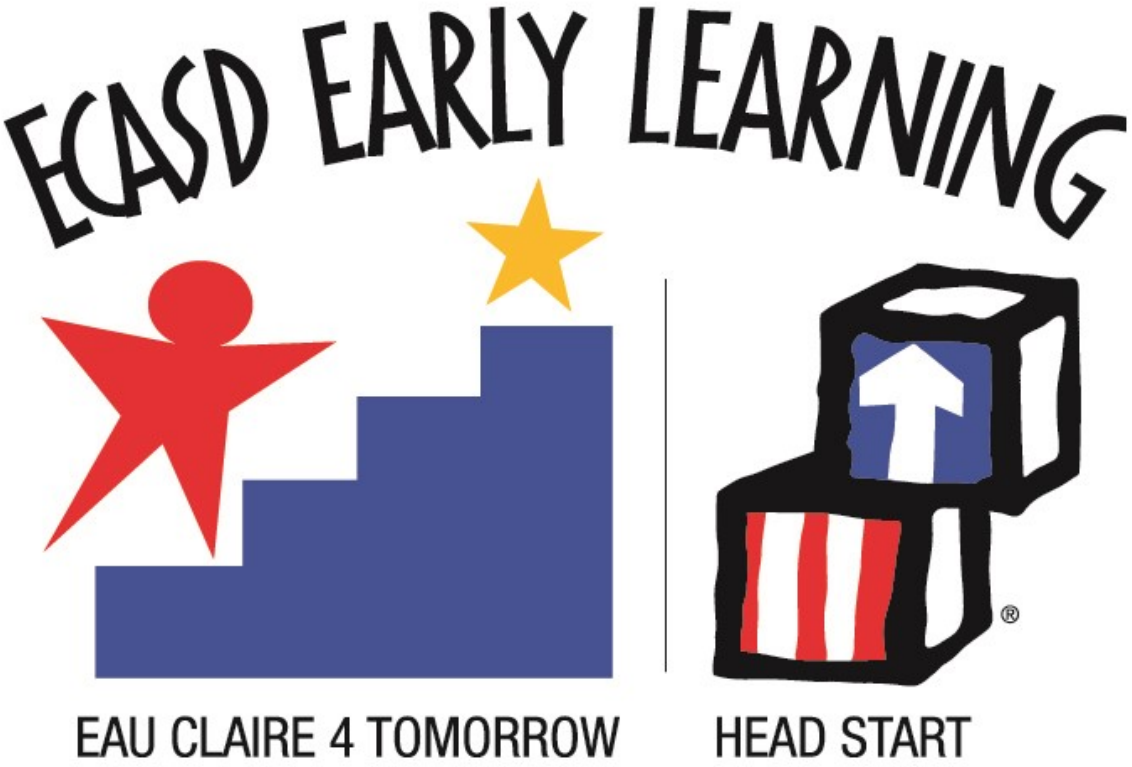
Parent Handbook



Eau Claire Area School District
Eau Claire 4 Tomorrow (EC4T)

2018-2019

Bilingual Assistance Line
Para ayuda en español llama 715-852-3555
Xav Tau Hmoob Pab hu 715-852-3555

Contact Information

Prairie Ridge Early Learning School Office
3031 Epiphany Lane
Eau Claire, WI 54703
Main Phone Number 715-852-3600
FAX: 715-852-3604

Name	Position	Email	Phone
Dr. Mary Ann Hardebeck	Eau Claire Area School District Superintendent	mhardebeck@ecasd.us	715-852-3001
Heidi White	Early Learning Program Director Prairie Ridge Principal	hwhite@ecasd.us	715-852-3610
Mandy VanVleet	Director of Special Education	mvanvleet@ecasd.us	715-852-4810
Missy Devine	Early Learning Secretary	mdevine@ecasd.us	715-852-3608
Jill Elliott	Family and Community Partnership Coordinator	jelliott@ecasd.us	715-852-3607
Krista Johnson	Special Education Coordinator	kjohnson@ecasd.us	715-852-3628
Lauri Malnory	Special Education Parent Facilitator	lmalnory@ecasd.us	715-852-3075
Fill in with your child's EC4T center information.			
	EC4T Center		
	EC4T Director (s)		
	EC4T Teacher (s)		

VISIT OUR WEBSITE!!

http://www.ecasd.us

Click on Schools

Click on Early Learning

Click on ECASD Early Learning Program

Go to facebook.com and Twitter, search:
Eau Claire Area School District Early Learning

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Mission Statement:

To support development and ensure learning that will positively impact children, families, and our community now and in the future

We Believe…

Attachment is critical to a child's development and learning.

Solid foundations in literacy and math are fundamental to life-long learning.

Data determines intentional teaching which leads us to individualized instruction.

Parents are partners in helping children reach outcomes for successful school readiness.

A strong social emotional foundation leads to confident, independent, and secure learners.

Family Engagement	Literacy	Social Emotional	Math
We will… communicate regularly to initiate, connect, and build relationships with families. honor diversity in families and make them feel welcome. provide engaging programs and opportunities that build on a family's strengths.	**We will…** incorporate rich language and literature into the classroom. interact with students to build language and vocabulary. read aloud daily. create a print rich environment.	**We will…** partner with families to help children foster their emotional development. model and reinforce positive behaviors. provide consistent expectations and routines. teach children strategies to help them solve problems and control emotions.	**We will…** use a variety of age appropriate strategies and materials that develop math processes. provide hands on activities that are related to the real world. incorporate children's interests into math activities and play. use math language and vocabulary throughout the day.

4 Year-Old Learner Expectations

Health & Physical Development	Social Emotional Development	Language Development & Communication	Approaches to Learning	Cognition and General Knowledge
I CAN… *Dress myself *Use the bathroom and wash my hands by myself *Hold writing tools correctly *Cut simple shapes *Throw and catch a ball *Hop on one foot and jump on two feet *Move safely	**I CAN…** *Follow directions from adults *Wait my turn *Be a good friend and help others *Work hard on one thing at a time *Use words to tell how I feel *Follow the rules and daily routines *Be a S.T.A.R.	**I CAN…** *Have a conversation with others *Use new words *Ask and answer questions including how and why *Use pictures to tell a story *Name most letters and some letter sounds *Rhyme words *Enjoy books *Show how a book is read *Write my name *Draw and write to tell a story	**I CAN…** *Try new activities *Pretend *Learn through play *Be flexible with changes *Keep trying when things are difficult *Help problem solve *Listen with my whole body	**I CAN…** *Count out loud to twenty *Identify numerals to ten *Count ten objects *Subitize up to 5 *Name and describe shapes *Use positional words *Put a 15 piece puzzle together *Explore my world

Dear Parent/Guardians,

As Director of the Eau Claire Area School District's Early Learning Program, I would like to welcome you to the 2018-2019 school year! This marks our 14th year of providing universal four-year-old kindergarten in Eau Claire. Your child is enrolled in a high quality program and we look forward to a year of growing and learning together.

The ECASD Early Learning Program promotes a balanced approach to preschool that combines academic learning and social emotional development. All classrooms are full of engaging picture books and materials that foster learning through exploration and play. The classroom environment is set up with multiple learning centers which enable students to explore, play, and learn in order to acquire the curriculum goals. Teachers gather information about each child's progress. This information helps them plan for lessons and inform you of your child's progression toward end of the year benchmarks.

Social/Emotional learning and academic learning go hand in hand. Teachers use the framework of PBIS (Positive Behavior Interventions & Supports) and the Pyramid Model to establish and teach classroom expectations. Conscious Discipline is the program we use to teach and support skills for learning empathy, emotion management, building friendships, and problem solving. We will work hard this year to make sure your child is emotionally and academically ready for kindergarten.

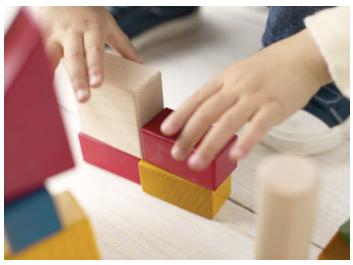
All children will have high quality learning opportunities as part of the Early Learning Program. Even though attendance in this program is not mandatory, regular attendance builds positive habits and ensures that your child has access to all the learning opportunities our program has to offer. Research supports five or fewer absences in a school year. As a partner in this program, you will have support and many opportunities for parent involvement. We hope you take advantage of these opportunities, and we appreciate any feedback for future planning.

The early years are critical to a child's success in school and life. We take our work seriously, and view ourselves as partners with you in this process. We will do all we can to make sure you and your child have valuable and enjoyable experiences this year. Please feel free to contact me at 715-852-3610 or email hwhite@ecasd.us. Thanks.

Heidi White
Director of Early Learning
3031 Epiphany Lane
Eau Claire, WI 54703

Eau Claire 4 Tomorrow - General Information

- In the Eau Claire Area School District, 4-year-old kindergarten is known as ***Eau Claire 4 Tomorrow (EC4T).***
- Participation is voluntary for children who will be 4 on or before September 1.
- EC4T provides an enrichment opportunity for all four-year-olds prior to kindergarten.
- There are no additional charges for EC4T at participating community early learning programs. This includes preschools, childcares, Head Start and child development centers.
- EC4T is a part day program, some partner locations offer full day childcare. Centers do not charge for EC4T but will charge for extended services and/or childcare.
- All families have access to parent involvement opportunities.
- Eau Claire 4 Tomorrow encourages partnerships that build on existing early learning programs.



What are the benefits of Eau Claire 4 Tomorrow?

- Enhancement of early learning opportunities for all 4 year olds.
- Guarantee of a Department of Public Instruction (DPI) early childhood certified teacher.
- Strengthening of partnerships between community organizations and parents to provide high quality, early learning experiences to ALL children in our community.
- Opportunities to participate in parent education, training and family events: 87.5 hours of programming per year offered.
- Special Education services for those who qualify and other resources available through the Eau Claire Area School District.
- Quality classroom materials for play and learning.

Key Policies

Absences

If your child will be absent from school, it is important that you do the following:

- Call the EC4T center as early as possible letting them know of your child's absence.
- Let them know about how long your child will be out of school.
- Unexcused absences of students shall be classified as attendance problems.

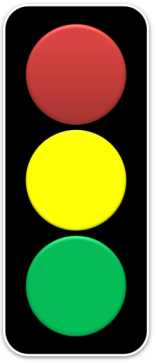
Attendance—Every Student Every Day!

In order for your child to get the most out of the Early Learning Program, it is important that your child comes to school on a regular basis. Attending school everyday helps children feel better about school and themselves. Good attendance will help children do well in high school, college and at work. It is important to be present for the entire school day. Arriving to school just 10 minutes late, or leaving early may seem harmless, but there is important instruction occurring throughout the school day. Even "short" absences cause students to miss out on critical learning opportunities. Please schedule doctor's appointments, vacations, etc. before or after school hours. If a student has more than 5 absences, parents will be contacted in an effort to develop a plan to improve the child's attendance. If you have questions, or would like to discuss ways to assist in a successful attendance record, please reach out to your child's teacher or office staff. We want to ensure your child has the best academic year possible!

Attendance Matters in Early Learning!

**Regular attendance ensures children benefit from participating in high quality early education.*
**A habit of attendance is a school readiness skill.*
**Being late to school may lead to poor attendance.*
**Too many absences can cause children to fall behind in school.*
**Attendance in preschool can predict attendance in later years.*
**School success goes hand in hand with good attendance!*

When Do Absences Become a Problem?



Chronic Absence:
13 or more days

Warning Signs
6-12 days

Satisfactory:
5 or fewer absences

Note: These numbers are based on the ECASD Early Learning Program calendar of 130 days.

Change of Information

Please let your EC4T center know as soon as possible if at anytime during the school year your family has a change of:

- Address
- Telephone Number
- Emergency Contacts-change of person or telephone number. Please let the people you choose as emergency contacts know that you are listing them as emergency contacts.

Child Abuse and Neglect Mandated Reporter Status
Anyone who works with children such as teachers, assistant teachers, social workers, doctors, nurses and child care workers are required by law to report suspected cases of child abuse or neglect to the Department of Human Services (DHS). If you have any questions about the mandated reporter law or what would be considered as child abuse or neglect, please feel free to speak with the Family & Community Partnership Coordinator at 715-852-3607.

Confidentiality
The Early Learning Program respects your privacy. The information that is in your child and family's file is not shared with anyone outside of the ECASD Early Learning Program/ECASD without your written permission. As a parent, you always have the right to read, review, and request a revision to the information in your file. To review any of our records concerning your child, submit a request in writing to the Early Learning Director. The administrator will respond to your request within 30 days.

Controlled Substances
The possession or use of any controlled substance such as: tobacco, alcohol, drugs, on school property, school buses, or at any school-related event is prohibited.

Custodial/Non-Custodial Parents
It is the intent of the Board of Education of the Eau Claire Area School District to promote the best interests of each student enrolled in its schools in partnership with both parents of each student. Consistent with this intent it shall be the policy of the district to maintain strict neutrality between parents who are involved in an action affecting the family, unless otherwise directed by a Court Order. The district shall, upon request, provide information regarding each student's progress and behavior to custodial and non-custodial parents unless directed by the Court Order on file at the school not to do so.

Diversity in the Early Learning Program
The Early Learning Program is committed to serving children with any needs, abilities, and backgrounds. We welcome diversity and provide programming that supports diverse abilities, cultures, and families. Translators are available to support families who speak Hmong and Spanish. We can also help find resources to provide translation for other languages and American Sign Language. If you have specific questions or need a translator, call:

Bee Vue—Family Services Facilitator Hmong Translator	715-852-3654
Zulma Chafloque– Family Services Facilitator Spanish Translator	715-852-3622
Bilingual Assistance Line: Para ayuda en espanol llama	715-852-3555
Xav Tau Hmoob Pab hu	715-852-3555

Emergency Closings
If the ECASD delays or closes school, it will not be counted as an EC4T class day and community site EC4T classes will also be canceled. Check with your center regarding child care on days ECASD delays or closes school.

Immunizations
Wisconsin State Statue 140.5 requires that all students entering public school have basic immunizations or they will be refused entry unless the child has been exempted for religious or medical reasons. If immunizations are not up-to-date, your child may be excluded from school until the proper immunizations are received. Eau Claire City/County Health Department offers **immunization clinics** held at the Eau Claire County Courthouse. For immunization clinic times and dates, call the Eau Claire City/County Health Department at 715-839-4718.

Insurance
Student insurance plans are available for purchase. If you are interested in learning more about student insurance plans, please contact the Early Learning Office at 715-852-3600.

Items to be Sent to School/What to Wear to School
It is important to send your child to school wearing comfortable play clothes and shoes. Your child will be painting, pasting, and participating in an active schedule. Your child may get dirty. Avoid clothing with complicated belts, overalls, suspenders, and straps, they are hard for children to use by themselves. An extra change of labeled clothes should be sent to school for the duration of the year. Your child will also need a sturdy backpack. Please check your child's bag daily for notes & projects from school. Do not send umbrellas or hand sanitizer with your child.

Outdoor Play
Students will go outside for the required 30 minutes of outdoor/large motor play everyday unless it is raining or the temperature is dangerously cold. Please send your child to school with appropriate clothes for the weather. Warm winter coats, hats, boots, snow pants, and mittens are essential for outdoor play in the winter. Review your center's policy regarding temperature for outdoor recess.

Religious Holidays
The ECASD Early Learning Program strives to be compliant with the school board policies and rules (Guidelines for Recognition of Religious Beliefs and Customs 323.3-Rule) which discourages religious holiday parties in our classrooms. For more information, http://www.ecasd.us/ECASD/media/District-Site/PDFs/Board%20Policies/boardpolicy323_3.pdf.

Student Photos/Videotaping
Staff occassionally take photos of families and children participating in classroom activities and in family events sponsored by the Early Learning Program. Parents have the right to prohibit photos of their child to appear in a website or publication within or outside of the school. The district's language on this issue is as follows: pictures may be published on school/school district websites unless a signed ECASD Opt Out form is turned in. Last names will not be used to identify students. First names may be used for identification. If you prefer not to have you or your child's picture published, please ask for and sign an ECASD Opt Out form and turn it in to a staff member. ECASD Opt Out forms are available upon request, feel free to ask a staff member to provide one for you to complete. If we do not hear from you, we will assume that you give us permission to allow your child to be photographed or videotapped. Please be considerate when you are photographing and/or videotapping your child at school to only capture your child in the photos/videos.

Weapons Policy
No one shall possess a weapon on school property, school buses, or at any school related event. Any object which could be used to cause bodily injury or property damage and which has no school related purpose will be considered a weapon.

Educational Services

Building Blocks PreK Math

The ECASD Early Learning Math Committee spent two years studying, researching, and piloting appropriate math curriculum for preschool. The committee decided to implement Building Blocks for PreK. This curriculum is based on ten years of research by Dr. Douglas Clements and Dr. Julie Sarama. Building Blocks develops preschool children's early mathematical knowledge by embedding mathematical learning in students' daily activities. The curriculum focuses on number sense, counting, and geometry. Each classroom is filled with hands-on math manipulatives, materials, & books. Math is embedded throughout the day in large group times, small group times, transitions, and choice time.

Handwriting without Tears

The Handwriting Without Tears Get Set for School PreK program incorporates child-friendly teaching strategies, such as using music and movement and multisensory manipulatives to build fine and gross motor skills. The readiness and writing lessons teach body awareness, cooperation, taking turns, listening, crayon grip, drawing, building, letter and number recognition, and capital letters. Key strategies for instruction include: learning through music, teaching and reinforcing body awareness with Mat Man, teaching and building upper case letters with wood pieces, practicing letter formation with chalkboards and play dough, and using practice books.

Letters in our Names

Letters in our Names is a universal approach to learning upper case and lower case letters. In the fall we introduce one upper case letter a day for 26 days and look for those letters in each other's names. Beginning in January, we introduce two lower case letters per week and look for those letters in each other's names. Along with identifying letters, children learn about the sound each letter makes, how to correctly print letters, and also pictures of items that begin with each letter. It is an engaging process because the children are looking for letters in their own name and their friend's names.

Parent/Teacher Conferences

Your child's teacher will contact you to arrange two parent/teacher conferences. Parent/teacher conferences are held in your child's classroom where you will have an opportunity to review examples of his/her work, learn more about daily activities and ask questions of your child's teacher. Child progress and observations will also be discussed. Teachers look forward to having an opportunity to give you one-on-one time to discuss your child and to provide at-home learning activities.

Studies

A study differs from a thematic unit in that it is based on the interests of the children. The teacher completes a mapping activity in which students talk about questions they have about a topic, and gives suggestions of things they would like to learn. The teacher then creates learning experiences to help answer questions the students had regarding the topic.

Transition & Going to Kindergarten

Transitions are major life changes that we all experience. For young children, moving from preschool or home to kindergarten can feel like a big change. With teachers, parents, and school administrators working together, the process of transitioning to kindergarten can be very smooth, reducing the amount of stress experienced by your child. Your Early Learning teacher will plan transition activities that assist in making this a positive experience.

Mental Health Services

What is Mental Health?

The words Mental Health can often be scary for parents to hear. As part of our comprehensive services, Mental Health most often relates to the special programming we offer that is designed to help children feel good about themselves, learn to get along well with others, and solve conflicts with words. Simply put, Mental Health means thinking healthy about ourselves and having healthy relationships with others.

The Early Learning Program supports the emotional well-being of all the children. Please speak with your child's teacher if you have questions regarding your child's social-emotional development, and/or behavior. Some issues you may want to discuss include:

- Impact of family stress and changes (moving, job/schedule change, divorce, grief & loss)
- Back-to-school separation issues
- Blended family issues
- Worry/fears
- Substance abuse
- Self-esteem
- Sibling rivalry
- Discipline strategies
- Frustration/anger
- Sleep disruption
- Domestic violence

Positive Guidance and Conscious Discipline

Our goal is to thoroughly meet all of your child's needs, from daily care to academic learning to social-emotional growth. Young children learn more, show more compassion and feel better about themselves when they are in an environment that is caring, connected and safe. For these reasons, we are implementing Conscious Discipline. Conscious Discipline is a research-based, evidence based program that is based on safety, connection and problem solving. Learn more at www. ConsciousDiscipline.com.

Safety: Research shows that the brain functions optimally when we feel safe. Our staff members are your child's "safe-keepers" and our first priority is to keep your children physically and emotionally safe. We teach children skills to help them calm themselves during times of upset. The ability to calm oneself is called self-regulation, and is the #1 predictor of life success.

Connection: Research shows that our connections with other people develop neural connections inside our brain. The neural connections of the brain are essential to learning. In our program, we develop these connections by building a compassionate group of learners called a "School Family." This connection provides the internal motivation to cooperate, extend helpfulness to others and learn new social skills. In our School Family, intrinsic motivation replaces the need for external rewards like stickers and other treats.

Problem Solving: When we feel both safe and connected, the brain is able to devote all of its energy to learning and solving problems. Our goal is always to create a safe and connected environment first because we know this enables children to thrive, whether they're learning social-emotional skills, or learning kindergarten readiness skills.

Conscious Discipline: Parent Education Curriculum. Page 201

Positive Behavior Intervention Strategies (PBIS)

PBIS is a system set up to help children improve their behavior, social skills, and learning skills. There are many benefits of PBIS: safer learning environments, children with challenging behavior receive the support they need, and by reducing challenging behavior, more time is available for teaching and learning. Children are taught how to behave in each area of the building so they can meet behavior expectations. All children are a part of PBIS. Staff model and encourage positive behavior.

The following Behavior Expectations are taught:

1. Be Safe
2. Be Kind
3. Be a S.T.A.R.

How Can Parents Support Positive Behavior?

- Encourage your child to do his/her best.
- Practice routines (bedtime, meals, getting ready in the morning).
- Set limits and follow through consistently.
- Celebrate and reinforce your child's efforts at school.
- Be involved in school activities and events.
- Send the message that school is important.

Help is available!

- **2-1-1 Wisconsin**: 2-1-1 is a free, easy-to-remember phone number connecting callers with health and human services in their community. When you call 2-1-1, you will talk to a trained resource specialist who has access to a comprehensive database of nearly all health and human services that exist in your community. Information and referral is available 24 hours a day, 7 days a week throughout the year. Information can be provided in over 90 different languages.

- **Laura Miller** is the Mental Health Consultant for ECASD's Early Learning Program. Laura is available to answer your questions about mental health. *715-852-3645 lmiller@ecasd.us*

- **Marshfield Clinic Behavioral Health Department:** Services include: mental health specialty care for children, adolescents, adults, older adults, couples and families.
  1-800-782-8581

- **Vantage Point**: Services for children, adolescents and adults includes: behavioral management, individual and family therapy.
  715-832-5454 — 2005 Highland Avenue, Eau Claire

- **Talk to your child's doctor.**

Special Education

When children have identified special needs and require special services to access their education we provide Occupational Therapy, Physical Therapy, Speech Therapy, and/or the services of a Special Education teacher through our Early Childhood Special Education Program. Research indicates children with special needs do better when they have fewer transitions in their lives, when they can remain with their same age peers and when the people who have the most opportunity to influence their lives get the support they need to meet those special needs. Because of this research our special education staff make every effort to support children with special needs and their care providers in their natural environments, that is homes, childcare centers, community locations (library, sport center, etc.).

How Can I Learn More About Special Education Services for My Child?

Please feel free to talk with your child's teacher if you have questions about your child's development. In addition to your child's teacher, the following ECASD staff members are available to assist you:

Krista Johson: *Special Education Coordinator 715-852-3628*
Lauri Malnory: *Special Education Parent Facilitator 715-852-3075*
Michelle Sheehan: *Speech & Language Clinician 715-852-3636*
Mandy VanVleet: *Director of Special Education & Pupil Services 715-852-4810*

Request For Assistance (RFA)

The ECASD is committed to assisting families when they have questions or concerns regarding a child's development through the Request For Assistance (RFA) process. To help families access this resource we encourage families to complete an online questionnaire found at this link http://www.ecasd.us/Prairie-Ridge-Early-Learning/Program-Options/Early-Childhood-Special-Education/Request-for-Assistance. The RFA questionnaire can be found on the ECASD's website, click schools, Early Learning, click Program Options, click Early Learning Special Education. When the RFA questionnaire is submitted it goes directly to designated school personnel for review. Within a few days of submitting the RFA, you will be contacted and the problem-solving process will begin with your participation.

Websites about Special Education Services

- ECASD Early Learning Special Education Home Page
www.ecasd.us/Prairie-Ridge-Early-Learning/Program-Options/Early-Childhood-Special-Education
- Wisconsin Department of Health Services
www.dhs.wisconsin.gov/children/resources
- Collaborating Partners—Children with Disabilities
www.collaboratingpartners.com/disabilities-about

Health Services

The ECASD Early Learning Program promotes and provides health services. The following includes recommendations for your child's sleep routines, oral health, and hand washing.

Your Child and Sleep Recommendations

3-11 months old	14-15 hours of sleep
1-3 years old	12-14 hours of sleep
3-6 years old	10-12 hours of sleep
7-12 years old	10-11 hours of sleep

Children who are not getting enough sleep may experience:
Inattention, hyperactivity, impulsiveness, aggression, moodiness, irritability, frustration, silliness, difficulty making decisions, and a decrease in creativity and school performance.

What can parents do to help promote good sleep habits?

- Establish a set bedtime based on your child's age and recommended hours of sleep.
- Establish bedtime routines. Do the same routine at the same time every night.
- Eliminate or restrict caffeine from their diet.
- No screen time (TV, tablet, video games, computer, etc.) at least 1 hour before bed and do not allow screen time in the bedroom while trying to sleep.
- Keep voices low and gentle during this time.
  Sleep Matters-National Sleep Foundation, Spring 2004, Volume 6, Issue 2

Your Child and Oral Health Recommendations

- Brush baby teeth as soon as they come in
- Brush every day, especially before bedtime, supervise toddler's brushing technique
- Assist your child with brushing twice a day until the child can handle the toothbrush alone (no sooner than four or five years of age)
- Use a smear (pea-sized piece) of fluoride tooth paste on the toothbrush
- Children should be taught to spit out the toothpaste and rinse well after brushing
- Wean the baby from the bottle to a cup by 12 months of age
- Don't let children carry a bottle or a trainer cup around, never put baby to bed with a bottle
- Provide healthy snack choices, offer scheduled snack times between meals
- Avoid sweets, especially those that can stick to teeth
- Lift the lip to check your baby's teeth for signs of Early Childhood Caries (cavities)
- Notify your oral health provider if you have detected signs of Early Childhood Caries
- Assure that your child receives the appropriate dietary and topical fluoride during tooth development; age six months to sixteen years
- Consult with your oral health or medical provider for guidance
- Establish a dental home for regular oral health examinations and preventative services

Remember: Your child's permanent teeth are forming under the gums.

Fluoride Protects Your Child's Teeth Against Decay

Early care of your child's teeth can set the stage for a life of healthy teeth and gums.

Fluoride can protect your child's teeth against cavities.

WHY IS FLUORIDE NEEDED?

- Teeth are covered with a sticky film of germs, called plaque. Plaque uses the food we eat to make acids that cause cavities.
- Fluoride fights the acids that cause cavities by making the teeth stronger.
- Even before teeth come in, fluoridated water strengthens them.
- After teeth come in, fluoride treatments and fluoride toothpaste protect against cavities.

WHO SHOULD HAVE FLUORIDE?

- Fluoride is very beneficial to your child. By drinking fluoridated water, teeth become stronger even before they come into the mouth! After the teeth come in, fluoride toothpaste and fluoride treatments make the teeth even stronger.
- Fluoride toothpaste and mouth rinses also help adult teeth.

HOW CAN MY CHILD GET ENOUGH FLUORIDE?

- Drink fluoridated water.
- Brush teeth with fluoride toothpaste (a pea-sized amount is all that is needed).
- Use a fluoride mouth rinse after 6 years of age.
- See a dentist for regular fluoride treatments.
- **TO GIVE YOUR CHILD THE BEST CHANCE FOR HEALTHY TEETH,**
  USE FLUORIDE!!!

Handwashing

Handwashing Practices—Children & Staff	Requirements
Before entering the classroom (This is the best first line of defense against allergies and for prevention of illness)	☑
Child accessible sink located in the classroom and children are taught to wash hands at all appropriate times	☑
Before & after water play	☑
Before & after meal or snack	☑
After touching or playing with an animal or pet	☑
After messy activities (sensory table, play dough)	☑
After toileting	☑
After using tissue (Kleenex)	☑
After outdoor play	☑
ADDITIONAL Staff Requirements	
Before & after diapering (between each child)	☑
After assisting children with toileting routines	☑
Before and after preparing food	☑
Before starting work	☑
After using tissue (Kleenex) on child or yourself	☑
After exposure to blood or bodily fluids	☑
After application of Sunscreen (between children) Sunscreen MUST NOT be applied without doctor orders *Suggested practice may be to ask parents to apply sunscreen to their own children before or upon entering the center.*	☑

Handwashing Procedure

1. Moisten hands with water and use liquid soap.
2. Rub hands together away from the flow of water for 20 seconds. (alphabet song)
3. Rinse hands free of soap under running water.
4. Dry hands with a clean, disposable paper towel or air dry with a blower.
5. Turn off faucet using paper towel.
6. Throw the used paper towel into a hands-free trashcan.

Parent Involvement Opportunities

Parents play a major role in influencing their child's success in school. Eau Claire Area School District-Early Learning Program encourages parents to become involved in their children's education. Listed below are a number of ways in which parents may participate in their children's educational experience.

Family Events and Workshops
Check out the monthly parent newsletter, "Connections", it contains all the information you need to participate in the family events and workshops. Events like family dances, field trips, Date with Dad, nutrition trainings, and parenting workshops occur monthly.

Family Services
Early Learning Family Services Facilitators are available to provide information and support to families. Family Services Facilitators work closely with centers to link families with necessary resources. These may include: direct assistance and referrals to other service agencies, emergency assistance, crisis intervention, and information regarding literacy and employment. Your confidentiality is respected at all times. The Early Learning Program also offers a food pantry and clothing closet, located at Prairie Ridge. Any family with a child enrolled in the Early Learning Program is welcome to use the food pantry and the clothing closet. If you would like to speak to a Family Services Facilitator, please contact Jill Elliott at 715-852-3607.

Family Support for Families with Language Barriers
The Early Learning Program offers translation, support, and assistance to families facing language and cultural barriers. Family Service Facilitators are bi-lingual in Hmong and Spanish.
Si quiere información en Español, favor de llamar 715-852-3622.
Yog Koj Xav Tau Daim Ntawv No Txhais Ua Lus Hmoob Hu Tuaj Rau 715-852-3654.

Parent Involvement Activities Emergency Cancellations
If the Eau Claire Area School District is dismissed early or cancelled, all Early Learning Parent Involvement events scheduled on that day or evening will also be cancelled. Centers will make their own decisions concerning parent activities that are specific to their center.

Volunteer in your child's classroom, participate in regular family events, attend parent workshops, assist on field trips, attend parent-teacher conferences/home visits, attend family events, and give input into the classroom curriculum.

Eau Claire 4 Tomorrow
Parent Orientation Information & Notes Sheet

EC4T Center _____

EC4T Address _____

_____

Phone Number_____

Date of Orientation _____

☐ EC4T Teacher (s)_____

☐ EC4T Director (s)_____

☐ EC4T Class Time:_____

☐ EC4T Pick Up/Drop Off Time:_____

☐ Forms Needed

Physical Date Completed_____
Immunization Date Completed_____
Other_____

☐ Key EC4T Center Polices:_____

_____
_____
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_____
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☐ Other:_____

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Notes: