



2024-2025

Family Handbook



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Welcome!

Dear Families,

Welcome and thank you for choosing the Marion Forsman-Boushie Early Learning Center. We consider it a great honor that you have chosen our program to begin your child's center based academic experience. It is our goal to work with you as partners in your child's education during their time with us, and as we embark together on your family's journey towards kindergarten readiness and beyond.

The purpose of the Family Handbook is to acquaint you with the programs of Early Head Start, Head Start, ECEAP, and Childcare offered here at the ELC. We have taken this opportunity to provide insight into the operations of our center and offer as much transparency as possible. For additional information that isn't provided in this Family Handbook, please contact your child's teacher and/or one of our Support Staff.



OUR MISSION STATEMENT

We believe that each child is unique, with different abilities, special talents, and individual needs. Our purpose at the Marion Forsman-Boushie Early Learning Center is to offer an environment where the “whole child” can grow emotionally, socially, physically, intellectually, and culturally. Our vision is to promote a stimulating, safe, and healthy environment encouraging learning through creative play. Our caring staff values and recognizes the vital partnership shared with our families. Family and community participation reflects the cultural strengths, diversity, and support for a successful program.

OUR OBJECTIVE

To serve the children and families of the Suquamish nation with a joyful heart! Our children are safe and happy while growing up healthy and strong as we partner with our families within the center. To ensure this, we provide a wide range of experiences that promote social, cultural, emotional, intellectual, and physical development.

OUR PROGRAM PHILOSOPHY

The Marion Forsman-Boushie Early Learning Center is deeply rooted in respect for the Suquamish Tribal culture and its continuation in the lives of the youngest generations through daily interaction with traditional language, stories and experiences. We are committed to being responsive to families and supporting them as their child's first and most important teacher. We encourage an understanding of the importance of literacy-rich early learning environments, the importance of play, and an emphasis on a developmentally appropriate daily program for children aged six weeks to five years old to help prepare all learners for kindergarten and life.

Family Conduct Policy

- I. While at the center, on a bus or ELC event, ELC families/guardians must treat ELC staff, families/guardians, guests, and children with dignity and respect.
- II. While at the center, on a bus, or ELC event **the following behaviors will not be tolerated** from families/guardians:
 - A. Unreasonable or disorderly conduct.
 - B. Actions that threaten, intimidate, hurt, harass, offend, or provoke staff members, families/guardians, or children.
 - C. Foul language and conversations with negative overtone.
 - D. Behaviors intended to tarnish another's reputation, i.e., gossip, disparaging comments, sharing confidential information, etc.
 - E. Negative discussion about the ELC programs and/or staff members will not be tolerated.
- III. Section B also applies to spouses, significant others, relatives or other related persons who may have contact with ELC staff, families/guardians, guests, and children.
- IV. Families/Guardians or others (as stated in Sections II) who exhibit any of the behaviors listed in Section II shall be subject to a response from the ELC staff (e.g. reminder, warning, service plan etc.).
- V. Families/Guardians are responsible for defending all ELC programs against unfair criticism.
- VI. Families/Guardians are permitted to offer constructive criticism of the programs and to share in evaluating them (e.g. participating in Self-Assessment, etc.).
- VII. Families/Guardians are responsible for following the "Standards of Conduct Policy and Procedure" and/or the "Community Complaint Policy and Procedure" to respectfully address concerns, conflicts, or issues.

Program Operations

Programs

The Marion Forsman-Boushie Early Learning Center includes Childcare (6 weeks- 5th grade), Early Head Start (1 & 2 year olds), Head Start (3-5 year olds), ECEAP (3-5 year olds), and Maternal Infant Home-Visiting.

Program Hours

The MFBELC is open Monday-Friday from 7:30 am to 5 pm.

- **Early Head Start** is Monday-Friday from 9 am to 4 pm. (Sept.-July)
- **Head Start** is Monday-Friday from 9 am to 4 pm. (Sept.-July)
- **ECEAP School Day** (Sept.-July) is Monday-Friday from 9 am to 4 pm.
 - **Working Day** (Year-Round) is Monday-Friday from 7:30 am to 5 pm.
- **Childcare** is available (for enrolled children) Monday-Friday from 7:30 am to 5 pm (Year-Round)

Holidays

The MFBELC is **CLOSED** for the following Holidays:

- **New Year's Day** (January)
- **Martin Luther King Day** (January)
- **Presidents Day** (February)
- **Sovereignty Day** (March)
- **Native American Indian Day** (May)
- **Memorial Day** (May)
- **Juneteenth** (June)
- **Independence Day** (July)
- **Labor Day** (September)
- **Veterans Day** (November)
- **Thanksgiving Day** (November)
- **Winter Holiday** (Mon, Dec. 23, 2024 – Wed. Jan. 1, 2025)

Spring Break for Early Head Start, Head Start, and ECEAP School Day (Childcare Only Days)

Mon., April 7, 2025 – Fri., April 11, 2025. Only Childcare/ Working day approved children will be at the center.

Professional Development Days “In-service Days”

All MFBELC Staff are required to have 10-20 hrs./year for Professional Development. The MFBELC uses In-service days to meet these training requirements, and the center is closed on those approved dates. Please refer to our Program Calendar for identified monthly “In-service” dates and our one (1) week closure during August to plan for other arrangements for your child/ren.

Our Staff

Each staff member has been carefully selected for educational qualifications and experience in the field of early childhood. Ongoing staff development is conducted throughout the year by way of college coursework, workshops, training, professional development plans, and evaluations. Each staff member is highly respectful of our community culture and is deeply committed to the children they teach, and families they partner with during their child's experience at the ELC.

Tadpoles

The MFBELC uses the Tadpoles Program to safely bridge communication from teachers/center staff to families/guardians. Messages sent through Tadpoles go out to families/guardians as text messages and/or email. Tadpoles is used to sign in and sign out children daily. Each child has a profile in the program, all family information is individualized to the person. At enrollment each parent/guardian and emergency contacts are assigned a pin. Please do not share individualized pins. When adding authorized pick-ups, staff will assign a pin to that person.

Resolutions Process

Resolutions and Concerns

Our Resolutions process is established to provide families and the community with a means to express concerns and/or address conflicts which may occur during the program year.

Families/Guardians or community residents are encouraged to resolve MFBELC complaints, problems, or concerns at the campus level by talking to teachers, support coordinators, assistant director, or director.

If attempts to informally resolve the concern/problem are not successful, the following formal steps are encouraged to be taken:

1. Call, email, meet with, or provide a written statement to the supervising education and disabilities manager. The education and disabilities manager will provide the family/guardian and/or community resident with a recommendation for resolution of the concern/problem within five working days of receipt of the issue. The education and disabilities manager or director may request additional time if required to resolve the concern/problem.

If not resolved, you may proceed to step 2.

2. Call, email, meet with, or provide a written statement to the director. The director will provide the family/guardian and/or community resident with a recommendation for resolution of the concern/problem within five working days of receipt of the issue. The director may request additional time if required to resolve the concern/problem.

If not resolved, you may proceed to step 3.

3. Submit a signed, written statement to the Marion Forsman-Boushie Early Learning Center director addressed to Policy Council. The statement shall describe in detail the complaint, problem or concern and steps taken to resolve the issue. The MFBELC Policy Council (including our appointed Suquamish Tribal Council liaison) will provide a written response within 15 working days of receipt of the written statement.

The Policy Council's resolution is final.

Please take into consideration the importance of confidentiality and mutual respect between families/guardians, and community members and MFBELC Staff and Policy Council members during any resolution process. The actions of slandering the MFBELC on social media or within the community can prolong or hinder the resolution process and possibly add additional conflicts to existing concerns or issues. *Please refer to our Family Conduct Policy for additional guidance.

Childcare/ Yusawiac

Childcare Program Enrollment

To be eligible for childcare, certain minimum requirements must be met including but not limited to, both parents must be working and/or in school. Childcare slots are filled based on need, vs. first-come, first-serve. Each family's needs are assessed with a priority scoring system to ensure we are serving those with the highest needs. Income is used to determine co-pays. Infant Childcare is 6 weeks to One year old. Before/After School Wrap-around childcare is Kindergarten through 5th grade. Toddler and Preschool aged Wrap-around Childcare is a separate service in addition to our federal and state funded (Head Start/Early Head Start/ECEAP) programs. The Application and Enrollment process for Childcare is separate.

Wrap-around Childcare: 7:30 am to 9 am, 4 pm to 5 pm during school days, and 7:30 am to 5 pm during Childcare only days, which includes spring/winter/summer breaks, and breaks for conferences. Wrap-around childcare services are not guaranteed and based on eligibility and availability.

ChildCare Program Fees

- Monthly payments for Childcare services will be due in full by the **5th** business day of the month.
- Tuition amounts are enrollment based and do not change during months with extended vacation days, sick days or other personal days your child is not present for services.

Returned Check Policy: There is a **\$30.00** charge for any checks returned by the bank for **any** reason. Two returned checks in a one-year period will place the account in a certified funds/cash-only basis.

Late Payment Fees: A late payment fee of **\$25.00** will be added to your account if we do not receive the tuition or family co-pay by the 10th of the month. Accounts over 30 days past due will receive an additional \$25.00 late payment fee and childcare will be discontinued until the balance is paid in full.

Childcare Rates

Rates for childcare, and qualifications for subsidies are based on an income sliding scale to determine monthly rates for subsidies such as CCDF and/or DSHS Working Connections. Families/Guardians will receive written notice outlining their monthly rate.

Late Pick-Up Policy

Our program has outlined the services and hours of operation available to our families. Failure to follow the "Arrival/Departure and Attendance" policy signed during enrollment orientation will result in a meeting with the Program Supervisor. *This includes HS/EHS/ECEAP school day children.

If you're going to be late picking your child up, please follow the steps below to ensure communication and care is coordinated –

1. Call the ELC front desk **(360) 394-8578** as soon as possible.
2. Please arrive at the ELC as soon as possible.
3. Honor the late pick-up fee **(\$2.00 per minute)**

***Payment must be made the next day via card at the Front Desk or added onto your next childcare bill.**

If a family is 30 minutes late, and we have not received any communication, we will make every attempt to place the child with someone listed on the emergency contact card. If we are unable to contact a person listed, the Suquamish Tribe or Kitsap County Police will be contacted, as determined by staff.



**Culture, Language, Center
Celebrations, Education, Disabilities,
& Positive Behavior Support**

Culture and Language Preservation & Center Celebrations

Cultural Curriculum

The Suquamish Tribe supports the employment of a Cultural Specialist. The Specialist teaches the history of the Suquamish People, the Lushootseed language and incorporates traditional foods, drumming, singing, and dancing into the Center's core curriculum (Creative Curriculum). Tribal elders, and Community members are invited to facilitate classroom cultural experiences.

In partnership with the classroom teachers, volunteers are encouraged to read traditional stories and show the children traditional practices such as wool weaving/cedar weaving as well as other cultural traditions of the Suquamish tribe and other people of the Northwest Coast.

The Cultural Curriculum used in the classroom is first approved by the Suquamish Cultural Co-Op board which is comprised of Elders, Youth, Tribal Leaders, and Community Representatives. All lessons are approved one month in advance. The meetings are advertised in the Suquamish Tribal Newsletter and are held by the Suquamish Tribe Cultural Activities Coordinator.

World View

Each family is encouraged to share their culture, and the teachings and practices of their heritage with teachers, and children in the classrooms. Helping our children expand their world view will allow them to embrace and celebrate the culture and values of their peers. If you are interested in bringing items, or lessons from your family into the center and/or classrooms- please contact our Cultural Specialist.

Drum Making

Each family will have the opportunity to make one (1) drum for their child and/or children enrolled in our program. The Drums will remain in the classroom and follow the child and/or children until they graduate or leave the program. Drum making classes will be held once or twice during each program year.

Language Preservation

The Suquamish Language Program offers support and guidance to our center, along with Professional Development and exposure for our Staff to Lushootseed Language.

Center Celebrations

The following events are examples of traditional MFBELC center celebrations. Family participation is encouraged, apart from the Year End Family Day where family participation is required.

- October Halloween Celebration
- Winter celebrations
- Valentine's Day Lunch
- April Child Abuse Prevention Month
- Mother's Day Celebration
- Father's Day Celebration
- Head Start/ ECEAP/ Preschool Graduation
- End of the Year Family Day Celebration (**Required**)

Education

Curriculum

Creative Curriculum serves as our center's core curriculum. Creative Curriculum uses exploration and discovery through play as a foundation for learning. It enables children to develop confidence, creativity, critical thinking skills, and promotes positive outcomes. When you come into one of our classrooms, you will see children learning through play and exploration of their environment.

Sample Classroom Daily Schedule

In your child's classroom you will see a daily schedule posted specifically for each classroom.

Early Morning	Arrival Greetings, Attendance, Daily Health Checks 9:15 am-9:45 am: Breakfast Diaper Changing/Potty Tooth Brushing Circle Time Small Groups
Early Afternoon	Clean-Up/Transition Outside Time Transition Inside Diaper Changing/ Potty Handwashing 12:15 pm-12:45 pm: Lunch
Late Afternoon	Rest Time Diaper Changing/ Potty Handwashing 2:30 pm-3:00 pm: Afternoon Snack Art/Activities
Evening	4:00 pm-5:00 pm: Childcare Diaper Changing/ Potty Clean-Up Saying Good-Bye

Confidentiality

All documents/electronic records pertaining to children and their family are handled with CONFIDENTIALITY, written and/or verbal. Children's records are stored in locked filing cabinets. Only authorized persons have access to these files. Records of children who no longer attend the ELC are kept in a locked storage room for seven years, and then shredded appropriately. Teachers and staff will honor the privacy and protect the integrity of families and children by limiting child/family specific or confidential information to only supervisors, support staff, and the director. This extends to families and family members who volunteer or visit the classroom, and/or attend learning trips or center events. Families and family members do not have permission to share pictures of other children or families, names or identities of children enrolled in the classroom, and/or disclose observations or interactions with others. **The ELC is meant to be a safe place for children and families**, and this is the responsibility of all staff members, families, and volunteers.

Education *(continued)*

Home Visits & Family-Teacher Conferences

Your child's teacher will conduct **two (2) family-teacher conferences and two (2) home visits**, with each family, throughout the year. **Conferences and home visits are required** and provide a great opportunity for families and teachers to talk about your child's progress, accomplishments, and areas of need. Together you will set goals for your child and learn strategies for helping them to meet these goals.

Screenings & Assessments

MFBELC utilizes **DECA** (Devereux Early Childhood Assessment) and **ASQ** (Ages and Stages) developmental screenings and child assessments that help staff and families identify a child's strengths as well as areas of needed growth or delays. These screenings are due within 45 days of enrollment and may prompt referrals to community providers and follow-up services. Teachers and support staff will help families navigate and understand screening tools, as needed.

Learning Trips

Families are encouraged to participate in learning trips. Learning Trips are planned by the classroom teachers in conjunction with the theme or topic for the month. Some of the local learning trip destinations may be the post office, police station, bakery, fire department, or a cultural landmark. Families will be informed about these learning trips in advance. Learning trips are for Head Start, Early Head Start, ECEAP, Childcare children, staff, and scheduled volunteers. Families may provide their own transportation and bring siblings on learning trips. Families will need to cover admission fees (if applicable) for siblings or additional family members. Families are fully responsible for the safety and behavior of these children.

Clothing

There are many fun activities occurring daily in the classroom and we want your child to be comfortable. Please dress children in clothing and shoes that are comfortable and fit well to help prevent injury. We also encourage families to dress children in clothing that is ok for art and sensory materials, year-around weather, mealtime, and other forms of learning and playing. As children grow and develop independence and self-care skills, teachers will help them build awareness of "taking care" of our clothing in an age-appropriate way. Make sure your child has appropriate outside wear for warm or cold weather. An extra set of clothing is required in case of an accident. Please label clothes that your child brings to school.

Toilet Training

If toilet training is needed for your child, it is helpful if families and staff work together. It will be easier for the child to learn this task when there is consistent training and support at home, and the center. Provide enough change of clothing to support this effort. Please be mindful of clothing that makes potty training easier (avoiding overalls or clothing that can be challenging to remove or put back on) *Our center provides diapers and pull-ups for all children.*

Nap & Rest

Children need some amount of rest during the day. A quiet nap and rest time will occur daily in the afternoons. During rest time, calming music will be played, lights will be dimmed, and each child will be provided with a cot or mat. Children are not made to sleep. If a child does not fall asleep after 30 minutes, they will be provided with materials and engaged in quiet activities such as puzzles or books.

Transitions

Transfer from Early Head Start to Head Start/ECEAP:

Transition planning for a child leaving Early Head Start begins by the time the child turns 2 ½ years of age. Prior to turning 2 ½ years old EHS staff begins collaborating with parents to explore what their plans are for the next setting for their child.

For families leaving Early Head Start who wish to continue to Head Start, income must be reassessed to determine whether the family meets income eligibility requirements. If a family no longer meets program requirements or it is determined that Head Start/ECEAP is not the best placement for the child, then Family Services may assist the family in finding a suitable preschool placement within the community.

Each family meets with their classroom teacher to create an individual transition plan for their child. At least a month before the new school year, the EHS children will have their placement. EHS teachers will then go to each of the HS/ECEAP classrooms for the children to meet their new teachers, some of the other children, and explore the classroom. Head Start/ECEAP teachers will then follow established procedures for the “First Two Weeks of School” to ensure a smooth transition for the family and the child.

Transfer from Head Start/ECEAP to Kindergarten:

Every effort is made to facilitate children’s transitions from Head Start/ECEAP to kindergarten and to make this a smooth experience. Transition plans begin in the fall of the Child’s final year of Head Start/ECEAP. The classroom experience is planned to prepare them with the school readiness skills necessary to be successful in kindergarten. Transitioning children attend a Learning Trip to visit kindergarten classrooms at Suquamish Elementary.

Head Start/ECEAP teachers work with families to complete Individualized Kindergarten Transition Plans. Parents are encouraged to register their child for kindergarten online through Skyward system, MFBELC staff are available for assistance if needed and can support with obtaining needed paperwork.

Disabilities

We believe that equitable access to high-quality education is a right, and not a privilege. All classrooms are run as fully inclusionary spaces that are created to teach children of varying abilities. The ELC partners with Part B and Part C providers to deliver the best in early intervention services for children with special needs. Through the referral process, we can help you advocate for the best educational opportunities for your child.

Part B: North Kitsap School District

Part C: Holly Ridge Center

Early Intervention

Early intervention services are developmental services, provided under public supervision, and in natural environments. They are designed to meet the developmental needs of eligible infants, toddlers and preschoolers and are designed to help families help their child develop and learn. Early Intervention can provide your child with additional services and support to prepare for school readiness and kindergarten.

Purpose of Early Intervention

The purpose of early intervention is to build upon family strengths by providing coordination, support, resources, and services to enhance the development of children with developmental delays and disabilities through everyday learning opportunities.

All children (infant rooms to preschool rooms) receive development screenings through the ASQ (Ages and Stages Questionnaire) and the DECA (Devereux Early Childhood Assessment) tools. Teachers review the scores from these tools with the families and notify them of any areas of concern identified. Depending on your child's age they may be eligible for either an Individualized Family Service Plan (IFSP-birth to 3 yrs. old) or the Individual Education Plan (IEP-3 yrs. old and up).

Developmental Referrals

With the support of our Education and Disabilities Managers, Teachers will discuss the referral process, timelines, and provide a full explanation of *your rights* in the referral process. We are all on the same team. Our goal is to work closely with you and the school to meet the needs of your child and family.

As the family of a child with possible special needs, you have the right to:

1. Refuse a referral.
2. Consent: Your consent is to be given freely and you may change your mind at any time on any issue.
3. Be given prior notice to any meetings.
4. An Evaluation.
5. Actively participate in the process: You are an equal professional in your child's IEP.
6. See your child's records.
7. Call the Education/Disabilities Coordinator any time you have a question.

Positive Behavior Support

Prevention & Active Supervision

Active Supervision is the most effective strategy for creating a safe environment and preventing injuries in young children. It transforms supervision from a passive approach to an active skill. MFBELC staff use this strategy to make sure that children of all ages explore their environment safely.

Our program uses the following **6 strategies** to allow children to explore their environment safely:

- 1) Set up the environment
- 2) Position staff
- 3) Scan and count
- 4) Listen
- 5) Anticipate children's behavior, and
- 6) Engage and redirect

Infants, toddlers, and preschoolers are directly supervised at all times. This includes daily routines such as sleeping, eating, and diapering or bathroom use. The MFBELC staff take advantage of all available learning opportunities and never leave children unattended.

MFBELC staff must take steps to prevent any person on the premises from engaging in prohibited practices including: corporal punishment; aggressive holding, grabbing or moving a child; verbal abuse that threatens, humiliates, or frightens a child; using food or liquid as punishment or reward; using isolation in response to behavior. MFBELC will follow written physical restraint protocols and implement them only when appropriate. MFBELC staff will follow the IC-11 and IC-12 WAC standards which are in the Appendix.

Positive Redirection

The basic procedure used in all classrooms is **positive redirection**, which is redirecting undesirable behavior to an acceptable alternative. This may be enhanced by verbal praise, encouragement, and other reward systems when positive interactions are taking place. We praise children for their appropriate behavior and successes by describing what we see and how we feel.

Some children need extra support in working on challenging behavior. By this, we mean behavior that isn't working for the child, occurs often, and impacts their ability to learn and play. Staff use what they know about each child's individual needs and development to offer support. Different levels of assistance or redirection depend on each individual child's needs.

We use **positive methods** with children to help them develop self-regulations skills which may include:

- Teaching skills by using songs, books, social stories, games, and reminders.
- Showing them acceptable behavior by modeling or giving examples.
- Redirecting them to a different activity.
- Setting limits.
- Talking about consequences in the classroom.
- Providing the space or time needed to get back in control.

Incident Reports

Incident Reports are completed by staff when a child exhibits challenging or unsafe behaviors that injure or endanger themselves, other children, and/or staff. The incident reports are intended to capture the behavior that was observed by staff and if anything occurred leading up to the incident that may have influenced the child's behavior. **If five (5) or more incidents occur in a month**, the Education/Disabilities Manager will meet with the classroom teachers, behavior intervention specialist, mental health consultant, to collect additional data/information and plan for a meeting to include families/guardians.

Positive Behavior Support Plan

When needed, a Positive Behavior Support Plan will be made which includes the long-term vision for your child's success, prevention strategies for challenging behaviors, teaching strategies for the classroom, reinforcement strategies, additional recommendations, and follow-up meeting dates to review or adjust the plan. These plans can be temporary or more long-term, if needed.

Mental Health Services

The MFBELC firmly believes that the social-emotional well-being and mental health of each child and family is critical to lifelong success in education and in life. Staff will work with families to address concerns in the areas of social-emotional development, behavioral concerns, and mental health. Staff will ask for information from the family regarding observations, concerns, and information about your child's mental health. Mental Health resources will be provided as requested.

Positive Indian Parenting



NICWA



March-April 2024



E.R.S.E.A., Family Services,
Parent Activities, & Parent
Leadership.

ERSEA

ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, ATTENDANCE

Eligibility

Children are eligible to participate in Head Start, Early Head Start, and ECEAP based on age and income or tribal membership.

Age eligibility is determined by verifying age utilizing the child's birth certificate. Head Start/ECEAP child must turn three (3) years old by August 31st. Early Head Start child must turn one (1) year old by August 31st.

Tribal eligibility is determined by verifying the family's tribal enrollment or descendency by using the child and/or parent's tribal identification.

Income eligibility is determined by verifying the family's income using pay stubs, income tax form 1040, W-2 forms, and written statements from employers or documentation showing current status as recipients of public assistance.

Required Documents for Eligibility

- Birth Certificate & Income Documentation (previous 12 months) or Tribal ID (if applicable)

Recruitment

The MFBELC must maintain on-going recruitment for Head Start, Early Head Start, and ECEAP year around. We identify potentially eligible families in our service area, inform families about services, encourage families to apply, and maintain a viable waitlist.

Selection

The MFBELC uses the "Eligibility Point sheet" to score applications. The Eligibility Point sheet includes age, income, risk factors, tribal membership, and other factors unique to our program and community.

Enrollment

MFBELC completes a selection process to accept children with the highest need, who also meet the requirements for age and income or tribal membership. Mass enrollment takes place during the spring of each year and is ongoing as slots become vacant. Children with Disabilities professionally diagnosed who have a current Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP) are given preference. We must enroll ten percent (10%) of our HS/EHS funded enrollment with children with disabilities.

Waitlist

Children who are not enrolled because all spots are filled will be put on a waiting list until a vacancy is available. The waitlist is based on eligibility, and not the date of application.

Attendance

To meet the Head Start and ECEAP Performance Standards, our center requires 85% monthly attendance. Regular attendance is encouraged, and necessary for your child to get the most from their Early Childhood Education experience. If your child is going to be absent (because of illness or family emergency) please call the center's front desk or your child's classroom. Families who regularly fall below the 85% attendance requirement will be put on an attendance improvement plan.

Non-Discrimination Statement

We **do not** discriminate based on race, creed, color, religion, marital status, sexual orientation including gender identity, national origin, sex, age or family, or mental/sensory/physical disability.

Family Services & Family Activities

Family Services

MFBELC is a family-centered program which is designed to support the Families' role as the primary educator, nurturer, and advocates for their children. Staff work in partnership with families to build respectful relationships, assist the family in accessing resources, and meeting family goals.

Accessing Community Resources & Services

Family Services Staff are committed to meeting the needs of children and their families through a referral system that offers a variety of local community resources and services. Kitsap Community Resource Guides are available upon request.

Family Partnership Agreement

Family Partnership Agreements and Goal Setting will be completed during enrollment or shortly after. Each family has their own unique goals and strengths. It is our hope that we can help you recognize those strengths and work at achieving whatever goals, no matter how large or small. Family Partnership Agreements are required for HS, EHS, and ECEAP.

Fatherhood Engagement

The MFBELC Family Services and Family Activities Coordinators will create opportunities for fathers to be in their child's classrooms, at the center, and at ELC events. We encourage dads to participate in home visits, learning trips, Family-Teacher conferences, volunteering in the classroom, and participating on ELC committees.

Monthly Calendars

Monthly Calendars will be posted in the classrooms and hallways of the center, as well as our Facebook page to reflect any changes to our program calendar or provide families with reminders. Paper copies will also be available for families/guardians.

Program Calendar

Program planning begins near the end of each school year. We provided a copy of the 2024-2025 program calendar with this Family Handbook, and additional copies will be available within the center and classrooms.

Event Flyers & Notification

The MFBELC makes efforts in various ways to communicate with families and get notifications out efficiently. Families are encouraged to look at the monthly calendar, monthly newsletters, watch for flyers posted on the walls and outside the classrooms, and follow our Facebook page! Tadpoles will also generate notices and flyers on a regular basis.

Facebook

For more frequent updates, events, and photos- please like, and follow us on Facebook <https://www.facebook.com/MarionForsmanBoushieELC>

Family Leadership

Health Advisory Committee

This group of families, staff members, and community health care professionals meet two times a year (biannually) to help address and navigate the ever-changing health concerns faced by children, families, and staff. Effective partnerships with pediatricians, nurses, nurse practitioners, dentists, nutritionists, and mental health providers help our program to make decisions about health services and strengthen the communities where our families live. Health and safety policies and procedures are developed, reviewed, and advised upon by this committee.

Family Committee

Family committee participants assist in the development of social and educational activities for the healthy growth of MFBELC children and families. Meetings are held bi-monthly, and all MFBELC Families are welcome, and encouraged to participate.

Policy Council

Policy Council is the governing, decision-making body of MFBELC with families of currently enrolled children, community agencies, former Head Start families, and friends of Head Start. Policy Council members review reports required by the Head Start Act. Training on Parliamentary Procedure as well as other governance and leadership related trainings are provided for Policy Council members. Serving on Policy Council is a tremendous opportunity for the growth and development of skills and knowledge.

Program Self-Assessment

Every year, families and staff assess how HS/EHS is doing on meeting family and child needs, as well as the Head Start Performance Standards. Family participation is vital in obtaining this data. ECEAP also requires on-going monitoring and self-assessment.

Fundraising

MFBELC employees are discouraged from participating in any family fundraising activities. Fundraising activities for Head Start supplies, equipment, or supplement funds are not permitted due to grant funds being available.

School Readiness Goals

Our Head Start and Early Head Start School Readiness goals focus on children's language and literacy development, cognition and general knowledge, approaches to learning, physical well-being, motor development, and social/emotional development. These goals are updated *each year* with the guidance and input from families, teachers, community members, Suquamish Tribal members, and early childhood professionals.

Volunteering

Volunteers are crucial to the program and are always needed during the center's operation. If a family member aged 18 years or older wishes to volunteer for more than four (4) hours a week in their child's classroom, a volunteer application will be provided. For the security and safety of children, families and staff, we require that all volunteers have management approval, background check (through Suquamish Tribe Human Resources), tuberculosis (TB) screening, volunteer orientation, and training prior to volunteering in the classroom. Any fees/dues are at the volunteer's expense. All volunteers must sign in with the receptionist at the front desk before entering the classrooms.



Health, Nutrition, Safety, & Transportation.

Health

COVID-19

COVID-19 testing is recommended, but no longer required for individuals with symptoms listed below. MFBELC will continue to exclude individuals from care and work per our usual and state required illness exclusion policy (pg.25).

- **Fever of ≥ 100.4 F or chills**
- **Cough**
- **Loss of smell or taste**
- **Shortness of breath or difficulty breathing**
- **Muscle or body aches**
- **Fatigue**
- **Headache**
- **Sore throat**
- **Congestion or runny nose**
- **Nausea, vomiting, or diarrhea**

EXPOSURE TO COVID

- Quarantine is no longer required.
- Mask for 10 days from date of exposure, if able.
- Test for COVID 5 days after exposure.
- If symptoms develop, isolate and test immediately

ISOLATION DUE TO TESTING POSITIVE

1. **Can wear a mask regularly:** isolate at home for a minimum of 5 days from symptom onset, exit isolation once all symptoms have resolved (including being fever free for 24 hours without the use of medication). The individual must continue to wear a mask through day 10. Masking is not required if the individual tests negative on a rapid test on day 6 and/or after.
2. **Unable to wear a mask regularly:** isolate at home for 10 days, return on day 11, limit contacts to those necessary for care, and do not travel. If symptoms have improved by day 6, the individual may return to the ELC without masking **IF** negative on a rapid antigen test.
3. **Not improving, severely ill, or immunocompromised:** Consult your healthcare provider before ending isolation.

MASKING

- **Masking is no longer required;** however, child and adult masks will still be provided for those
 - 1.) Who would like to continue wearing them.
 - 2.) Who become ill at the center and are waiting for a parent to pick them up (over the age of two).
 - 3.) With viral respiratory symptoms (over the age of two).
 - 4.) Who were recently exposed to COVID-19.

DEFINITIONS

- **Exposure:** Being within 6 feet of a person with COVID-19 for a cumulative 15 minutes or longer within a 24-hour period.
- **Contagious Period:** a person is contagious with COVID 48 hours prior to symptom onset and up to 10 days after.
- **Counting Isolation:** Day 0 is the first day of symptoms, or if asymptomatic, the date the positive test was administered.

TESTING

- **Rapid antigen self-tests** are available for distribution to families in need.
- In the event MFBELC is unable to accommodate testing, staff, children, and families may receive **molecular PCR testing at Suquamish Healing House** Monday-Friday, by appointment only. Please call 360-394-1350 to schedule.

Health

Illness Exclusion Policy (separate from COVID exclusion)

Conditions Requiring Temporary Exclusion

1. The illness prevents a child from participating comfortably in activities as determined by staff.
2. The illness results in greater need for care than staff determine they can provide without compromising their ability to care for other children.
3. The child has any of the symptoms below (other childcare arrangements should be made):

**This policy applies to staff as well.*

Symptom to Exclude	Re-admit to Class	Symptom to Exclude	Re-admit to Class
<u>Fever</u> of at least 100.4 ° F as read axillary, or oral for school-age children, using a digital thermometer, <i>accompanied</i> by behavior change or other ill symptoms.	<i>Until fever-free for 24 hours without the aid of fever-reducing medication.</i>	<u>Rash</u> Accompanied by fever, behavior change, or correlating ill symptoms. Not associated with heat, diapering, or an allergic reaction.	<i>Until a doctor's note clears the child to return, or with prescription evidence. If contagious, until after the first treatment. Ringworm and impetigo must be covered if possible.</i>
<u>Open & Oozing sores</u> Unless properly covered.	<i>Until sores have healed over or can be covered, or the child is cleared to return by a physician.</i>	<u>Mouth sores with drooling</u> Unless the child's doctor has determined that the sores are non-infectious.	<i>May return when mouth sores have healed over. Doctor's note required if child is returning with mouth sores and drooling.</i>
<u>Diarrhea or bloody stool</u> 3 or more abnormally watery stools within the past 24 hours accompanied by other ill symptoms and/or accompanied by diarrhea that comes out of the diaper. One bloody stool not explained by hard or large stools.	<i>Until no watery/loose stools for 24 hours.</i>	<u>Pink eye accompanied by yellow or white drainage, fever, or eye pain.</u> (irritated and progressive reddening eye and thick mucus and/or pus draining from the eye):	<i>Until eyes are clear, or until 2 doses of antibiotic treatment, if antibiotics are prescribed, or until a doctor's note clears the child to return.</i>
<u>Vomiting</u> 2 or more occasions within the past 24 hours	<i>Until no vomiting for 24 hours.</i>	<u>Head Lice</u>	<i>Until no lice and nits are present.</i>

Immunizations

All children must have documentation of immunization or exemption from immunization according to Washington State Law. Children may attend on a conditional basis when homeless or when following a schedule to complete immunizations. In 2019, the Washington State Legislature passed a bill that removes the personal and philosophical option to exempt children from the MMR (measles, mumps, and rubella) vaccine required for school and childcare entry. This law does not change religious and medical exemption laws.

Medication Administration

In an effort to ensure safe practices in the administration of medications, staff are trained annually in medication administration. Only trained staff will perform medication administration for children with required, written authorization from a parent or guardian. Our staff do not operate under a health professional's license, but rather act on behalf of the parent, as authorized. All medicines require clear, accurate instruction and medical confirmation of the need for the medication to be given while the child is in the center. Prescription medications can often be timed to be given at home and this should be encouraged because of the potential for errors.

Health *(continued)*

Hand Washing

Staff, families, and volunteers working in the classroom teach and model excellent preventative hygiene practices by washing their hands upon entering each classroom and throughout the day to lower the risk of spreading communicable diseases. All handwashing will be done using liquid soap, warm water, and paper towels. These items will be available for staff and children at all hand washing sinks, at all times.

Well-Child & Dental Exams

Well-Child and Dental exams are required within 90 days of enrollment for Head Start, ECEAP, and Early Head Start enrolled children. Completed Well-Child exams must be obtained from the child's health care provider for documentation in each child's health file. Please understand that a sick visit is not considered a well-child exam. If you are unable to meet this requirement, arrangements can be made with our Health Services Coordinator to obtain well-child exams in a timely manner. *Additional time and support are offered to families experiencing homelessness.

Well-child exam

Should include (but not limited to) physical examination, review of growth and development, lead and anemia testing (if indicated), assessment of current immunization status, etc.

Dental exam

Should include (but not limited to) tooth brushing, fluoride application, preventative education, the close inspection of the teeth and tissues of the mouth using physical assessment, radiographs, and/or other diagnostic aids.

Health Screenings

Health screenings are completed at the center and include Growth Assessment (Height & Weight), Vision Screening, and Hearing screening. Your child will be weighed and measured in the fall and spring.

Families/Guardians will be notified of all screening results. Center screenings do not take the place of regular visits with your primary care provider. Center screenings are a brief assessment.

Toothbrushing in the Classroom

Toothbrushes and toothpaste are provided for all children at the center. Tooth brushing happens once a day as a classroom activity. Families must sign an authorization form for fluoride toothpaste application or sign an authorization for the use of a toothpaste brought from home.

“Ouch” Reports

Despite all efforts to promote safety and injury prevention, should a child be involved in an accident or receive an injury, it is important to communicate this to families both verbally and in writing. The information provided is essential should there be a need for follow-up with the child's doctor or to continue monitoring the injury and its progress at home. You will receive an “Ouch” report from your child's teacher at pick up. The report lets you know the nature of the injury, the time of the accident, and what action was taken by staff.

Nutrition

Mealtimes

We will provide your child with breakfast, lunch, and afternoon snack.

Breakfast is served at **9:15 am** and concludes at **9:45 am**.

To maintain compliance with Head Start Performance Standard, I 304.23(b), all children who have not had breakfast at their time of arrival are served a nourishing breakfast regardless of their arrival time.

Lunch is served at **12:15 pm** and concludes at **12:45 pm**.

Snack is served at **2:30 pm** and concludes at **3:00 pm**.

Special Dietary Restrictions

All special dietary restrictions resulting in a food allergy or intolerance will require a physician's documentation. Please contact the Health Services Coordinator (360) 394-8589 to set up a meeting during orientation or before your child's first day of school.

School Menu

The school menu will be sent home with your child each month for your review. If you have any questions about the school menus or have menu ideas, please contact Food Service Manager (360) 394-8584.

Family Style Meals

During snacks and mealtimes at the center, children and staff sit at the table and eat together "family style". Children are encouraged to serve themselves and pour their own beverages with adult supervision. It is our belief that mealtimes should be pleasant, giving children time to socialize and chat with friends and teachers.

Breastfeeding

The MFBELC supports breastfeeding mothers and families. Breastfeeding mothers shall be provided with a place to breastfeed or express their milk. A refrigerator will be made available for storage of expressed breast milk. Sensitivity will be shown to breastfeeding mothers and their babies. Staff shall be trained in handling breast milk. Breastfeeding employees shall be provided with flexible breaks to accommodate breastfeeding or milk expression. Breastfeeding promotion information will be displayed.

Birthday Celebrations

Recognizing and celebrating a child's birthday is encouraged as it is one of the many activities that help build a child's self-esteem. Teachers are a great resource for what the children in your child's classroom might enjoy. Our program staff encourage activities such as crafts, sensory play, bringing in your child's favorite book to share with the classroom, or a special item from home to share with teachers and peers. Please coordinate with your child's teacher prior to celebrations.

*Outside foods and snacks are not permitted due to allergies and safety.

Traditional Foods

Our cultural specialist coordinates with our kitchen specialist to plan for the procurement of tribally harvested traditional foods for use during our center events for the school year.

Nutritionist

Once a month, using the Harvest for Healthy Kids curriculum, the Nutritionist comes to visit the classrooms to help promote healthy eating habits through repeated exposure to a variety of fruits and vegetables. The children listen to a read aloud, have a discussion, and then explore the fruits and vegetables with all five senses.

Safety

Child Release & Contacts

We will not release your child to anyone not authorized. Authorized persons are those listed on the Emergency Contact form included with your enrollment packet. It is the responsibility of the family/guardian to update their child's emergency contact sheet as needed and ensure contact names and phone numbers remain current.

- The children will not be released to minors under the age of 18 or to people who are not indicated on the emergency list.
- If an authorized person appears to be under the influence of drugs or alcohol (or other physical or mental distress that can decrease child safety or result in harm) upon pick-up or drop-off, local authorities will be contacted. Staff may also encourage authorized person(s) to contact a family member or friend to provide transportation or assistance.

Child Abuse & Neglect Reporting

All staff are trained annually on Suspected Child Abuse and Neglect. Employees are required by law to report suspected or known child abuse and neglect cases to local Social Services, local Law Enforcement agencies, and/or families/guardians. Daily Health Assessments are required by staff to do visual observation for any cuts, bruises, and/or illness.

Fire, Earthquake, & Lockdown Drills

Fire, Earthquake, and Lockdown Drills are required and completed every month.

- Fire Drill: Staff and children practice evacuation from the building and playground.
- Earthquake Drill: Staff and children practice DROP, COVER, and HOLD ON!
- Lockdown Drill: Staff and children practice safely remaining in their classrooms.

Emergency/Disaster Preparedness

The MFBELC has a comprehensive Emergency/Disaster Preparedness plan. Families will receive copies of the different emergency/disaster plans upon request. The entire plan will be in each classroom and office area.

Inclement Weather

We follow the North Kitsap School District inclement weather policy. When NKSD announces inclement weather Closures, Delays, and Early Dismissals, we will also close, delay our start time, or dismiss early. Families and staff are encouraged to:

- Sign up for text/email alerts through NKSD's website; follow their Facebook page and sign up for Flash Alerts: www.flashalert.net.
- Sign up for Suquamish Updates Now (Sun) alerts <https://suquamish.nsn.us/suquamish-updates-now/>
- Check Tadpoles Daily for updates and closures
- Please be advised Suquamish Tribal Government may override NKSD closures to best serve our Suquamish Community and ELC families.

Emergency Closures

The decision to close the center may be made based on weather conditions, problems with the building that would make occupancy unsafe or uncomfortable, or other unforeseen circumstances. Staff from each classroom will notify families/guardians of closure by text/call and tadpoles. In the case of early dismissal, families are expected to provide transportation in a timely manner to pick up their child/children.

Notification of Closures

The ELC Director will notify Supervisors who in turn will notify their staff. A mass tadpole message will be sent to families/guardians. Teachers will call families in their classroom in the case of an early dismissal or unexpected closure.

Smoke, Drug, Alcohol, & Violence Free Campus

Smoking is allowed in designated areas only. Consumption of drugs or alcohol, and violence are prohibited on the MFBELC Campus by families, staff, community members, visitors, or volunteers.

Staff Directory

Staff	Title	Email	Ext. (360) 394-
Kayla Wakefield	ELC Assistant/Interim Director	kwakefield@suquamish.nsn.us	5200
James Abler	EHS Education & Disabilities Manager	jabler@suquamish.nsn.us	7109
Carolynn Perkins	HS/ECEAP Education & Disabilities Manager	cperkins@suquamish.nsn.us	8582
Alex Harkins	Childcare Coordinator	aharkins@suquamish.nsn.us	8580
Roman Redbird	Health Services Coordinator	rredbird@suquamish.nsn.us	8589
Felicia Gonzales	Family Services & Family Activities Coordinator/ERSEA	fgonzales@suquamish.nsn.us	8585
Lenora Bagley	Family Services & Family Activities Coordinator/ERSEA	lbagley@suquamish.nsn.us	7195
Michael Skeman	Food Service Specialist	mskeman@suquamish.nsn.us	8584
Sierra Sorensen	Admin Receptionist: Front Desk	ssorensen@suquamish.nsn.us	8578
Samantha Robson	Cultural Specialist	srobson@suquamish.nsn.us	8578
Cori Silvey	Supervisor, Maternal Home Visiting	csilvey@suquamish.nsn.us	7103
Shallee Baker	Maternal Home Visitor	sbaker@suquamish.nsn.us	7173
Brenda Guerrero	Director of Education	bguerrero@suquamish.nsn.us	8460

Teacher Contact Information

Classroom	Teacher	Email	Ext. (360) 394-
Eagle	Layah Baze (HS)	lbaze@suquamish.nsn.us	8581
Eagle	Kanim Natrall (HS)	knatrall@suquamish.nsn.us	7106
Butterfly	Liz Tullai (EHS)	ltullai@suquamish.nsn.us	8607
Butterfly	Juliana Smith (EHS)	jsmith@suquamish.nsn.us	8583
Bear	Julia Dore (HS)	jdore@suquamish.nsn.us	8676
Bear	Melba Tapar (HS)	mtapar@suquamish.nsn.us	8586
Rabbit	Cora San Juan (EHS)	csanjuan@suquamish.nsn.us	8632
Rabbit	Evelyn Rodriguez (EHS)	erodriguez@suquamish.nsn.us	8606
Frog	Sarah English (EHS)	senglish@suquamish.nsn.us	8577
Frog	Abby Hall (EHS)	ahall@suquamish.nsn.us	8630
Salmon	Jami McGinnis (EHS)	jmcginnis@suquamish.nsn.us	8605
Salmon	Marisol McNew (EHS)	mmcnew@suquamish.nsn.us	7187
Orca	Chris Hall (EHS)	chall@suquamish.nsn.us	8591
Orca	Lisa Jordan (EHS)	ljordan@suquamish.nsn.us	8595
Bee	Indika Bray (ECEAP)	ibray@suquamish.nsn.us	8633
Bee	Jennifer Morello (ECEAP)	jmorello@suquamish.nsn.us	8679

Classroom extensions (360) 394-_____

Hummingbird: 8663	Frog: 8683	Salmon: 8638	Eagle: 8669
Chipmunk: 7152	Orca: 8666	Bear: 8682	Black hawk: 8532
Butterfly: 8614	Rabbit: 8637	Bee: 8668	Red hawk: 7133

Appendix



Marion Forsman-Boushie Early Learning Center Developmental Screening Consent Form

Child's Name _____ Child's Birth Date: _____

The first five years of life are very important to your child because this time sets the stage for success in school and later life. During infancy and early childhood, many experiences should be gained and many skills learned. It is important to ensure that each child's development is proceeding without problem during this period; therefore, we are interested in helping you monitor your child's growth and development.

MFBELC uses the **Ages and Stages Questionnaires, Third Edition (ASQ-3™)** and the **Devereaux Early Childhood Assessment (DECA)** to assist families in monitoring the development of their children, providing an opportunity to view how children are coming along developmentally and behaviorally, and to provide parents suggestions about addressing any difficulties children are experiencing.

The five areas of development that are addressed by the **ASQ questionnaire** are communication, gross motor, fine motor, personal/social and problem solving.

The **DECA** is the social-emotional/behavioral screening tool we use to identify social emotional strengths and concerns and is required for every child.

The questionnaires, which are filled out by family members at home, ask questions about some things your child can and cannot do. The teachers will fill out a questionnaire based on their observations in the classroom. The teachers will score both of the questionnaires. The information related to the screening results will be confidential and shared only with assigned teachers, parents/guardians, and education personnel involved in the child's growth and development.

The screening process is an important first step of ongoing observations and assessment. Screening does not provide enough information to identify children as having a developmental problem or needing special services. Screening determines if further evaluation may be necessary.

Early intervention is key in helping students achieve their potential, as a young child's learning is at its peak during the earliest years. Based on the results of the screening, it is always in the child's best interest to obtain a more in-depth evaluation, if family members or staff has a concern.

The screening process promotes and supports parents' and teachers' understanding of a child's health, development, and learning. Any help that can be given early is more effective than help given later.

If the completed questionnaire indicates that your child is developing without problems, you will be notified that your child's development appears typical at the Fall parent conference.



If there are concerns about your child, we will contact you directly. Referrals are recommended if performance on the ASQ indicates a possible developmental delay. The Education/Disabilities Manager, assigned teacher, and parent/guardian can make referrals. A parent/guardian has the right to refuse to accept a referral for assistance if the child is identified as having a possible delay.

The recommended referral criteria are based on the following:

- refer a child whose score in one or more areas is below the established cutoff point for that questionnaire interval
- follow up with a child whose score in a particular area is close to the cut-off point
- follow up with a child whose scores are above the cutoff points for each area but whose parent has indicated a concern in the overall section of the questionnaire

Referrals for children ages birth to 32 months of age, if needed, are made within 90 days of completed screening to **Holly Ridge**.

Referrals for children 3 years of age and older, if needed, are made within 90 days of completed screening to **North Kitsap School District**.

I have read the description of this free screening process and give my consent for the child listed below to participate in the Developmental Screening Process.

Parent/Guardian Name: _____

Parent/Guardian's signature: _____ Date: _____



Marion Forsman-Boushie Early Learning Center

Health Agreement

Child Name: _____ DOB: _____

Parent Name: _____ Parent Phone: _____

Health Services Coordinator: Roman Redbird redbird@suquamish.nsn.us office: (360) 394-8589 work cell: (360) 620-6076

Immunizations:

_____(initial) I understand that if my child is due for immunizations they must be completed before he/she can be admitted to class.

Complete Past Due Exempt Due Next: _____

Well Child Exam:

_____(initial) I understand that my child must have a Well Child Exam (WCE) and provide documentation to the school nurse within 90 days of enrollment.

_____(initial) I understand that my child needs a WCE at **12m, 15m, 18m, 24m, 3y, 4y, & 5y.**

Please call your child's doctor or search your calendar to fill in the dates below:

Most Recent Exam: _____ **Scheduled: _____ Due Next: _____

Health Insurance: _____ Doctor/Clinic: _____

Dental Exam:

_____(initial) I understand that my child must have a dental examination and provide documentation to the school nurse within 90 days of enrollment.

_____(initial) I understand that my child needs a dental exam **twice per year (every 6 months).**

Please call your child's dentist or search your calendar to fill in the dates below:

Most Recent Exam: _____ **Scheduled: _____ Due Next: _____

Dental Insurance: _____ Dentist/Clinic: _____

Dental Treatment (circle one): needed / completed (date _____) / scheduled (date _____)

Health Screenings:

_____(initial) I understand that as a part of my child's participation in the EHS/HS/ECEAP Program, my child must have a growth assessment, vision, and hearing screening within 45 days of enrollment. These screenings are provided by the Marion Forsman-Boushie Early Learning Center.

Please initial and sign below to provide consent for your child to receive height, weight, vision and hearing screenings.

_____(initial) **I give consent** for my child to receive the following health screenings by the Marion Forsman-Boushie Early Learning Center: Height, Weight, Vision, and Hearing

_____(initial) **I do not give consent** for my child to receive the following health screenings by the Marion Forsman-Boushie Early Learning Center: Height, Weight, Vision, and Hearing

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

WAC 110-300-0331 Prohibited behavior, discipline, and physical removal of children. (1) An early learning provider must take steps to prevent and, once aware of, must not tolerate:

(a) Profanity, obscene language, "put downs," or cultural or racial slurs;

(b) Angry or hostile interactions;

(c) Threats of physical harm or inappropriate discipline such as, but not limited to, spanking, biting, jerking, kicking, hitting, slapping, grabbing, shaking, pulling hair, pushing, shoving, throwing a child, or inflicting pain or humiliation as a punishment;

(d) Intimidation, gestures, or verbal abuse including sarcasm, name calling, shaming, humiliation, teasing, derogatory remarks about a child or the child's family;

(e) Emotional abuse including victimizing, bullying, rejecting, terrorizing, extensive ignoring, or corrupting a child;

(f) Prevent a child from or punish a child for exercising religious rights; or

(g) Anyone to:

(i) Restrict a child's breathing;

(ii) Bind or restrict a child's movement unless permitted under WAC 110-300-0335;

(iii) Tape a child's nose, mouth, or other body part;

(iv) Deprive a child of sleep, food, clothing, shelter, physical activity, first aid, or regular or emergency medical or dental care;

(v) Force a child to ingest something as punishment such as hot sauce or soap;

(vi) Interfere with a child's ability to take care of his or her own hygiene and toileting needs;

(vii) Use toilet learning or training methods that punish, demean, or humiliate a child;

(viii) Withhold hygiene care, toileting care, or diaper changing from any child unable to provide such care for himself or herself;

(ix) Expose a child to extreme temperatures as punishment;

(x) Demand excessive physical exercise or strenuous postures. Excessive physical exercise includes, but is not limited to, running laps around the yard until overly tired, an extensive number of push-ups, having a child rest more than the child's development requires, standing on one foot for an uncomfortable amount of time, or holding out one's arms until tired or painful;

(xi) Place the separated child in a closet, bathroom, locked room, outside, or in an unlicensed space; and

(xii) Use high chairs, car seats, or other confining space or equipment to punish a child or restrict movement.

(2) An early learning provider must supervise to protect children from the harmful acts of other children. A provider must immediately intervene when they become aware that a child or children are teasing, fighting, bullying, intimidating, or becoming physically aggressive.

(3) An early learning provider may separate a preschool age or school age child from other children when that child needs to regain control of him or herself.

(a) During separation time, the child must remain under the appropriate level of supervision of a licensee, center director, assistant director, program supervisor, lead teacher or an assistant teacher.

(b) Separation time should be minimized and appropriate to the needs of the individual child.

(4) If a child is separated from other children, an early learning provider must:

(a) Consider the child's developmental level, language skills, individual and special needs, and ability to understand the consequences of his or her actions; and

(b) Communicate to the child the reason for being separated from the other children.

(5) If an early learning provider follows all strategies in this section, and a child continues to behave in an unsafe manner, only a licensee, center director, assistant director, program supervisor, lead teacher, or an assistant teacher may physically remove the child to a less stimulating environment. Staff must remain calm and use a calm voice when directing or removing the child. Physical removal of a child is determined by that child's ability to walk:

(a) If the child is willing and able to walk, staff may hold the child's hand and walk him or her away from the situation.

(b) If the child is not willing or able to walk, staff may pick the child up and remove him or her to a quiet place where the child cannot hurt themselves or others.

[WSR 18-15-001, recodified as § 110-300-0331, filed 7/5/18, effective 7/5/18. Statutory Authority: RCW 43.215.070, 43.215.201 and chapter 42.56 RCW. WSR 18-14-079, § 170-300-0331, filed 6/30/18, effective 8/1/19.]

WAC 110-300-0335 Physical restraint. (1) An early learning provider must have written physical restraint protocols pursuant to WAC 110-300-0490, and implement such protocols only when appropriate and after complying with all requirements of WAC 110-300-0330 and 110-300-0331.

(2) Physical restraint must only be used if a child's safety or the safety of others is threatened and must be:

(a) Limited to holding a child as gently as possible to accomplish restraint;

(b) Limited to the minimum amount of time necessary to control the situation; and

(c) Developmentally appropriate.

(3) No person may use bonds, ties, blankets, straps, car seats, high chairs, activity saucers, or heavy weights (including an adult sitting on a child) to physically restrain children.

(4) Licensees, center directors, assistant directors, program supervisors, lead teachers, or trained staff must remove themselves from a situation if they sense a loss of their own self-control and concern for the child when using a restraint technique if another early learning provider is present. An early learning provider must intervene when the provider observes another staff member or volunteer using inappropriate restraint techniques.

(5) If physical restraint is used, staff must:

(a) Report the use of physical restraint, pursuant to WAC 110-300-0475 (2) (f);

(b) Assess any incident of physical restraint to determine if the decision to use physical restraint and its application were appropriate;

(c) Document the incident in the child's file, including the date, time, early learning program staff involved, duration, and what happened before, during, and after the child was restrained;

(d) Develop a written plan with input from the child's primary care or mental health provider, and the parents or guardians, to address underlying issues and reduce need for further physical restraint if:

(i) Physical restraint has been used more than once; and

(ii) A plan is not already a part of the child's individual care plan.

(e) Notify the department when a written plan has been developed.

[Statutory Authority: RCW 43.216.065. WSR 21-15-023, § 110-300-0335, filed 7/12/21, effective 8/12/21. Statutory Authority: RCW 43.216.055, 43.216.065, 43.216.250 and chapter 43.216 RCW. WSR 19-22-103, § 110-300-0335, filed 11/6/19, effective 12/7/19. WSR 18-15-001, recodified as § 110-300-0335, filed 7/5/18, effective 7/5/18. Statutory Authority: RCW 43.215.070, 43.215.201 and chapter 42.56 RCW. WSR 18-14-079, § 170-300-0335, filed 6/30/18, effective 8/1/19.]