Welcome to the ECEAP Preschool Program!

We are excited to get to know you and your child(ren). We look forward to working together to make this preschool experience the best as your child begins their school journey.

In addition to the Early Learning Family Handbook for ECEAP and Special Education, the information below are policies that are specific only to the ECEAP program.

Important facts about the ECEAP program:

1. Class sessions are Tuesday through Friday from 9:00 AM-3:00 PM.
2. When a parent/guardian brings a child to the classroom, he/she must sign the child in and make sure the teacher sees you before leaving. When picking up your child, please remember to sign the child out and say goodbye to the teacher. This ensures the teacher sees you and knows that your child is now under your supervision.
3. Children may not bring food to school. Well-balanced meals and snacks are provided daily. Menus are posted in the classrooms.
4. Please keep personal items at home (toys/candy/etc.). Jewelry can be dangerous because it can get caught on play equipment and cause injury. Yakima School District will not be responsible for any lost, stolen, or damaged items.
5. Please notify the office every day your child will be absent. 509-573-5980
6. Yakima School District Early Learning Programs support our families’ freedom to celebrate and participate in holidays and activities. However, out of respect and appreciation for all families, Yakima School District Early Learning Programs do not organize celebrations or any holidays.
7. 
Child Development Services

Young children learn most effectively through a hands-on, play-oriented curriculum. To facilitate this approach to early learning, the ECEAP program uses culturally and developmentally appropriate activities. Teachers and parents work together to plan, carry out and evaluate an activity under the guidance and direction of the teacher and parents. This process encourages children to feel confident of their success, as they are able to work at their developmental level and to experience the power of independence and the joy of working with attentive adults and peers.

The objectives of the classroom education experience are to:

- Provide children with a learning environment and varied experiences, which help them develop socially, intellectually, physically, creatively and emotionally in a manner appropriate for their age and stage of development toward the overall goal of social competence.
- Integrate the educational aspects of various ECEAP services in the daily program of activities.
- Involve parents in educational activities of the program to enhance their role as the principal influence on the child’s education and development. We need you!
- Assist parents to increase their knowledge, understanding, skill and experience in child growth and development.
- Identify and reinforce experiences, which occur in the home so families can utilize them as educational activities for their children. Come and share your ideas.
- Involve children and families in educational experiences that will make the transition to Kindergarten successful.

Disability Services

ECEAP is committed to serving children who have special health or developmental needs. Determining the need for special services begins with parents/guardians’ concerns. All children in the program are screened in the first forty-five (45) days of the school year. Teachers and parent/guardian will review the screening results together. The need for further evaluation is determined by parent or guardian concerns, screening and classroom observations (by staff). Evaluations are usually performed by the school district, consultants or a medical doctor. Before any evaluation can occur, the program is required to have the informed consent form signed by the parent or legal guardian.
Yakima School District Early Learning and EPIC partner together to form an ECEAP Parent Policy Council. ECEAP Policy Council is a formal committee of shared governance between parents, community representatives and staff. Policy Council Representatives and Officers are elected at a meeting held in October by ECEAP parents who attend. Representatives must be a parent of a currently enrolled child in the ECEAP programs. All parent(s)/guardian(s) of ECEAP students are encouraged to participate in the process of making decisions about the nature and operation of our programs by attending policy council meetings or by serving as an elected policy council officer. Meetings are located at EPIC Place and occur monthly. The first two training meeting dates along with location of the meeting will be announced by your Family Support Specialist. Dinner is provided and the meeting begin after dinner. Policy council parents will need to attend both of these trainings and will receive a monthly 2018-2019 meeting schedule at the initial meeting.

**Representatives and Officers will:**
- Receive orientation in order to be able to carry out their responsibilities.
- Attend monthly Policy Council meetings.
- Serve as a member for Policy Council Committees.

**Benefits of Participation:**
- Being involved in your child’s education increases their level of success in school.
- Valuable experiences, training and relationships lead to personal and professional growth.

At each meeting, you will be given details about the operation of ECEAP programs and have an opportunity to give input. You will also vote on various decisions, learn parenting tips, resources and opportunities to benefit you and your family.
Family Support

An ECEAP family specialist provides support services to enrolled families. Family Support Staff:

- Build relationships with families that are positive, goal-directed and establish mutual trust with families based on equality and respect.
- Recognize diversity and culture while working with all families.
- Help identify and assess family strengths, create goals, and link families to community resources.
- Coach families toward self-sufficiency.
- Increase the family’s knowledge of parenting, school participation, and leadership.
- Cultivate community partnerships.

Family Visits

Family visits are valuable in building respectful relationships with parents/guardians and in developing a broad understanding of every child in the program. ECEAP staff has many opportunities to discuss with parents the advantages that home visits provide for both parents and children. Home visits are opportunities for:

- Focusing individualized attention on family strengths, interests, and goals
- Making connections between the home and program setting
- Learning more about parent-child interactions
- Developing positive relationships, which allow parents and staff to get to know one another
- Identifying techniques that can be generalized to other children in the family
- At least three family visits will be scheduled during the program year

Mental Health Services

Mental Health Consultants/Psychologists focus on enhancing our ability to nurture a child’s positive self-concept and assist us in helping children to build positive relationships with their peers and their caregivers. Services include observation, screening and assessment. In addition, families seeking consultation, crisis intervention, and individual and family counseling are linked to community mental health agencies. Mental Health Consultants work collaboratively with the family and program staff to provide services tailored to meet the child/family’s needs. The Mental Health Consultants are available on a limited basis to discuss any concerns parents have about their child, themselves or their family. All mental health services are kept confidential.
My Responsibilities as an ECEAP Parent/Guardian:
1. To learn about the program and to be part of the program planning
2. To take an active part in the home visit as a member of the team with the home visitor
3. To take part in the classroom as an observer, a volunteer, and to contribute my services in whatever way I can towards enriching the total program
4. To participate in family activities and encourage other parents
5. To welcome staff into my home to discuss ways in which I can help my child’s development
6. To work with the teacher, staff and other families in a cooperative way
7. To work with my child on school activities at home
8. To take advantage of classes/workshops designated to increase my knowledge about child development and increase my skills in areas that may lead to possible employment
9. To become aware and involved in community projects that help to improve the quality of life
10. To follow through on commitments I make to the program
11. To treat staff with respect and dignity
12. To tell my child’s teacher what I enjoy doing in the classroom/group experience
13. To support the self-assessment process

My Rights as an ECEAP Parent:
1. To take part in the decisions affecting the planning and the operation of the program
2. To help develop the best possible child development program with my input
3. To be treated with respect and dignity
4. To be informed about community resources concerned with health, education, and the improvement of family life
5. To be informed regularly about my child’s progress
6. To be welcomed into my child’s classroom, as well as at group experiences
7. To attend parent meetings and provide input into the planning of parent activities
8. To be provided with information regarding job vacancies in the program
9. To be given clear directions when I volunteer in the classroom
10. To help develop programs that will improve daily living for my family and me
11. To choose whether or not I participate without fear of endangering my child’s right to be in the program
12. To expect guidance for my child from ECEAP teachers and staff, which will help his/her total individual development
Ongoing Monitoring and Self-Assessment-The Parents Role

ECEAP conducts ongoing monitoring of its programs throughout the year. Ongoing monitoring allows ECEAP to see what is being done well and what needs to be improved as well as allows a quick response to any issues that arises in the community, the program, or among enrolled families.

In addition, ECEAP requires all grantees to do a Self-Assessment every year. Whereas ongoing monitoring is the process by which ECEAP checks on how programs are living up to requirements and regulations throughout the year, (Self-Assessment is an annual event that is conducted like a “mock” Federal Review). Self-Assessment allows ECEAP to see its programs and services the way a Federal Review Team would if they were evaluating our programs. From the Self-Assessment come additional strategies to improve programs and services. In addition to improving program quality, the Self-Assessment helps staff and families prepare for the actual review process, which happens every 4 years.

Regular Well-Child and Dental Exams

Your child should receive a well-child exam yearly (once a year) and a dental exam every six months (two times a year).

Please ask your child’s doctor and dentist to provide you with your child’s exam results so that they can be turned in to your Family Support Specialist. Our ECEAP Performance Standards require us to show documentation of these exams within 90 days of your child’s enrollment. It is very important that we receive these for our program. Your Family Support Specialist will work with you to keep these exams up to date and turned in on time.

Children are provided with a toothbrush and toothpaste. They will brush their teeth daily under direct staff supervision.
Screenings

Throughout the school year, all children (with parental consent) are screened for height, weight, vision, and hearing. You will receive information about your child’s results.

All children in the ECEAP program are also screened. The need for further evaluation is determined by parent or guardian concerns, screening, and classroom observations. Evaluations for special education are usually performed by the school district, consultants or a medical doctor. Before any evaluation can occur, the program is required to have consent for testing form explained and signed by the parent or legal guardian.

Volunteers

Regularly scheduled volunteers must have a current TB Skin Test on record in the Early Learning Department office. If requested, a copy will be sent to the classroom files. A criminal background check is required for regular volunteers.

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<th>Early Learning Dome Office</th>
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<tr>
<td>400 West Viola Ave.</td>
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<tr>
<td>Yakima, WA 98902</td>
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<td>509-573-5980</td>
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YSD ECEAP Family Support Specialists

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<tr>
<th>Adams Elementary</th>
<th>Barge-Lincoln Elementary</th>
<th>Adams/Hoover Elementary</th>
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<tbody>
<tr>
<td>Dalila Ochoa</td>
<td>Jackie Reyes</td>
<td>Jessica Johnson</td>
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<tr>
<td>(509) 573-5989</td>
<td>(509) 573-5988</td>
<td>(509) 573-5982</td>
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