without first showing proof of his/her immunization record and a complete physical exam. A current physical is required to remain in the classroom. Preschool children are required to have a dental exam performed within 90 days of entry into the program.

Emergency Procedures

Phones are in staff offices and classrooms. Emergency cards located in emergency first aid bag in the classroom. Staff and children who leave the site for walks will have emergency information and a telephone with them. Local hospital numbers:

Charlton Memorial Hospital	-	1 (508) 679-3131
St. Anne’s Hospital as an emergency	-	1 (508) 674-5741
Newport Hospital as an emergency	-	1 (401) 846-6400
Hasbro Children’s Hospital	-	1 (401) 444-4000

Procedure for Serious Accidents or Illness

- 1.) Render immediate **first aid** for the specific injury utilizing the first aid training taught at Head Start, as well as guidance from the American Safety and Health Institute First Aid Manual
- 2.) If the injury warrants immediate emergency attention, staff will **call 911** – rescue will notify the hospital of their impending arrival. Notify the Health Manager/Site Nurse or any other Area Manager if the Health staff is unavailable.

- 3.) **Notify Parents:** Parents may be called either by the office staff, the teacher, health staff or any other manager. If unable to contact parent/guardian call emergency contact person(s). Continue calling parents until they are reached.
- 4.) Parent/guardian or staff familiar with the child will **accompany child on rescue** and wait with the child until the family arrives.
- 5.) Staff will complete Accident Report and give copies to the Health Office, Human Resources and the parent.

Inclusion/Exclusion and Dismissal of Children for Health Reasons Policy

East Bay Community Action Program Early Childhood Services shall not deny admission or send home a child because of illness unless the following conditions exist. The parent, legal guardian, or other person authorized by the parent shall be notified immediately when a child has signs or symptoms requiring exclusion from a classroom. It is the parent's responsibility to keep updated phone numbers for themselves and Emergency Contacts current.

A child's success in the classroom begins with the child being healthy and able to participate in activities to support learning and development. Good health is important to your child and a requirement for optimal learning. Excluding children for mild illness is unlikely to reduce the spread of infectious agents (germ) caused by bacteria, viruses, parasites and fungi. Since exclusion is unlikely to reduce the spread of disease, the most important reason for exclusion is the ability of the child to participate in activities and the staff to care for the child.

A child may be sent home if the following conditions are present or temporary exclusion is recommended when the child presents any of the following conditions:

- Symptoms prevent the child from participating comfortably in activities.
- Results in a need for care that is greater than the staff can provide without compromising the health and safety of other children.
- Poses a risk of spread of harmful diseases to others.
- Fever (temperature greater than 100.4° F taken axillary) and behavior changes or other signs any symptoms (i.e.: sore throat, rash, vomiting, diarrhea); an unexplained temperature above 100.4 ° F in a child younger than six months.
- Diarrhea is defined by watery stools or decreased form in stool that is not associated with changes of diet. A guideline for increase in loose stool/diarrhea may be 3 in 8 hours. Exclusion is required for all diapered children whose stool is not contained in the diaper and toilet trained children if the diarrhea is causing soiled pants or clothing.
 - Special Circumstances
 - A child seen by a doctor and determined not to be contagious may remain in the classroom as long as the stool can be contained.
- Vomiting more than 2 times in the previous 24 hours, unless the vomiting is determined to be caused by a non-infectious condition and the child remains adequately hydrated.
- Rashes:
 - Rash with fever or behavioral change, until the primary provider has determined that the illness is not an infectious disease.
 - Mouth Sores with drooling unless the child's primary provider states that the child is noninfectious.
 - Impetigo: (a contagious bacterial infection, which causes red sores on the face near nose and mouth)
 - Parent will be notified of symptoms and requested to have the child seen by a medical provider.
 - Area of suspected rash will be covered if possible to avoid additional exposure.
 - Child can return after initial treatment of antibiotic has been completed.
 - Area of impetigo should remain covered and dry.
 - Scabies, until after treatment has been given.

- Strep throat or other strep infection (Streptococcal pharyngitis) until 24 hours after treatment has been started.
- Pertussis, until 5 days of appropriate antibiotic treatment.
- Head lice until after first treatment has been given (exclusion is not necessary before the end of the program day).
- Other conditions that may be presented will be reviewed with the Health Team on a case by case basis and determination will be made on current recommendations from resources such as Caring for our Children, Managing infectious disease in child care and schools: A quick reference guide, Head Start Performance Standards, and/or consultation with Pediatric Consultant Provider.
- A child diagnosed with RSV (Respiratory Syncytial Virus) which is a very common and highly contagious virus that infects the respiratory tract can lead to serious problems such as bronchiolitis, inflammation of the small airway of the lungs, or pneumonia, which can become life threatening for some babies and young children. To protect our infants and young children, a child diagnosed with RSV will remain home until they are fever free and not ill appearing.

Conditions/symptoms that do not required exclusion:

- Common colds, runny nose (regardless of color or consistency of nasal discharge).
- Cough not associated with infectious disease (such as pertussis) or a fever.
- Watery, yellow or white discharge or crusting eye discharge without fever, eye pain, or eyelid redness.
- Yellow or white eye drainage that is not associated with pink or red conjunctiva (the whites of the eyes).
- Pink eye (bacterial conjunctivitis) indicated by pink or red conjunctiva with white or yellow eye mucus. Parent/guardian should discuss care of this condition with child's primary care provider and follow the provider's advice. If 2 unrelated children in the same program have conjunctivitis, the organism causing the conjunctivitis' may have a higher risk of transmission and health care professional should be consulted.
- Fever without any signs or symptoms of illness.
- Head Lice or nits (exclusion can be delayed until the end of the day for active head lice)
- Molluscum contagiosum
- Fifth's disease (slapped cheek disease, parvovirus B19) once the rash has appeared.
- Other conditions that are determined by the health Staff after consulting with Caring for our Children: National Health and Safety Performance Standards.

Procedure for excluding a child due to illness:

1. Staff will complete the "Illness/Incident Report" (Copy given to parent and other copy to be given to Health Staff)
2. Staff will contact Health Staff or Education Coordinator. The final decision is made by the Health Staff or Education Coordinator; if previously mentioned staff are not available, the staff may make the decision based on the exclusion policy.
3. Staff will contact the parent/guardian; if unable to reach parent/guardian, emergency contacts will be contacted to pick up the child.
4. Staff will discuss the signs and symptoms of illness with the parent/guardian. Review with the parent/guardian when the child is able to return.
5. Staff will make attempts to appropriately separate the child if the possibility exists that the illness may be contagious. The staff will assure constant supervision and attempt to make the child comfortable until the parent/guardian can arrange to have the child picked up from the center.

Criteria for Return to School after Illness, Injury or Surgery

- A note from a child's physician should accompany child, if they were out with confirmed communicable disease or illness (e.g. strep throat, impetigo, chicken pox, etc.) stating the child is no longer contagious.

This information must be sent to Site Nurse or Health Manager for review.

- Sutures or cast – a note from the child’s physician regarding any restriction of activities and approval from Site Nurse or Health Manager, who will ensure that proper documentation, accommodations, and trainings have been completed before a child can return.
- For a child who is post-surgical or post-hospitalization / ER – a note from the physician regarding any restriction of activities and approval from Site Nurse or Health Manager, who will ensure that proper documentation, accommodations, and trainings have been completed before a child can return.

Children with a documented chronic illness will have a written Individual Health Plan (IHP). The IHP is written with the Parent/Guardian, teacher and staff with input from the child’s physician. The plan will include reasonable accommodations to ensure outdoor time for all children with special needs. If outdoor play is contraindicated, the IHP will address the issue of staff/child ratio to ensure compliance and define the role of the Parent/Guardian, teacher and staff in the IHP.

Medication Administration Policy and Procedure

This policy was written to encourage communication between the parent, the child’s health care provider and the child care provider to assure maximum safety in the giving of medication to the child who requires medication while in child care.

For the safety of the children enrolled in our program, medication administration will be limited to situations where an arrangement to give medicine outside child care hours cannot be made. This policy is intended to ensure safe administration of medication to children with chronic conditions, mild illness or special health needs for whom a plan has been made and approved by the site nurse or Health Manager.

Almost all children require medication at some point in time. Administration of medication poses a liability and an extra burden for staff, and having medication in the facility is a safety hazard. Administration of Prescription and Non-prescription medication requires clear, accurate instruction and knowledge of why a child needs the medicine.

Policy

- Only the Health Team staff or designee such as teaching staff or managers, who has completed a standardized training course in medication administration, will administer medications. Medications will be given at home whenever possible and administered to children in care only when absolutely necessary, in accordance with State requirements. Medications prescribed for twice a day will not be administered at the center.
- The first dose of any medication will be given at home and with ample time before child returns to child care to observe the child’s response to medication.
- Medication will only be given when ordered by the child’s health care provider and with written consent of the child’s parent/legal guardian. A **Medication Authorization Form** (see attached) must be completed before medication can be given. Medication Authorization Forms are located in each classroom and in the nurse’s office.
- Any prescription or over-the –counter medication brought to the child care center must be specific to the child who is to receive the medication, in its original container, have a child –resistant safety cap, and be labeled with the appropriate information as follows:
 - Prescription medication** must have the original pharmacist label that includes the pharmacist’s phone number, the child’s full name, name of health care provider prescribing the medication, name and expiration date of the medication, the date it was prescribed or updated, dosage, route, frequency, and any special instructions for administration and / or storage. These orders unless otherwise noted, will be good for one year.
 - Over –the –counter medications** must have the child’s full name on the container, and the manufacturer’s original label with dosage, route, frequency, and instructions for storage and administration, and expiration date. OTC medications must have a health care providers note

documenting when the medication is to be given to the child, length of time to be given, and for what symptoms. These orders will be good for one year.

- PRN or “As needed” medication (ex. Acetaminophen) will only be given if a health care provider’s note is provided and parent completes authorization to administer. The health care provider note must state specific reasons and times when this medication can be given. PRN medications will not be administered if the symptoms they are prescribed for are not present. Except for use of Emergency medications (Epinephrine, Glucagon, and Benadryl for allergic reaction) the child’s parent / guardian will be contacted prior to PRN medication administration to determine if / when child last received this medication at home.
- Non-emergency medications are stored, locked, and if necessary refrigerated. Emergency medications such as asthma & seizure medications are not locked and are kept inaccessible to children.
 - Emergency injectable medications (Epinephrine, Glucagon) require specialized training in order to administer. All staff will be trained to administer Epinephrine (EpiPen). 911 must be called whenever emergency injectable medications are administered.
 - Nonprescription Sunscreens, Diaper Creams, and Insect Repellents require written parent/ legal guardian consent but do not require a written order from a health care professional.
- For the child who receives a particular medication on a long-term daily basis, the teaching staff or member of Health Team will advise the parent/guardian one week prior to the medication needing to be refilled to avoid doses being missed.
- Only medications needed for medical emergencies (ex. asthma medications, Benadryl and epinephrine) will be transported on field trips when necessary.

Smoke Free Workplace

In accordance with RI State Law and DCYF Childcare Licensing Regulations, ALL EBCAP buildings are smoke free. Smoking is prohibited on the grounds of all Early Childhood Program Centers and within eye sight of any children in care. EBCAP employees and non-employees are asked not to smoke within 25 feet of EBCAP grounds.

Pedestrian Safety for Your Child

EBCAP seeks to maintain a safe and healthy environment for every child and adult in our program. Pedestrian accidents are a serious safety problem for young children that result in tens of thousands of injuries and hundreds of deaths each year.

Fortunately, if we work together, Head Start parents, caregivers, and staff can do a lot to prevent these tragedies.

Know the Facts: Young children are not small adults

- Children move quickly and can run into the street or parking lot without warning.
- Children are unaware of danger. They need and deserve an adult to watch out for them.
- Children are short. This makes it difficult for them to see motorists and for motorists to see them.
- Children cannot judge a car’s speed and distance. They believe cars can stop instantly.
- Children think if they can see the driver, the driver can see them.
- Children have underdeveloped peripheral vision (seeing to the sides) and may not see a car coming or backing up.

BE SAFE WHEN YOU ARE NEAR PARKED OR MOVING VEHICLES

- **Supervise, supervise, and supervise!** Parents and caregivers must watch toddlers and preschoolers closely when near parked or moving vehicles. To supervise properly, you must be near your child, not watching from a distance. Always hold your child’s hand or have them hold onto your pocket.
- Young children learn by watching adults. Parents and caregivers are obligated to set a good example. Always

STOP at the edge of the curb or parking lot before crossing. Always look LEFT, RIGHT, and LEFT again for moving cars. Always look for signs that a car is about to move (rear lights, exhaust smoke, sound of motor, wheels turning), and never walk behind a vehicle that is backing up.

- Drivers should observe speed limits at all times. When driving to and from Head Start, motorists should always expect that a child may run into the road or parking lot.

Behavioral Health Component

EBCAP believes in nurturing the mental health of children and families. Good mental health for children means the development of trust, self-esteem, and a positive identity. Positive adult/child interactions can be used to foster these traits. Staff and parents can help children deal with anger, sadness, and frustration by comforting them, identifying and reflecting on their feelings, and helping them to use words instead of acts of anger to solve problems and disputes.

Role of the Behavioral Health Team

The behavioral health team, made up of the Director of Family Development, Clinical Supervisor of Early Childhood Behavioral Health, and the Director of Education, is responsible for coordinating behavioral health services and the partnerships with consultants and behavioral health providers.

The team works closely with the special services coordinator, education coordinators, the health manager and family advocates to ensure coordination of services with the local education authority, special education, and early intervention providers.

Social/Emotional Planning for Children

To provide preventative and comprehensive behavioral health services to the children enrolled in the Head Start program, we complete a screening tool for social- emotional development (ASQ-SE) with the parent during the registration meeting. We use the results to plan for the child's adjustment to the program. We also maintain ongoing collaborations with Bradley Hospital, community mental health centers, and education/early intervention providers to offer any needed classroom or family support.

Our program requires education staff to utilize pro-active, preventative strategies when guiding children's social and emotional development. Examples of pro-active strategies include: appropriate arrangement of the classroom environment; consistent and predictable daily program schedule; age appropriate activities and experiences; multiple choices for children; provision of duplicate toys; smooth transitions with limited wait time; one-on-one, positive attention throughout the day; and supportive family connections.

If a child exhibits atypical, challenging or unsafe behaviors, teachers may make a referral to the supervisor, who will then review the file, interview the staff, and observe the child in the classroom setting. This observation may result in a range of recommendations including: specific classroom changes, a behavior modification plan, or a parent conference may be scheduled after an initial assessment. If the Team determines that a behavioral health referral is warranted a referral can be made to our Kids Connect Clinicians who offer in house consultation as well as outpatient services Our Kids Connect Clinicians offer office and community based behavioral health services specifically children and families enrolled in EBCAP Early Childhood Programs. Out-of-agency referrals are also provided by the team for a variety of social/emotional, developmental, diagnostic, and well-being needs.

To further enhance social/emotional competence among children, families, and staff in our program we implement The Incredible Years Teaching Strategies in all of our classrooms. Our goal is to improve the overall functioning of our program through the use of a common language that reinforced positive behaviors consistently across the program. Classroom staff receive IY training and support to implement IY strategies in the classroom.

EBCAP also offers The Incredible Years Parenting Series training. The Incredible Years Baby and Toddler programs are designed for use with parents of children ages 0-3 years. Incredible Years Preschool Basic program is used with parents of children ages 3-6 years old. Family advocates and home visitors have been trained to facilitate weekly groups.

In the weekly group:

- Parents are taught ways to use various strategies to help children regulate their emotions, improve their social skills, and do better academically.
- Parents meet as a group with trained facilitators to develop new strategies for managing their children and working together in a collaborative partnerships. The parents are the experts in these groups, they know their children best.
- Facilitators use video scenes to encourage group discussion, problem-solving and sharing of ideas. Parents are given handouts and activities to practice with your children

For more information about The Incredible Years Parenting Series please ask your family advocate.

Family Engagement

Building Community

EBCAP Early Childhood Programs recognize that “children develop in the context of their family and culture, and that parents are respected as the primary educators and nurturers of their children” (Head Start Performance Standards). Family is determined individually and includes, but is not limited to: immediate and extended members who are involved in the care and education of the child. Family support of children’s development and education is continuous over time with changing roles as children mature.

EBCAP works in partnership with families and their communities using a multipronged approach to provide services which are sensitive to the diversity of families’ culture, language, gender, race, ethnic origin, disabilities, age, religious affiliation, socio-economic status and/or sexual orientation. We recognize and utilize family strengths, preferences and needs to engage families in meaningful ways which reinforce learning over multiple settings including the home, the classroom and the community.

Partnership with Parents

Building partnerships with parents has always been a cornerstone of EBCAP Early Childhood Programs. Staff strives to work in partnership with all parents by:

- ***Supporting parents as their child’s primary educators, nurturers, and advocates.*** Children whose moms, dads, and other family members participate in school activities will generally have a more successful educational experience.
- ***Providing every parent with opportunities for a significant experience in our program.*** We will meet the expressed interests and needs of parents through family goal setting, and work together to provide activities to meet these goals.
- ***Ensuring that parents are involved in making policy and program decisions for their Head Start/Early Head Start program.*** Parents can give their input regarding the program when they participate in Parent Committees and Policy Council meetings.
- ***Communicating with families.*** We want to stay connected with families: you will receive emails with important program or community information, and you can also ***LIKE US*** on **Facebook** at ***Head Start at East Bay Community Action Program.*** And ask your teacher about the TS Gold Parent Portal, an online link with the teacher’s assessment of your child’s developmental progress.

Parent and Staff Orientation

Before your child's first day in a classroom, we ask all parents to attend an orientation session with their children. For school year preschool, orientation is scheduled at the beginning of the school year. Orientation provides an opportunity for your child to meet the teacher and visit the classroom with you, a trusted adult.

At orientation, you will tour the facility, review and update information collected during registration, and review information in the *Parent and Volunteer Handbook* including important policies and procedures relevant to your participation in the program. Even if your family is returning for another year in our program, many policies are reviewed and revised each year and we strongly encourage families to participate in orientation each year. Returning families can even contribute feedback to other families about their experience in our program. Some of the things discussed at orientation are the specifics about your site, drop-off/pick-up procedure, attendance policy, program calendar, center telephone numbers and more.

This process ensures we have complete and up-to-date information needed to provide quality care to your child. The teacher and family advocate will keep in contact with you to provide feedback on your child's adjustment to the classroom.

Volunteer for EBCAP Early Childhood Services

Our family engagement approach recognizes parents as your child's primary caregivers, and nurturer. We want to engage parents in their children's learning and development and support parent-child relationships, including specific strategies for father/male engagement and to provide parents with opportunities to participate either as employees or volunteers (HSPPS 1302.50 (b)(1)(4)).

Parents and staff need to work cooperatively on things such as home visits, making sure forms are filled out and signed, attending meetings, giving input into the program and advocating for children. We also hope that parents will see that their involvement is not only meaningful to their child, but that parent involvement can be fun!

Being a volunteer or joining one of our groups provides a great experience in a work or classroom environment. Volunteering looks great on a resume and can be helpful when job searching! In fact, many employees in our program are past or current Head Start and Early Head Start parents who began by volunteering!

Our policy for volunteers: EBCAP Early Childhood Programs actively recruit parents and community volunteers to assist program staff to create a high quality, safe, and nurturing environment for our children and families. *Volunteers are never left alone with children; staff are always present to supervise.*

To become a volunteer, please make an appointment with our Family Engagement manager to determine which volunteer level best suits you and what paperwork is required.

The following are ways that you can get involved! We hope that you can spend some time with the children and staff by becoming a volunteer!

Parent Groups: these are groups that encourage parent involvement through positive role modeling, parent-child activities, discussion, and planning.

- **POLICY COUNCIL:** a group of Head Start parents and community members and staff who have the general responsibility to help and approve policies for the program with the East Bay Community Action Program Board of Directors. Policy Council (PC) representatives are elected from each site at a monthly parent meeting. An elected member leads the meeting.
- **PARENT COMMITTEES:** All parents are automatically members of their child's center parent committee. Parents from each center meet to help plan events, activities, talk with teachers, and socialize. A representative is elected to attend Policy Council meetings. All family members are welcome.

- **HEALTH SERVICES ADVISORY COMMITTEE (HSAC):** The HSAC is required by Head Start Program Performance Standards. The HSAC consists of parents, staff, local physicians, nurses and other community providers who care about high quality programming for young children. The committee meets 3 times a year to review, discuss, and make recommendations on our health and nutrition policies.
- **Reading Is FUN-damental Volunteer:** Parents, staff and members of the community are needed to help organize book distribution activities and read to children in the classrooms.
- **Box Tops for Education:** Families may choose to collect Box Tops coupons using the fun collection sheets distributed monthly. Each coupon is worth .10 each, and are submitted two times a year. The funds donated by Box Tops are used to supplement parent and child activities. A few volunteers are needed to count the coupons and help organize submission.

Additional opportunities for parents and community members to be involved as volunteers: reading or assisting in the classroom; helping in the kitchen, administration or health offices; planning/carrying out a parent activity; or being a guest speaker (see below). We also welcome parents on field trips and family outing held periodically throughout the year.

Classroom Volunteers

Duties/Goal: To assist the teachers or primary caregivers in providing learning experiences for children that will enhance their social, intellectual, physical and emotional development.

Responsibilities: Report to teacher/primary caregiver.

To be a classroom volunteer, you must have the ability to:

- Assist children in developing self-help skills.
- Assist in classroom set-up (set tables, mix paints, fill water table, etc....)
- Assist and participate in all classroom activities.
- Other responsibilities include the willingness to share ideas to enhance classroom curriculum and the willingness to communicate problems, resource needs, etc., to the teacher.

NOTE: If you are interested in becoming more than a volunteer, you may be able to qualify for a paid position as a substitute for the classroom or kitchen (where applicable). Employees of EBCAP must be at least 18 years old and submit to Fingerprint, Department of Children, Youth and Families Services Child Abuse and Neglect Tracker and Sex Offense background checks.

Do you have an idea or ideas that might make our program even better?

Please feel free to call any of our Leadership team members:

- *Linda Laliberte, Vice President at 401.437.0018 ex. 103*
- *Donna Razza Ramos, Director of Family Development at 401.662.9328*
- *Heidi Nordmann, Director of Education at 401.367.2001 x 204*
- *Lifen Zhong, Director of EC Management Systems at 401.367.2001 x 218, or*
- *Janice Cardarelli, Health Manager at 401.367.2001 x 296*

A Program Service Evaluation will be sent out each March/April. Please answer all questions honestly so we can plan for the following school year utilizing the information we receive. Exit interviews are also conducted at termination of services.

Key Staff Directory

(* Habla Español / (**) Fala Portuguesa

John H. Chafee Center, Newport		367-2001
Director of Education	Heidi Nordmann	204
Director of ECS Management Systems	Lifen Zhong	218
ERSEA Specialist	Tara Lacoursiere	206
Family Engagement/Volunteer	Dianne Farrar	207
Administrative Support Manager	Marilyn García(*)	203
Special Services Coordinator	Deborah Newell	251
Health Manager	Janice Cardarelli	296
Nutrition Manager	Megan Belden <i>Also at Willett Center at 437-0018 x 109</i>	282
Site Nurse	Marybeth Earle	283
Education Coordinator	Carolyn Gizzi	281
Education Coordinator	Mary Susan Sullivan	280
Communications Specialist	Jacquelyn Brooks	205
Administrative Assistant	Doreen Briggs	201
Lead Family Advocate	Barbara Rosa	209
Family Advocate	Cristal Orellana (*) (**)	202
Family Advocate	Nicole Rathjen	208
Family Advocate	Alexandra Vanbuskirk	212
Family Advocate	Denetra Platts	210
Willett Center, Riverside		437-0018
Vice President of Head Start	Linda Laliberte	103
Education Coordinator	Craig Turcotte	104
Site Nurse	Pamela Himebaugh <i>Also at MVQ Center at 245-2833 x 104</i>	106
Office Assistant	Jazmine Price	100
Family Advocate	Tiffany Bator	111
Billing Specialist	Susan Costa <i>Also at Newport Center at 367-2001 x 211</i>	107
Mary V. Quirk Center, Warren		245-2833
Education & Training Coordinator	Benita Arroyo	113
Kids Connect	Valerie Pecchia	110
Office Assistant	Sherry Fletcher	100
Lead Family Advocate	Cheryl Schofield	103
Family Advocate	Velvida Currens <i>Also at Turner Center at 649-4233 x 104</i>	102
Turner Center, Riverside		649-4233
Director of Family Development	Donna Razza Ramos <i>Cell phone – 662-9328</i>	101
Education Coordinator	Diane Riva	100
Office Assistant	Yesenia O'Donnell	100
Tiverton Center		624-4736
Education & Training Coordinator	Benita Arroyo	101
Site Supervisor	Vicky Machado	101
Kennedy Center, Middletown		
Education Coordinator	Jessica Iams	314--7292
Office Assistant	Melanie Furtado	619-1670
Broadway, Newport		847-7821
Home Based Supervisor/Home Visitor	Christine Marcoux	347
Home Based Visitor	Diana Wood	216
Home Based Visitor	Shannon Bailey	218
Bullocks, Riverside		437-1000
Home Based Visitor	Claudia Benitez	137
Home Based Visitor	Stephanie Gamboa	146

All of the above phone numbers are office locations and are points of contact and/or for voice mail messages. Managerial staff can be available at all sites.

Head Start and Child Care Programs - 2018 – 2019 Classrooms Sites

Newport Center:

8 John H. Chafee Boulevard, Newport, RI 02840

Phone (401) 367-2001 / Fax # (401) 367-2009

- Head Start & Pre K School Day – Hours: 9:00 a.m. – 3:00 p.m.
- Head Start & Pre K Before School Childcare – Hours: 7:00 a.m. - 9:00 a.m.
- Head Start & Pre K After School Childcare – Hours: 3:00 p.m. – 5:15 p.m.
- 6 Early Head Start Full Day Classrooms - Hours: 7:00 a.m. – 5:15 p.m.
- 2 Early Head Start Home Based groups

Willett Center

386 Willett Avenue, Riverside, RI 02915

Phone (401) 437-0018 / Fax # (401) 433-5259

- 2 Head Start Full Day Classrooms - Hours: 7:00 a.m. – 5:15 p.m.
- 2 Early Head Start Full Day Classrooms – Hours: 7:00 a.m. – 5:15 p.m.

Marv V. Quirk Center

790 Main Street, Warren, RI 02885

Phone (401) 245-2833 / Fax # (401) 245-5430

- 3 Head Start School Year Classrooms - Hours: 8:30 a.m. – 2:30 p.m.

Kennedy Center

740 West Main Road, Middletown, RI 02842

Phone (401) 619-1670 / Fax # (401) 619-1968

- 2 Head Start Full Day Classrooms - Hours: 7:00 a.m. – 5:15 p.m.

Turner Center

70 Turner Avenue, Riverside, RI 02915

Phone (401) 649-4233 / Fax # (401) 649-4247

- 2 Head Start School Year Classrooms - Hours: 8:00 a.m. – 2:00 p.m.
- 1 Pre-K Classroom – Hours: 8:00 am – 2:00 pm

Tiverton Center

1048 Stafford Road, Tiverton, RI 02878

Phone (401) 624-4736 / Fax # (401) 624-3665

- 1 Head Start School Year Classrooms - Hours: 9:00 a.m. – 1:00 p.m.

Bullocks Family Center

100 Bullocks Point, Riverside, RI 02915

Phone (401) 437-5102 / Fax # (401) 223-0616

- 2 Early Head Start Home-Based Visitors

Broadway Family Center

19 Broadway, Newport, RI 02840

Phone (401) 847-7821

- 2 Early Head Start Home-Based groups
- 1 Head Start Home-Based Visitor

****Hours are subject to change and parents will be notified in advanced.*

East Bay Community Action Programs

Community Programs

- ❖ An Even Start in Newport
1 York Street, Newport, RI – 401.236.1281
- ❖ Career Closet
55 Turner Avenue, East Providence, RI – 401.228.6605
- ❖ East Bay Coalition for the Homeless [EBCH]
100 Bullocks Point Avenue, East Providence, RI – 401.437.5104
- ❖ East Bay Recovery Center
378 Hope Street, Bristol, RI – 401.302.6231
- ❖ East Bay Skills Alliance [EBSA]
19 Broadway, Newport, RI – 401.848.6697
- ❖ East Bay Volunteer Income Tax Assistance Program [VITA]
1014 Hope Street, Bristol, RI – 401.253.9221
4 Everett Street, Newport, RI – 401.847.1794
610 Waterman Avenue, East Providence, RI – 401.435.7876
- ❖ Food Pantries
100 Bullocks Point Avenue, East Providence, RI – 401.437.0006 x 127
19 Broadway, Newport, RI – 401.848.6697 x 212
1048 Stafford Road, Tiverton, RI – 401.625.5134
- ❖ Literacy Volunteers of East Bay [LVEB]
1 York Street, Newport, RI – 401.619.3779
17 Croade Street, Warren, RI – 401.247.2177
- ❖ Low Income Home Energy Assistance Program [LIHEAP]
100 Bullocks Point Avenue, East Providence, RI – 401.437.5102
- ❖ Social Services and Family Centers
19 Broadway, Newport – 401.847.7821 x 212
100 Bullocks Point Avenue, East Providence, RI – 401.437.0006
1048 Stafford Road, Tiverton, RI – 401.625.5134
- ❖ Victims of Crime Act – Advocacy for Crime Victims [VOCA]
Locations in Newport, Tiverton and East Providence
- ❖ Weatherization Assistance Program
100 Bullocks Point Avenue, East Providence – 401.437.1000
- ❖ Women, Infants, and Children [WIC]
Locations in Newport, Tiverton, Bristol, East Providence

Primary, Behavioral & Dental Health Centers

- ❖ East Bay Center – Adams Farley Counseling Center
610 Waterman Avenue, East Providence RI
401.431.9870
- ❖ East Bay Center – John P. Digits, Jr. Facility
2 Old County Road, Barrington, RI
401.246.1195
- ❖ East Bay Dental Clinic
19 Broadway, Newport, RI
401.845.0564
- ❖ East Bay Family Health Care – East Providence
100 Bullocks Point Avenue, East Providence, RI
401.437.1008
- ❖ East Bay Family Health Care – Newport
6 John H. Chafee Boulevard, Newport, RI
401.848.2160

Services for Seniors

- ❖ East Bay Retired and Senior Volunteer Program [RSVP]
610 Waterman Avenue, East Providence, RI – 401.435.7876
- ❖ Ocean State Senior Dining Program [OSSDP]
visit our website for more information
- ❖ Senior Health Insurance Program [SHIP]
visit our website for more information
- ❖ Senior Services
100 Bullocks Point Avenue, East Providence, RI –
401.437.1000 x 156
- ❖ Foster Grandparents Program [FGP]
610 Waterman Avenue, East Providence, RI –
401.435.7876

Children & Youth Services

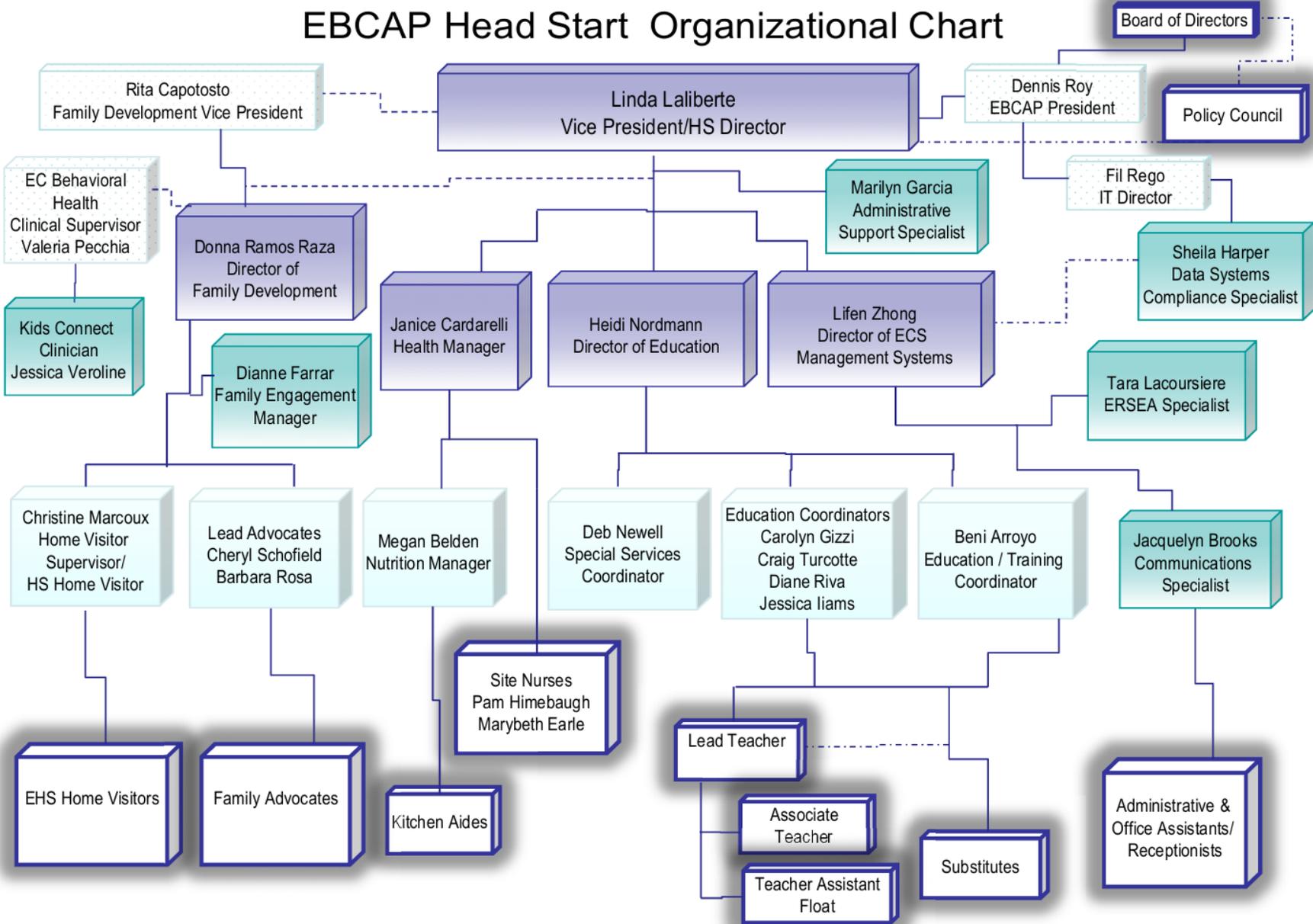
- ❖ Baby Steps
1 York Street, Newport, RI – 401.533.1160
- ❖ Head Start, Early Head Start and Pre-K
Early Childhood Education program
8 John H. Chafee Boulevard, Newport, RI – 401.367.2001
386 Willett Avenue, Riverside, RI – 401.437.0018
790 Main Street, Warren, RI – 401.245.2833
1048 Stafford Road, Tiverton, RI – 401.624.4736
70 Turner Avenue, East Providence, RI – 401.649.4233
740 West Main Road, Middletown, RI – 401-619.1670
- ❖ Healthy Families America
100 Bullocks Point Avenue, East Providence, RI – 401.437.1000
- ❖ Middletown Child Opportunity Zone [MCOZ]
1113 Aquidneck Avenue, Middletown, RI – 401.261.6773
- ❖ Newport Family and Child Opportunity Zone [NFCOZ]
35 Dexter Street, Newport, RI – 401.842.1925
- ❖ Parents as Teachers [PAT]
100 Bullocks Point Avenue, East Providence, RI – 401.437.1008
- ❖ Youth Center
31 Gove Avenue, East Providence, RI – 401.383.3094
95 Church Street, Newport, RI – 401.692.2695



For more information visit our website at www.ebcap.org

Organizational Chart

EBCAP Head Start Organizational Chart



USDA's Child and Adult Care Food Program

Building for the Future

This child care receives
Federal cash assistance to
serve healthy meals to your children.
Good nutrition today means
a stronger tomorrow!

Meals served here must meet
nutrition requirements established by USDA's
Child and Adult Care Food Program.

Questions? Concerns?

Call USDA toll free: **1-866-USDA CND**
(1-866-873-2263)

Visit USDA's website: www.fns.usda.gov/cnd



United States Department of Agriculture
Food and Nutrition Service
FNS-317
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