



Family Handbook

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HARING CENTER

The Haring Center for Research and Training in Inclusive Education is an integrated early childhood program dedicated to improving the lives of children with developmental disabilities and other special needs as well as their families and those who work on their behalf.

EEU School Overview

The Experimental Education Unit (EEU) offers a comprehensive early childhood school community that provides inclusive education to children with and without disabilities. This community consists of a staff of scholars, professionals and university students who conduct important research and refine new techniques to hone their teaching skills.

Inclusion is about community. In EEU classrooms, young children with disabilities learn alongside their typical peers in a positive, developmentally appropriate educational setting. The goal of the classroom programs at the EEU is to provide a positive educational experience to children with diverse abilities in a setting that enhances the strengths and supports the needs of all the children in our program, and provides children with opportunities to build memberships, establish relationships, and develop functional skills.

All EEU programs promote the development of children's cognitive, motor, communication, and social interaction skills by means of educational and therapeutic interventions most appropriate for each child. These programs always include typically developing children and children with various developmental delays or disabilities. Teams of diverse professionals, which include the head teacher, assistant teacher, speech and language pathologist, occupational or physical therapist, social worker, nurse, and other appropriate staff, manage all EEU classrooms.

The EEU's model combines practical research, hands-on training and direct service to children from infancy through kindergarten. Our program is committed to promoting the development of children's cognitive, motor, communication, and social interaction skills giving them the necessary foundation for learning in elementary school and beyond.

EEU Programs

Early Support: Early Support provides services for children birth to 36 months old through a variety of settings and methods to meet the needs of children and families. This includes home-based, community-based (childcare, parks), and center-based visits and services. These can be delivered both in-person or virtually through Zoom. Many families find a hybrid of services can be helpful to meet the varying schedules and needs of their child. Early Support at the EEU serves families in the Seattle area through contracts with King County and funding from DDA (Developmental Disabilities Administration). Program services are delivered by different providers: educators, occupational therapists, speech-language pathologists, physical therapists and family resource coordinators.

For direct services provided by speech, occupational or physical therapists, we bill Medicaid/Apple Health and private insurance. Sliding-scale payment options and a family fee

are also available. Families are responsible for deductibles, co-pays, and co-insurance. Services are always based on a child's needs and not a family's ability to pay any of the fees listed. Financial assistance is available – for more information contact the Family Resource Coordinator.

Preschool: The goal of the classroom programs at the EEU is to provide a positive educational experience to children with diverse abilities in a setting that enhances the strengths and supports the needs of all the children in our program, and provides children with opportunities to build memberships, establish relationships, and develop functional skills.

Seattle Preschool Program (SPP): Seattle Preschool Program (SPP) is a program with the goal of providing high-quality preschool available and affordable to all of Seattle's children. Mayor Ed Murray adopted SPP in May of 2014. Currently, SPP partners with Seattle Public Schools (SPS) to ensure that all students with disabilities receive special education services provided by SPS staff. Starting in Fall of 2016, the EEU began piloting this program in two classrooms in order to help SPP further best practices to support all children in SPP.

Early Childhood Education and Assistance Program (ECEAP): The Early Childhood Education and Assistance Program (ECEAP) is a comprehensive, family-focused preschool designed to help children from families of low income prepare for and succeed in school. ECEAP has three major components: education, health and nutrition, and family support. At the EEU, ECEAP classrooms are inclusive, serving children with and without special needs who are 4 years old by Aug. 31. ECEAP services are provided through a contract with the city of Seattle.

Project DATA (Developmentally Appropriate Treatment for Autism): Project DATA—Developmentally Appropriate Treatment for Autism—is a program in which children on the autism spectrum currently enrolled in our preschool or ECEAP programs can receive extended-day services. Project DATA emphasizes blended strategies (ABA, Early Childhood Special Education, Early Childhood) and teaches discrete skills and skill sets to promote independence in the classroom environment. A nationally recognized program that began at the Haring Center, Project DATA is the model for which SPS designed its extended day special education program. Project DATA is provided through a contract with Seattle Public Schools.

Kindergarten: The EEU provides a full-day, blended kindergarten program that includes students with and without disabilities. The program emphasizes the development of academic, social, communication and motor skills that enable children to successfully transition to the least restrictive environment the following year. The EEU has two kindergarten classrooms. These services are provided through SPS.

Note: Enrollment in any of the programs at the EEU does not guarantee admission to any other EEU program, for that child or any other family members.

Get Involved

Welcome! You are now a part of one of the most innovative and highly accredited early childhood programs in the nation. We strive to provide not only your child(ren), but your entire family, with the tools, support and encouragement needed to enjoy your child’s entry into the world of education! We all must work together and stay involved so we can benefit from all that the EEU has to offer as a community.

Volunteering

The EEU welcomes volunteers from many different sources and values them as an important part of the work we do with our students. Family caregivers, community members and college students are all eligible to volunteer at the EEU school. The EEU does prioritize UW student volunteers as a part of the University of Washington. Interested people must go through the official application process with our administrative staff and complete required tasks before being allowed in our classrooms. These tasks include fingerprinting and signed acceptance of several policies and procedures aimed at keeping our students safe.

| Volunteers will | Volunteers will not |
|---|--|
| <ul style="list-style-type: none"> • Apply with EEU administration. • Complete required onboarding tasks. • Visit a classroom according to the teacher’s schedule. • Sign in and out at the front desk for every shift. • Wear an identification badge for the duration of their stay. | <ul style="list-style-type: none"> • Be eligible to volunteer in the classroom at the last minute. • Be left alone with a student. |

Advancement Team

The advancement team strives to make the Haring Center the best place for inclusive early learning in the world. This goal is made possible by our fully integrated advancement model, which brings together development, alumni and stakeholder engagement, and marketing and communications. The advancement team creates meaningful connections with our stakeholders that foster pride, advocacy and philanthropic support.

The advancement team has already begun plans for the annual auction in May which supports the EEU School and we would love your help. There are a number of ways to get involved and volunteering for the auction is one of them. We could use all the help we can get! If you’re interested in supporting advancement efforts through volunteering, advocacy or your own philanthropic support, please contact us:

Noam Stoker / Stewardship & Events Manager / nsoker@uw.edu / (336) 508-8621
Robin Armstrong / Associate Director for Advancement / robinarm@uw.edu / (563) 506-4635

Family Support Program

We designed the EEU Family Support Program to support families and caregivers as they navigate the challenging and rewarding journey of raising young children. Through the Family

Support Program, we are pleased to offer a variety of services, programs, and resources to all families at the EEU. For additional information, please contact family-support@uw.edu or call 206-543-4011 and request to speak to someone from the Family Support Program.

Family Support: We provide an opportunity to network with other EEU Families. The caregivers and parents of EEU students are dynamic and resourceful, not to mention talented and fun. Interacting with other families is a good way to learn about resources for children, fun places for children, parenting tips, etc.

Information: A newsletter is sent out via email that keeps you up to date with the most current information regarding upcoming events, fundraisers and latest news.

CLASSROOM POLICIES & PROCEDURES

Communicating with Classroom Staff

You are always welcome to call teachers on their direct line before/after class, contact them by email or via the Remind App. You may also contact the school office (206-543-4011) to leave a message with someone directly during class.

Families are welcome to observe classroom activities in the observation booths during class times—they have one-way glass so that you can see the children, but the children can't see you. When you visit the school and classroom to participate and/or observe, you will check-in at Reception to sign in. **You must wear a Visitor Badge while in the building.**

Observation Booth Etiquette

The classroom observation booths have a maximum capacity of 3 adults at a time. Frequently, other groups affiliated with the Haring Center may occupy the booths. Some of these groups are College of Education researchers, trainers, supervisors observing graduate students. As well, EEU administration may be observing to support teaching teams. Please sign up for a time in the observation booth with the front office. A schedule on the booth door will be posted daily. The booths may be booked by other groups. In addition, please be mindful of allowing others some time to observe. Please be respectful in the booth and remember you are there to observe your child. Please do not discuss what you observe about any children with other families. Confidentiality is expected.

What Should Your Child Wear to School?

Children will be learning and playing in a variety of ways while they are here at the EEU. We would like to make the following recommendations to better assure your child's comfort, safety, and happiness:

1. Have your child wear shoes with non-skid soles (i.e., tennis shoes).
2. Have your child wear clothes which are okay to get dirty during messy activities such as painting, gluing and playing with play-doh, etc.
3. Have your child wear clothes which are appropriate for the weather conditions (i.e., raincoat, warm shoes, light clothes, etc.).

4. Please send a backpack with a change of clothes. The backpack will also be used for notes to and from your child's teacher.
5. **Please write your child's name on EVERYTHING you send to school.**

Lost & Found

Check first that a lost item is not in the classroom or left on the bus, then check with Reception to access the lost and found. **Please print your child's name on clothing so that if it is misplaced, it can be returned to the classroom teacher.**

Address & Phone Number Changes/Emergency Contacts

Please keep the EEU Front Office informed of up-to-date addresses, phone numbers and Emergency Contacts. We depend on this information in case you cannot be reached in the event of illness or emergency. **Your assistance in providing complete & current information is important. You can update your information with us in email at eeu-office@uw.edu or in person at the school office.**

Attendance in School

The goal of the classroom programs at the EEU is to provide a positive educational experience to children with diverse abilities in a setting that enhances the strengths and supports the needs of all children in the program. In support of that goal we also aim to enhance the competence and confidence of the families with whom we work. Parents must notify the Front Office if a child will be absent from school. If a child does not arrive at school and there is no contact from the family, EEU staff will attempt to reach the family to check-in.

Attendance Policy Statement

Agency staff must work with families to support regular attendance. If regular attendance is not maintained, this should be discussed with the family and a plan must be developed and documented in ELMS.

Dis-Enrollment Policy

In accordance with SPP attendance guidance, families are encouraged to bring their child to preschool every day and minimize school absences whenever possible. An absence is defined as any time a child is not in class, at preschool or participating in a school- sponsored activity in lieu of attending preschool (e.g. on a field trip). An absence from preschool is defined as any time a student misses a whole day of preschool. Children who are absent for extended periods do not receive the benefits of the preschool program and also may prevent another child from receiving those benefits (i.e. if another child is waiting to enroll in that spot).

Dis-Enrollment Policy for Families Taking Extended, Planned Absences

A child at the EEU may lose enrollment in the program after 20 consecutive school days of planned/communicated absences.

Dis-Enrollment Policy for Uncommunicated Absences

If after 5 consecutive school days, a family has not communicated* their child's reason for absence with their teacher or the EEU administration, the school will issue a written notification

to the family on “School Day 6” that the process of exiting their child from the EEU will begin. If the EEU does not receive communication from the family by the end of “School Day 10” of absences, the City of Seattle or the EEU reserves the right to exit the child from SPP and enroll a new child from their waiting list.

*An uncommunicated absence is when a child’s family does not inform their SPP Provider within the first 5 school days of the reason for the child’s absence.

Extended Absences Include the Following:

- A child or family member is hospitalized. (Hospitalization of the family member may impact the child’s ability to attend if this is the child’s primary transportation to school).
- A child is incapacitated due to serious illness or injury such as asthma.
- A child cannot attend class because he or she has to receive medical/dental treatment or therapy at the time class is being held.
- There is a death in the child’s family.
- The child’s attendance is affected by temporary family circumstances.
- The child’s attendance is affected by temporary facility or program circumstances.
- The child is absent due to cultural/religious observation or vacation.
- For other reasons of extended absences, the agency must communicate with their Early Education Specialist for approval.

The agency must develop a written plan that outlines steps to ensure that children attend regularly and document this information in ELMS. If the patterns continue, the agency must put a plan in place to exit the child.

Absence Due to Illness

If your child is sick or will be staying home for any reason, please inform the EEU Office. Please give your child’s name, their teacher’s name, and the reason for the absence. Also call the Seattle School District Transportation Office (206-252-0900 or transdept@seattleschools.org) to cancel bus service when your child will be absent. **If your child missed more than 2 days in a row of bus (without communication to the transportation office), their bus will be cancelled, and you must call the transportation office to RESUME bus service.**

The following is a list of symptoms for which your child should stay at home, or other arrangements should be made for their care:

1. **Fever (> 100.4 ° F)**

Any one or more of these new, changed, or worsening symptoms:

2. **Shortness of breath or difficulty breathing**
3. **Muscle or body aches**
4. **Loss of taste or smell**
5. **Congestion or runny nose**
6. **Cough**
7. **Nausea, vomiting, or diarrhea**
8. **Headache**

9. Sore throat
10. Fatigue that limits participation in daily activities
11. Rash (especially with fever or itching)
12. Eye discharge or conjunctivitis (pinkeye): until clear or until 24 hours of antibiotic treatment
13. Sick appearance, not feeling well, and/or not able to keep up with program activities
14. Open or oozing sores, unless properly covered and 24 hours have passed since starting antibiotic treatment, if antibiotic treatment is necessary.
15. Lice or scabies:
 - Head lice: until after the first treatment.
 - Scabies: until after treatment

Following exclusion, children can return to their classroom when they have had no fever for the past 24 hours (without the use of medication) AND any other symptoms have improved. In addition, a child should be 24 hours free of any vomiting or diarrhea episodes and be able to tolerate their regular diet.

Children with mild cold symptoms who do not have any symptoms described above and are able to participate in all school activities do not need to be excluded from school. Children with chronic greenish nose discharge, and/or a chronic cough, should be seen by a health care provider. Children with ear infections do not need to be excluded, but the child needs to receive medical treatment and follow up. Untreated ear infections can cause permanent hearing loss. We regret any inconvenience this may cause parents, however, we need to enforce this policy to protect other children and staff from unnecessary exposure to communicable disease. Additionally, we are unable to provide the kind of care and attention that an ill child needs. If you work outside the home, please have a “back up” plan of care for when your child is ill.

Discipline Policy

Behavior management in the classroom is an individual process determined by the needs of the child. Most classroom behavior is managed by providing the children with motivating, developmentally appropriate activities, through redirection, presentation of acceptable choices, removal from reinforcing situations, and calm but firm verbal reprimands. In circumstances where safety is an issue, teachers will intervene in the least intrusive way possible.

For continuing disruptive behaviors, individual plans will be designed by the student’s instructional team. Parents will be advised in these situations. For a more detailed explanation of the above strategies or for any questions regarding behavior management in our classrooms, please feel free to call your child’s teacher.

PAO-27 Child Guidance, Restraint, and Isolation Policy

The goal of all classrooms at the Experimental Education Unit (EEU) is to create an environment where children experience membership, belonging, a sense of safety and success. This goal is

accomplished through partnership between the school and the families to provide support to children as they learn, grow and thrive in the classroom and at home.

Teachers and staff are responsible for providing opportunities for authentic social engagement in the classroom and for teaching social skills in a developmentally appropriate manner. Teachers will receive professional development and training on social skills instruction.

As children are learning in the area of social emotional learning, some children may need additional or individualized supports. In these instances, teachers and staff will identify modifications and support that can be put in place in the classroom and at home to support children learning and meeting behavior expectations.

If individual instruction is needed to teach skills, teams will develop embedded learning plans focused on specific social emotional learning outcomes that can be taught within the context of ongoing classroom activities and supported at home.

If a child needs specific support around challenging behaviors that interfere with their learning, the learning of others or create a safety concern in the classroom the team is required to work with administration, a professional with knowledge special education and the family to develop a plan that allows the child to be successful across environments.

Plans must include the following components:

1. Prevention: **A safe environment begins with (1) healthy relationships and (2) supportive environments.** All plans at the EEU begin with implementing strategies and supports utilized proactively with all children to promote positive interactions.
2. Modifications: When a child's behavior or skills affect their ability to participate in the classroom curriculum, the classroom staff will implement modifications to the activities in order to increase the child's participation and independence.
3. Functional Behavior Assessment: When an individual child's behavior continues to interfere with learning and/or safety despite preventive measures, the staff at the EEU, in coordination with the administration team, will conduct a Functional Behavior Assessment (FBA) to determine the function of the behavior. Identification of the function will be used to develop a plan for reducing the behavior and teaching replacement behaviors.
4. Plan: Include strategies that **prevent** problem behaviors from occurring, **teach** new skills, and provide **feedback** to the student.

All persons on the premises are prohibited from engaging in the following behaviors:

- Verbal abuse, such as yelling, shouting, name calling, shaming, making derogatory remarks about a child or the child's family or using language that threatens, humiliates or frightens a child
- Constantly using the words, "don't", "stop", "shouldn't" and "no"
- Using food as a punishment or reward
- Corporal punishment, including any means of inflicting physical pain or causing bodily harm to the child
- Holding, grabbing, or moving a child in an aggressive manner to cause them to comply

- The use of physical restraint methods injurious to a child or any closed or locked time-out room

Zero Suspension & Expulsion Policy

The EEU will not suspend or expel any child based on behavior. Exclusionary discipline practices deprive children of valuable early learning experiences and teach them to believe that there is something wrong or bad about them. When children are excluded from learning environments by being suspended or expelled, they miss valuable educational opportunities and are at greater risk of disengagement and diminished educational opportunities.

When a child exhibits persistent and serious challenging behaviors, a program must explore all possible steps and document all steps taken to address such problems, and facilitate the child's safe participation in the program.

PAO-26 No Expulsion Policy

Children will not be expelled or suspended from the EEU. The Experimental Education Unit (EEU) is committed to providing a positive educational experience to children with diverse abilities in a setting that provides an opportunity to build memberships, establish relationships, and develop functional skills. This cannot be accomplished if the student is not at school because of expulsion or suspension.

In instances of behavior that interfere with learning or create a safety concern in the classroom the team is required to work with administration, a professional with knowledge special education and the family to develop a plan that allows the child to be successful across environments. All classrooms at the Experimental Education Unit (EEU) have a special education teacher as a team member. Classrooms have access to a student intervention team that may include a school nurse, BCBA, child psychologist and other professionals as needed. Staff are also trained annually on positive behavior support, de-escalation, intervention & prevention.

While no child or family will be asked to leave the EEU, the school will work with the family to identify community resources to best meet the needs of the child and family if the appropriate supports are not available at the EEU.

Medication/Health Conditions

If your child needs to receive any medications during the school day, by prescription or over the counter, the necessary forms MUST be on file before the medications can be given. Please contact the School Nurse ahead of time to get the forms. All medication will be stored locked in the nurse's office or the classroom, and will only be administered according to the label or written instructions from a health care provider by the nurse or a trained staff member. Each dose will be recorded on a log.

Please notify the School Nurse if your child has a health condition such as a severe allergy, a seizure disorder, or asthma so that a classroom health care plan can be put into place.

Food Allergies

Snack is served daily in all classrooms, and meals are served in our Enhanced Services through ECEAP program and kindergarten classrooms. All foods are nut-free in accordance with our nut-free policy. Please notify the school nurse, cooks, and classroom teacher about other food-allergy related alternatives needed. For families who would like their child to follow an alternative diet, please consider bringing those appropriate (nut-free) foods to school.

EEU is a Nut-Free Zone.

DO NOT send any nuts, coconut or nut products to school with your child. This includes potlucks, birthday treats and other special occasions at the EEU. There are children at the EEU who have a life-threatening allergy to nuts. Our staff also follow this policy. If you have any questions please contact our School Nurse.

Nutrition and Physical Activity

Goals:

1. Children will learn why eating healthy is good for their bodies.
2. Children will know it is important to exercise every day.

Children need access to healthy food options and physical activity daily which is of moderate or a high intensity activity.

Being aware of children’s ethnic and cultural background can help everyone know how to best teach them about food and physical activity choices. Learning about the foods that children and families eat; the physical activities they engage in and the games and group activities they participate in will increase the opportunities that all children in the program will eat healthy and exercise daily.

All staff will work together to remove any potential barriers that may affect a child’s ability to participate in physical activity. This will be done by working in collaboration with caregivers, teacher and center staff.

All staff will lead by example—children make more healthy choices when they see adults including healthy habits in their lives. Model and encourage an active lifestyle. Praise and encouragement help youth to be active.

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| <p>A Focus on Nutrition:</p> <ul style="list-style-type: none"> ▪ Supports healthy lifestyles ▪ Limits sugary foods and foods with added sugar ▪ Reduces obesity ▪ Gives students exposure to a variety of food | <p>Regular physical activity helps with:</p> <ul style="list-style-type: none"> ▪ Controlling weight ▪ Reducing risks of heart disease; type 2 diabetes; and some cancers ▪ Strengthens bones and muscles ▪ Raises “good” cholesterol and improved mental health ▪ Gaining self-confidence and self-esteem |
| <p>Physically fit children:</p> <ul style="list-style-type: none"> ▪ Are better able to concentrate | <p>Physical activity contributes to:</p> <ul style="list-style-type: none"> ▪ Brain growth ▪ Social and communication skills |

| | |
|---|---|
| <ul style="list-style-type: none"> ▪ Are able to devote more cognitive resources to a task; and for longer periods | <ul style="list-style-type: none"> ▪ Hand-eye coordination ▪ Cognitive skills ▪ School readiness |
|---|---|

Outside Play Guidance: Full Day (60-90 minutes): Research shows that outside play increases the likelihood that moderate to vigorous activity goals are met better than any other type of play. Staff will provide at least one activity per month focusing on child nutrition and document this on the lesson plan.

Learning and Building Healthy Bodies Throughout the Day

At Meals and Snacks: Help create conversations at meals and snacks that reinforce healthy choices. This includes not only the foods we eat but the activities we take part in as well. During the meal, talk with children about what activities they like to do at home for exercise. Ask open-ended questions and chart/graph their responses to display in the classroom.

Classroom Centers: Put a health food options and/or a model of the human body or an animal body that shows the muscles and bones into the Discovery Center. Let children make observational drawings. Add a dramatic play center for a sports equipment store or an exercise center/gym.

Transitions: Use songs and chants to reinforce new information and to emphasize key messages about the importance of nutrition, movement and exercise for health. Talk with students about things like walking the dog, dancing with your family or raking leaves in the yard as examples of good ways to get exercise.

Home-School Connections: Send home a newsletter or class letter that gives caregivers the information that you are teaching children about nutrition or physical activity and tells them about what you will be studying. Keep families informed of your daily activities with daily take-home cards. Families contributing to the classroom: Let families know ways they can contribute such as writing on a 3X5 card that you have sent home about their favorite way(s) their family gets exercise.

Families at School: Create a consensus board around physical activity. We know children are influenced by messages they see in their daily lives. Creating a consensus board lets children and families share about healthy choices and can have a strong influence on their decisions.

Seattle Public School District Transportation

If your child has an IEP (Individual Education Plan), they are eligible for district-provided transportation M-F to and from EEU School. We follow the health and safety policies and procedures implemented by Seattle Public Schools.

Permanent Transportation Changes: Parent/Guardian(s) must email the EEU Bus Coordinator, or call the EEU Front Office to request any on-going change of bus pick-up or drop-off. The Bus Coordinator is a liaison to SPS Transportation to implement any change requested.

Temporary Change of Pick-Up or Drop-Off: Occasionally it is necessary to change the pick-up or drop-off for a child for a single day due to illness or when an emergency arises. Please follow these guidelines:

1. For an **emergency day-of change in the pick-up address, or cancellation of a pick-up due to illness**, call the SPS Transportation Department Directly (206-252-0900) before your child's morning pick-up time.
2. For any **day-of drop-off changes**, contact the EEU School Office (206-543-4011), please leave a voicemail, if necessary.
3. **Parent/Guardian(s) should email a written notice to the EEU School Office for an emergency change of drop-off address.** This is for your child's protection. Office staff will help coordinate the change so that the school district, bus driver and teacher all get the updated bus information that day. You can email eeuoffice@uw.edu to reach the team.

Concerns or Questions about Bus Transportation: If you have any questions or concerns about your child's bus transportation, please contact Meghan Hanlon at 206-221-3028 or meghane@uw.edu. If the EEU Program Coordinator is not available to help, please call Seattle Public Schools Transportation Department at (206) 252-0900 or try our EEU School Office at 205-543-4011.

Emergency Procedures

All staff at the EEU follow safety rules and regulations as required by the State of Washington, Seattle School District, and the University of Washington. Fire drills are conducted regularly during class hours in cooperation with the University and the Seattle Fire Department. A comprehensive EEU School safety protocol manual is reviewed and updated by administrators as required. All classrooms are equipped with first aid and disaster kits and classroom staff are up-to-date on their CPR and First Aid certification.

All emergency procedures are available online to families or in print onsite at EEU School.

Snow Policy

EEU follows Seattle School District on school closure.

- 1) **If Seattle School District is open and on time; but using emergency bus routes***; then: EEU is open for Kindergarten and Preschool **using emergency bus routes**. Early Support Toddler Time is open.
- 2) **If Seattle School District is open & operating on a 2 hour delayed schedule; but using emergency bus routes***; then: EEU follows a delayed school schedule for Kindergarten and Preschool **using emergency bus routes**. Early Support Toddler Time is open; depending on the duration of the late start. Toddler Time families will be contacted.
- 3) **If Seattle School District is closed: ALL EEU CLASSES ARE CLOSED.**

If Seattle schools buildings are closed with students at home engaged in remote learning, we will use technology and remote learning instruction so students can continue to learn from home during inclement weather/snow days. When a

classroom is closed for any reason, that classroom will also engage in remote learning. If families do not have access to technology, please contact family support.

The Principal will send out an email to the parent listserv in case of school delay or closure. You can also check the internet or listen to radio or TV stations for announcements.

** Note: If your child rides the school bus, the district sends out alternate locations for pick-up and drop-off for the emergency snow bus routes.*

Weapons Policy

The possession or use of firearms, explosives, dangerous chemicals or other dangerous weapons or instrumentalities on the university campus, except for authorized university purposes, is prohibited by WAC 478-124-020(2)(e) and 478-120-020(3)(f). Written approval is required prior to accessing university property with the prohibited items listed above. Approval must be obtained from the Chief of Police or any other person designated by the President of the University.

To request approval in writing, mail your request to:

University of Washington Police Department

ATTN: Chief of Police

Bryants Building, Box 355200

1117 NE Boat Street

Seattle, WA 98105

If you do not have this approval, you must store your weapon with the UWPD for safekeeping while you are on campus. To schedule an appointment to secure your weapon at the UWPD, call 206.685.UWPD (8973). Violation of this policy by students, faculty, staff or visitors to the Seattle campus may be subject to disciplinary actions and/or civil or criminal citation. One must be aware of campus boundaries regarding this policy; campus boundaries are described on the UWPD Web site at <http://police.uw.edu/aboutus/jurisdiction/>.

RIGHTS AND REGULATIONS

Individual Rights

All individuals receiving services from the Experimental Education Unit have the right to:

- Respectful staff-to-participant interactions
- Be treated with dignity and respect and free from abuse
- Privacy
- Safeguarding of personal information

Reporting on Your Child's Progress

Your child's teacher will provide updates three times a year regarding your child's progress. You may also, at any time in the school year, call, e-mail or schedule a time to meet with the teacher.

If your child is receiving special services, you will be meeting with your child's IEP team as outlined in the Individual Education Plan (IEP). Children under the age of three have an Individual Family Service Plan (IFSP).

Confidentiality & Records Retention

All student records are kept in secure files and can only be read by guardians of the student and EEU authorized personnel and trainees. Records and information are only exchanged with agencies outside of the EEU when we have your signed consent. Our policy is to maintain confidentiality at all times, including conversations.

Media Policy

As many of you know, the EEU is not only a school, but is also a training facility at the Haring Center, that is part of the University of Washington's College of Education, that trains teachers and other early childhood education professionals in best practice. This training allows us to make sure that the high quality, inclusive, and effective teaching and intervention practices that our EEU teachers and staff use here can be used by teachers all across the state of Washington and beyond, so that ALL children in our country are able to benefit from inclusive programs.

An important part of training, is observing the EEU classrooms, so that trainees can see the practices, processes and effectiveness of faculty and staff in action. We know that this observation makes it far more likely that trainees will be able to take the skills and practices back and successfully use them in their own classrooms. Through a generous grant from Washington's Department of Early Learning, we've been able to install cameras in each classroom at the EEU. These cameras are being used to allow trainees to watch what's happening in EEU classrooms as part of their training experiences. These cameras function as an extension of the EEU observation booths – only people registered for training through the Haring Center will be able to access them, and they will never watch the classrooms on their own, only when they are joined by a training staff member. The equipment is only on if it is being used by a training staff, or Student Intervention Team (SIT) member, otherwise, the cameras are off. They are not recording or sending video at all when they are not in use.

That being said, there are infrequent times when an in-house photographer visits classrooms to capture images of what the professionals do at the EEU to be used in promotional materials such as social media platforms and informational program descriptions for prospective families and donors. Thank you for your attention to this matter. If you have any concerns, please feel free to contact our EEU School Principal.

Notice of Nondiscrimination and Accessibility

The Haring Center complies with applicable Federal civil rights laws and does not discriminate against any person basis of sex, gender identity, race, ethnicity, color, religion, age, national origin, citizenship, ancestry, physical or mental disability, health, family configuration, sexual orientation, gender expression, culture, veteran status, stages of child development including toilet learning or public assistance recipient status. The Haring Center:

- Provides free aids and services to people with disabilities to communicate effectively with us, such as: (a) qualified sign language interpreters; and (b) written information in other formats (large print, audio, accessible electronic formats, other formats).
- Provides free language services to people whose primary language is not English, such as: (a) qualified interpreters; and (b) information written in other languages.

If you need additional information about the above services, please contact The Haring Center at (206) 543-4011. If you are deaf or hard of hearing dial 1-800-833-6384 or 7-1-1 for Telecommunications Relay Services.

If you believe that The Haring Center has failed to provide these services or discriminated in another way on the basis of race, color, national origin, age, disability, sex or gender identity, you can file a grievance with: The Haring Center 1981 NE Columbia Rd, Seattle, WA 98195 Phone: (206) 543-4011 / Fax: (206) 543-8480 email: ctm@uw.edu; hccgcomp@uw.edu. You can file a grievance in person or by mail, telephone, fax, or email. If you need help filing a grievance, the Haring Center is available to help you.

You can also file a civil rights complaint with the U.S. Department of Health and Human Services, Office for Civil Rights, electronically through the Office for Civil Rights Complaint Portal, available at <https://ocrportal.hhs.gov/ocr/portal/lobby.jsf>, or by mail or phone at:

U.S. Department of Health and Human Services
200 Independence Avenue, SW
Room 509F HHH Building
Washington, D.C. 20201
1-800-368-1019, 800-537-7697 (TDD)
Complaint forms are available at <http://www.hhs.gov/ocr/office/file/index.html>

Getting Help in Other Languages

Español (Spanish): ATENCIÓN: si habla español, tiene a su disposición servicios gratuitos de asistencia lingüística. Llame al 1-206-668-1285.

繁體中文 (Chinese): 注意：如果您使用繁體中文，您可以免費獲得語言援助服務。請致電 1-206-668-1285。

Tiếng Việt (Vietnamese): CHÚ Ý: Nếu bạn nói Tiếng Việt, có các dịch vụ hỗ trợ ngôn ngữ miễn phí dành cho bạn. Gọi số 1-206-668-1285.

한국어 (Korean): 주의: 한국어를 사용하시는 경우, 언어 지원 서비스를 무료로 이용하실 수 있습니다. 1-206-668-1285 번으로 전화해 주십시오

Русский (Russian): ВНИМАНИЕ: Если Вы говорите на русском языке, то Вам доступны бесплатные услуги переводчика. Звоните по телефону 1-206-668-1285.

Tagalog (Filipino): PAUNAWA: Kung nagsasalita ka ng Tagalog, maaari kang gumamit ng mga serbisyo ng tulong sa wika nang walang bayad. Tumawag sa 1-206-668-1285.

Українська (Ukrainian): УВАГА! Якщо Ви розмовляєте українською мовою, Ви можете звернутися до безкоштовної служби мовної підтримки. Телефонуйте за номером 1-206-668-1285.

ខ្មែរ (Cambodian): ប្រយ័ត្ន: បើសិនជាអ្នកនិយាយ ភាសាខ្មែរ, សេវាជំនួយផ្នែកភាសា ដោយមិនគិតល្អល គឺអាចមានសំរាប់បំរើអ្នក។ ចូរ ទូរស័ព្ទ 1-206-668-1285 ។

日本語 (Japanese): 注意事項: 日本語を話される場合、無料の言語支援をご利用いただけます。1-206-668-1285. まで、お電話にてご連絡ください。

አማርኛ (Amharic): ማስታወሻ: የሚናገሩት ቋንቋ አማርኛ ከሆነ የትርጉም እርዳታ ድርጅቶች፣ በገዳ ሊያግዝዎት ተዘጋጅተዋል። ወደ ሚከተለው ቁጥር ይደውሉ 1-206-668-1285.

Oroomiffa (Cushite): XIYYEEFFANNAA: Afaan dubbattu Oroomiffa, tajaajila gargaarsa afaanii, kanfaltiidhaan ala, ni argama. Bilbilaa 1-206-668-1285.

ملوحظة(ARABIC): إذا كنت تتحدث اللغة العربية ، فإن خدمات المساعدة اللغوية تتوافر لك بالمجان. اتصل بالرقم 1-206-668-1285. مستشفى هابرفيو
او بالمركز الطبي لجامعة واشنطن بالرقم 1-206-668-1285.

ਪੰਜਾਬੀ (Punjabi): ਧਿਆਨ ਦਿਓ: ਜੇ ਤੁਸੀਂ ਪੰਜਾਬੀ ਬੋਲਦੇ ਹੋ, ਤਾਂ ਭਾਸ਼ਾ ਵਿੱਚ ਸਹਾਇਤਾ ਸੇਵਾ ਤੁਹਾਡੇ ਲਈ ਮੁਫਤ ਉਪਲਬਧ ਹੈ। 1- 1-206-668-1285. 'ਤੇ ਕਾਲ ਕਰੋ।

Deutsch (German): ACHTUNG: Wenn Sie Deutsch sprechen, stehen Ihnen kostenlos sprachliche Hilfsdienstleistungen zur Verfügung. Rufnummer: 1-206-668-1285.

ພາສາລາວ (Lao): ໂປດຊາບ: ຖ້າວ່າ ທ່ານເວົ້າພາສາ ລາວ, ການບໍລິການຊ່ວຍເຫຼືອດ້ານພາສາ, ໂດຍບໍ່ເສັຽຄ່າ, ແມ່ນມີພ້ອມໃຫ້ທ່ານ. ໂທ 1-206-668-1285.

Non-Discrimination and Non-Retaliation

The University of Washington, as an institution established and maintained by the people of the state, is committed to providing equality of opportunity and an environment that fosters respect for all members of the University community. This policy has the goal of promoting an environment that is free of discrimination, harassment, and retaliation. To facilitate that goal, the University retains the authority to discipline or take appropriate corrective action for any conduct that is deemed unacceptable or inappropriate, regardless of whether the conduct rises to the level of unlawful discrimination, harassment, or retaliation.

University Policy:

- Prohibits discrimination or harassment against a member of the University community because of race, color, creed, religion, national origin, citizenship, sex, age, marital status, sexual orientation, gender identity or expression, genetic information, disability, or veteran status.
- Prohibits any member of the University community, including, but not limited to, academic personnel, staff, temporary staff, academic student employees, student employees and students at

all University campuses and location, from discriminating against or unlawfully harassing a member of the public on any of the above grounds while engaged in activities directly related to the nature of their University affiliation.

- *Prohibits retaliation against any individual who report concerns regarding discrimination or harassment, or who cooperates with or participates in any investigation of allegations of discrimination, harassment, or retaliation under this policy, or any individual who is perceived to have engaged in any of these actions.*

Grievance Procedure

From time-to-time, a person with disabilities or their parent or guardian may disagree with a decision made by staff of the Experimental Education Unit. When this happens, we want to make sure all conflicts are fully negotiated. Any family can utilize the grievance process without penalty or retaliation from the EEU or anyone working for the EEU. If a conflict arises, which cannot be resolved through regular lines of communication, the following procedure will be observed:

- *Attempt to work out the conflict with the immediate person in charge, a supervisor, employment specialist, etc. Remember that you may have an advocate to support or to represent you at any step of this procedure. Try to work out the conflict within two weeks of the original dispute and if the conflict cannot be resolved:*
- *Ask for a meeting with the Principal or Supervisor and explain the situation to them. You may be asked to document the dispute in writing. The Principal or Supervisor will make a decision on the conflict within five working days.*
- *If you are still not satisfied with the decision, please make an appointment, or contact the Director of the Haring Center and explain the situation to them. You may be asked to put the conflict in writing. The Director of the Haring Center will make a decision regarding the conflict within five working days. If you are still not satisfied with the decision of the director, you will be referred to a representative of the Dean's office of College of Education, who will: 1) review your complaint or conflict, 2) make a decision in writing and 3) give you a copy within five working days.*
- *If complaint is unresolved at the EEU level contact dcyf.eceap@dcyf.wa.gov*

Retaliation is prohibited from using the grievance process. We work to provide the best and most appropriate program for your child, and we want to respond to your concerns. Using these steps will help us in providing a high quality program. Your participation, comments, and suggestions are always welcome. You may also have a third party advocate at any time during this process.

School Insurance

The EEU does not offer school insurance to parents. However, most school districts do, so call the school district if you have any questions.

Child Abuse & Neglect

In accordance with RCW 26-44.030, the EEU is required to report any and all suspected cases by phone immediately to Child Protective Services (CPS) and file a written incident report within one business day. All EEU professionals are mandated reporters and obligated by law to report any suspected incidents of abuse or neglect to CPS, and may be charged with a gross misdemeanor if they do not [RCW 26.44.080 and RCW 74.34.053].

UW PARKING & CHILD DROP-OFF/PICK-UP PROCEDURE

The EEU welcomes your participation in your child's classroom and in family activities. Please let us know if you are volunteering in your child's classroom, participating in EEU Family Council activities or attending Family Support Program events; our program can help support the cost of parking for specific meetings and events.

EEU families must follow all UW parking policies as outlined below. In order to coordinate buses, and ensure that drop-offs, pick-ups and parking run as smoothly as possible. **All Kindergarten and Preschool pick-up and drop-off occur inside the EEU building at the child's classroom. Safety is our primary concern and this procedure helps us ensure the safety of the children at the EEU.** *There is no parking in the bus lane in front of the Haring Center EEU building or in the round-a-bout. All cars may be ticketed and/or towed by UW parking if parked in these areas.

Early Pick-up from School: A Caregiver will need to sign your child out of school with the office staff for any time early pick-up from school is necessary. There is a lavender colored "Student Early Pick-Up" sign-out sheet at the front desk window.

S-03 "30 min" QR Code (w/EEU Caregiver Badge):

- This QR Code Permit provides thirty (30) minutes of complimentary parking to drop-off and pick-up your child from EEU School.
- Scan QR Code Permit upon entering and exiting the S-03 parking garage.
- Caregiver Badges need to be visible in your car (hung on rearview mirror or visible on dash) while parked.
- Families need to use safety when walking to and from parking garage.

Pre-arranged & Self-Serve Parking with a UW Coupon Code: Pre-approved codes can be used for school events and planned meetings. Your child's head teacher or another school official may share a 1 hour, 2 hour or 3 hour code with you that can be used on a specific date. **To use these codes, make sure to note which self-service parking lot (E-19 and E-20) your coupon is approved for and follow the instructions provided to you.** UW will bill EEU for the cost to park.
* Vehicles parked outside of permitted area will be subjected to citation.

UW Parking Basics

Please ask the UW Gatehouse for support with disability parking and building access information if needed. Please adhere to all posted restrictions.

General information can be found online at UW Parking website:
<https://transportation.uw.edu/park/visitor>