

ENCOMPASS HANDBOOK 2009-2010

WHAT'S INSIDE

VISION, MISSION, VALUES	2-3
ENCOMPASS EARLY LEARNING PHILOSOPHY.....	3
CURRICULUM GOALS AND OBJECTIVES.....	4-5
PHILOSOPHY OF FAMILY SUPPORT.....	6
POLICIES AND GUIDELINES	7
AIR QUALITY.....	7
ANIMALS IN THE CLASSROOM.....	7
ASSESSMENTS/SCREENINGS	8-9
CHILD ABUSE AND NEGLECT.....	10
COMMUNICATION	10-11
CONFIDENTIALITY	11
CURRICULUM	12
EMERGENCY PLAN	13
FACILITIES.....	14-15
FIELD TRIPS.....	16
FOOD	17
GRIEVANCES.....	18
GUIDANCE AND DISCIPLINE.....	18
HEALTH	19-21
HOLIDAYS IN THE CLASSROOM	21
INCLEMENT WEATHER.....	22
NON-DISCRIMINATION	22
SAFE ARRIVAL/DEPARTURE.....	23
SMOKE-FREE FACILITY.....	23
START/END TIMES	23
TOILET TRAINING	24
TRANSPORTATION.....	24
TUITION.....	25
WAYS OF GIVING.....	25
ENCOMPASS HISTORY.....	26
ENCOMPASS PROGRAMS.....	27
ENCOMPASS BOARD OF DIRECTORS	28
ENCOMPASS STAFF	28

ENCOMPASS VISION

We are creating a legacy of children and families who know they are valued. Our dream is that they inspire community wherever they go.

ENCOMPASS MISSION

At Encompass, our mission is to nurture children, enrich families, and inspire community.

ENCOMPASS VALUES

Excellence: We are fiscally responsible, use best practices and have well trained credentialed staff.

The Encompass Early Learning program uses only high-quality, research-proven curriculum models. The staff is held to the highest standards of education and ability. Our staff are dedicated to providing the tools to educate and nurture young children.

Integrity: We say what we do and do what we say.

The Encompass Early Learning program strives to collaborate with families on all aspects of their children's education. Our open-door policy provides parents the freedom to participate in their children's classroom. Parents are always welcome in the classroom. We say what we do and do what we say at all times.

Welcoming Spirit: People feel welcome and accepted.

The Encompass Early Learning program welcomes families and caregivers at all times. Teaching, support and administrative staff are responsive and welcoming. We encourage collaboration between families and teaching staff order to provide the highest possible level of quality education.

Respect: We value and honor ourselves and others.

The Encompass Early Learning program celebrates individuality in all its aspects.

Inclusivity: All are welcome.

The Encompass Early Learning program prides itself on the diversity of its classrooms. We welcome all families to our program.

Accessibility: We eliminate barriers to participation.

The Encompass Early Learning program staff provide accessible classrooms. No child will be excluded from the classroom. The program is designed to enrich the social, emotional and academic needs of young children.

Self-reliance: We are advocates and champions with families.

The Encompass Early Learning program encourages self-reliance in the children and the families it serves. We work from a strength-based philosophy. Children are capable human beings and are treated as such in our classrooms. Families are also capable of advocating for their needs. Encompass provides a family support specialist to assist families in this journey.

Collaborative relationships: We use the positive power of relationships to serve children, families and community.

Encompass Early Learning believes that families and caregivers know their children best. Staff will collaborate with families and other professionals to provide the highest possible quality.

ENCOMPASS EARLY LEARNING PHILOSOPHY

At Encompass, we believe that children learn through play. They are naturally curious explorers. Through play, children learn all of the skills that they will need to be ready for kindergarten. Our curriculum focuses not only on academic skills, but also on what we feel is paramount: social/emotional health.

All lesson planning and individual learning plans center on social/emotional growth while incorporating skills in gross motor, fine motor, problem solving, logical thinking, symbolic thinking, listening, speaking, reading and writing.

We believe children will embrace learning when it is made relevant to their world. At Encompass, we cultivate a love for learning and the skills to succeed in a larger classroom or social environment.

***THE CREATIVE CURRICULUM*®**

FOUR GOALS AND 50 OBJECTIVES AT A GLANCE

GOAL ONE:

SOCIAL/EMOTIONAL DEVELOPMENT

I. Sense of Self

1. Shows ability to adjust to new situations
2. Demonstrates appropriate trust in adults
3. Recognizes own feelings and manages them appropriately
4. Stands up for rights

II. Responsibility for Self and Others

5. Demonstrates self-direction and independence
6. Takes responsibility for own well-being
7. Respects and cares for classroom environment and materials
8. Follows classroom routines
9. Follows classroom rules

III. Pro-social Behavior

10. Plays well with other children
11. Recognizes the feelings of others and responds appropriately
12. Shares and respects the rights of others
13. Uses thinking skills to resolve conflicts

GOAL TWO:

PHYSICAL DEVELOPMENT

I. Gross Motor

14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)
15. Shows balance while moving
16. Climbs up and down
17. Pedals and steers a tricycle (or other wheeled vehicle)
18. Demonstrates throwing, kicking, and catching skills

II. Fine Motor

19. Controls small muscles in hands
20. Coordinates eye-hand movement
21. Uses tools for writing and drawing

**GOAL THREE:
COGNITIVE DEVELOPMENT****I. Learning and Problem Solving**

22. Observes objects and events with curiosity
23. Approaches problems flexibly
24. Shows persistence in approaching tasks
25. Explores cause and effect
26. Applies knowledge or experience to a new context

II. Logical Thinking

27. Classifies objects
28. Compares/measures
29. Arranges objects in a series
30. Recognizes patterns and can repeat them
31. Shows awareness of time concepts and sequence
32. Shows awareness of position in space
33. Uses one-to-one correspondence
34. Uses numbers and counting

III. Representation and Symbolic Thinking

35. Takes on pretend roles and situations
36. Makes believe with objects
37. Makes and interprets representations

**GOAL FOUR:
LANGUAGE DEVELOPMENT****I. Listening and Speaking**

38. Hears and discriminates the sounds of language
39. Expresses self using words and expanded sentences
40. Understands and follows oral directions
41. Answers questions
42. Asks questions
43. Actively participates in conversations

II. Reading and Writing

44. Enjoys and values reading
45. Demonstrates understanding of print concepts
46. Demonstrates knowledge of the alphabet
47. Uses emerging reading skills to make meaning from print
48. Comprehends and interprets meaning from books, other texts
49. Understands the purpose of writing
50. Writes letters and words

THE ENCOMPASS PHILOSOPHY OF FAMILY SUPPORT

Encompass is a family support center. We are a gathering place where people create a sense of community, build strengths, access resources, and work together to address issues affecting our lives.

Family-support centers affirm families as resources to each other and to their community.

Encompass receives funding from public and private sources such as United Way of King County, state and federal contracts, foundations, corporations and individual donations. With this strong support, we have created a solid foundation for programs and activities. As funds are available, we can help families in our community to access programs and services they seek.

The principles and philosophy of family support guide us as we work hard to be a resource to all families regardless of income or circumstance. Many programs are free. Some require fees. Depending on the program, families can apply for full or partial scholarships.

Principles of Family Support

1. Staff and families work together in relationships based on equality and respect.
2. Staff enhances families' capacity to support the growth and development of all family members - adults, youth, and children.
3. Families are resources to their own members, to other families, to programs, and to communities.
4. Programs affirm and strengthen families' cultural, racial, and linguistic identities and enhance their ability to function in a multicultural society.
5. Programs are embedded in their communities and contribute to the community-building process.
6. Programs advocate with families for services and systems that are fair, responsive, and accountable to the families served.
7. Practitioners work with families to mobilize formal and informal resources to support family development.
8. Programs are flexible and continually responsive to emerging family and community issues.
9. Principles of family support are modeled in all program activities, including planning, governance, and administration.

POLICIES AND GUIDELINES

These are arranged alphabetically below and on the following pages.

AIR QUALITY

Encompass protects children and staff from exposure to high levels of air pollution by subscribing to an air quality alert system. www.pscleanair.org The Early Learning manager will receive up-to-date air quality alerts which will guide the program in limiting outdoor and physical activity that could be harmful.

ANIMALS IN THE CLASSROOM

Students are not allowed to bring animals, of any kind, into the classrooms. Classroom pets must have a care plan and be maintained by Encompass staff or volunteers.

ASSESSMENTS/SCREENINGS

The Early Screening Inventory (ESI)

This screening tool covers fine motor, visual-motor, language, cognition and gross motor skills. This is not in any way an IQ test. It is meant only to give teachers an idea of the skill level of their classes and to identify any areas of concern. This screening is done by appointment, and the results are used for lesson planning and referral.

The Devereux Early Childhood Assessment (DECA)

This program focuses on attachment, self-control and initiative, all of which relate closely to social and emotional development. The teacher and a caregiver each complete a DECA record form to review the child's use of skills and behaviors related to resilience. This is done through classroom observation. Your child's teacher will compile the information to make an individual profile. From this, the teacher can form goals to encourage children's social and emotional strengths. You will have the chance to complete the parent questionnaire at your child's ESI appointment. The result will be used to form social emotional goals for your child.

The Developmental Continuum

This tool has 10 goals and 50 objectives for children ages 3 to 5. These focus on the areas of social emotional, physical, cognitive and language development. Because children do not achieve an objective all at once, each objective is broken into three developmental steps that show the expected sequence of development for each objective. In addition, there may be children who, in one or more areas of development, are not yet in the typical range. Thus, we also have incorporated a forerunner step for each objective. The developmental steps help teachers determine each child's current development in relation to each objective and decide what specific support and kinds of experiences will enable each child to further develop and learn. This assessment is completed through classroom observations and is used for group lesson planning as well as individual goal planning. The content of *The Creative Curriculum for Preschool* aligns with all of the Washington State Early Learning and Development Benchmarks.

Conditions

Teachers complete assessments by using classroom observations, observing a child in the classroom for a minimum of four weeks before completing the Development Continuum or the DECA assessments.

Screenings are done by appointment with the parent present. The children are screened in the large conference room that is divided into cubicles to limit distractions. When the conference room is not available, a classroom may be used and arranged to minimize distraction. To minimize child anxiety, the child's teacher will conduct the screening. If a child is unable to attend scheduled screening days, the teacher will attempt to complete screenings during class time, using a substitute to supervise the class. If the teacher is not able to leave class, the program manger will conduct the screening.

Interpreters will be provided when needed.

Timeline

Within six weeks after start date: Developmental screenings using the **Early Screening Inventory**

Fourth week in October: The first checkpoint of the Creative Curriculum **Development Continuum** must be completed.

Second week in May: The second checkpoint of the **Developmental Continuum** must be completed.

Uses

The **Devereaux Early Childhood Assessment** must be completed twice: after the child has been in class for four weeks and again in mid-May. The child's parent or caregiver also completes a DECA for the first checkpoint. Parent and teacher assessments are compared and charted together.

Parents are informed by telephone conference about the results of all screenings and assessments. The teacher discusses the **Individual Learning Plan** that has been created and asks for parent input. Teachers and parents work together on the final draft of this plan.

Parents are given copies of both the DECA and Developmental Continuum results.

Any child who falls into the referral score of the Early Screening Inventory will be referred to the Snoqualmie Valley School District for further assessment. Any child falling in the rescreen score will be rescreened after six weeks.

Results of all assessments guide the teaching staff in planning for their classrooms.

CHILD ABUSE AND NEGLECT

Any Encompass staff member who has reasonable cause to believe that a child has suffered child abuse or neglect is required by state law to report the suspected abuse/neglect to state Child Protective Services or the proper law-enforcement agency within 24 hours. When reporting becomes necessary, Encompass provides the family with appropriate advocacy and support services.

COMMUNICATION

Good communication is important at Encompass. We work hard to keep families informed about school events as well as the growth of their children. We also ask that parents initiate communication with teachers and/or administrators if they have questions or concerns. We try to address concerns when they are minor rather than waiting until they may have escalated.

Communication about sensitive issues: In a small community, changes in program or personnel can generate informal discussion or concerns. It is very important to remember that uncontrolled rumors can damage the reputation of individuals and schools. If you hear information that concerns you, please contact the program manager immediately.

Our first priority is to protect the safety of the children. In addition, we are careful to protect the welfare of all individuals in our community. Discretion guides us to discuss sensitive issues only with individuals or small groups who have a need to know relevant information.

Significant changes in faculty, staff or program will be communicated through weekly handouts or the mail.

Communication with students: The student cubbies in the classrooms are for the use of Encompass staff. Parents may use them only with a teacher's permission.

Conferences: Teachers will meet with parents any time it is requested, but at least twice per school year. Students initial assessment results will be sent home for review and will be followed up with a telephone conference in the fall. A spring conference will be held to discuss classroom or kindergarten transition.

Translation services: Every effort will be made to provide materials in families' preferred languages, and interpreters will be provided for parents when necessary. Classroom staff are provided "survival terms" in multiple languages and use interpreters, if necessary, in the classroom.

E-mail: All teachers and staff members have school e-mail addresses. Teachers and staff members check their e-mail daily and generally respond within 24 hours.

Encompass e-mail addresses are to be used exclusively for program-related business. No individual may use these vehicles for personal business or messages.

Topics of a sensitive nature should not be discussed electronically, nor should student, parent, or staff names be mentioned in a sensitive context. If a teacher or parent needs to discuss a concern, he/she should arrange a telephone or in-person conference. Encompass parents are asked to contact faculty and staff using their school e-mail addresses, not their home e-mail addresses.

To e-mail a staff member, use his/her first name, period and last name followed by @encompassnw.org, for example:

Kristina Steffen --> kristina.steffen@encompassnw.org

Web site: the school web address is www.encompassnw.org

CONFIDENTIALITY

All child and family records are confidential and will not be disclosed without written parental consent, with the exception of state Child Protective Services reporting, subpoenas by a court of competent jurisdiction and any case for which state or federal disclosure law requires an exception. If records have been subpoenaed, parents/guardians will be notified unless otherwise directed by the court.

Parental consent applies to parents and/or guardians. Parents have a right to review their children's files.

Encompass staff may have access to information and records on children and families that they need for the performance of their duties. Screening and assessment information is used by Encompass staff to develop individual learning plans and to report to funding sources. Children's names and other personal information is not shared with funding sources.

Encompass staff, Puget Sound Educational Service District staff and consultants, state Department of Community Trade and Economic Development staff and U.S. Department of Agriculture reviewers may have access to information and records on an Early Childhood Education Assistance Program (ECEAP) child or family that they need for the performance of their duties. Substitutes, regular volunteers, paid interpreters and participants in internships and training programs will be informed of and abide by this policy and procedures.

CURRICULUM

Research on child development over the past 75 years has provided a deep knowledge and understanding of children. *The Creative Curriculum*, which is based on this research, guides staff on how to apply what has been learned about children to everyday practices in the classroom.

Fundamental Beliefs About Early Childhood Education

(from *The Creative Curriculum*)

1. We believe in the value of play as a vehicle for learning.
2. We believe in the importance of helping children to develop social competence.
3. We believe that the teacher's role is vital in connecting content and learning.
4. We believe that partnerships with families are essential.
5. We believe that all children, including those with special needs, can thrive in an appropriate classroom.
6. We believe that assessment and curriculum must be linked together.

More information about *The Creative Curriculum* can be found on our web site and on pages 4-5 of this guide.

EMERGENCY PLAN

In the event of an emergency such as an earthquake, rest assured that Encompass staff are trained and prepared. Early Learning staff are certified in CPR and first aid and will be with your children at all times until you are able to pick them up. We all have plans in place for our own families, and your children will be our first priority.

We need to have one contact for each child who lives out of the local area, preferably outside Washington state. Many times, local phone lines will be down or congested, and it is easier to call out of state. You would need to call this contact and report your status. Encompass would then use this contact to relay information to you.

Encompass has partnered with a school in Nebraska City, Nebraska, to be our point of contact. In the event of an emergency, please attempt to contact Encompass. Please give us one hour to enact all of our emergency procedures. If you are unable to get through to us directly, you can contact Hayward Elementary school in Nebraska. We will have called them with any important information and a timeline of when to pick up your children. Again, allow one hour for all of the information to be communicated.

Hayward Elementary, Nebraska City, NE 402-873-6641

We also ask that you include on your registration form at least three people who can pick up your child. We will release children only to people whose names are written on the emergency form. We will not be able to take telephone instructions from parents. Many of you already have provided a long list of alternate adults. Others have listed only one. Please provide at least three.

Please keep the small emergency card in your wallet. This will prove invaluable in an emergency.

FACILITIES

Square-footage

Classrooms must have a minimum of 35 square feet per child of indoor space, not including bathroom, hall, kitchen and storage space. Outdoor play areas must have 75 square feet of space per child.

Safe facilities

Encompass will monitor the health and safety of its indoor and outdoor facilities and maintain records of these inspections. Facilities must be:

1. Safe, clean and in good repair.
2. Free from obstacles that impede safe movement.
3. Free from harmful animals, insect pests and poisonous plants.
4. Free of drugs, alcohol, violence and guns.
5. Free from exposed, lead-based paint.

Encompass will ensure:

1. Safe storage of all flammable, toxic and hazardous materials.
2. Regular inspection of smoke detectors, fire alarms and fire extinguishers.
3. Emergency lighting in each classroom.
4. All areas are accessible to adults.
5. Outdoor play areas are fenced and/or carefully supervised.

At least one adult is present with each group of children at all times who is trained in emergency procedures, universal precautions for prevention of transmission of blood borne pathogens, first aid and CPR. First-aid and CPR cards must be current.

Playground safety

Encompass will maintain and monitor playground safety, including:

1. Protective surfacing
2. Fall zones around play equipment
3. Swing spacing
4. Guardrails on elevated surfaces
5. Prevention of potential entrapment hazards
6. Prevention of exposed moving parts that could pinch or crush

Encompass will immediately repair or remove any:

1. Hardware that is loose, worn or hazardous
2. Exposed equipment footings
3. Scattered debris or other tripping hazards
4. Rust and chipped paint on metal components
5. Splinters, large cracks and decayed wood components
6. Deterioration and corrosion on structural components

Building security

All external doors are kept locked during classroom hours, excluding the front door.

Visitors must check in at the front desk and receive a visitor badge.

Classroom doors remain locked at all times and are opened only by Encompass staff.

FIELD TRIPS

Field trips are planned by teachers to enrich and enhance classroom learning by integrating the practical with the theoretical. Almost all field trips involve curricular, cultural and personal enrichment.

Field-trip safety and procedures

Parents are required to sign release forms before a child can attend any field trip.

Students' emergency information packets are to be in the possession of the classroom teacher during the time the students are in transit.

A staff member on all field trips must carry a first-aid kit and a cell phone. If an emergency or delay in return time occurs, the Encompass office must be notified as soon as possible.

Supervision

Any class traveling off-campus requires a minimum of one adult to every six children.

1. In the event of an emergency situation involving one or more students, one adult must remain with the other students. In no event is any student ever left unsupervised during a field trip.
2. Faculty and staff are responsible for the well-being and guidance of students on field trips. A teacher's authority must define expectations, even with parents present.
3. Any significant difficulty with student, staff or volunteer cooperation is to be reported to the Early Learning manager as soon as possible.
4. Field trips always must have staff present.
5. When leaving school or returning to school, the supervising teacher should ensure that all students are accounted for and organized before leaving him/herself.
6. Adequate notice for field trips must be given to parents/caregivers.

Transportation

Children may be transported using Snoqualmie Valley School District transportation.

Encompass staff may not arrange carpools for field trips involving parent transportation. Parents must transport their own children unless outside arrangements have been made. Encompass holds no liability for transportation arranged by parents/caregivers.

FOOD

Food sanitation

Staff will:

1. Comply with WAC 246-215 and WAC 246-217.
2. Staff each classroom with at least one person with a food-worker card present at all times. This person must provide ongoing training and oversight to all staff involved in food handling, meal and snack times and food activities.
3. Ensure staff wash hands before putting on food-service gloves, before food preparation, after handling raw meat, after restroom use and after touching any unclean item.
4. Prepare food in an area separate from toilet and child hand-washing facilities.
5. Clean and sanitize surfaces used for food preparation and eating before and after each snack or meal.
6. Use food-service gloves or utensils to avoid bare hand contact with food.
7. Ensure that staff who are ill do not work in or around food-preparation or service areas.

Meals and snacks

Encompass will provide a variety of nutrient-dense foods which are rich in whole-grains, fruits and vegetables and low in salt, fat and sugars. Encompass will limit the amount of highly processed foods served to children.

Encompass must:

1. Participate in the USDA Child and Adult Care Food Program or National School Breakfast and Lunch Program.
2. Include parent input in menu planning.
3. Use and post menus approved by a registered or certified dietitian.
4. Incorporate cultural dietary preferences in menus.
5. Plan for individual allergy and dietary restrictions.

Due to a dramatic increase of food allergies, we cannot allow food to be brought into the classroom from your home or purchased from a store. If you wish to plan a special event for your child's class, please contact your child's teacher. Our food-service specialist will supply all ingredients, and you can do a cooking project with the class.

GRIEVANCES

If you have a concern about service that you or a family member has received within an Encompass program, the following steps are in place for you to make your grievance known:

1. Discuss and resolve the issue with the Encompass staff providing the service.
2. If satisfaction is not achieved, discuss and resolve the issue with the program manager.
3. If you are still concerned, contact the director of program development
4. The executive director is the next person to contact, if needed.
5. In rarest cases, as a final step in the appeal, a letter may be addressed to the Executive Committee of the Encompass Board of Directors.

GUIDANCE AND DISCIPLINE

To support self-discipline, self-esteem and social competence, our programs follow a positive philosophy of discipline. Staff teach children in a positive, nurturing environment that supports social and problem-solving skills.

This process of discipline is used in our classrooms and presented to parents through our parenting-education programs. Significant behavior problems are discussed with parents, and an individualized program is designed for each child. No physical punishment is used under any circumstance.

HEALTH

First-aid kit

Encompass classrooms have a first-aid kit that is:

1. Tailored for the ages and number of children.
2. Labeled and readily available to staff and volunteers.

First aid kits must include:

1. A current first-aid manual
2. Sterile gauze pads
3. Small scissors
4. Band-aids of various sizes
5. Roller bandages
6. A large triangular bandage (sling)
7. Non-sterile protective gloves
8. Adhesive tape
9. Tweezers
10. A one-way CPR barrier or mask

Staff must ensure that a first-aid kit is readily accessible when children are outside and on field trips.

Immunizations

Encompass must ensure that all children are immunized or exempt according to Washington state law. Children may attend on a conditional basis when homeless, exempt or when following a schedule to complete immunizations.

Infectious-disease prevention

Staff will must:

1. Follow universal precautions for prevention of transmission of blood-borne pathogens.
2. Ensure that staff, volunteers and children wash their hands with soap and warm water upon arrival at the classroom, after returning from outdoor play, before eating, after using the toilet, after touching body fluids and after touching animals.
3. Have sufficient, clean, child-accessible toilets and hand-washing facilities.
4. Report communicable diseases according to local requirements.

Medications

Encompass staff will:

1. Store all child and staff medications so that they are inaccessible to children. Medications must be in a labeled and locked container, except for emergency medications that must be available for immediate administration.
2. Designate trained staff to administer medications.
3. Maintain records of all medication dispensed.
4. Obtain written parent authorization to administer medication.
5. Administer medications only as allowed by the label instructions or written health care provider instructions.

Excluding ill children

Children with any of the following symptoms will not be permitted to remain at school:

1. Fever of 100°F or higher and/or who also have one or more of the following: diarrhea/vomiting, earache, headache, signs of irritability or confusion, sore throat, rash or fatigue that limits participation in daily activities.
2. Vomiting on two or more occasions within the past 24 hours.
3. Diarrhea: three or more watery stools or any bloody stool within a 24-hour period.
4. Rash, especially with fever or itching.
5. Eye discharge or conjunctivitis (pinkeye) until clear or until 24 hours of antibiotic treatment.
6. Sick appearance, not feeling well and/or not able to keep up with program activities.
7. Open or oozing sores, unless properly covered and 24 hours has passed since starting antibiotic treatment, if treatment is necessary.
8. Lice or scabies. For head lice, children and staff may return to school after treatment and if there are no nits. Students must report to the office for a head check before returning to class. For scabies, return after treatment.
9. Following an illness or injury, children will be readmitted to school when they no longer have the above symptoms and no longer have significant discomfort.
10. Parents will be notified when their children have been exposed to a communicable disease.

11. Children with the above signs and symptoms will be separated from the group and cared for in the office. Parent/guardian or emergency contact will be notified to pick up the child.
12. Staff members will follow the same exclusion criteria as children.

Ill children will be separated from the class and remain in the preschool administrative office with a supervising adult until a parent/caregiver picks them up.

Sunscreen and insect repellent

Sunscreen and insect repellent are considered topical medicines and cannot be applied by Encompass staff. If you feel your child needs these medicines, please apply them before bringing your child to Encompass.

Special circumstances

From time to time, the school may follow recommendations from the Health Department or U.S. Centers for Disease Control and Prevention, which override above school policies.

Communicable-disease reporting

By state law, we are required to report communicable diseases to the local health department (WAC 246-101).

24-hour absence

Students who have a fever of 100 degrees or higher must remain out of school for 24 hours after the fever has subsided without the use of medication.

HOLIDAYS IN THE CLASSROOM

To respect and equally honor families' cultural backgrounds and religious beliefs, teachers help students celebrate seasonal concepts rather than commercial or religious holidays.

Children and adults always will be positively acknowledged for spontaneous comments related to their families' holiday observances and celebrations, including birthdays.

Please do not send gift items, invitations or other holiday items to school with your child.

Every child will be recognized as the "special person" of the week at some time during the school year. At that time, he or she will be recognized and celebrated.

INCLEMENT WEATHER

In the case of snow days or other weather-related events, Encompass preschool and toddler classes will follow the Snoqualmie Valley Public Schools kindergarten schedule. To find it, please check the link on the home page of our web site.

If buses run one hour late, classes will be one hour late. If buses run two hours late, morning classes will be canceled. If the district cancels school, our classes will be canceled.

Please listen to local radio or TV stations for information on bus transportation if your child is enrolled in the Early Childhood Education Assistance Program (ECEAP).

There will be snowy days on which we *can* hold school. Please dress your child for the weather — hats, boots, mittens, coat — so that he or she can go outside!

Evening programs may be canceled due to inclement weather. Call the office the day of the event to check on cancellations.

We will reschedule up to one week (three days) of missed classes.

NON-DISCRIMINATION

Encompass will not deny service to or discriminate against any person who meets the eligibility criteria for preschool on the basis of gender, race, color, religion, age, national origin, citizenship, ancestry, physical or mental disability, family configuration, sexual orientation, culture or public-assistance recipient status.

Encompass must comply with the U.S. Americans with Disabilities Act (ADA).

The Early Learning program will work with local school districts to serve any child who qualifies for the districts' developmental preschool programs. Encompass staff will work with the family and school-district staff to determine the most developmentally appropriate way to serve the child.

SAFE ARRIVAL/DEPARTURE

Please be aware of the following traffic/parking issues:

1. Encompass families may not park on the street and walk children across 14th Street or Boalch Avenue.
2. If you must park on the street, please drop your child off with a staff member in the drop-off zone and then proceed to park on the street.
3. When dropping a child off in the drop-off zone, please wait for a staff member to come to your car and remove your child.
4. No child may cross the parking lot without an adult escort.
5. At pickup times, parents are asked to stay in their cars and wait for a staff member to bring their children to the vehicle.
6. If you need to speak with a teacher, please park and come into the building. The drop-off zone can back up quickly and is not the place for long conversations.
7. Encompass teachers are always happy to speak with parents but are unable to do so while supervising the parking lot.
8. Any child needing special assistance, such as walkers or wheelchairs, will be helped by an Encompass staff member when necessary.

SMOKE-FREE FACILITY

Encompass is a smoke-free facility. Smoking is not allowed anywhere on Encompass property, including the parking lot.

START/END TIMES

Staff will begin bringing students from the parking lot into classes five minutes before the scheduled class time.

Staff will bring children to the vehicles starting five minutes before the end of the scheduled class time.

No child will be released to an unauthorized adult without written permission. Picture identification will be requested if the person is unknown to the Encompass staff member.

Late pickup

Any student not picked up by the end of class time will be taken to the Early Learning office to wait for his/her caregiver. If the issue becomes habitual, a conference may be required with the Early Learning manager.

TOILET TRAINING

Encompass does not require a child to be toilet-trained to enroll in preschool.

If a wetting accident occurs, staff members will assist children in changing their clothing by “talking through” the process as the child changes himself or herself. If a bowel-movement accident occurs, the caregiver will be called to come and assist the child. Children will be changed in a classroom bathroom stall.

Any clothing that is soiled will be placed in a plastic bag and sent home to be laundered.

Teaching staff will remind and encourage children who are not completely toilet-trained to use the restroom on a regular basis.

No cloth diapers may be used. Pull-ups or underwear are the only allowable undergarments.

If a child is unable to be toilet trained because of a medical condition, the staff will work with the parent on establishing a plan for diaper changing.

TRANSPORTATION

Transportation is an optional service available only to families participating in the Early Childhood Education Assistance Program (ECEAP). ECEAP children are served by school-district bus service that is regulated by standards of the state Office of the Superintendent for Public Instruction.

Encompass will ensure that:

1. Signed medical releases and emergency contact forms for each child are readily accessible in case of injury during transportation.
2. Transportation time is kept to a minimum.

TUITION

At time of registration, a \$30 registration fee plus the LAST month's tuition is due. Families will be billed for the first month that their children attend classes.

Tuition-payment statements are sent out at the beginning of each month, and payments are due by the 20th of that month. Payments not received by the last day of the month will be charged a \$20 late fee on the next month's statement. In the event that your account becomes one month in arrears, your child will be unable to attend class until your account is up to date.

Those who cancel prior to the first day of a month will receive a full month's refund, less the registration fee.

Those who cancel after the first day of a month will be responsible for the entire month's tuition.

WAYS OF GIVING

Encompass provides a variety of opportunities to provide crucial support so that children, families and the community as a whole can continue to benefit from all Encompass programs, including Early Learning.

Our Community Activities program recruits community volunteers for a variety of purposes, including assistance with Early Learning classroom activities.

Our Development program puts on the annual Autumn Gala, Sip of Snoqualmie and other events to raise needed funds and inform and engage contributors in the mission and activities of Encompass.

We invite you to be aware of these opportunities for giving and spread word to others. It is through such community generosity that Encompass is able to survive and thrive.

ENCOMPASS HISTORY

Since 1966, the original dream of a group of parents to provide preschool services for their children with special needs has grown to become many programs that serve the family-support needs of an entire community.

For more than 43 years, thousands of volunteers, donors and staff have built this non-profit organization into a leading community organization.

Through the decades, Encompass has become an integral part of the Snoqualmie Valley and its surrounding cities, responding to changing community needs. This included the addition of our home-based Birth-to-Three Early Intervention program in 1980.

We are a strong, vibrant, adaptive and steadily growing organization that employs more than 60 professional and administrative staff.

Encompass provided services for 4,291 individuals and families in the 2008-2009 service year — 1,500 more than the previous year. Services for low- to moderate-income families increased by about 25 percent, and we expect that number to continue to rise.

With your continued involvement and support, we look forward to a bright future!

ENCOMPASS PROGRAMS

Birth to Three Early Intervention

Developmental screening and evaluation, motor and language therapy, special-education services and family-resource coordination for children with developmental delays from birth to age 3. Serves Issaquah, Snoqualmie Valley and Riverview school districts.

Pediatric Therapy

Motor and language therapy and special-education services for children age 3 to 18 with developmental delays.

Early Learning

Toddler playgroups and a preschool accredited by the National Association for the Education of Young Children (NAEYC) for children age 3 to 5 with a family-support component. Tuition assistance under the state Early Childhood Education and Assistance Program (ECEAP) and sliding-scale scholarships are available.

Community Activities

Community programs and activities for families, including enrichment classes, break camps, Childcare Co-op, Family Nights, summer camps, the Respectful Giving campaign and links to resources for human services.

Family Support / Parenting Education

Home-based support services for families with children of elementary-school age. Family goal planning, advocacy-based counseling and crisis intervention, grandparent/caregiver support group, assistance accessing resources and home visits. Parenting classes for parents of children from birth through elementary-school age.

Parent-Child Interaction Training

Parent-Child Interaction Training (PCIT) is a 12- to 14-week intensive parenting program designed to help parents and their children who are experiencing mild to severe behavior problems.

ENCOMPASS BOARD OF DIRECTORS

The Encompass board is an integral part of our organization. This volunteer group of dedicated citizens and parents makes major decisions regarding program direction and financial and personnel policies as well as providing tremendous support through fund development. The board appreciates and values input regarding these issues. If you have policy concerns or comments, the executive director or director of program development can assist you in passing them along to the board. If you are interested in joining the board or helping with fund development, please see Gregory Malcolm, executive director.

Board members (as of December 2009)

Keri Bailey, Maria Barge Carlson, John Castle, Jackie LeFort, Rhonda Ender, Cheryl Hanson, Ken Heikkila, Kelly Jeffers, Sara Kimmitt, Chelley Patterson, Jay Rodne, Steve Weaver, Duncan Wilson

Emeritus board members

Pat L Bohan, Jane Danforth Koser, Kevin Haggerty, Tom Mix, Charlotte Rempfer, Dick Ryon, Aleena Schneider

ENCOMPASS STAFF

Here is an abbreviated listing of key staff of interest to parents of children enrolled in Early Learning:

- Executive Director Gregory Malcolm
- Director of Program Development Nela Cumming
- Director of Finance..... Terry Granillo
- Director of Donor Development Kristin Webb
- Early Learning manager..... Kristina Steffen
- Lead teachers..... Julie Forslin, Corissa McGehe, Celina Travis
- Assistant teachers Dawn Alwin, Ashley Diment,
Kathy Klausing, Nikki Lloyd, Brittany Metteer
- Toddler teacher..... Nikki Slaght
- Family Support Specialist..... Paula Nelson
- Food Service Specialist Carmen Moe
- Birth-to-Three Early Intervention Manager Magan Cromar
- Pediatric Therapy ManagerMarsha Quinn
- Family Support and Parenting Education ManagerKerry Beymer
- Community Activities Manager Stacey Cepeda
- Community Resources Coordinator..... Vickie Himmelberger
- Communication Officer Clay Eals