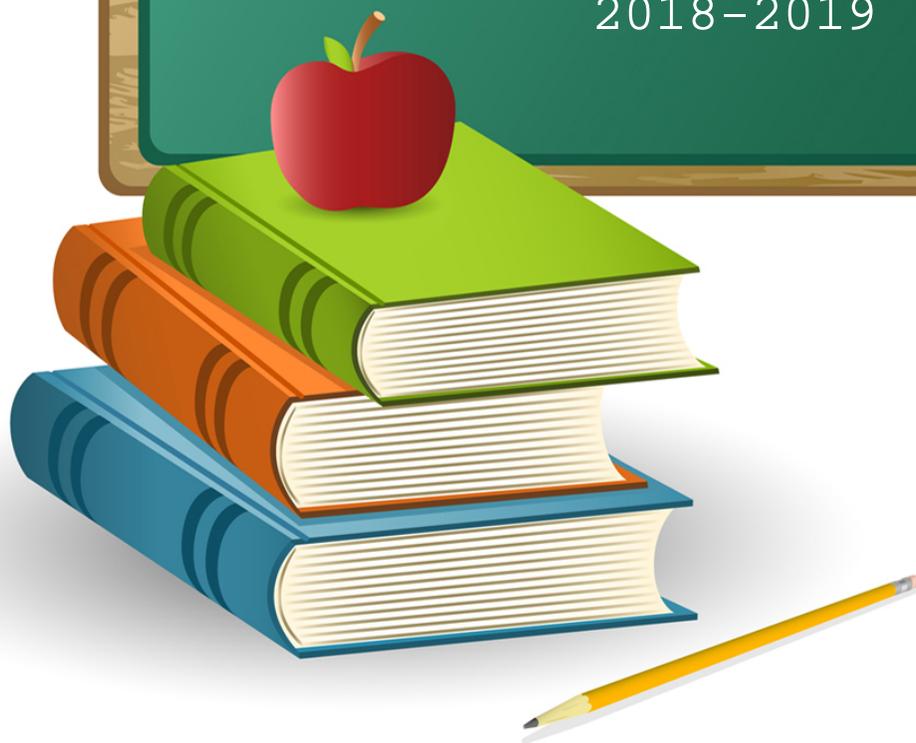




Lewis ♥ Clark  
Early Childhood  
Program



Head Start/ECEAP  
**Family Handbook**

# LCECP Organizational Statement

Welcome to Head Start/E.C.E.A.P (Early Childhood Education and Assistance Program)! This is a “Family-centered” program with at least 90% low-income families, based on federal guidelines. This handbook is provided to each family to help you understand how our program operates and help you understand our policies and procedures.

## VISION STATEMENT

Nurturing children,  
Empowering Families

## MISSION STATEMENT

Upholding best practice standards in Early Childhood Education through quality services.

## PHILOSOPHY STATEMENT

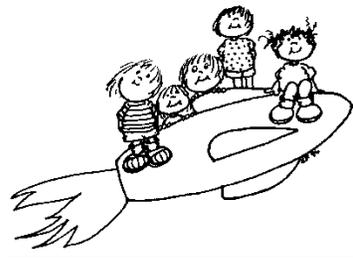
Lewis-Clark Early Childhood subscribes to a belief that healthy families and children are the most basic elements in any viable, productive society or community. Our Program’s efforts are guided by the belief that “We’re here to do what’s best for families and children.” We keep this belief foremost in our minds to guide our decisions.

## VALUES STATEMENT

As professionals we value integrity, communication, and teamwork.

We work together, reflecting these values, treating all with dignity and respect.

Lewis-Clark Early Childhood Program’s overall goal is to provide a well-rounded, individualized, developmentally appropriate experience for pregnant women, children and families.



## **ATTENDANCE POLICY**

Our program is funded based on child attendance. It is very important that your child attend each day.

Please call the classroom staff if your child is going to be absent. If it is not part of your usual routine and your child is late your Family Advocate will contact you within an hour of class time.

If your child is unable to maintain regular attendance, we may be required to offer your spot to another family who is in our waiting file. Please let us know if there are special circumstances in which we may be able to help.

## **CHILD ABUSE AND NEGLECT POLICY**

The National Child Welfare and Adoption Reform Act, passed in 1980, states that anyone whose profession brings them into contact with children are mandated to report suspected abuse and/or neglect. Failure to do so could result in a substantial fine and jail time.

### **Definition of Child Abuse and Neglect**

**Physical Abuse:** A child has sustained physical damage such as bruises, lacerations, fractures, or burns as a result of non-accidental physical act or acts.

**Sexual Abuse:** Contacts of interaction between a child and an adult when the child is being used for sexual stimulation of that adult or another person. Sexual abuse may also be committed by a person under the age of 18, when that person is either significantly older than the victim or when the abuser is in a position of power or control over another child.

**Neglect:** Not being adequately fed, clothed, or bathed. Adequate medical care is lacking. The child does not receive supervision necessary to his/her level of development.

**Emotional Abuse:** Behavioral indicators of and neglect may include:

- Lag in physical development
- Extreme behavior disorder
- Fearfulness of adult or authority figures
- Disclosure of highly inappropriate adult behavior

(Examples: Being enclosed in dark rooms or forced to eat or drink inedible items.)

Within the Lewis-Clark Early Childhood Program, any employee failing to report suspected child abuse and/or neglect is subject to suspension or dismissal. (Breaking confidentiality will result in the same consequences.) They are also subject to lawsuits filed by the state for failure to report.

## **NON-DISCRIMINATION POLICY**

Lewis-Clark Early Childhood Program does not discriminate on the basis of gender, national origin, and religious preference, physical or mental abilities.

## **CULTURE AND CUSTOMS INFORMATION**

### ***Recognizing and Honoring Diversity***

Lewis-Clark Early Childhood Program values the unique individuality of each person and the cultural differences that make our community and organization distinctive.

#### **Purpose:**

- 1. To avoid the imposition of staff or “mainstream” holiday traditions on the children and families enrolled in the program.**
- 2. To prevent the exclusion of any child from participating in classroom activities.**
- 3. To respect individual differences and choices while providing developmentally appropriate activities with respect to culture.**
- 4. To ensure emergent and child focused curriculum planning which includes input from children, parents and staff.**
- 5. To avoid the continuation of stereotypes.**
- 6. To avoid the celebration of culture only on special occasions.**

## **CULTURES AND CUSTOMS POLICY**

- 1. Staff will consult with families about culture and interests upon enrollment in the program.**
- 2. Curriculum planning will include activities which celebrate individual family interests and culture.**
- 3. Parents and children will be invited to share their cultural and family interests.**
- 4. Children will be encouraged but not forced to participate in planned activities.**
- 5. Discussion of celebration of holidays is appropriate in the classroom when presented in a personal context, i.e. when children share what they have done recently or a child tells about a special event.**
- 6. Staff will plan individualized home visits with the parent and include culture and customs which are significant to the child’s family.**
- 7. When planning special events, staff, parents, and children will:**
  - a. Plan events with the attention span of young children in mind.**
  - b. Ensure that children will participate without being singled out for individual performance or assigned parts.**
  - c. Encourage healthy, wholesome foods and refreshments by providing related information and resources.**
  - d. Support parent and community planning and implementation of special functions outside of regularly scheduled program activities.**

## Dual Language Learners Policy

### PHILOSOPHY

In order to develop a model comprehensive child development program Lewis-Clark Early Childhood Program, believes it is necessary to address a child's total learning environment to include health, social, emotional, cognitive and physical development to include assisting children with the acquisition of English language skills while supporting the home language. We believe parents are the prime educators of their children, having the greatest influence on and responsibility for their children and are the primary language models for the preferred home language.

### POLICY

Each child, regardless of age or ability develops positively in a success oriented environment. Each child learns through repetition, new experiences and self-selected and individualized activities. Each child learns at a different rate and in different ways in the least restrictive environment. Therefore, LCECP center staff will provide support and instruction in English, as well as support or instruction in the home language whenever possible.

All education and support staff working with children who are from families whose primary language is not English will work with those families with respect for their language preferences. In addition, staff will ensure that English language instruction is individualized for each child and their family. To assist in ensuring comprehensive services the following will be implemented:

1. Parents will be surveyed upon enrollment to determine the preference and dominance of the family and child's language, this will include sign language
2. There will be on-going dialog with parents about their child's progress in bi-lingual skills both formally and informally through Comprehensive Parent/Staff Conferences, home visits, center visits, phone conversations, etc.
3. Child outcomes and goals will be written to ensure skill-building for children who are developing bilingually.
4. To the extent possible, staff will provide skill-building in the classroom in English and the child's primary language through the use of bi-lingual education staff, parents and volunteers.
5. Education and Family Services Supervisors will review classroom lesson plans and environment to ensure language instruction and support using the assessment schedule as a guide.
6. Bilingual staff assigned to centers will use appropriate language instruction and support strategies and will plan weekly with the teacher for appropriate activities.
7. The Education and Family Services Supervisor and Education and Family Services Coordinator will monitor outcomes related to English acquisition and determine appropriate strategies with each teaching team to ensure individualized results for identified children.

## CHILD RELEASE GUIDELINES

1. Enrolling parent(s) must fill out a Child Release Authorization Form. Any changes must be made on a new form. Persons on the release form may be asked to show picture ID.
2. No staff member shall release a child unless the person is listed on the Child Release Authorization Form. There must be written or verbal permission from the enrolling parent(s) for the child to be picked up by an individual on the release.
3. The enrolling parent(s) has the right of determining the release of their child with the exception stated below.

**\* NOTE: Special circumstances may include but not be limited to the following:**

**A. When the parent's contact with the child is limited by court/state documentation, this situation supersedes all others. Written notice will be kept in the child's file.**

**B. Please use the following guidance for a "do not release" to one parent situation. To abide by this request, a legal document i.e. a copy of a divorce decree stating who has legal physical custody or copy of a restraining order must be in the child's file. It does not matter whether or not the enrolling parent lists the other biological parent on the release form. We are mandated to release a child to either biological parent unless one of these documents is in the file.**

### **PLEASE NOTE -**

**It is important to pick up your child on time. If we are unable to contact you we will:**

- **Call the people you have listed on the Child Release Authorization form.**
- **If no one is available to pick up your child, Child Protective Services may be contacted.**

**(For our Full-Day option, please refer to your contract.)**

## EMERGENCY PREPAREDNESS

**Emergency Preparedness information is available at each center. Families will receive information to take home regarding each classroom's plan from their Family Advocate.**



# Pedestrian (Walker) Safety Tips



Lewis-Clark Early Childhood Program wants to support the safety of your family. This includes your safety as you and your family members are walking around outside. Many people get hurt, even killed, every year while walking along busy traffic roads and crossing streets. While you are walking around your neighborhood to get to shops and appointments, remember and use these walking safety tips:



A red hand, person or red light means “STOP”. Do NOT cross the street. A white hand, person, or white light means “GO”. It is safe to cross the street.



This sign shows a safe crosswalk where you can cross a street where there is no streetlight.

## Safety tips for walkers:

1. Always walk on the sidewalk. If there is no sidewalk and you have to walk in the street, always walk **FACING** traffic, so you can see any car that might go out of control.
2. Dress to be seen. Brightly colored clothing makes it easier for drivers to see you during the daytime. At night, wear special reflective material on your shoes, cap or jacket to reflect the headlights of cars coming towards you. Or, carry a flashlight.
3. Tips for crossing the street:
  - Cross only at corners or marked crosswalks.
  - Stop at the curb or the edge of the street.
  - Stop and look left, then right, then left again, before you step into the street.
  - If you see a car coming, wait until it goes by. Then look left, right and left again until no cars are coming.
  - If a car is parked where you are crossing, make sure there is no driver in the car. Then go to the edge of the car and look left-right-left until no cars are coming. Keep looking for cars as you are crossing, and remember, walk. Don't run.
4. Do not allow children younger than age 10 to cross the street alone. Younger children should always hold hands with an adult! This is for their safety and not a choice!
5. Never let children play in the street.

# Pedestrian (Walker) Safety Tips

To help make pedestrian safety fun for you and your family, here are some songs you can sing together!



**Twinkle, Twinkle, Traffic Light**  
(sung to “Twinkle, Twinkle, Little Star”)

**Twinkle, Twinkle, Traffic light**  
(open and close fingers quickly)  
Shining brightly day and night.  
When it’s green, we can go  
(walk forward)  
When it’s red, we stop, you know.  
(Stop walking)  
This is how we cross the street (walk in place)  
Staying safe, with our family.  
(hug self, each other)

**We Are Safe** (sung to the tune of “Mulberry Bush”)

**This is the way that we are safe,**  
**We are safe, we are safe.**  
**This is the way that we are safe**  
**Every day of the year.**  
**This is the way we cross the street**  
**Look left, then right, left then right,**  
**This is the way we cross the street**  
**Look left, then right for safety.**

# Classroom Services

## THE SCHOOL TEAM

**Teacher:** Facilitates setting up the classroom environment with the team, works with children and their families, conducts home visits and parent/teacher conferences, assesses individual children's progress and develops lesson plans for individual children and the class.

**Co-Teacher:** Assists the Teacher in all areas of the classroom with an emphasis on health and dental. Also, works with groups of children in the classroom, and on the playground.

**Parent:** We believe that the parent is the primary educator of his/her child. Parents are always welcome to volunteer or spend time with their child in the classroom. Each parent provides input into the individual goal setting process for their child.

**Family Advocate:** Works with the children and the families, facilitates parent meetings and trainings, assists families with needed resources (i.e. Housing, Medical & Dental, Transportation, Food & Clothing and Adult Education), through home visits and conferences.

## FAMILY / STAFF VISITS

Teachers & Family Advocate visit families in their homes.

**They will tell you about:**

1. What your child is learning.
2. How your child is growing.
3. Special events.
4. How you can be involved.

**They will ask you about:**

1. What you want your child to learn and to participate in setting his/her individual goals.
2. How they can help support your child and family.
3. How you would like to be involved.
4. Your Family Goals

## SCREENINGS

Screenings are conducted to help parents and teachers understand the child's developmental progress. We try to identify any special needs and/or disabilities a child may have and link them to the appropriate services. **Staff will share results of all the screenings with you at a home visit or parent conference.**

All children will receive the following:

- \* Developmental Screening (concepts, language, speech, & motor skills)
- \* Social/Emotional Screening
- \* Vision Screening
- \* Hearing Screening
- \* Height & Weight Check



## A DAY AT SCHOOL

We follow Developmentally Appropriate Practices emphasizing the process rather than the product. We also emphasize self-esteem, self-help skills, social skills, and language development.

## PLAY IS CHILDREN'S WORK

Children use play to learn;  
Each day the children may have the opportunity to...

*Listen to stories*

*Play in the sand*

*Eat new foods*

*Cook new foods*

*Cut & paste*

*Build with blocks*

*Draw & paint*

*Kick balls*

*Climb*

*Sing, make music & dance*

*Learn new words*

*Pretend "I want to be..."*

*Play outside*

*Learn to problem solve with their peers*      *Talk about their experiences, feelings, etc.*

## MEAL TIMES

Your child will be provided with at least one meal and a snack while at school. Meals are served family style where the children serve themselves, choose how much and which food items they will eat. LCECP staff follows USDA Guidelines for the disposal of leftover foods. Menus are posted on the parent information board and will be sent home each month. Parents are encouraged to give suggestions on nutritious menu items and food activities for the class.

At meal times the children will:

- Help set the table.
- Help clean up after the meal.
- Be given opportunities to try new foods.

\*If your child requires a special diet, please tell your Teacher or Family Advocate to get the required form filled out by physician.

Please ***do not*** bring food and/or treats to your child's classroom. Only food that is prepared on site can be served in our classroom. Thank you!

USDA is an equal opportunity provider and employer. (See last page for full statement)

## CLOTHING

Your child should wear clothing suitable for...

- Playing outdoors
- Using paints & glue
- Playing with sand & water
- Going to the bathroom easily
- Sitting on the floor
- Cooking food
- Cold or rainy weather (i.e. coats, hats, boots and gloves)

Please call the Family Advocate at the school if you need clothes/shoes for your child.

## CURRICULUM INFORMATION

Lewis-Clark Early Childhood Program (LCECP) uses developmentally appropriate curriculums for children birth to 5 years old. These curriculums meet best practices stated in the Head Start and Early Childhood Education and Assistance Program (ECEAP) Performance Standards and the National Association for the Education of Young Children (NAEYC) Developmentally Appropriate Practices guidelines.

The following curriculums are used by the LCECP Staff in our classrooms:

1. "Creative Curriculum", published by Teaching Strategies, Inc. as the base philosophy and guide to what Learning Centers are available to the children in the classroom.
2. "Second Step Child Protection", published by Committee for Children, as the guidance for child personal safety.
3. "Second Step Curriculum", published by Committee for Children, as guidance for positive social/emotional development and violence prevention.
4. "Anti-bias Curriculum", published by NAEYC, as a guidance to social acceptance of others.
5. "Handwriting Without Tears", published by Jan Z. Olson, OTR as a guidance to encompass foundation skills for successful learning.
6. Other curriculum and resources in the teacher resource library are used as supplemental guidance as needed.

## GUIDELINES FOR DISCIPLINE IN THE CLASSROOM

**\*\*DISCIPLINE** is any attempt by an adult to manage or change a child's behavior.

**Principles of Discipline:**

1. Tell children what they can do rather than what they can't do. Focus on the do's instead of the don'ts.
2. Preserve, protect, and reinforce children's feelings that they are lovable and capable.
3. Offer children acceptable choices and be willing to abide by their decisions.
4. Set a good example. Speak and act only in the ways you want children to speak and act.
5. Work with the children at their level.

**Acceptable Techniques:**

1. Reinforce desired behavior. Encourage children through a calm voice, gentle touch and your presence. Words of encouragement focus on the child's efforts, not the results.
2. Re-direct by guiding them to a different activity or center.
3. Ask a staff person for assistance.

**Unacceptable Techniques:**

1. Hitting or embarrassing children.
2. Shouting at, shaking or sitting in the corner is all unacceptable.
3. Avoid comparisons or competition. Do not use statements that compare one child's behavior/work to another child's.

## TIPS ON CHILD GUIDANCE

Use positive guidance. Children need limits. Using “positive guidance,” means phrasing your suggestions in a positive manner telling a child what he can do rather than what he cannot do.

For example:

More effective:

“You can use a shovel to dig in the sand”

“Please put the stick down”

“You can wipe your brush on the jar”

Less effective:

“Don’t throw the sand”

“Don’t play with sticks, you might hurt someone”

“Don’t spill the paint”

Give children choices only when you are willing to let them do either one of the choices. If you definitely want them to do something, don’t give them a choice.

For example:

1. When it is time to clean up you can say, “We need to clean up now,” instead of “Do you want to clean up?”
2. Use open-ended questions using sentences that start with: what, where, how or I wonder. Remember, there is never a wrong answer to an open-ended question.

For example:

“What could you do about it?”

“How else could you do it?”

“I wonder if there is another way.”

Respect the child’s individuality rather than comparing him/her with others.

## WEATHER GUIDELINES

### Outdoor Play

- 20 degrees and above: Children will go outside to play every day. Children must be dressed appropriately. Children that are not well enough to go outside should not be at school.
- Below 20 degrees: Children will not go outside to play.

### School Closures

- When the weather reaches a temperature of -10 degrees or below, the possibility of closing school will be evaluated on an individual basis at each LCECP center.
- In case of bad roads, extreme weather or other emergencies, the local radio stations will announce a school closure. If you are not sure, tune in to any station that broadcasts in your area.



## Active Supervision

Active Supervision strategies allow children to explore their environment safely. We have enclosed an information sheet with our in-take packet explaining Active Supervision. As an agency all staff are aware of the importance of child safety. We take advantage of all available learning opportunities and do not leave children unattended.

## Social Services

Staff members work with community agencies to obtain resources and services that are available to families. Please talk to your Family Advocate if you need help with health care issues, transportation, food and clothing, energy assistance, housing, etc.

### SOCIAL SERVICE DIRECTORY

Each family will be provided with a directory of services available in their area.

### ADULT EDUCATION

LCECP encourages continuing education and values family literacy.



## Health Information

### **Is your child well enough to come to school?**

**No - If your child has a deep hacking cough.**

**No - If there is severe congestion.**

**No - If you suspect a communicable disease.**

**No - If it is the first two days of a common cold.**

**No - If your child is not well enough to play outside.**

**No - If your child exhibits any symptoms listed in the Exclusion Policy (see below)**

**PLEASE, if your child has any of these symptoms in the last 24 hours do not send him/her to school. If he/she displays these symptoms at school, you will be called to come and pick up your child.**

### EXCLUSION POLICY

The following guidelines are available to help determine whether it is acceptable for a child to be at school. LCECP staff are not trained to diagnose a child with an illness but will assist in referring a child to a medical provider. Always keep a child home if there is any sign of a fever of 100 degrees or above (taken under the arm) and if they have one or more of the following; earache, headache, sore throat, rash, or fatigue that prevents them from participating in regular activities. Children who have a reportable disease may not be in attendance unless approved by the local health authority.

**You must also exclude children and staff with the following symptoms from care:**

- **Diarrhea - three or more watery stools or one bloody stool within twenty-four hours**
- **Vomiting - two or more times within twenty-four hours**
- **Open or oozing sores, unless properly covered, or twenty-four hours has passed since starting antibiotic treatment**
- **Conjunctivitis (pink eye) - it is recommended that a child stays home until the drainage is gone or until they have received 24-48 hours of antibiotic therapy**
- **Lice - Exclude anyone with lice from the center until they have been treated with medication and all nits have been removed**
- **Scabies - Children and staff with scabies can return to the center once treatment by a medical professional has been completed**
- **Chickenpox - Exclude individuals until lesions are crusted over. (Usually about 6 days)**
- **Hepatitis - An individual cannot be in the center without a physician's release**
- **Impetigo - An individual will be excluded until they have received at least 24 hours of antibiotic treatment**
- **Ringworm - Once an individual is treated and has a physician's release they may return to the center, but must keep their lesions covered until they are gone**
- **Measles (Rubeola) - An individual is to be excluded for a period of 5 days after the rash onset**
- **Mumps - Exclude the individual for 9 days after the swelling began. Contacts who develop fever or swelling shall be immediately excluded from school**

**This listing is not inclusive - for additional exclusions please contact your local Health Department, or the Health, Dental, and Nutrition Coordinator at (208) 743-6573.**

## MEDICATION POLICY

Lewis-Clark Early Childhood Program staff will not administer medication unless there is no other reasonable alternative. Therefore, parents are encouraged to administer medication before and after school, or to come to the center to give the child medication, if necessary. In the rare circumstance where this is not possible the Family Advocate will work with the parent and Health Care Provider to develop a plan. Before LCECP staff can give medication, the Teacher, the Parent, and the Doctor must sign the Authorization to Administer Medication Form.

## IMMUNIZATION POLICY

Parents must provide a copy of their child's immunizations and if not current, LCECP staff will provide assistance to get child's immunizations current. For centers in Washington and Idaho, a child shall not attend class until they have proof of the following:

1. Full Immunization
2. An initiation of a schedule of immunization
3. A certificate of exemption

**EXEMPTIONS:** *A Washington medical, personal/religious exemption requires the signature of a Physician.*

*An Idaho medical, personal, or religious exemption requires parent initials and signature.*

\*Your classroom staff has current information on the minimum required immunizations for your child to attend class.

## HEAD LICE POLICY

LCECP has a No Lice – No Nit Policy.

- Parents will be called to pick up their child if lice or nits are found.
- If the parent(s) are not available, the people listed as emergency contacts will be called.
- The parent must accompany the child upon returning to school. At that time a head check will occur. The child may return to the classroom only after they are found to be free of lice AND nits.
- LCECP staff can provide you with information on treatment as well as assist you in locating lice treatment resources if you are having difficulty purchasing the needed supplies. (Your local Health Department may also be able to assist you).

## HANDWASHING

Please remember to wash your hands and your child's hands with soap and water upon arrival at school and after going to the restroom and before you eat. It is also good practice to wash hands after you or your child uses a tissue or sneezes. This will help control illness.



## PHYSICAL and DENTAL EXAMS

A child's health has a huge impact on his/her ability to learn, grow and develop. This is why each child in Early Head Start/Head Start/ECEAP is required to have a:

- Well-Child Physical exam
- Dental exam

**Within 90 days of enrollment,** each Head Start/ECEAP child must have a physical exam and a dental exam. LCECP staff can provide information about obtaining medical insurance for your child if he/she is not already covered by Medicaid or other health insurance. In the few cases where families do not qualify for Medical coverage, and there are no other options, LCECP may be able to pay for these services. Please schedule appointments for your child as soon as possible and let your Family Advocate know the dates for the scheduled the exams.

LCECP provides information on dentists who accept Medicaid and staff will assist you in finding providers in your area.

**Please be sure that you make it to your scheduled appointments! If you cannot make it, it is very, very important that you call the dentist to reschedule.** Many dentists are no longer taking Medicaid because the payment rates are so low.

We try to maintain a close relationship with the dentists and doctors in the local area so they will continue to see our Head Start children. However, when appointments are missed, they become reluctant to schedule further appointments. Please help ensure that your child will have future access to dental care!

The next two pages provide information to help you prepare your child for their visits to the dentist or doctor.

# Preparing Your Child for the Doctor

When it's time to make a trip to the doctor, your child may have some questions. How far ahead should you talk to your child about the visit, and how much do you say? How children view the doctor now can affect how they seek care in the future. You know your child best and can determine the appropriate amount of time your child need prior to the appointment.

Tell your child in simple terms what you know the doctor will do; usually weigh them, see how tall they are, look into their eyes, ears, nose and mouth with a special kind of flashlight. Sometimes the doctor will want to look at your child's blood, or urine samples. Be honest and simple as you can about how these things will happen. Try to find out when you make the appointment what will happen at your child's visit and you both will be ready! Let your child be involved in the process as much as possible. Allow them to ask questions and express fears so they can be dealt with.

Never use the doctor as a punishment or threat. While some things the doctor may do can hurt, the doctor is there to help keep them healthy. Make the visit a learning experience; it is a good time to teach the proper terms for parts of the body, what doctors and nurses do, and what your child can do to keep healthy.

These books can be used to get your child ready to visit the doctor.

- "Let's Talk about: Going to the Doctor." Fred Rogers
- "Dos a Hippo Say Ahh?" Fred Ehrlich
- "Little Bill, A trip to the Hospital." Bill Cosby
- "What to Expect When you Go to the Doctor?" Heidi Murkoff
- "Barney Goes to the Doctor."
- "Hello, Doctor." David Marx
- "Berenstain Bears go to the Doctor." Jan Berenstain

There are many more books available, ask your librarian or classroom staff.



## Preparing Your Child for the Dentist

If you are taking your child to the dentist for the first time, it is a good idea to let him or her know what to expect. Many times the first visit may be a look or tour of the office, looking at the tools, trying out the chair, looking and counting teeth and asking the dentist questions. Different dentists have different styles.

All children are different and react to things differently, you know your child best, so you can determine the amount of time you child needs in advance to know about the upcoming appointment.

Answer questions your child may have simply and honestly. Tell your child things you know will happen-someone will look in their mouth, count their teeth, and touch your teeth with a tool. If your child asks if it will hurt, answer as honestly as you can, or ask them if they think it will hurt, and why. You will be able to tell if they have unrealistic ideas of the dentist and can assure them of what is real.

Let them know the dentist is a person who will help teach them the proper way to brush and floss their teeth to help keep their teeth healthy. Never use the dentist or a dental visit as a threat or punishment. Experiencing the dentist in a negative way may make it difficult for future appointments.

These books can help you prepare your child for a dental visit:

- "Let's Talk About: Going to the Dentist." Fred Rogers
- "Does a Tiger Open Wide?" Dr. Fred Ehrlich
- "Does a Lion Brush?" Dr. Fred Ehrlich
- "Freddie Visits the Dentist." Nicola Smee
- "Barney Goes to the Dentist." Publishing Lyric
- "Danny Goes to the Dentist." Barbara Taylor Cork
- "Berenstain Bears Visit the Dentist." Jan Berenstain
- "My Dentist, My Friend." P.K. Hallinan

Ask your child's teacher for help with locating these books or checking them out from the classroom, or check with your librarian. There are also many other books available.



# Volunteering

## WHY DO WE NEED VOLUNTEERS?

Your participation in the Lewis-Clark Early Childhood Program activities directly affects the quality of services for your own child along with the other students. When caring adults donate their time:

- ◆ Children receive more individual help and encouragement.
- ◆ More conversations occur which facilitate learning and growth.
- ◆ Communication and problem solving skills are developed.
- ◆ A greater variety of projects and activities can be offered.

Not only do the children benefit when you volunteer, but you also help Lewis-Clark Early Childhood Program. Our funding comes from a federal grant. The program is required to match 20% with in-kind. Volunteer time counts toward that match.

## VOLUNTEER GENERAL PROCEDURES

This section contains some guidelines that might pertain to you, and is meant to explain some general procedures to keep in mind while volunteering.

### Confidentiality

Please remember to protect the confidentiality of the other children, parents, and staff.

### Solicitation

We request that staff and volunteers not solicit or distribute literature.

### Smoking, Drugs and Alcohol

To help ensure a healthy environment, LCECP is a smoke-free site. Volunteers who do smoke must do so in the areas outside the premises of our facility. Drugs and Alcohol are not allowed on the premises under any circumstances. All prescribed medications must be stored in its original container and kept under lock and key.

### Business Equipment and Technology Use

Telephones, fax and copy machines, and computers are to be used for work purposes only.

### Non-Program Children

If you need to bring a child with you that is not enrolled in our program, please talk to the classroom staff prior to the time you will be volunteering. This will only be approved if it will not interfere with the activities. Any non-program child must remain under your supervision at all times.

## STANDARDS OF DRESS

LCECP volunteers are expected to dress in a manner that is appropriate to the duties that will be performed and for working around young children. If you have questions about what clothing is appropriate, please ask.

## **PARENT INVOLVEMENT and VOLUNTEER/IN-KIND OPPORTUNITIES**

### **IN- KIND: WHAT IS IT?**

The federal government provides our program funding. The other 20% is made up of In-Kind contributions. That is the time that parents and community volunteers put into making our program the best it can be. So please get involved!!!

**Please remember to sign-in in the classroom when visiting or volunteering in your child's classroom.**

**Here are some ideas for you!**

**Assist in the classroom.**

- Read to the children.
- Assist in the office or make phone calls.
- Attend monthly parent group meetings.
- Help make decisions by participating in Policy Council.
- Serve on the Health, Education, or Family/Social Service Advisory Committees.
- Share your culture or interests:

*Foods/Cooking	*Clothing	*Hobbies	*Music & Art
*Traditions	*Sewing	*Pictures	*Stories

- Repair toys.
- Volunteer in the kitchen.
- Help with landscaping, gardening or maintenance needs.
- Assist teachers with special projects.
- Spend time with your child at school.
- Spend time on your child's Individual Learning Goal at home.
- Contact State and Federal Legislators to voice support/concern involving issues affecting early childhood education.

**Thank you for your time. Our program could not operate without volunteers!**

## **POLICY COUNCIL MEMBERSHIP**

### ***A POSITIVE OPPORTUNITY FOR PARENTS!***

Lewis-Clark Early Childhood Program's Policy Council provides a unique opportunity for parents of children in our program to have input and to participate in planning and shaping the programs we offer. Serving on the Policy Council gives parents the opportunity to:

- A. Have input into how the program operates by: (1) Serving on committees, (2) Reviewing and approving policies, (3) Participating in hiring interviews and the selection of employees.
- B. Participate in State and Regional meetings.
- C. Learn new skills in leadership and management.
- D. Support their community while becoming more effective advocates for their family and child(ren).
- E. Expand their circle of friends and professional acquaintances.
- F. Enhance their experience and qualifications when seeking employment.

Any current parent of a child in our program who would like to participate on Policy Council can volunteer to be elected by their Center's Parent Group. The number of Policy Council members is limited however, with each center providing a specific number of representatives.

## **ADVISORY COMMITTEES**

We value input from parents and invite their participation in one or more of the following committees. Childcare will be provided if it is prearranged, and mileage can be reimbursed for one car from each area center. Parents can talk to their child's classroom staff if they are interested or call the contact person listed under individual committees.

### ***Health Advisory Committee:***

This committee is comprised of health area professionals, staff, and parents. The group advises the program on health, mental health, nutrition and dental issues. It also gives input and approval for policies and procedures, health education for children, parents and staff, and collaboration with area health professionals. Parents interested in serving on this committee can contact their classroom staff or the Health, Dental, and Nutrition Coordinator or Disabilities and Mental Health Coordinator by calling the Lewiston Center at (208) 743-6573 or toll free at 1-866-965-2327.

### ***Education Advisory Committee:***

This committee is comprised of area Early Childhood Educators, staff and parents. They share current education procedures and curriculum. By serving and giving input on the committee, parents can help chart the educational future of LCECP. Parents interested in being on the committee can contact one of the Education and Disabilities Coordinators by calling the Lewiston Center at (208) 743-6573 or toll free at 1-866-965-2327.

### ***Family/Social Service Committee:***

This committee looks at the challenges that families are facing today. Participants define issues and help LCECP look for solutions to these issues. Parents interested in being on the committee can contact the Family Services and Mental Health Coordinator by calling the Lewiston Center at (208) 743-6573 or toll free at 1-866-965-2327.

## FAMILY AGREEMENT

### Parents

- Pictures of my child may be used in or outside the Agency in newspapers, social media, agency website, bulletin boards, videos, or other types of educational publications.
- I will schedule and complete the required well child and dental exams.
- I will participate in home visits on a scheduled basis and notify my home visitor in advance when I am unable to keep the appointment.
- I will attend monthly Parent Committee meetings.
- I will make sure my child is on time for class and picked up on time.
- I will notify staff if my child will be absent.
- I will not leave any children alone in my car or leave it running when dropping off or picking up.
- I will volunteer monthly (In-kind) in the area of the program which best fits my skills, interests and time.
- LCECP may release information for the purpose of staffing with the local school district staff and for the purpose of transitioning into kindergarten.
- My child may receive emergency medical treatment from physicians, dentists, RN's or health workers and may be transported to a physician's office or hospital if needed.
- For the sake of the other children and my own, I will keep my child home when she/he is sick and notify the center.
- My child may receive first aid treatment for minor injuries at LCECP.
- I will observe the LCECP tobacco free policy and refrain from using tobacco products on agency grounds and during home visits.
- I am aware that a mental health professional may observe in my child's classroom.
- My child may receive hearing, vision, growth, and developmental screenings.
- My child may participate in supervised walks outside the school grounds.
- LCECP may release height/weight information to the Woman, Infants and Children program. (WIC).

### LCECP STAFF

- We will recognize that you are your child's first teacher.
- We will provide a developmentally appropriate program for families and children.
- We will provide necessary health and dental information and support you in your efforts to participate in the health care of your child and family.
- We will help you secure resources and services to meet your Family Partnership goals and emergency or crisis needs.
- We will schedule home visits in advance, and arrive on time.
- When your child becomes sick at school, we will contact you or your emergency number to pick up your child.

Note: This form is a copy for your records/signed form located in child file.

**CONFIDENTIALITY POLICY**

1. Confidential information: Any information seen or heard at LCECP Centers/sites or offices, received from answering and taking telephone messages, and/or interpreting for individuals. This includes names, addresses and telephone numbers of children, their families, guardians, community members, volunteers, foster parents and/or staff within the program.
2. Confidential information must remain private and must not be discussed with any other person other than appropriate LCECP staff members.
3. All persons are bound by this policy.
4. The only exception to this rule is the Idaho/Washington Child Protection Acts which mandate reporting any suspected child abuse or neglect.

This agreement includes but is not limited to: LCECP staff, parents, guardians, foster parents/foster grandparents, members of committees, policy council members, professionals, community persons and volunteers.

**FAMILY HANDBOOK**

I have read all the information contained in the Head Start/ECEAP Family Handbook, and agree to follow all Lewis-Clark Early Childhood Program policies.

Parents' Signature \_\_\_\_\_

Date \_\_\_\_\_

**\*\*This page is the parent's copy of the page that was signed and placed in the child's file\*\***

**\*\* This page must be signed for the child's file\*\***

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