



Early Childhood Services
Parent/Guardian and Volunteer Handbook
Head Start, Early Head Start & Pre-K
2021 - 2022

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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 over 400 children every year. On March 16, 2020, Governor Gina Raimondo closed all childcare centers in Rhode Island due to the coronavirus pandemic, an unexpected event. While centers closed, Head Start was still here to support families and to deliver services remotely. During this unprecedented experience, our entire Head Start, Early Head Start and Pre-Kindergarten workforce pulled together to move from a classroom and homebased service to a distance learning service. Family advocates contacted families to ensure they were connected to available resources. The most vulnerable and isolated were reassured and provided with food, diapers, formula, and other needed resources. Educators created activity kits and delivered them to families and provided distance learning activities and events for parents and children.

Head Start teaching staff returned to work in centers in June 2020 to prepare classrooms, organize curriculum and lesson plans, engage in training on new safety procedures to re-open pre-school classrooms in July and infant/toddler classrooms in August. All classrooms opened for in-person services in September for the start of the 2020-2021 school year. Families also had the option to continue with remote learning for the school year or until they felt ready to send their children back to the classroom.

The availability of comprehensive early learning and support services during a pandemic is more vital than ever for our children. A shout out to educators and parents who worked together to promote children's school readiness skills in the areas of motor/physical development; cognition; language/literacy and math skills; social/emotional development; and approaches to learning.

Prior to the close of classrooms in March, all our centers participated in the Rhode Island Bright Stars Quality Rating system with 5 out of 6 centers attaining a 4-STAR rating in the 2019-2020 school year and our East Providence site located at 386 Willett Ave achieved the highest Bright Stars award, a 5-STAR rating. We are very proud of all our dedicated early childhood professionals who work together to achieve and maintain high quality ratings and a shout out to the employees who work at the Willett site, congratulations on this accomplishment!

We extend our sincere thanks to our staff, governing body, Policy Council, parents, agency leadership and community partners, you were all instrumental in supporting our early childhood education services in these extraordinary times. We also thank the Office of Head Start, Region I leadership who continue to provide support and guidance to all the programs in New England.

We look forward to the 2021-2022 school year. We encourage you to ask questions about safety and cleaning procedures and your child's early education program. Ask your family advocate, home visitor or teacher about parent committee and Policy Council. These groups are your opportunity to participate in developing policy, planning activities, and evaluating services. We need your ideas and your voice!

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 2103 / lindal@ebcap.org

Early Childhood Education Services Mission Statement

EBCAP Head Start provides high quality comprehensive early childhood education services for eligible families and children from prenatal to age five. We partner with parents to teach children the skills and abilities needed for success in school and life. Together with our community, we support parents to keep children safe, healthy and well.

Consumer Bill of Rights

- You have the right to be informed of all services available at EBCAP.
- You have the right to be treated with respect, courtesy, fairness, and good faith.
- Your personal records are strictly confidential.
- You have the right to every consideration for privacy.
- You have the right to assistance and/or response in a timely manner.
- You have the right to refuse any or all services offered, and the right to be informed of the consequences of this refusal.
- You have the right to participate in parent committees and to elect representatives to the Policy Council. Policy Council meetings are open to all, you are welcome and encouraged to attend.
- 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 and your child with a quality early childhood education experience. Despite our best efforts, disagreements may occur. If you have a concern about the services provided, you have the right to file grievances without fear of discrimination or reprisal against you, your child or any family member. You also have the right to be advised by EBCAP staff on how to voice your concern and the right to a prompt response. Procedures for lodging a complaint or a compliment can be found in this Handbook (*See page 6*) and in the Policy Council By-Laws. You may also access the Vice President by phone (401) 437-0018 or email lindal@bcap.org. 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 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." 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/him privately and when (s)he can give you her/him 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:

- (1) 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.
- (2) The use of profanity, verbal outbursts, or intimidation will not be tolerated. These behaviors may warrant disciplinary action or dismissal from the site.
- (3) Verbal threats will always be taken seriously and may result in police involvement.
- (4) 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:

- (1) 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.
- (2) If the issue cannot be resolved at this level, we ask that the concern be discussed with a supervisor or manager.
- (3) 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.
- (4) 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 x2103 or by email lindal@ebcap.org.

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. 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.

Confidentiality will be maintained, except in incidents of mandated state investigations, or an official court order, or if the safety of someone is at risk.

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. Parents/guardians sign-in children in the classroom; that way we always know who is in the building and where children 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, early dismissal, emergencies and special events. It is important that we have an updated telephone number so that *Blackboard Connect* messages can be received and we can reach you in case of an emergency.

When classrooms are closed due to inclement weather or other unforeseen circumstances, Distance Learning will be offered. This may include Zoom classroom meetings, learning activities sent home or shared on Bloomz, or phone calls from teachers.

For weather related closings and delays, in addition to the BlackBoard Connect, you can see announcements 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 Program (EBCAP) – Head Start**.

We typically follow the local school departments' decision to close school due to inclement weather. If school districts have a delayed opening we do too. Please see attached policy on delayed opening. 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 401-367-2001
Tiverton 401-624-4736

Willett 401-437-0018
Turner 401-649-4233

Mary V. Quirk 401-245-2833
Kennedy 401-468-0436

Program Service Options

Early Head Start (EHS)

EHS Center-Based: Year-round, classroom-based early care and education program for children ages six weeks to three years. Classroom group size is no more than 8 children. A primary caregiver model is used, assigning four children to each teacher to allow for more individual attention, nurturing experiences and continuity of care.

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*.

In addition to home visits, 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 and goals, healthcare, and ways to prepare for baby's arrival.

Head Start (HS)

Center-Based, School-Year Only: Early Care and Education Classrooms for children 3-5 years old that operate 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 children 3-5 years old that operates five days per week, year-round, with before and after school childcare available.

Head Start Home-Based Program for children 3 – 5-years old: The Home-Based Head Start program offers Head Start services to children age 3 – 5 years old in their home. This program is specially designed to support children who are not able to participate in a center-based classroom due to health restrictions, behavioral health/developmental needs. Home based services may also be provided to families who are not able to participate in a classroom program due to family needs. The goal of this program is to support healthy child development through parent coaching and support.

Pre-Kindergarten: The Pre-K program offers 6 hours a day, 5 days a week, school year program for 4-year old children who live in Newport, Middletown and East Providence. Other communities may be added as the state expands Pre-K programming. Entry into the Pre-K program is determined by a lottery that is run by the RI Department of Education (RIDE). Applications for the lottery can be found on the RIDE website and are typically available in the spring.

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 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.

90% of a child's brain develops before age 5! 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. Wash hands, check diapers Help children and parents say good-bye. Encourage children to explore the environment and materials in their own way. Breakfast offered 8:45 - 9:15 am. Clean up and wash hands
Late Morning	Change diapers and use toilet, wash hands, brush teeth. Child directed play, open ended art and sensory activities, indoor/outdoor gross motor time, and music and movement.
Midday	Lunch, 11:30 - 12:00. Change diapers and use toilet, wash hands. Read stories, play naptime music. Help children prepare for nap.12:00-2:30.
Late Afternoon	Child-directed play, music and movement, indoor/outdoor gross motor.

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 considered by teachers 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 & PreK:

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 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 Human Services 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 to solve social problems;
- Reduce the potential need for discipline by anticipating and eliminating sources of trouble whenever possible; and
- Respect and acknowledge children's feelings.

EBCAP Early Childhood Education staff or volunteers will not 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.
- 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. The parent/guardian is notified at pick-up time.
- If the bite results in broken skin, the parent/guardian will be contacted immediately.
- The child will not be punished or humiliated for biting.

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.

The Preschool classrooms utilize the Incredible Years® Dinosaur School which is a social emotional curriculum. The curriculum uses direct teaching and modeling strategies to support children's development of social skills. Dinosaur School is embedded in the classroom through weekly whole and small group lessons.

PBIS: Busy Bees - In addition to IY we are also a PBIS School; **PBIS** stands for Positive Behavioral Interventions and Supports. 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, school 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".

All families will be encouraged to register for five days per week. If parenting/bonding time will interfere with a five-day schedule, the ERSEA Specialist and advocate will meet with the family and document the rationale for an individualized schedule, which will be approved by the Leadership Team.

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. Our program is best able to support families toward their goals when home visits happen at least 85% of the time. Socialization playgroups 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.

Attendance Monitoring

We ask parents to contact the center when your child will not attend school.

- If a child is unexpectedly absent from school and a parent has not contacted the program within one hour of program or scheduled start time, Office Assistants will contact the parent through the primary number in file to ensure the child's well-being.
- If the parent is not reached within two hours of program or scheduled start time, Office Assistants will try to contact the family through all numbers/email addresses in file.
- If the parent is not reached after trying all family contact information in file, Office Assistants will inform the team including family advocate that follow up is required.
- The team including family advocate will continue to follow up with family, including but not limited to a visit to the home to ensure the child's well-being.

It is essential for the parents to share your most updated contact information with the program, including what is the most effective way to get in touch with you for specific time.

What Can Parents Do?

Bring your child to school every day. 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. (*See page 19*) 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 **two** 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. In order to maintain licensing ratios at all times, there can be no exceptions to going outdoors. Our health team will utilize Enviroflash at <http://www.enviroflash.info/> to check for weather-related health alerts. Air quality tells us how clean or polluted the air is, and what associated health effects might be a concern. Teachers are made aware of weather alerts, 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 classroom spends outside is based on State Regulations. 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.

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, *the only exception are 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 may be brought into the classroom by adults or children. This includes food traditionally connected with birthday and holiday celebrations. Classrooms will recognize children's birthdays in ways that do not involve food ie, special plates, hats, songs. Please be mindful that all classrooms 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 to maximize the involvement of parents in the development of their child, and to assist parents in acquiring special services for their child when needed. 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. Parents may also request a meeting with 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.

Health and Nutrition Component

Physical Health

School readiness begins with health. EBCAP Head Start/ Early Head Start programs help participating families recognize the importance of continuous preventative care and early identification of health concerns. Together with families, the health team ensures that children are up to date on immunizations and RI's Early and Periodic Screening, Diagnosis and Treatment (EPSDT) schedule, learn healthy habits, and can access the care they may need.

Federal and State Regulations, require that parents of children enrolling in our center -based program, must submit the following documentation:

- An up-to-date immunization record and copy of the last well child check or physical exam are due prior to entry to center- based programs.
- If your child had a lead screening at 12 months and /or 24 months please provide a copy of the results.
- For Infants and Toddlers entering Early Head Start a blood lead screening and hemoglobin and hematocrit screening are required at the age of 12 and 24 months. Children at risk may also need documentation of a TB screening. Rhode Island's EPSDT Periodicity Schedule recommends Well Child Checks at 1 month, 2 months, 4 months, 6 months, 9 months, 12 months, 15 months, 18 months, 24 and 30 months. These are program requirements and necessary in maintaining your child's health.
- Current Dental Examination – preventative oral healthcare for young children is essential for a child's behavioral, speech, language and overall growth and development. Dental exams are required at age 1 year and every 6 months after. Parents are responsible for providing a copy for each exam and whenever any treatment is provided.

Nutrition

Center-based children are provided breakfast, lunch and afternoon snack daily. The meals/snacks are currently provided by a caterer. Formula and infant foods are also provided to infants under 12 months of age. Solid foods for infants in a center-based classroom are provided based on developmental readiness.

Head Start also seeks to support breastfeeding mothers. Working with the family to meet their needs, Head Start is able to accommodate a safe and private place to pump and nurse, separate freezer or refrigerator space for safely storing breastmilk and an open door policy that enables mothers to nurse as they are available and comfortable. The Nutrition Manager reviews the menus submitted by the caterer to ensure compliance with 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, with the exception of pumped breastmilk, will be returned to parents.

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.

Creating a Community of Health

The Health/Nutrition team facilitates the Health Services Advisory Committee, participants include parents, healthcare professionals, community partners, and staff. The Committee meets for one-hour three times per year to review policies, procedures, address community concerns and the functioning of the health and nutrition program 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.

Health Policies and Procedures

Required Health Files for Children

The Rhode Island Department of Human Services (DHS) – Child Care Center and School Age Program Regulations for Licensure requires the following information is maintained in each child's file:

- Current parent/guardian home address and telephone number, work and/or school address and telephone numbers;
- Current written parental/guardian authorization for the release of the child to named individuals;
- Names and contact information of the individuals to whom the child may be released;
- Evidence of an annual health exam (a grace period of 90 days is granted to children in foster care and children who are experiencing homelessness);
- Up-to-date immunization record (a grace period of 90 days is granted to children in foster care and children who are experiencing homelessness);
- Written authorization from the parent/guardian for emergency medical treatment;
- Rescue medication with doctor's order that is current and properly labeled;
- Other relevant health documents, i.e. allergies, medical conditions, etc.

When a child's emergency enrollment paperwork and/or medical paperwork/medication is out dated or expired and repeated attempts have been made to obtain this information, a child may be suspended from the classroom until paperwork and/or medical information/medication is updated.

Procedure for Serious Accidents or Illness

First Aid:

- A first aid kit is available in each classroom, outdoor play areas and on a neighborhood walk. The first aid kit is restocked after each use. The first aid kit is reviewed every six months to ensure proper condition of materials.

- At least fifty percent of all staff members on-site are trained under the most recent guidelines of the American Heart Association in pediatric cardiopulmonary resuscitation (CPR) and pediatric first aid. A choke-saving poster, that outlines the Heimlich Maneuver, is prominently displayed in any area where children eat. One staff member trained in the use of the Heimlich Maneuver for Infants and Toddlers is always on-site.
- Injuries are documented on an **Incident/Injury Notice**. A parent/guardian must sign the written **Incident/Injury Notice**. Parents/guardians are notified of injuries on the same day of the injury. The injury, first aid and parent/guardian communication are recorded on the **Incident/Injury Notice**, and a copy of the form is retained in the Health Services Team offices.

Emergency Medical Attention:

- If the injury requires immediate emergency medical attention, staff will call 911. Staff will notify the parent/guardian and the manager on site. If staff are unable to contact the parent/guardian, they will call the child's emergency contact(s). Staff will continue calling parents until they speak with them.
- A staff member familiar with the child will accompany the child on rescue and wait with the child until the family arrives.
- Staff will complete a **Client Incident Form** for the child's file and copies should be provided to the Health Services Director, Human Resources department, and the parent/guardian.

Exclusion and Return of Children Related to COVID-19

As a result of the COVID-19 pandemic, EBCAP is following the guidance of the RI State Department of Health and the Center for Disease Control and Prevention with regard to excluding children from classroom participation when they are sick or have symptoms of illness that could be related to COVID-19 as well as when it is safe for them to return to the classroom. COVID-19 guidance is being updated regularly, and staff will notify you of any changes to this information.

If a child develops any one of the following symptoms, they will be sent home and required to be tested for COVID-19.

- New cough
- Shortness of breath or difficulty breathing
- New loss of taste or smell

Additionally, if a child develops two or more of the following symptoms, they will be sent home and required to be tested for COVID-19.

- Fever (temperature higher than 100.4° or feels feverish to the touch) or chills
- Muscle or body aches
- Headache
- Sore throat
- Fatigue
- Congestion or runny nose (new)
- Nausea or vomiting
- Diarrhea

Once COVID-19 test results are received, the parent/guardian should contact staff to discuss next steps. If the COVID-19 PCR test is negative, the child can return when they have been fever free for 24 hours and they do not have any new or worsening symptoms. If the COVID-19 PCR test result is positive, the child must isolate and can return when cleared by staff.

Additionally, any child who has been in direct contact or exposed to anyone who has tested positive for COVID-19 will be excluded from the classroom pending guidance from the RI Department of Health and the Office of Childcare Licensing at DHS.

Criteria for Return to School after COVID-19 Positive

Any child who has tested positive for COVID-19 or who lives with someone who has tested positive for COVID-19 must be cleared to return by the Rhode Island Department of Health.

Exclusion of Children for Other Health Reasons or Illnesses

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. East Bay Community Action Program Early Childhood Services will only deny admission or send a child home because of illness if it is necessary to protect the health and safety of the child and their classmates.

If any of the following signs or symptoms of illness are present, staff will contact the family so that their child can go home:

- Child cannot participate comfortably in regular activities.
- Child's illness creates a need for additional care that is greater than staff can provide without compromising the health and safety of other children.
- Fever of 100.4° F or higher taken axillary.
- Diarrhea defined as watery stools or decreased form in stool that is not associated with changes in diet 3 times 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.
- 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.
- Mouth sores with drooling unless the child's primary provider states that the child is noninfectious.
- Presence of new skin condition/rash with or without fever should be evaluated by the child's doctor to diagnose the rash, determine if it is contagious, and develop a treatment plan. Some common rashes in young children include: impetigo, scabies, ringworm, molluscum contagiosum, Fifth's Disease, allergic reactions, and psoriasis. Depending on the diagnosis and treatment plan, staff will provide guidance on how long the child must remain home.
- Child's symptoms pose a risk of spread of harmful diseases to others.

Other signs and symptoms of illness will be reviewed with the Health Services Team on a case-by-case basis and a determination will be made based on 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 the Pediatric Consultant Provider.

Procedure for Excluding a Child Due to Illness

1. **Illness/Incident Notice:** Staff will complete the **Illness/Incident Notice** and provide a copy to the parent/guardian. The other copy will be retained in the Health Services Team offices.
2. **Decision to Exclude Child:** Staff will contact the Health Staff or Education Coordinator to make a final decision on exclusion. If the Health Staff or Education Coordinator are unavailable, staff should make the final decision on exclusion.
3. **Contact Parent/Guardian:** Staff will contact the parent/guardian. If unable to reach the parent/guardian, staff will contact emergency contact(s). It is the parent's responsibility to keep updated phone numbers for themselves and emergency contact(s) current.
4. **Develop a Plan:** Staff will discuss the signs and symptoms of illness with the parent/guardian and

make a plan for next steps, such as seeing a doctor for diagnosis, treatment, and tentative plans for return.

Criteria for Return to School after Illness, Injury, or Surgery

- Communicable Illness:** Any child who was sent home and diagnosed with a communicable disease or illness (e.g. strep throat, impetigo, chicken pox) must have a note from their doctor stating the child is no longer contagious. The Health Services Specialist or Health Services Director will review this information before the child can return.
- Sutures or Cast:** The parent/guardian is responsible for providing a note from the child's doctor regarding any restriction of activities. The Health Services Specialist or Health Services Director will review, document, and ensure any needed accommodations and trainings have been completed before the child can return.
- Post-Surgical or Post-Hospitalization/ER:** The parent/guardian is responsible for providing a note from the child's doctor regarding any restriction of activities. The Health Services Specialist or Health Services Director will review, document, and ensure any needed accommodations and trainings have been completed before the child can return.

Timelines for return to school vary by illness and are determined in consultation with staff and the child's doctor. If the child was seen by a doctor, a note from the doctor stating that it is safe for the child to return is needed. This table gives *examples* of timelines for return after some common illnesses.

Diagnosis	Child Must Stay Home Until
Scabies	Treatment has been given
Strep throat or other strep infection (streptococcal pharyngitis)	After 24 hours after treatment is started
Pertussis	After 5 days of prescribed antibiotic treatment
Head lice	After first treatment has been given; children do not need to leave before the end of the program day
RSV (Respiratory Syncytial Virus)	Fever free and not appearing ill
Pink eye (bacterial conjunctivitis) – only if two unrelated children in the same program show symptoms	Health care professional is consulted

Chronic Health Conditions

Children with documented chronic health conditions or illnesses will have a written Individual Health Plan (IHP). The IHP is developed with the child's parent/guardian, teacher, other members of the Head Start staff, and with input from the child's doctor. The IHP will include reasonable accommodations in daily activities, including meals and snacks, playing, sleeping, toileting, etc. It may also include information about medication administration and what to do in the case of a medical emergency.

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 Health Services Specialist'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 (OTC) medication** 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 medication 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 the 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 the child last received this medication at home.
 - **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. Emergency medications are not locked and are kept inaccessible to children.
 - **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 (asthma medications, Benadryl and epinephrine) will be transported on field trips when necessary.

Receiving Medication

When a parent/guardian brings medication to the center, the Health Services Specialist or Health Services Director must be informed and following steps should be taken:

1. The parent/guardian, with assistance from Health Services Specialist, Health Services Director or teaching staff, completes a **Medication Authorization Form**. These forms can be found in each classroom or Health Services Team offices. The parent/guardian must complete all areas and sign this form in order to give permission. The Health Services Specialist or Health Services Director must be contacted any time a medication is brought to the center.
2. Health Services Specialist, Health Services Director or teaching staff will complete a **Receiving Medication Form**, complete the Safety Checklist section, sign, date and have the parent/guardian initial.
3. The Health Services Specialist completes a **Medication Administration Record** and lists potential side effects. Teaching staff or Managers trained in medication administration sign this form.
4. A copy of the **Medication Authorization Form**, **Receiving Medication Form** and **Medication Administration Record** is maintained in the Health Services Team offices. Originals are kept in the classroom Medication Book.
5. Medications that are considered controlled substances (Ritalin, Adderall) will have a **Medication Count for Controlled Substances** form completed in the presence of the person delivering the medication to the facility. Alert the Health Services Specialist or Health Services Director immediately. No more than 5 days' worth of medication will be allowed to remain at a facility.
6. The Health Services Specialist or Health Services Director enters Medication and other pertinent information into the child's electronic record in ChildPlus under Medication Log. Medication information is also entered into the Medication, Health Concerns, and Special Diet section of the child's electronic file. This form is printed out with one copy to be posted in the classroom and one copy maintained in Health Services Team offices (Medication, Health Concerns, Special Diet Binder).

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

- Parents/Guardians are to go to the classroom to drop off and pick up their children.
- Let a teacher know when you bring your child into the classroom. Children must be signed in.
- 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.
- Children should be dropped off and picked up as scheduled. Children cannot be dropped off more than 10 minutes prior to the scheduled start of the school day.

Child Pick Up Policy

- 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.**
- 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.
- 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.
- 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.**
- 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.
- 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.

If a person arrives at the center and appears to be impaired by a substance or is in a heightened emotional state, every attempt will be made to convince the individual not to drive a vehicle. Children will not be released to the person, and persons listed on the emergency card will be called to pick up the child. If the person insists on driving, the police will be notified. If a parent insists on taking a child, the police and DCYF will be notified.

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

At the end of the school day, we expect that your child be picked up on time. If an emergency arises and you know you will be late, it is important that you call the center. If a parent/guardian has not notified us that they will be late, is considerably late or if there is a pattern of late pick-up, 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 school 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.
4. 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.

5. If a parent/guardian refuses to attend a team meeting or if late pick up continues, the parent/guardian will be charged a childcare fee for non-Head Start time at \$1.00 per minute following a 10 minute grace period. Childcare fees are payable **within one (1) week of receipt**. In the event that payment is owed and all efforts to recoup delinquent payment have been exhausted to no avail, EBCAP reserves the right to turn the account over to a collection agency.

Parents/guardians who need before or after school childcare should contact their family advocate to discuss a transfer to an opening in a classroom or center that offers child care. Family advocates will also assist families to apply for a Rhode Island Child Care Assistance Program (CCAP) voucher.

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 at \$1.00 per minute 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.

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.

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

1. Children move quickly and can run into the street or parking lot without warning.
2. Children are unaware of danger. They need and deserve an adult to watch out for them.
3. Children are short. This makes it difficult for them to see motorists and for motorists to see them.
4. Children cannot judge a car's speed and distance. They believe cars can stop instantly.

5. Children think if they can see the driver, the driver can see them.
6. 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

1. **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.
2. 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.
3. 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.

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 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. All abuse and neglect reporters are granted immunity as long as they report concerns in good faith in accordance with state law.
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.

Sex Offender Community Notification

The primary purpose of community notification is to enhance public safety and protection. EBCAP provides this notice as part of our commitment to safety within our Agency and our community. For the most current information about sex offenders in your community, please visit the following website:

[State of Rhode Island Parole Board - Sex Offender Notification Unit](#)

www.paroleboard.ri.gov/sexoffender/olist/search.php

Policy & Procedure for Closures Due to Inclement Weather

All staff are notified via Blackboard Connect telephone call when a decision has been made regarding delays or closings of any of our Head Start sites. Head Start classrooms will close in conjunction with the school district in which they are located. All staff are required to report to work unless they have been notified that the agency (EBCAP) is closed and employees are not required to come in. Vacation or personal time may be used when a staff person chooses not to come in due to weather. In the event that school is closed for children, Head Start staff will report to their assigned site or a site approved by their Supervisor. On these days, work hours are 8:00-4:30. If the agency announces a delayed opening staff are expected to report at the time determined by the agency and sent out via the Blackboard Connect system.

Policy & Procedure for Delaying Opening Due to Weather

Rational: When inclement weather causes road conditions to be unsafe early in the morning but are expected to improve by late morning, EBCAP will delay opening rather than close classrooms and lose a whole school day. Delaying until 10:00 provides time for municipalities to clear the roads, for our parking lots to be cleared and for employees to get to work safely.

Policy: When a school district(s) announces a delayed opening, Head Start sites in the district(s) that have delays will delay opening for children until 10:00a.m., unless otherwise notified. Employees assigned to the affected sites are expected to report by 9:30 in order to be ready to receive children at 10:00.

Homebased Visitors serving the affected areas are expected to begin their day at 9:30. When a delay occurs the site end-time is not affected. All meals, including breakfast, will be served.

Procedure: The decision to delay the opening of Head Start centers will be made as early as possible and is based on the local school districts' announcement of their delay. Should conditions appear to worsen as the morning progresses, the decision to close sites to children may be made. All delay and closing announcements will be made as early as possible and information sent out to families and employees via the Blackboard Connect system.

Notice of Privacy of Child Records Policy

This notice describes how personally identifiable information about you, your child and your family may be used and shared with other agencies and how you can get access to this information. East Bay Community Action Program (EBCAP) is committed to protecting all health and personal information about you, your child and your family. This policy describes the different types of personal information we collect and how, when and why would we share this information with other agencies. It also describes your rights as they relate to this information.

As soon as you complete the Head Start Pre-Application Sheet, personal information is collected. Once you or your child is accepted to our program, an individual record is opened and more personal information is collected. The information that could be found in your child's electronic or paper file may include, but is not limited to:

- Program application and eligibility information
- Financial Information
- Results of physical examinations
- Results of blood tests, including but not limited to iron and lead levels
- Immunization records
- Medical concerns, allergies, food restrictions
- Developmental screening tests for height, weight, vision, hearing and ability to learn
- Your child's and family's medical and mental health histories
- Your child's nutrition history
- Medical treatment and prescription information
- Individual health, education, communication and behavior plans

- Referral information to and from other agencies involved with the family
- Case management and review documentation
- Documentation of services rendered by East Bay Community Action Program (EBCAP)
- Documents generated by EBCAP, such as permission forms, family/child reports and assessments

East Bay Community Action Program will comply with all applicable laws and regulations concerning the confidentiality of personally identifiable information, including but not limited to the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). To the extent that this policy is deemed to be inconsistent with obligations imposed by applicable laws or regulations, such law or regulation shall control.

Personally identifiable information will not be shared outside of the program except as set forth below or as otherwise permitted by applicable laws and regulations.

Disclosure with parental consent

Subject to the exceptions described below, East Bay Community Action Program will obtain a parent's written consent before disclosing Personally Identifiable Information (PII) from child records.

Parents will be notified in writing of the proposed disclosure, and the Program will ensure that the parent's written consent specifies what child records may be disclosed, explains why the records will be disclosed, and identifies the party or class of parties to whom the records may be disclosed. The written consent must be signed and dated by the parent to disclose information. "Signed and dated written consent" may include a record and signature in electronic form that: (i) Identifies and authenticates a particular person as the source of the electronic consent; and, (ii) Indicates such person's approval of the information.

Granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive and therefore it does not apply to an action that occurred before the consent was revoked.

The following sections describe when and why East Bay Community Action Program would disclose personally identifiable information without parental consent but with parental notice and opportunity to refuse, and when and why we would disclose personally identifiable information without parental consent. To the extent that such personally identifiable information is considered part of an education record, the disclosure of such information will be governed by FERPA.

Disclosure without parental consent but with parental notice and opportunity to refuse.

For the purposes of forwarding child records to officials at a program, school, or school district in which the child seeks or intends to enroll or where the child is already enrolled, East Bay Community Action Program may disclose information without your consent (so long as the disclosure is related to the child's enrollment or transfer) but will notify you and provide you with an opportunity to refuse the disclosure of information. We will provide you with written notification of the disclosure, the timeline of the disclosure, and upon parent request, provide you with a copy of the Personally Identifiable Information from child records to be disclosed in advance, and provide you with an opportunity to challenge and refuse disclosure of the information in the records. East Bay Community Action Program may also disclose educational directory information, as defined by 34 CFR § 99.37, after having given parental notice and opportunity to refuse as required under that section.

Disclosure without parental consent.

East Bay Community Action Program may release personally identifiable information without your consent to:

- (1) Officials within the program or acting for the program, such as contractors and sub-recipients, if the official provides services for which the program would otherwise use employees, the program determines it is necessary for Head Start services, and the program maintains direct control with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement, as required by applicable law and regulation;
- (2) Officials within the program, acting for the program, or authorized representatives from certain federal or state entities, in connection with an audit or evaluation of education or child development programs, or for enforcement of or compliance with federal legal requirements of the program; provided the program maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement, including the destruction of the PII when no longer needed for the purpose of the disclosure, except when the disclosure is specifically authorized by federal law or by the responsible HHS official;
- (3) Officials within the program, acting for the program, or from a federal or state entity, to conduct a study to improve child and family outcomes, including improving the quality of programs, for, or on behalf of, the program, provided the program maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement, including the destruction of the PII when no longer needed for the purpose of the disclosure;
- (4) Appropriate parties in order to address a disaster, health or safety emergency during the period of the emergency, or a serious health and safety risk such as a serious food allergy, if the program determines that disclosing the PII from child records is necessary to protect the health or safety of children or other persons;
- (5) It is the practice of East Bay Community Action Program to disclose certain records pursuant to a subpoena only upon the execution of a release form permitting such disclosure or as required by court order. Notwithstanding this general practice, the Program is permitted to release personally identifiable information without parental consent in order to comply with a judicial order or lawfully issued subpoena, provided the program makes a reasonable effort to notify the parent about all such subpoenas and court orders in advance of the compliance therewith, unless:
 - (i) A court has ordered that neither the subpoena, its contents, nor the information provided in response be disclosed;
 - (ii) The disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331.
 - (iii) A parent is a party to a court proceeding directly involving child abuse and neglect (as defined in section 3 of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5101)) or dependency matters, and the order is issued in the context of that proceeding, additional notice to the parent by the program is not required; or,
 - (iv) A program initiates legal action against a parent or a parent initiates legal action against a program, then a program may disclose to the court, also without a court order or subpoena, the child records relevant for the program to act as plaintiff or defendant.
- (6) The Secretary of Agriculture or an authorized representative from the Food and Nutrition Service to conduct program monitoring, evaluations, and performance measurements for the Child and Adult Care Food Program under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of

1966, if the results will be reported in an aggregate form that does not identify any individual; provided, that any data collected must be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary of Agriculture and any PII must be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements;

(7) A caseworker or other representative from a state, local, or tribal child welfare agency, who has the right to access a case plan for a child who is in foster care placement, when such agency is legally responsible for the child's care and protection, under state or tribal law, if the agency agrees in writing to protect PII, to use information from the child's case plan for specific purposes intended of addressing the child's needs, and to destroy information that is no longer needed for those purposes; and,

(8) Appropriate parties in order to address suspected or known child maltreatment and is consistent with applicable federal, state, local, and tribal laws on reporting child abuse and neglect.

(9) Other entities as permitted by applicable law or regulation.

In all circumstances, East Bay Community Action Head Start Program will only disclose the information that is deemed necessary for the purpose of the disclosure.

Parents/ Guardians right to review their own child's record:

In accordance with Head Start standards and Rhode Island Child Care Licensing Regulations. Parents/ Guardians have the right to review their child's record. All children's records are kept electronically on the Child Plus software system. If you would like to review your child's record for any reason please contact your family advocate, home based visitor or education coordinator. Please allow 48 hours' notice so we can make arrangements to have someone available to assist you. In some cases some information may not be available. This could include information that is shared with us by another entity. In those cases, your family advocate, home visitor or education coordinator will provide the information for you to contact that person/ agency directly.

If requested parents/guardians will be provided with copies of information in their child's record that originated with our program or was provided to our program by or with parent/ guardian consent. Requests for copies must be in writing with a list of requested items. All copies will be provided to Parent / Guardians free of charge; please allow 48 hours for copies to be printed.

For More Information or To Report a Problem:

If you have any questions, or feel your privacy rights have been violated, you can contact East Bay Community Action Program:

1. Talk to your Family Advocate to resolve.
2. Involve the Family Advocate Supervisor, if attempts to resolve with Family Advocate were unsuccessful;
3. Ask to meet with the Director of Family Development, if attempts to resolve with supervisor were not successful;
4. Call the Vice President of Head Start if all attempts to resolve were unsuccessful.
5. Lastly, if all above steps did not resolve the issue, notify EBCAP's CEO.

Or you may also contact: **Office for Civil Rights, U.S. Department of Health and Human Services, 200 Independence Avenue S.W. Room 509F. HHS Building, Washington D.C. 20201**

There will be no retaliation on the part of East Bay Community Action Program for filing a complaint with an EBCAP representative or the Office for Civil Rights.

East Bay Community Action Head Start Program - Privacy Contact Information 2021-2022 Program Year

- Director of Education -Heidi Nordman - 401-367-2001 Ext 2104
- Director Family Development: Donna Ramos Razza - cell 401-662-9328
- Vice President of Head Start: Linda Laliberte - 401-437-0018 x2103

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 meet with you and work on specific goals that you choose. Home-based visitors will meet weekly with families enrolled in a home-based option to support parenting skills, child development and access to community 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

1. I agree to develop a Family Partnership with my Family Advocate/Home Based Visitor through the process and completion of the Family Assessment, which is conducted twice per year, as well as goal setting and regularly scheduled home visits. Myself and my advocate/visitor will work to maintain an active, strength based relationship for the duration of my families time in the Head Start program.
2. I understand that the Family Assessment and the Partnership Agreement are designed to help my family advocate/home visitor support me in establishing goals for my child and family and to assist my family in accessing resources.
3. 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.
4. I understand that my family advocate / home visitor will provide me with information on community services, parent involvement activities, parenting and child development, etc.
5. 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 visitor.
6. I agree to keep the program informed of any changes of information.
7. 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.
8. 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:

1. recommended classroom interventions;
2. referral for in-house observation;
3. referral for mental health observation;
4. modification of classroom hours or program options;
5. referral for community support services;
6. referral to Special Education (3-5) or Early Intervention (ages 0-3);
7. referral to pediatrician; and/or
8. 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.

Our program uses the Incredible Years Parenting program as our parenting curriculum. Our Family Advocates and Home Visitors are trained facilitators. They have been trained to run parenting groups using the Incredible Years Parenting curriculum.. The parent groups meets weekly for 10 weeks to discuss ways to promote the social emotional development of their children as well as ways to respond to common misbehaviors. This group also offers parents the opportunity to share their experiences, and support each other as they learn new ways to support their child's development.

Family Advocates and Home visitors can also meet with you individually in your home using the Incredible Years Home Coaching Curriculum model. This curriculum is available for Babies, Toddlers and Pre-school age children.

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 foster and model these traits. Staff and parents can help children deal with anger, sadness, and frustration by comforting them, identifying and reflecting on their feelings, and providing them with words instead of acts of anger to solve problems and disputes.

Role of the Behavioral Health Team

Site clinicians are responsible for coordinating behavioral health services and the partnerships with consultants and behavioral health providers. Clinicians work closely with the special services coordinator, education staff, health staff and family development staff to ensure coordination of services.

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.

Our program requires education staff to utilize pro-active, preventative strategies when guiding children's social and emotional development. 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 by using a common language that reinforces positive behaviors consistently across the program. Classroom staff receive Incredible Years training and support to implement IY strategies in the classroom. Additionally, Head Start offers Incredible Years Parent classes on a yearly basis and provides referrals to other groups holding trainings within the community.

Children who require additional social/emotional supports will be referred to the site Education Coordinator who will then review documentation and observe the child in the classroom setting. This observation may result in a range of recommendations such as specific classroom-wide changes or a written Classroom Support Plan that will be discussed in collaboration with the family. If the education team determines that a behavioral health referral is warranted, a referral can be made to the clinician assigned to the Head Start site. Clinicians offer behavioral health services specifically children and families enrolled in EBCAP Early Childhood Programs. Options for care can include classroom treatment plans and outpatient therapy. Out-of-agency referrals are also provided for a variety of social/emotional, developmental, diagnostic, and well-being needs.

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 curriculum groups.

In the curriculum group:

1. Parents are taught ways to use various strategies to help children regulate their emotions, improve their social skills, and do better academically.
2. 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.
3. 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 that children are impacted every day by the home they live in, all of the people who care for them, and their larger community. They become who they will become because of their daily interactions in each of these settings. Every family has strengths, preferences and needs that our program is ready to support and build upon. We work 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:

1. ***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.
2. ***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.
3. ***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.
4. ***Communicating with families.*** We want to stay connected with families: you will receive regular emails with important program or community information. Ask your teacher or home visitor about Bloomz. Bloomz is a parent communication app that allows teachers and parents to communicate, post events, and classroom activities. Classrooms widely use this tool as our main online way to communicate with each family, who will be asked to download the app.
5. Additional communication: East Bay Community Action Program can be found on social media; Facebook, Twitter, Instagram and YouTube. Please go online and like and subscribe.

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 (September to June enrollment), 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 Specialist 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.

1. **FAMILY LEADERSHIP POLICY COUNCIL TEAM:** a group of Head Start parents and community members and staff who have the general responsibility to help develop and approve policies for the program. The Family Leadership Policy Council representatives are parents nominated and elected from each site. Parents can nominate themselves if interested, by another parent or by a staff member. An elected parent member leads the meeting. The Family Leadership PC Team works with the EBCAP Board of Directors using a shared governance approach. Even if you are not elected as the representative. Family Leadership Teams are open for all parents and guardians to attend.
2. **HEAD START TALKS** are online Zoom parent meetings held on a regular basis (usually monthly). Parents from any site and home based can join the Zoom link to participate in group discussion, hear from guest speakers, receive program updates from staff and ask questions and/or discuss concerns.
3. **PARENT MEET & GREET-MORNING MINGLES** are once a month in-person opportunities to grab information, or even meet people from the prgram or from the community. Stop and have coffee or juice and talk to staff. Some sites may have a more formal parent meeting. During these times, parents can discuss and plan site specific activities and receive site specific updates from teachers and site staff.
4. **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.
5. **Reading Is FUN-damental Volunteer:** Parents, staff and members of the community are needed to help organize book distribution activities and to read to children in the classrooms. This can be done virtually over Zoom as well.

Contact your Family Advocate, Home Visitor, Teacher or the Family Engagement Specialist if you are interested in learning more about getting involved one or more of these groups.

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 site specific field trips and family outings 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:

1. Assist children in developing self-help skills.
2. Assist in classroom set-up (set tables, mix paints, fill water table, etc....)
3. Assist and participate in all classroom activities.
4. 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: check phone and extensions

1. Linda Laliberte, Vice President at 401.437.0018 ex. 2103
2. Donna Razza Ramos, Director of Family Development at 401.662.9328
3. Heidi Nordmann, Director of Education at 401.367.2001 x 2204
4. Lifen Zhong, Director of EC Management Systems at 401.367.2001 x 2218
5. Jessica Donaldson, Director of Health Services, 401-367-2001 x 2229

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 Portuguese

John H. Chafee Center, Newport

367-2001

Director of Education	Heidi Nordmann	2204
Director of ECS Management Systems	Lifen Zhong	2218
Director of Health Services	Jessica Donaldson	2229
Family Engagement/Volunteer	Dianne Farrar	2207
Administrative Support Manager	Marilyn García(*)	2203
ERSEA Specialist	Melanie Furtado	2206
Special Services Coordinator	Deborah Newell	2251
Nutrition Manager	Megan Belden	2282
Education Coordinator	Carolyn Gizzi	2281
Education Coordinator	Kelly Monson	2280
Office Assistant	Kaori O'Neil	2201
Lead Family Advocate	Barbara Warren	2209
Family Advocate	Cristal Orellana (*) (**)	2202
Family Advocate	Jordan Lewis	2212
Family Advocate/HS Home Visitor	Justine Labbe	2217
Family Advocate	OPEN	2208
Kids Connect Clinician	Mary Claire Garcia	2220

Willett Center, Riverside

437-0018

Vice President of Head Start	Linda Laliberte	2103
Education Coordinator	Craig Turcotte	2120
Office Assistant	OPEN	2100
Family Advocate	Tiffany Bator	2111
Family Advocate	Kyleen Gorski	2112
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	Beni Arrovo	2413
ERSEA Specialist	Jazmine Price	2117
Office Assistant	OPEN	2400
Lead Family Advocate	Cheryl Schofield	2405
Family Advocate	Velvida Currens <i>Also at Turner Center at 649-4233 x 104</i>	2017

Turner Center, Riverside

649-4233

Director of Family Development	Donna Razza Ramos	<i>Cell phone – 662-9328</i>	2001
Education Coordinator	Diane Riva		2002
Office Assistant	Yesenia Beco		2000

Tiverton Center

624-4736

Education & Training Coordinator	Beni Arroyo	2413
Site Supervisor	Kristen Aiello	2301

Kennedy Center, Middletown

Education Coordinator	Marie Van Velzer	2503
Office Assistant	Brittany Cook	2501

Broadway, Newport

847-7821

EHS Home Based Supervisor	Amy Griffin	2221
EHS Home Based Visitor	Diana Wood	1545
EHS Home Based Visitor	OPEN	

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 - 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.
- 1 Head Start Home-Based group

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.
- 1 Early Head Start Home-Based group

Mary 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.
- 2 Early Head Start Home-Based group

Kennedy Center

740 West Main Road, Middletown, RI 02842

Phone (401) 468-0436 / Fax # (401) 324-7057

- 2 Head Start Full Day Classrooms - Hours: 7:00 a.m. – 5:15 p.m.
- Head Start & Pre-K School Day – Hours: 9:00 a.m. – 3:00 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. – 3:00 p.m.

Broadway Family Center

19 Broadway, Newport, RI 02840

Phone (401) 847-7821

- 2 Early Head Start Home-Based groups

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

EBCAP Programs

East Bay Community Action Programs

Community Programs

- ❖ Adult Education and Career Pathways
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 Wampanoag Trail, 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

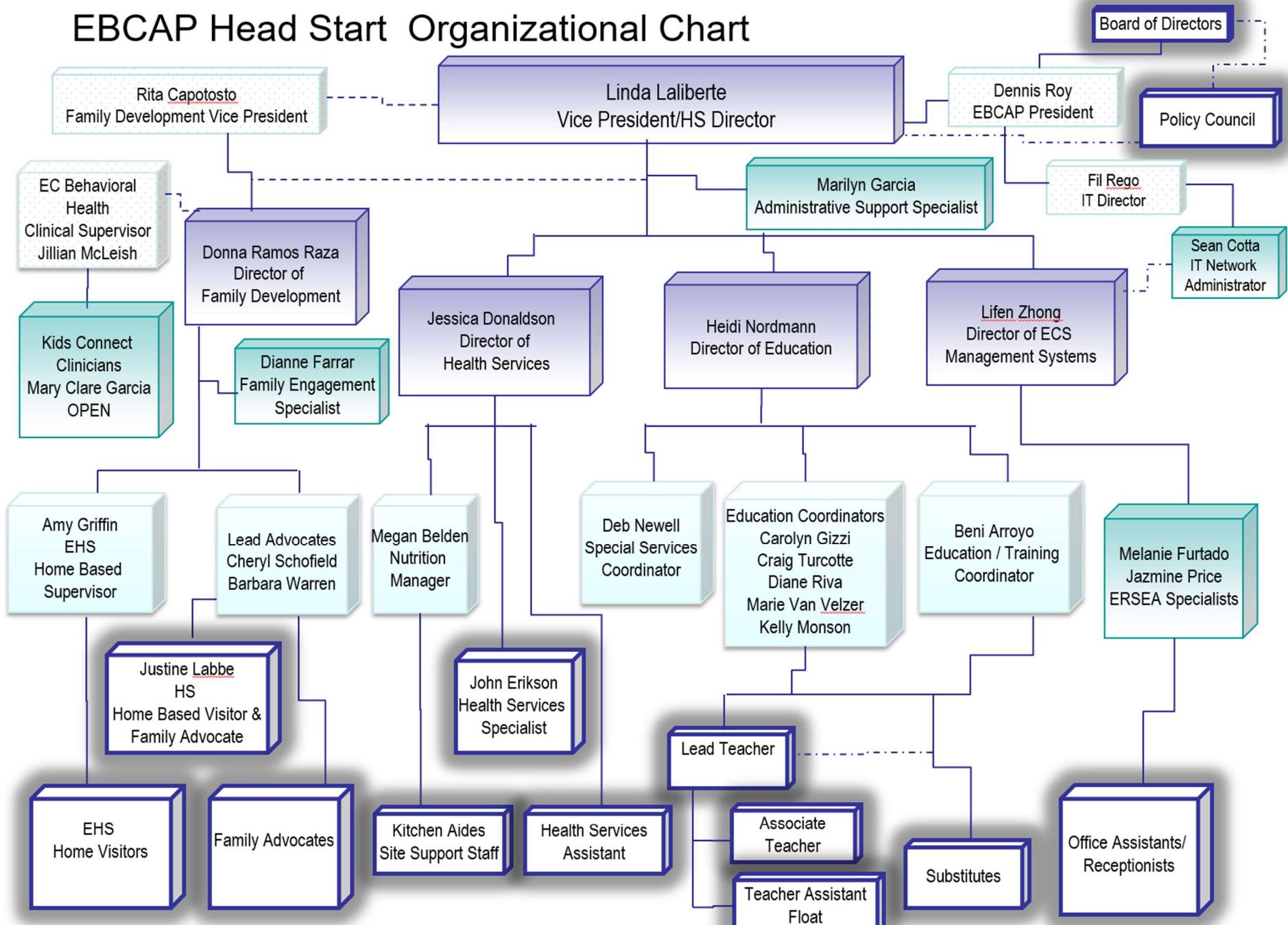
Children & Youth Services

- ❖ 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

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
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