

PARENT HANDBOOK

EARLY HEAD START
2024 – 2025



Foundation for Early Childhood Education, Inc., 3450 E Sierra Madre Blvd, Pasadena, CA 91107 (626) 572-5107, Visit www.Foundationheadstart.org.

Every child deserves a great start!

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Introduction

My Child's Program Information

Center:

Address:

Phone Number:

Class hours:

Teacher's name:

Site Manager:

Family Service Associate:

Welcome!

Welcome to Early Head Start. Thank you for enrolling your child in our program! This Family Handbook was written to help you know more about our program and how your child and your family might best use our many services.

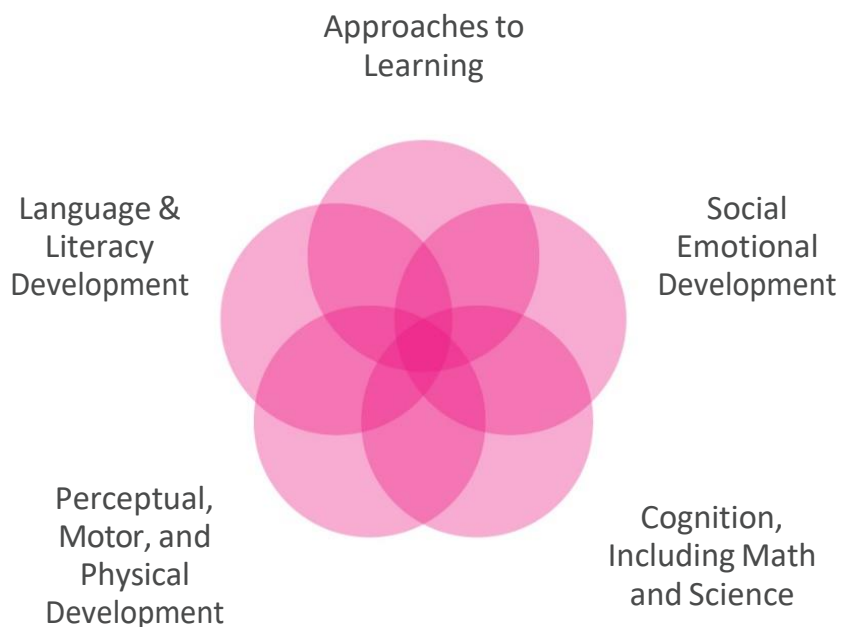
What is Early Head Start?

Early Head Start is a federally funded program designed to support the growth and development of young children, birth to 3 years of age. Foundation currently serves children 18-36 months. Early Head Start believes that **parents are the first and most influential teachers, nurturers, and advocates of their children**. The Early Head Start staff work together with parents to enhance each child's education and development, health, family support and community support.

Each family's culture, language, values, and traditions are respected and promoted. Children with special needs are embraced in the Early Head Start programs. We consider every child a unique person with individual strengths and needs. Parents and staff work together to create individualized programs for every child.

School Readiness

To ensure children are ready for preschool, we will support your child in the following areas of development:



Family's support for school readiness:

- Families will receive resources for supporting their child's learning and development.
- Families will be provided with literacy resources to support them in reading with their child.
- Fathers will be actively encouraged to be involved in their child's educational experience.
- Families will be prepared for their child's transition to preschool and then kindergarten.



Section 1: Program Options

Early Head Start Centers

Our EHS (Early Head Start) teaching staff implement a research-based curriculum called the Creative Curriculum for Infants, Toddlers, & Twos, which has three main ways to support your child's development. These are Intentional Experiences, Individualization, and Routines as Learning. Teachers begin with relationship building, to create a sense of community within the classroom. In the classroom, all children can feel secure, nurtured, and supported by the environment, their teacher and YOU. Each new group of individuals bring with them different interests, abilities, cultures, and families. Each child arrives at our door with backgrounds of experience that enriches our program. We want to create an environment that says, "All are welcome here."

The goal is to celebrate individuals while creating a sense of community.

The EHS classrooms are designed to make your child feel welcome, comfortable, safe, and secure.

Learning about Themselves

In the first three years, infants and toddlers begin creating a picture of who they are, what they can do, and what they think and feel. A child's brain develops more in these first three years than any other time in their life.

We know that how we respond to your children while they are with us in the Center is very important in helping your child learn and develop.

We will be respectful and responsive to your child, share our interest in your child's accomplishments and discoveries, and create an environment where your child can safely participate in daily routines and activities. This will help show your child that they are important, interesting, and competent.

Your Child's Primary Teacher

Toddlers develop best when they have a trusted caregiver that they know they can turn to. Each teacher is assigned a group of children to provide primary care. Your child will be diapered, eat

ALL ARE WELCOME
HERE

Your children need to see themselves reflected in the classroom; we invite families to send a photo of their child and family before the school starts.

Finding themselves "already there" will go long ways towards making children feel comfortable. Not only will children enjoy finding their photo around the room, but they will also delight in learning about their new friends and their families.

meals, and share activities with his or her primary teacher and other children in the classroom.

Class Schedule/Daily Routine

Children feel most secure when they have a consistent and predictable daily routine. Each of the centers has the daily schedule posted in the classroom. Daily routines are opportunities for children and their primary caregiver, to build relationships and promote learning. Young children are learning many things during their daily routines. They learn best when adults are patient, responsive, and include them as active participants in each routine.

Rest Time

Rest time is a critical part of a child's day. It offers them an opportunity to rest their bodies and revitalize their minds. Teaching staff will provide a relaxing environment for rest time. Children will have the opportunity to nap/rest daily, typically between the hours of 12pm and 2pm. Children will nap/rest on cots with sheets, and blankets. We provide all bedding and ask that you do not send bedding from home. Children are allowed to bring one small soft toy to sleep with during rest time. Children who do not sleep during this time will be engaged with quiet activities of their preference, and provided an alternative space within the learning environment for play if desired.

Please remember to write your child's name on all articles of clothing and personal belongings with a permanent marker.

Hello and Good-bye

Every day you and your child will say good-bye to one another at the start of class time and say hello again at time of pick-up. These hellos and good-byes are your child's first steps on a life-long journey of learning how to separate from and then come together again with the important people in their lives.

Remember to always say "goodbye" to your child!

By saying good-bye, you teach your child you can be trusted. Your child can count on the fact that you will not disappear without warning. We can work together to create a hello and good-bye ritual. This may be as simple as walking to the door with your child or giving your child a big hug before you leave.

Safety and Supervision:

When dropping off your toddler, it is crucial to ensure their safety and provide proper supervision. Being distracted by a cell phone can divert your attention away from your child, making it difficult to keep them safe in busy school environments. It is important to be fully present and attentive during drop-off and pick-up times.

Modeling behavior:

Children learn by observing and imitating the behavior of their parents or caregivers. When you prioritize your cell phone over your child during important moments like drop-off, you unintentionally send the message that the phone is more important than spending quality time with them. It is essential to model responsible behavior and demonstrate that you value your child's well-being and connection.

Communication and engagement:

School Drop-offs can be an opportunity for meaningful communication and engagement with your child. It's a chance to have conversations, address any concerns, and provide emotional support if needed. Being present and attentive allows you to tune in to your child's needs and provide reassurance or help them transition smoothly into their day at school.

Safety of others:

Distractions cause by cell phones can affect not only your child, but also the safety of others around you. School drop-off zones often involves a lot of pedestrian and vehicular traffic. By staying focused and attentive, you can contribute to creating a safe environment for everyone.

Building Relationships:

Interacting with other parents, teachers, and school staff during drop-off and pick-up times can foster positive relationships. Engaging in conversations and being socially present can help you establish connections, stay informed about school activities, and contribute to a sense of community.

Overall, by setting aside distractions like cell phones during school drop-offs, you prioritize your child's safety, model responsible behavior, enhance communication, and contribute to a positive and engaged school environment.

Regular Attendance

Regular attendance is key to your child's success and ability to benefit from the Early Head Start and Head Start programs. If your child is not in class, how can he or she learn? When children come to class consistently, including arriving and leaving on time, they can build on skills and knowledge from previous learning, and develop strong connections with other children and teachers. When children miss class, arrive late, or leave early, they miss out.

Parents **MUST** call each day when a child is absent. We ask that parents call before class starts, within the first hour of class or by the end of the business day if the child is sick. The agency must record attendance for each child daily, so your cooperation is highly needed. Prior arrangements must be made with the ERSEA Coordinator and FSA/FSS if the child needs to be absent for an extended leave due to a family emergency or medical issue requiring a medical note (i.e., surgery scheduled). A doctor's note clearing the child to return to school must be submitted to the teacher or the FSA. Requests for planned leaves must be done in writing and submitted to the ERSEA Coordinator/FSA/FSS as soon as possible. In case of emergency leave, the parent must notify the center as soon as possible.

Types of Absences (2 types)

1. Excused Absence

- **Sick-** Illness of child or parent/guardian, Quarantine of Child and/or Parent,
- **Appointment** – Appointment of child or parent/guardian, which includes doctor, dentist, mental health, counseling or therapy.
- **Court Order/Visitation-** Court ordered visitation is for time spent with a parent or relative as required by law. Court order will be kept in the child’s file
 - If the visitation or custody agreement follows a fixed schedule that requires the child to attend the program only certain days of the week, then a modified attendance should be set up for the child in ChildPlus indicating the “no class” days, instead of using the Best Interest days.
- **Family Emergency-**
 - If the child must travel with the parent due to an emergency that is not a vacation.
 - Hospitalization of a family members (grandparents, cousins, aunts, uncles, siblings)
 - Illnesses or Death of a family member
 - Community concerns (immigration related incidents, drive-by shootings, gang wars, riots, and neighborhood lockdowns)
 - Natural disasters
 - Transportation problems
- **Best Interest-** Family Vacation, time with relatives, special events for the child, cultural and religious celebrations, enrichment opportunities. Best Interest days not to exceed 10 days in a program year. **Any Best Interest Days exceeding 10 days will be considered unexcused/Non-attendance.**

Best interest days are not limited for Child Protective Services or ‘At Risk’ for abuse or neglect.

2. Unexcused absences/Non-Attendance: Any reason for absence that does not fall under one of the above-mentioned categories.

If the FSA/FSS is unable to contact the parent/guardian or the parent/guardian did not notify the agency of the child’s absence, then the FSA/FSS will select one of the following:

- Contact unsuccessful- FSA/FSS is unable to reach the parent/guardian.
- Parent choice- Parent decided not to bring child to school and no other excused absence reason applies.

FSA/FSS and/or Teacher will code the absence based on the reason provided by the Parent/Guardian within the Agency Data Base System and for sites with State Preschool, the teaching staff will record attendance excuse on the State Preschool Attendance Log.

No Contact with Family- HEAD START PROGRAM ONLY

If the child is absent for more than 2 consecutive days, without any contact, the FSA will conduct a home visit on the 3rd day, document efforts and leave the parent a 24-hour notice to contact the school or FSA. If the parent does not make contact with the school or the FSA/FSS by the end of the 4th day, the child will be placed back on the waitlist by the ERSEA Coordinator or AD, if the ERSEA Coordinator is absent. The family would be contacted to re-enroll when a vacancy occurs, in order of priority. All attempts will be made by the FSA/FSS to contact family through email, text, phone call or home visits prior to placing child back on the waitlist.

For more information, talk to your child’s Teacher, your FSA/FSS or contact the main office at 1-626-572-5107 or the site telephone number.

Arrival and Pick up Process

Parents/guardians need to sign their child both in and out of the Early Head Start Program utilizing the tablet/pad to obtain electronic signature. The person who signs the child in and out must use his/her full legal visible signature (Community Care Licensing, Title 22, Section 101229.1 (a) (1).

Only authorized adults who are 18 years or older and listed on the Emergency Card can pick up children.

Parents/guardians must print the names, current addresses and telephone numbers of people who can pick up and drop off their child on the Emergency Card. **Any changes to the names on the Emergency Card must be made in person – phone calls will not be accepted.** Children cannot be picked up by anyone who seems under the influence of drugs or alcohol. Make sure an authorized adult with a valid ID is on time to pick up your child every day.

Drop-off Routine-Morning drop-off can be hard on children and parents. Leaving a crying child does not feel good even though this is typical at the beginning of the school year. Over time parents can expect this part of the day to get easier but there are ways to ease the stress. Parents can partner with teachers to create a routine that will meet each family’s needs. Some examples are

- Walk to the door, give hugs and kisses and say “good-bye”
- Read a story
- Give a high-five, fist bump, or handshake, then leave

Children thrive on routine and consistency. Using this strategy every day will ease the stress and the overall day will be more pleasant.

If you are going to be late in picking up your child, contact your child’s teacher immediately and let them know the arrangements you have made for your child to be picked up. If your child has not

been picked-up from school after the class has ended, staff will contact people listed on the Emergency Card to pick up your child. **If the parent/guardian has not arrived at the end of the child's program hours and no one can be reached from the Emergency Card, the local police department may be contacted.** If a pattern of tardiness has been observed, the Family Service Associate, Family Services Specialist, Center Manager, Teacher or Child Development Supervisor will meet with the parents and discuss a plan of support to address late pick-ups.

Safety at drop off and pick up is extremely important. We understand parking is limited and can be challenging. You must obey all driving laws. Also, **do not** use cell phones during this time. Care and supervision of the children are the first priority.

The Safety of you and your children is our top priority, DO NOT DOUBLE PARK, park illegally to drop off/pick up and NEVER leave any child unattended in your vehicle! We would rather you wait until a space clears to park, or check down the street for available parking.

Custody Issues

Foundation for Early Childhood Education cannot prevent any parent from removing his or her child from the center if there is no court order on file. If there is a court order restricting a parent from visiting or picking up their child, then a copy of the court order must be provided to the agency, which will be placed into the child's confidential file. Please be sure to provide a copy of any updates or changes to the court order to your teacher so that we are following the most current order.

Mealtimes

Mealtime is a chance for children to begin to develop good nutrition and health habits. Children eat "family-style" at the table with their "primary teacher." Eating meals, setting the table, serving themselves, cleaning up and brushing their teeth give children a chance to feel cared for and to develop self-help, communication, and social skills. Please note, contingent on LA County Public Health directives the agency may need to implement individual mealtime for children, should Covid-19 or any communicable disease outbreak be a concern in the community.

Your child is encouraged to try nutritious new foods but will never be forced to eat or taste them. Food is never used as a punishment or reward. Monthly menus will be posted in the classroom and each family will receive a copy to take home. If your child cannot eat certain foods on the Early Head Start menu due to medical, religious, or philosophical reasons, please speak to your child's teacher and fill out Medical Statement to Request Special Meals and/or Accommodations (form). This form must be completed by a physician but is required ONLY for children with food allergies or intolerances, or special dietary needs due to a disability or medical condition. To ensure your child's health and safety, you must submit this form prior to your child's first day of school for the Registered Dietician to process your paperwork or your child will not be permitted to start class on the first day.

Please see Nutrition Section of the Handbook for more information regarding the meal program.

Tooth Brushing

Children brush their teeth with toothpaste every day in the classroom. Children get a chance to practice self-help skills, by brushing their own teeth, with guidance and modeling by their teacher. Eating a low sugar diet, brushing every day, and regular visits to the dentist, creates lifelong habits and helps keep teeth healthy.



Diapering and Toileting

As part of the daily Health and Safety check all children in diapers or pull-ups will be changed at the time of arrival and then again at dismissal. A child's diaper and pull-up will be checked regularly throughout the day and changed as needed. These will be recorded on the Early Head Start Center-Based Daily Toileting Report form, which must be signed by parent, or person signing child in for the day. For all children, this form will be kept in a binder for each child. The site will also provide the children an opportunity to sit on the toilet while at the center as part of potty training. The agency will provide the Diapers and wipes for all children requiring pull-ups or diapers while at the site. The agency provides diapers/pull-ups and wipes for all children during the day at school. Each child needs a set of extra clothes at school, please provide us a change of clothes with a shirt and shorts. If child normally wears underwear, please include that too. We will put the extra clothes in a large ziplock with child's name and place in cubby/child bathroom. If the extra clothes are needed, please return a new set of extra clothes the next day.

Intentional Learning Experiences

Every day the teachers provide new experiences for your child to explore. These experiences invite the children to dabble in art, explore imitating and pretending, enjoy stories and books, taste new foods, explore sand and water, have fun with music and movement, and explore the outdoors. A child is never forced to join an activity.

Home Visits and Parent Conferences

A minimum of two home visits and two parent-teacher conferences are conducted each year. These visits provide a special time for parents and teachers to share valuable information regarding the child's progress, and plan individualized age-appropriate goals to continue the child's development and growth in the program and home environments. Home visits also provide opportunities to establish a link between home and school. Teachers will coordinate with parents to arrange home visits. Parent Conferences share vital information regarding your child's development and how to continue your child's progress.

NOTE: Parents may also request additional conferences with their child's teacher as needed.

Individualizing Curriculum

Your child's primary care teacher will collaborate with you to individualize curriculum to support your child's growth. Initially, your child's teacher will support you in completing a developmental screener called the Ages and Stages Questionnaire (ASQs).

One screener focuses on Social-Emotional Development (ASQ-SE), and the other screener looks at the rest of the areas of development (ASQ-3). The ASQ screeners will help identify any areas your child may need some extra support. With your input, your child's primary teacher will also complete a Developmental Assessment tool, two times a year, called the Desired Results Developmental Profile (DRDP), to look at your child's strengths and areas of growth. After each assessment, your child's teacher will meet with you to talk about your child's Early Head Start experience. Together, you and the teacher will talk about how things are going for your child and develop individualized age-appropriate goals to support your child's development and growth. These individualized age-appropriate goals will help guide the classroom's curriculum and provide you with activities you can do with your child at home to prepare them for preschool. If at any point that you have concerns about your child's development, or feel they may need additional support, please speak to your child's teacher and they can provide information and resources for your family.

Weekly Home Activities

Ready Rosey is an early education tool that helps parents and caregivers support their child's learning and development. Your child's teacher will give you instructions how to access Ready Rosey, to become part of the classroom virtually. It offers a library of research-based videos, activities, and resources that demonstrate simple ways to turn everyday moments into learning opportunities by utilizing household items. The platform focuses on early childhood education, providing information that aligns with your child's individualized goals and the school readiness through interactive, family-centered activities.

- Teachers will be emailing weekly resources to support your child's growth and development.

We will be providing activities, with ideas that you can do with your child to support their development and School Readiness. Please use these resources to spend quality time with your child each day. Make sure to document the time you spend on these activities on the **Weekly Classroom and Home Volunteer Time Form** at your child's Center. You can also document the time spent reading or doing other activities that support your child's learning.

Positive Guidance

Positive behavior is promoted by:

- Setting clear rules and limits.
- Building trusting relationships
- Engaging in responsive Caregiving that meets the

- child's needs
- Redirecting a child's behavior, and offering alternatives
- Comforting children
- Teachers modeling appropriate behavior
- Presenting appropriate options/activities to a child
- Teachers engage children with self-regulation strategies

Conscious Discipline Curriculum is a comprehensive classroom management program and social-emotional curriculum. It is based on brain and child development research as well as developmentally appropriate practices. Conscious Discipline is a social-emotional learning program designed by Dr. Becky Bailey.

- ▶ The program supports first teaching ourselves about self-control and self-regulation, and then teaching children.
- ▶ It helps us see how we respond to upset and understand our emotions, and how to regulate ourselves when we are triggered.
- ▶ In short, it teaches us how to be conscious as adults of what we are saying to children, and what behaviors we are modeling.
- ▶ What is really wonderful is that it is an inside-out program.
- ▶ It teaches adults to manage their own emotions when upset, sad, happy, or when angry.
- ▶ Then it teaches us how we can teach children the same thing. Children too can manage their own emotions when upset and understand their own feelings.

Breathing strategies, Rituals, & Safe Place



There will be no use of corporal punishment or other forms of punishment that involve emotional or physical abuse or humiliation of any child in our program. Children will always be under the direct visual supervision of teaching staff.

VOLUNTEERING

We love classroom volunteers! In order to volunteer in the classroom, the following are required:

- Negative TB test
- MMR vaccine
- TDap vaccine
- Influenza or you may complete a declination form

Parent volunteers do not need to go through the fingerprinting process, unless they volunteer more than 16 hours per week.

Section 2: Parent Participation

We invite you to participate in the program in any way you can. You are welcome to visit your child's classroom at any time during program hours as part of our Open Door policy. Children do best in school when their parents are involved in their education. You do not need prior experience to volunteer or participate at your child's center. You might participate at the center by:

- Joining us at Circle Time,
- Supporting during mealtime,
- Sharing music with the children,
- Helping with projects,
- Reading or telling stories with the children,
- Gardening with the children,
- Sharing your child and family interests and traditions with the children.

You might participate at home by cutting out art project materials, sewing dress-up clothes and pillows, or repairing classroom furniture. While parent participation is not required, we need and want your help to make our program a success! Please talk with Staff about how you might participate. All volunteers in the classroom need up-to-date immunizations and a current TB test (Community Childcare Licensing requirement).

Parent and Community Contributions (NFM(Non Federal Match, "In- Kind"))

Early Head Start is supported 80% by federal funds and 20% by local donations of goods and services. This 20% portion is called NFM (In-Kind). Every time parents, organizations, or other people volunteer their time, or give an item to the program, that we would otherwise pay for, it is recorded on an In-Kind Form. It is put into "dollars and cents" terms so that it can be counted as being 20% of the total funding.

Male Engagement

Father/father-figures, and other males play a significant role in the lives of children. Boys and girls need involved and caring men in their lives. We highly encourage fathers and father figures to volunteer in the program.

Parent Committee

You are automatically a member of your group's Parent Committee. You are invited to attend the regularly scheduled Parent Committee Meeting. Parent Committee Meetings provide opportunities for parents to come together and plan activities for the school year.

Teachers, Family Service Associates (FSA)/Family Service Specialist (FSS) and Parent Involvement staff work in collaboration to help guide your Parent Committee Meeting and together you will discuss and learn about topics that interest you and other parents. Staff can bring information and resources on topics that are most important to parents in your Parent Committee.



Policy Committee

Each Parent Committee from every center or program in Early Head Start and Head Start elects one member to the Policy Committee. The Director of Head Start, Policy Committee, and the Board of Directors at Foundation for Early Childhood Education, Inc. all participate in shared decision-making for the program.

Communicating with Early Head Start

Check out the Parent Bulletin Board (center base) for important notices including information on:

- Community Activities
- Monthly menu
- Parent Committee Meeting schedule
- Policy Committee Meeting schedule & Minutes
- Procedures for Hearing Complaints and Solving Problems
- Parent's Rights
- Children's Rights
- Site & Classroom Events such as RIF Days, Male Engagement, Non-Children Days, etc.

The My Teaching Strategies app will be used to communicate with your child's teacher. Teachers will provide access to families through the "My Teaching Strategies" app, which can be downloaded on your phone. (If you do not have a phone, contact the FSA for resources that may be available to you for a low cost phone for eligible families, or we can offer access to ipads in the classroom) Teachers will send you resources, lesson plans, reminders for parent meetings, invitations, and requests for appointments for home visits and parent conferences.

Additionally, we want your experience at Early Head Start to be fun and rewarding for both your child and your family. If you have any ideas to improve our program, please speak with your child's teacher. If you are unhappy about anything in the program, please speak with his/her teacher. You may need to set a time to meet where you can further discuss the issues. If you do not feel satisfied with the results, please feel free to contact the **Early Head Start Site Center Manager or CDS.**

Section 3: Health Services

Health services are an important part of the Early Head Start program. Part of preparing your child for school means making sure they are healthy and ready to learn, Early Head Start requires that all children in the program receive access to medical care, including immunizations and health screenings. If you have questions or concerns about these health requirements and deadlines, or if you need assistance enrolling in health insurance or finding a medical home, your Family Service Associate (FSA), Family Service Specialist (FSS) can help.

Health Requirements

Due Date	Requirements														
Before the 1st Day of school	<ul style="list-style-type: none"> ❖ Immunization Record: An up-to-date and legible copy of your child’s immunization record must be submitted in order for your child to be enrolled in the Early Head Start program. In order to start school your child must be up to date on his/her shots. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Required:</td> <td style="width: 50%;">Recommended:</td> </tr> <tr> <td>• 3 Polio</td> <td>-Hepatitis A</td> </tr> <tr> <td>• 4 DTaP</td> <td>-PCV</td> </tr> <tr> <td>• 1 HIB (on or after 1st birthday)</td> <td>-RV</td> </tr> <tr> <td>• 1 MMR (on or after 1st birthday)</td> <td>-Influenza</td> </tr> <tr> <td>• 3 Hep B</td> <td>-COVID</td> </tr> <tr> <td>• 1 VAR (on or after 1st birthday)</td> <td>-4-6 yr booster shots</td> </tr> </table> ❖ Special Meal Accommodation or Allergies/Intolerance: Medical Statement to Request Special Meals and/or Accommodations (form). This form must be completed by a physician but is required ONLY for children with food allergies or intolerances, or Special dietary needs due to a disability or medical condition. To ensure your child’s health and safety, you must submit this form prior to your child’s first day of school for the Registered Dietician to complete an individualized nutrition health care plan or your child will not be permitted to start class on the first day. A new form must be completed if new meal accommodation is identified or no longer needed in the classroom. ❖ Medication: Physician Statement form must be completed by a physician for children with medical conditions requiring medication during school hours. To ensure your child’s health and safety, you must submit this form prior to your child’s first day of school in order for the Registered Nurse to complete an individualized healthcare plan or your child will not be permitted to start class on the first day. This form must be completed fully in order for schools to administer the required medication. A new form must be completed yearly for each medication and each time there is a change in dosage or time or if medication is no longer needed in the classroom. ❖ Physical Examination: Appointment date or current physical examination is required for EHS children at age 18 months, and 30 months. If your child transitions or continues in our program you will need a current physical at age 3 years, 4 years a, and 5 years old. 	Required:	Recommended:	• 3 Polio	-Hepatitis A	• 4 DTaP	-PCV	• 1 HIB (on or after 1 st birthday)	-RV	• 1 MMR (on or after 1 st birthday)	-Influenza	• 3 Hep B	-COVID	• 1 VAR (on or after 1 st birthday)	-4-6 yr booster shots
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• 3 Hep B	-COVID														
• 1 VAR (on or after 1 st birthday)	-4-6 yr booster shots														
Within the first 30 days of start date and every 6 months	<ul style="list-style-type: none"> ❖ Required EHS Physical Medical Exam Form: You must submit a copy of your child’s current and complete Physical Medical Examination within 30 days of child’s start date to avoid temporarily medical exclusion and we recommend you make an appointment at least 30 days before it expires. Please remember to take the form to be filled out by child’s primary care provider as it can take 7-10 business days for forms to be filled out. Physical must be submitted every 6 months for Early Head Start children that includes height & weight & head circumference, developmental screening, oral health assessment, vision and hearing assessment, anemia screening, up-to-date immunizations, blood lead screening results and Tb clearance per licensing. ❖ Tuberculosis Screening: The Physical Medical Exam must include current documentation of a Tuberculosis risk assessment and/or a TB skin test per licensing. 														
Within the first 45 days of start date	<ul style="list-style-type: none"> ❖ Hearing and Vision Screening: FSA/FSS will conduct screenings ❖ Growth Assessments: (Height/Weight/Head Circumference) FSA/FSS will conduct screenings 														
Within the first 90 days of start date	<ul style="list-style-type: none"> ❖ Dental Exam: Children in the program must have a dental exam completed every 6 months and/or as often as the dental provider requires follow-up and completion of dental treatment. ❖ Hemoglobin/Hematocrit (Anemia Screening): You must submit documentation of Hemoglobin/Hematocrit screening. Your child’s medical provider usually completes this screening at every subsequent physical exam. ❖ Lead Blood Screening: You must submit documentation of lead level results for all children in EHS programs. Your child’s medical provider completes this requirement at 12 and 24 months and then a lead-risk assessment is due annually. 														

As a licensed child care facility all children must have evidence of being healthy and well. The licensing requirement is that all children who do not have proof of physical or immunizations may be medically excluded and not able to attend until proof of physical, vaccines or appointment scheduled is submitted to the FSA.

Your Family Service Associate (FSA) and Family Services Specialist (FSS) will work with you to make sure your child has a regular doctor or clinic, gets regular checkups, and gets follow-up care if they need it. The Family Service Associate/Family Services Specialist can provide information and resources on oral health, nutrition, physical activity, emotional well-being, and safety. Your child's teacher or FSA/FSS can assist in acquiring documentation from your medical/dental provider once you complete a consent form.

Required Daily Health Check (at entry to classroom)

Prior to arriving to class all families will be required to complete a Health Assessment on their child, which they will complete at home prior to arrival. Upon arrival to class, teaching staff will conduct a Daily Health Check on each child at the start of every class before the child is signed in. The daily health checks will add time to the process of receiving children. The teacher will observe each child for any signs of illness. The teacher will look at each child at eye level and ask how they are doing. The teacher will listen to the child's voice and observe the child's appearance. The teacher will then ask the parent how the child has been doing and address any symptoms observed. The teacher will then check the child's hands and may ask additional questions if anyone in the home is sick. If there are no concerns the child can be accepted into class. After clearance, the parent/guardian will then sign in for the child.

The purpose for the health assessment and the health check is to help prevent the spread of communicable illness, have fewer absences and to reduce the possibility of a classroom health emergency. Since a mildly ill child can become seriously ill in a short period, it is important for the parent/guardian to take the child home.

When to Keep Your Child Home from School

The Early Head Start/State Preschool programs take many precautions to prevent the spread of illness. However, children in childcare do get sick. Please check your child carefully for signs of illness or skin condition each morning before sending him/her to school. Whenever your child is sick it is best to consult the child's health care provider or clinic immediately, so that early treatment may prevent more serious illness. **See below to determine if you should keep your child at home.**

Children with the following symptoms should stay home or will be sent home:

- Following an injury, hospitalization, urgent care visit, surgery, or illness where attendance would pose a significant risk to the child or anyone in contact with the child. If treating physician says follow-up with primary care doctor on note, child cannot return until cleared from child's primary care doctor. If there are restrictions, child cannot return to class until an individualized healthcare plan is in place.
- Fever- 100.4°F or higher within the last 24 hours.
- Medication within the last 24 hours

- Behavioral change- lethargy/lack of responsiveness, irritability, or persistent crying for unexplained causes.
- Sore throat and swollen glands or mouth sores
- Any type of sores or blisters
- Chills
- Headaches
- A combination of raspy sounding voice, sneezing, coughing, and uncontrolled runny nose with nasal discharge
- Vomiting within the last 48 hours (when there is an outbreak, child can return to class 48 hours after their good day) good day means a day with no symptoms
- Runny or watery diarrhea within the last 48 hours (when there is an outbreak child can return to class 48 hours after their good day) good day means a day with no symptoms
- Bloody stool that is not explained by dietary change, medication, or hard stool
- Rash
- Pink or red conjunctiva (i.e., white of the eyes) with white or yellow eye mucus crust drainage (signs of bacterial or viral infection)
- Abdominal pain or complaints of pain anywhere in their body
- Any communicable disease (head lice, chicken pox, Hand Foot and Mouth, Norovirus)
- Live lice or Nits-children must have had at least one treatment at home and no live lice before returning to the classroom.
- **Any one in home with positive results for COVID-19, possible exposure to COVID-19, and/or waiting on COVID-19 results**

If you are unsure about sending your child to school, contact the center staff/Family Service Associate/FSS or the Health & Nutrition Coordinator/RN for assistance.

For any unknown rash, communicable disease or illness, parent/guardian will be asked to bring in a note from their health care provider. The note should indicate child's name, date of visit, diagnosis, treatment (if applicable), and the date child is cleared to return to class.

If your child becomes ill at the center, the center staff will reference the Illness Policy to determine if he/she needs to be sent home. Children will be sent home if the illness prevents the child from fully participating in their daily activities or if the child needs one-on-one care. When children get sick, they want the comfort of their home and the care of their families. Parent/guardian will be asked to bring in a note from their health care provider if child is seen in the doctor's office. The note should indicate diagnosis, treatment (if applicable), and when the child is cleared to return to class.

The health and safety of all children and staff is our top priority. We follow strict guidelines for children returning to school. Returning to Class after an illness, injury or new medication will be a case-by-case situation and will require clearance by the RN and/or Health/Nutrition Coordinator. In their absence, the AD overseeing Health Services will clear the child.

Illnesses and Accidents at School

Every precaution is taken at our centers to ensure proper care of children. Short-term exclusion is determined by Health & Nutrition Coordinator, RN, or Assistant Director. In case of illness or an accident at school, the following procedure will be observed:

The teacher will contact the parent/guardian immediately and inform them of the situation at hand. Additional steps will be taken based on the severity of the illness or accident.

- Call the Health & Nutrition Coordinator and/or RN for advice.
- Isolate the child and call the parent/guardian to pick up the child. The teacher will recommend parent/guardian seek medical advice from a health care provider and if a doctor's note is needed. The note should indicate diagnosis, treatment (if applicable) and when child is cleared/allowed to return to class.
- If the parent/guardian cannot be reached, the teacher will contact the person listed by the parent on the Emergency Card.
- Call 911 if the illness or accident requires immediate emergency attention.
- In the case of an accident occurring at school, the teacher will hand the parent a written report form that the parent will take to the health care provider. The note should indicate diagnosis, treatment (if applicable), restrictions (if applicable) and when child is cleared/allowed to return to class. In case of an accident occurring at home, a note should indicate diagnosis, treatment (if applicable), restrictions (if applicable) and when child is cleared/allowed to return to class. If restrictions are noted by the primary care provider, an individualized care plan would need to be created before child returns to class.

Medication

Non-Medical Staff (teachers) will be trained by a licensed Registered Nurse in how to administer medication to your child according to the Physician Statement.

The original medication must be clearly labeled with the following information:

- Child's full name
- Name of Health Care Provider
- **Medication must be in original labeled container with instructions, and must match the Physician Statement (please check the medication name, dosage amount and when to give medication)**
- Name of medication
- Dosage
- Time and Frequency
- Route of administration
- Expiration date
- Lot number

In order to administer the medication in the classroom, we must obtain from the parent/guardian, the Physician Statement, the parent medication authorization, and the medication. Without these items, the child will be temporarily excluded from the program until all the required documentation is gathered.

After paperwork is processed and if applicable, medication is received and matches, an Individualized Healthcare Plan will need to be created by the RN and teaching staff will need to be trained. This process can take up to 3 weeks. To ensure your child's health and safety, you must submit Physician Statement prior to your child's first day of school, or immediately for children who are prescribed at school medications during the school year. The Registered Nurse needs to process the paperwork, and train staff if appropriate. Your child may not attend until the RN has reviewed and the classroom staff have been informed.

Disabilities Services

Early Head Start fully includes children with disabilities, providing supportive services to children who have Individualized Family Service Plans (IFSP), and individualizes the child's learning experiences to support goals on the IFSP. Staff will meet you regularly to discuss your child's development and the ASQ screening results. If a developmental concern is noted, and your permission is given the child will be referred to the Regional Center for assessment.

Foundation for Early Childhood Education offers Early Head Start program. We are committed to working with families to ensure that children, especially those with identified IFSP and not yet identified disabilities are full included in our program and services required to meet each child's individual developmental, health and social needs. Please share any concerns about your child's development, delays you or others have noticed and speak to your child's teacher. We will assist with referrals to the Regional Center.

Parents will also have the opportunity to learn more about their child's growth and development by attending some of the workshops that will be offered by the disabilities department throughout the year, which will include the following: Parent Rights, Parent Advocacy, Referral, Evaluation and Service Timelines under IDEA, Section 504 under ADA and Transitions.

Mental Health Services

Mental health is an important part of the overall health and well-being throughout every stage of life, from childhood and adolescence through adulthood. Promotion of mental health is incorporated into all components of the program and is integrated through daily activities. For young children, mental health means being able to develop secure, trusting relationships, expressing emotions appropriately and interacting with others. We provide a structured daily schedule with activities to engage children at their personal level. Reasonable classroom expectations/rules are established that include input from the children. When possible, ignore maladaptive behaviors and focus on positive behaviors throughout the day. When children exhibit extreme undesirable behaviors (defined as aggressive, harmful and severe behaviors), necessary steps must be taken by staff to help children gain self-control and to develop self-calming behaviors.

Early Head Start partners with local mental health professionals to ensure children, and families, have access to prevention and intervention services. Let us know if you are interested in services for your child, yourself and/or your family at any time during the program year. We can provide you with information on how to access services through your medical insurance, and/or local community programs.

Classroom Observations

Staff works collaboratively with parents and the Head Start/Early Head Start Mental Health Consultant to support children's social emotional development and to provide a timely and effective identification and early intervention.

The Mental Health Consultant will visit your child's classrooms during their enrollment in the program. The goal of the visit will be to see how children are adjusting to the program, with peers and adults. Staff will inform you ahead of time of the date of the visit during your child's class. Consultations and Individualize observations for specific children are available upon parental request.

Nutrition Services

All children enrolled at Foundation for Early Childhood Education, Inc. are eligible to participate in the Child and Adult Care Food Program, sponsored by "The United States Department of Agriculture" (USDA). An important part of our educational program is providing free nutritious meals and a snack daily, which are high in nutrients, low in fats, salt, and sugar, and at the same time provide and promote mealtime as a positive learning experience. These meals are provided to help establish good eating habits at a young age. Meals are served in a family style setting, with children and adults sitting around the table. A variety of food types are served, and children are allowed to have choices over what and how much they wish to eat, and are introduced to new foods, tastes, and menus. A Staff member will model during mealtime.

If your child has an allergy/intolerance to a particular food you will be required to have your child's physician complete a, "Medical Statement to Request Special Meals and/or Accommodation's form." This form is required ONLY for children with food allergies or intolerances, or special dietary needs due to a disability or medical condition. If your child has a food allergy, we will need a Physician Statement form filled out by your child's physician to identify if we will need medication at school. After paperwork is processed and if applicable, medication is received and matches, an Individualized Health/Nutrition Care Plan will need to be created by the RD & RN and teaching staff will need to be trained. This process can take up to 3 weeks. To ensure your child's health and safety, you must submit this form prior to your child's first day of school for the Registered Dietician to process your paperwork or your child will not be permitted to start class on the first day. You can obtain this form from your Family Services Associate/Family Services Specialist.

Food is never used as punishment or reward. Some of the learning experiences of the children include serving themselves, and cleaning up their spaces, learning about nutrition and healthy eating habits. Mealtime is also used for language development, such as conversations about different topics, e.g., "taking care of our bodies," etc. Based on food program guidelines, Early/Head Start children may only eat food provided by the agency. No food shall be removed from the site, as this could create health issues. No food shall be brought to the site from home or store.

Breakfast, Lunch, and a PM snack will be provided daily

Due to our CACFP (Child and Adult Care Food Program) Guidelines, children are only allowed to consume food and drinks provided by the Agency. Outside food is not allowed.

USDA Non-Discrimination Statement (USDA)

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
Program.Intake@usda.gov

This institution is an equal opportunity provider.

Anti-Bias Program

We provide an anti-bias program. This means: Boys and girls are encouraged to engage in active play, and to enjoy quiet play. We help children develop a sense of freedom to explore as many of their talents, interests, and roles as they would like to. We encourage boys and girls to develop and express a full range of emotions. Children will have the opportunity to see men and women in a nurturing role, for them to learn and understand parenting as a responsibility shared by both men and women. Children will see men and women performing a variety of jobs, which will help them understand that people are free to choose their work, and that most jobs can be performed equally well by men and women.

Section 4: Family and Community Services

Family Assessment

Your Family Service Associate (FSA)/Family Service Specialist (FSS) will complete a Family Assessment with you two times per year. These assessments help the staff, and you identify areas of strength and areas where you may need support. The staff and the program use the information gathered from these assessments to look at community partnerships and assess what the Program can do to best support families.

Family Partnership Agreement/Family Goal

The FSA/FSS will help you look at your hopes and dreams for your family, and then provide support to you in establishing a “goal” for those things that are most important to you. Together you will work on developing a Family Partnership Agreement with steps towards a goal that is relevant for your family.

Transitions

Our Early Head Start Centers are licensed by the State of California to serve children within a specific age range. At enrollment, your child’s teacher will give you your child’s exit date based on the age range of the center your child is attending and support you with a transition plan to enroll in a new class or program.

At least six months before your child’s 3rd birthday your FSA/FSS will begin to develop a Pre-school Transition Plan with you. At that time, your FSA/FSS will provide you with information on what Head Start Placement options may be available for your child and how to apply for a placement in the programs. Your FSA/FSS can also support you in accessing information regarding a community placement for your child if needed.

Throughout your participation in EHS, your child’s teacher or FSA/FSS will help you look at what next steps you would like for your child’s care and education. Your teacher or Family Service Associate/Family Services Specialist will help you look at the needs of your child and family and help you to find what is best for you. During your time in our program, you may experience different types of transitions. Transitioning will be individualized depending on the type of transition (i.e., EHS to HS). If your child transitions to a Head Start classroom, you will have a chance to visit a classroom and speak with a teacher.

Section 5: Program Policies

Guidance for Dressing your Child for School

Play is fun and can also be messy. Please dress your child in comfortable clothing that can be easily washed.

Children learn best when they are dressed in comfortable clothing. Please dress your child in clothing that allows freedom of movement coincides with and allows the child to play in water, sand, paint and other typical “fun play.” Children often get messy during the learning day; please send an extra set of clothing that can be washed easily. Children may get messy, or have an accident. Comfortable, closed-toe shoes with socks must be worn daily for safety. Please dress your child according to the weather.

**Please remember to write your child’s name on all articles of clothing and personal belongings.*

Procedures for Hearing Complaints and Solving Problems

The Procedures for Hearing Complaints and Solving Problems is posted on the Parent Bulletin Board in each site. We encourage families to address concerns directly with staff involved, starting with Teacher or FSA/FSS.

Mandated Child Abuse Reporting

In accordance with child abuse reporting laws of the State of California (Penal Code sections 11165-11174.5), all persons/professionals working with children are obligated to report suspected child abuse. This includes teachers, consultants, supervisors, family service associates, etc. All Foundation staff, consultants and volunteers are mandated reporters.

Healthy Schools Act/Pesticide Training

The agency will from time to time spray for insects as needed around the perimeters of the building and if necessary, inside. As part of the “Healthy Schools Act,” the agency will inform all parents at least 72 hours before the application of the pesticide, through a posting at the site. As part of the notification, parents will be informed of the active ingredients or ingredients in each pesticide product. For further information on pesticides and their alternatives, please visit (<http://www.cdpr.ca.gov>) or review the Safety Data Sheet Binder, located at your site. Please ask your teacher for the Binder.

Religious Instruction or Worship

Our agency does not provide for or allow religious instruction/worship in its child development program.

Transportation

Transportation Resources will be provided to all parents in the “Parent Resource Book” (i.e., Public Transportation)

Holiday Observance

Holidays are observed in ways that are respectful to our families. Our goal is to provide a consistent and calm environment with activities that are appropriate and interesting to the children. No particular set of beliefs is promoted, but children will be able to experience different customs observed by families

through celebrations of cultural traditions. There will be no fundraising for the purpose of purchasing gifts. The Program Planning Committee (with the input of all parents) will select three holidays to explore during the program year.

Birthday Recognition

Birthday calendars are posted in each classroom. Each child's birthday is recognized and celebrated individually. (i.e., songs, birthday crown, button, card) Parents/guardians are included in the planning. According to our nutrition guidelines, cakes and other party sweets are not permitted. **Outside food is not allowed. Balloons are not permitted.**

Emergency Information

Sites are equipped with food, water, and emergency supplies, such as flashlights, blankets, radios first aid kits, etc. Each site has an emergency action plan (please see posted plan in the classroom). Earthquake, fire, and community crisis drills are conducted once a month.

In case of emergencies, we need correct emergency information. It is very important that the information you provide us with on the Emergency Card is correct and up to date (i.e., address, emergency phone number, etc.). Parents/guardians are required to notify the staff (FSA/FSS, Teachers) of any changes in their emergency information, as soon as possible. Failure to report any change(s) will hinder our ability to contact you in case of an emergency.

If there are changes regarding who has permission to pick up your child from school, you must come into the center and fill out the emergency card in person. For safety reasons, we will not accept cell phone calls for changes in emergency pick up.

Confidentiality

The program collects a great deal of information from parents that help us to better care for the children in our programs and support families.

Family and child records will be kept confidential. All files will be stored in a locked file cabinet. Emergency Cards will be filed separately and always available in case of an emergency. Enrollment lists, addresses and phone numbers will not be shared with other agencies or parents/guardians without a parent's written permission except in specific situations required by law or regulation. See Confidentiality Statement for additional details.

Videotaping and Taking Pictures

At times, children in our programs are videotaped or have their pictures taken. With your general permission at enrollment, these pictures and videos may be used in the classroom with the children, at home visits, during parent meetings, staff training and social media. You will be notified beforehand if we know the news media will be coming to videotape or photograph an event. Parents/guardians will be asked for permission anytime we would like to use your child's photo outside their classroom for staff training needs or in our program materials such as flyers.

Zero Tolerance Policy

Our Agency has a Zero Tolerance Policy against Violence or Any Act of Violence in order to ensure a safe and comfortable environment for staff, families, and children, which is enforced on our employees as well as the families we serve. Unprofessional conduct, including disrespectful and inappropriate communication and other conduct directed to a fellow employee, child, parent, or anyone else associated with the Agency will not be tolerated.

Personal Business

Personal business, such as buying and selling merchandise, is not allowed at the site or near the entrances of the facilities.

ACKNOWLEDGEMENT

I hereby acknowledge receipt of the Parent Handbook
2024-2025

Child's Name: _____

Parent/Guardian Name: _____

Site Name: _____

Class Number: _____

Date Received: _____

Parent/Guardian Signature: _____

MANDATED CHILD ABUSE REPORTING

In accordance with child abuse reporting laws of the State of California (Penal Code sections 11165-11174.5), all persons/professionals working with children are obligated to report suspected child abuse. This includes teachers, consultants, supervisors, family service associates, etc. Therefore, each individual Foundation staff member or volunteer is a mandated reporter.

FALSE REPORTING PENAL CODE § 11172(a) *Any person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report, unless it can be proven that a false report was made, and the person knew that the report was false or was made with reckless disregard of the truth or falsity of the report. Any person who makes a report of child abuse or neglect known to be false or with reckless disregard of the truth or falsity of the report is liable for any damages caused.*

Communication from LACOE:

Diapering and Toileting:

Head Start and Early Head Start programs understand that potty training happens at a child's own pace. We welcome children of all abilities and do not require them to be potty-trained upon enrollment.

We believe in a collaborative partnership. Our teaching staff will work closely with families to develop a positive and individualized toileting plan for each child. This plan will consider the child's developmental needs, family preferences, and respect for the child's comfort level. Teaching staff will provide age-appropriate guidance and support to help children feel comfortable and successful in the bathroom, fostering a positive learning environment for hygiene and toileting independence.

Working together for a Smooth Transition:

We understand that some children may initially refuse toileting or diapering assistance in the classroom setting. In these cases, we will reach out to parents or guardians to assist with changing soiled items. This allows the child to feel supported by a familiar face while building trust with the teaching team. The goal is to facilitate a smooth transition towards toileting independence at the child's own pace.

Extra Clothing:

For the comfort and well-being of all children, we kindly request that each enrolled child keeps one complete change of clothes readily available at school. This change of clothes should include:

- Pants or a skirt
- Shirt
- Underwear (if applicable)
- Socks

Please label all clothing items with your child's name for easy identification. We recommend checking for child's extra clothing bag regularly and replenishing it as needed. Staff will notify you if your child's extra clothing needs to be restocked.

Positive Guidance:

We believe in fostering a safe and positive learning environment where children feel supported and empowered to learn. Our Commitment to positive discipline strategies ensures all interactions with children are nurturing and focused on teaching valuable life skills.

- Individualized attention: We recognize each child is unique and tailor our approach to their developmental needs and learning styles.
- Positive Strategies: Our staff implements positive strategies to guide behavior, promote well-being, and prevent challenging situations.
- Redirection & Calming Techniques: Children are to be redirected to positive activities. One-on-one calming time with their teacher is utilized when needed.
- Positive Classroom Management: We emphasize teaching social skills, appropriate interaction, and natural consequences for actions.
- Safety & Supervision: No child is ever left alone or unsupervised.
- Respecting Needs & Autonomy: Spanking, hitting, yelling, put-downs, threats, humiliation, isolation, withholding of food/drink or toileting assistance as forms of punishment are strictly prohibited.
- Collaborative Problem-Solving: We work with families to address concerns and develop positive solutions that support each child's success.
- Focus on Solutions, Not punishment: We believe in active play and will not withhold it for misbehavior. Instead redirection will be used to help children calm down and re-engage cooperatively.

LACOE Head Start and Early Learning is committed to providing a positive and nurturing environment where all children can thrive.

Modified Attendance Policy

This statement outlines our policy on modified attendance for children enrolled in our Early Head Start or Head Start Program.

Modified Attendance:

- A child attends less than the regular hours or days of operation for their enrolled class type.
- Examples include attending part of the day, attending fewer days per week than classmates, or a combination of both.

Allowed Reasons for Modified Attendance:

1. Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP):
 - Modified attendance must be documented in a child's active IEP or IFSP.
2. Custody Arrangements:
 - Modified attendance may be necessary to accommodate court-ordered custody agreements.

Important Note:

- Modified attendance for reasons other than those listed above may be considered a suspension or expulsion.
- Our program cannot expel or terminate a child's enrollment due to their behavior.

We encourage open communication with families regarding attendance. If you have questions or require modified attendance due to a reason not listed, please contact us to discuss further.

MISSION STATEMENT

Foundation for Early Childhood Education is a human services organization committed to providing a comprehensive, high quality program for young children, and their families.

We promote the development of self-sufficiency, and empowerment of children, families, and staff. We celebrate the whole child, and the diversity of our communities.

