



**Family Handbook**



Lewis ♥ Clark  
Early Childhood  
Program

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Center Information Page

**Center:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Fax #:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Teacher Aide:** \_\_\_\_\_

**Family Advocate:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

**Coordinator:** \_\_\_\_\_

**Class Days:** \_\_\_\_\_

**Class Times:** \_\_\_\_\_

**Meal Times:** \_\_\_\_\_

**Center's Planned Evacuation Sites:**

○ **Off site:**

○ **On site:**

Playground

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(Signature Page for Child's file)

# **LCECP Organizational Statement**

Welcome to the Lewis Clark Early Childhood 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**

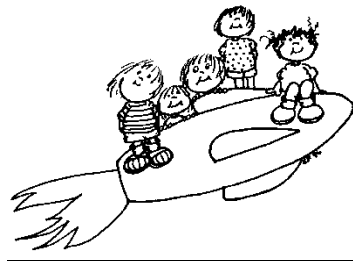
Lewis-Clark Early Childhood subscribes to a belief that healthy families and children are the most basic elements in any viable, productive society or community. Our Program’s efforts are guided by the belief that “We’re here to do what’s best for families and children.” We keep this belief foremost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

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.

We will support and encourage your attendance in whatever way we can. If you are unable to maintain regular attendance, we are required to offer your spot to another family who is on the waiting list. In order to maintain a quality program, this policy will be strictly enforced.

Please let us know if there are special circumstances in which we may be able to help.

## **CENTER MIXED AGE GROUP CAPACITY, RATIO, AND GROUP SIZE REQUIREMENTS**

LCECP Early Head Start Classrooms will have at minimum, two staff present, consisting of two qualified teachers. They will maintain a staff to child ratio of 1:4 with a maximum group size of 8.

Most LCECP 3-5 Classrooms range in size from 16-20 children. Each classroom is staffed with 4 staff. 2 qualified teachers and 2 program aides. A minimum ratio of 1:10 is maintained.

## **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.

## **Lewis-Clark Early Childhood Program ECEAP Non-discrimination Policy**

LCECP does not deny service to or discriminate against any person who meets the eligibility criteria for ECEAP on the 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.

Annual training and support will also be provided on understanding how racism and other biases show up in our organizations and systems; applying a racial equity lens in our work; recognizing and mitigating implicit biases; and practicing cultural humility and responsiveness.

LCECP complies with the requirements of the Washington law against discrimination (chapter 49.60 RCW) and with the Americans with Disabilities Act (ADA).

1. Families may submit a complaint to their center Supervisor if they feel they have been discriminated against. The Center Supervisor will provide them with the ADA/504 Discrimination Complaint/Grievance Form to be turned in to center Supervisor.
2. Admin staff will respond within 48 hours of the complaint.
3. Steps to include:
  - a. Contact Site Supervisor
  - b. Chain of Command is contacted within 24 hours
  - c. Admin will respond within 48 hours and decide what the next steps will be.
  - d. Information will be given to complainant for DCYF contact information if complaint is unresolved.
4. Staff are trained annually to the non-discrimination policy.

**Approved by Policy Council 1/26/24**

## **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.

**PC Approved 6/17/10**



## LEWIS-CLARK EARLY CHILDHOOD PROGRAM CHILD RELEASE GUIDELINES

1. Enrolling parent(s) must submit contact information for individuals authorized to pick up enrolled children. Parents will be asked for this information during their intake with the classroom staff. Persons authorized for child release may be asked to show picture ID.
2. No staff member shall release a child unless the person is listed on the Emergency Contact list in Child Plus. **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. If a parent would like to update their Emergency Contact list, they must notify the classroom staff in person. The staff will immediately make the changes in Child Plus and print a new emergency report for the classroom. If the parent calls the center to add an Emergency contact, they will be asked two security questions to verify identity of the parent.
4. The enrolling parent(s) has the right to determine 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 the enrolling parent lists the other biological parent on the release form. We are mandated to release a child to 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 as an Emergency Contact.
- **If no one is available to pick up your child, the local Police as well as Child Protective Services and local police may be contacted.**

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

### SIGNING IN AND OUT

If your child is enrolled into a classroom, please make sure that they are signed in and out each day. The sign-in sheets need a full signature and accurate time for in and out.

When you attend Wee Play and Parent Meetings, there will also be a sign-in sheet.

## **PESTICIDE INFORMATION**

Pesticides will be applied on a Friday after class when at all possible. This will allow sufficient time before children return to the site on the following Monday.

The pesticide applicator will provide MSDS sheets for all pesticides.

In the event pesticides need to be applied midweek, the following policy will be implemented.

1. Families will be notified 48 hours in advance of the application of pesticides.
2. Notification will include the following statement:  
Notice: Pesticide application and . . .  
The notice will provide the product name, intended date and time of application, location of application, pests that are being controlled, and the name and contact person at the site.
3. The pesticide applicator will place a marker at each primary point of entry to the center grounds where the pesticide was used.  
The marker must meet the following requirements:
  - Minimum size 4" by 5"
  - Left in place for a minimum of 24 hours following application
  - Must state – This landscape has recently been sprayed or treated with pesticides, who treated the landscape, who to call for more information.

## **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. In emergency situations the Lead Teacher should carry the emergency medical information file if at all possible.

## **PANIC IS OUR GREATEST DANGER**

### Emergency Procedures

1. Person discovering a fire will sound the alarm and s/he will then return to designated area of responsibility to evacuate.
2. The Family Advocate on site will then call the Fire Department, 911, and give the following information: Name, Address, Type of Fire and Location. If he/she is absent then a designated teacher will perform this task. The designated person will call from a cell phone if the other phone is not safe.
3. Designated teacher will lead all the children in the classrooms out of the buildings through the designated exit to the designated area on the evacuation map (the playground) in case children need to load into cars or other vehicles. Designated teacher will follow with attendance sheet and emergency information book ("Fanny Pack/backpack") to ensure everyone is safely out of the building. If the children need to board vehicles, they will exit the playground through a gate in the southwest section. The first meeting area is the playground. If, due to the nature of the threat, an offsite location is needed, we will walk to the off site location provided on your site specific handout. **If there is flood, or we**

need to move further away, we will load in cars and meet at the designated location provided.

4. The Family Advocate will see that all rooms are inspected in main building to ensure that the building has been evacuated, closing all doors and windows, if possible. S/he will then proceed to the designated evacuation areas to let teaching staff and Fire Department know that the building is clear.
5. The Family Advocate will take the sign-in sheet for employees and volunteers so it can be determined that everyone is evacuated.
6. In other areas of the building (i.e.: kitchen, bathroom) people will evacuate through the designated fire exits and proceed to the designated evacuation area.

(C) Natural Disaster (Earthquake, Tornado, etc.)(All Centers)

1. In case of earthquake, children and staff should get under tables/desks or stand in doorways.
2. In case of tornado, children and staff should go to a basement or get on the floor and stay away from windows.

(D) Lock Down Situation (Bomb Threat, Threat of Personal Harm, Hostage Situation)(All Centers)

1. The staff person receiving the threat should immediately lock all building exit doors to ensure no one from the outside can get in.
2. Once the entire facility is locked down, the staff person must call 911 and report the lock down.
3. Keep children and staff away from windows and doorways during a lock down.

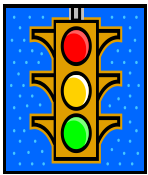
(E) Power Outage (All Centers)

- a. Call Power Company. Ask how long power will be out.
- b. Evaluate next mealtime (do you have cold snack/lunch to serve).
- c. Goal – keep children until scheduled take home.

**The Education and Family Supervisor is responsible for ensuring that monthly fire drills and quarterly disaster drills are completed. All classrooms will have evacuation routes and procedures posted.**



## 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.



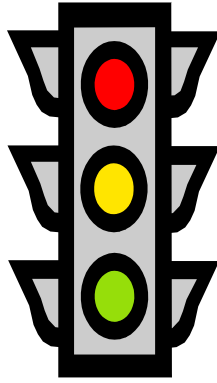
This sign shows a safe crosswalk where  
you can cross a street where there is no  
streetlight.

### 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.

## CLASSROOM EXPECTATIONS

Routines are important for children. We ask that you participate in the following routine as a signal to your child that you are preparing to leave. Before you leave the center, change your child's diaper or take them to the restroom. Also, make sure your child's face and hands are washed (including infants). After diapering your child, please be sure to document this on the diapering sheet. Say good-bye when leaving.

Please dress your child suitably for the weather. Also, dress them so they can play comfortably with paints, clay, paste, and other wonderful things. If your child is learning to use the toilet, you may want to consider how easily their clothing is to put on and take off. The easier it is for the child, the more successful he or she will be.

An extra set of your child's clothing needs to be kept in your child's cubby or brought to the center each day for any accidents that occur. Please be sure to label all clothing with your child's name or ask a teacher to assist you with this.

It is important that you are attentive to your child while you are at the center. Your child has many things to show you at the center and may need help with new activities. We believe that the parent is the primary educator of his/her child. Each parent provides input into the individual goal setting process for his or her child.

## **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*

*Cook new foods*

*Draw & paint*

*Sing, make music & dance*

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

*Learn to problem solve with their peers*

*Play in the sand*

*Cut & paste*

*Kick balls*

*Eat new foods*

*Build with blocks*

*Climb*

*Learn new words*

*Play outside*

*Talk about their experiences, feelings, etc.*

## **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. (All Programs)
2. "Second Step Curriculum", published by Committee for Children, as guidance for positive social/emotional development and violence prevention. (Head Start)
3. AL's Pals Social/Emotional Curriculum (ECEAP)
4. Conscious Discipline (All Programs)
5. "Anti-bias Curriculum", published by NAEYC, as a guidance to social acceptance of others.
6. "Handwriting Without Tears", published by Jan Z. Olson, OTR as a guidance to encompass foundation skills for successful learning.
7. 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.**

Our program incorporates positive behavior supports to establish safe, cooperative classrooms, while providing opportunities for children to develop self-regulation skills and independence. Children are encouraged to make decisions as adults guide them through the consequences, positive or negative, of those decisions.

### **A. THINGS TO CONSIDER WHEN BEHAVIORS OCCUR:**

- 1. BEHAVIOR IS COMMUNICATION.**
2. Be aware of the individual needs of the child(ren) involved.
3. Does the child have an IFSP/IEP?
4. Be aware of your own emotions during the behavior.
5. What happened before the behavior occurred?
6. Are classroom expectations/agreements posted and have they been reviewed consistently?
7. What part of the routine is the behavior happening?
8. Are the classroom expectations/agreements developmentally appropriate?
9. How is the environment set up?
10. The intensity, length, and frequency of the behavior.

### **B. HOW DOES MY MANNERISM EFFECT BEHAVIOR?**

Words are not the only way we communicate. We rely on other forms of communication to understand others:

1. Body language.
2. Tone of voice.
3. Facial expressions.
4. Pace at which we move and the intensity of our movements.

As an adult in the classroom, it is our responsibility to ensure we communicate and teach in a positive manner, especially during challenging moments. Children feel our emotions and can feel threatened when they sense our strong emotions. How we navigate our emotions can guide the child towards learning how to express and regulate strong emotions safely and with confidence or guide them towards negative expressions and behaviors that challenge us.

### C. HOW CAN I SUPPORT A CHILD EXPRESSING STRONG EMOTIONS?

1. Be curious about the situation, avoid judgment and do not attack the child. Work to understand why the behavior occurred.
2. Get the child to focus on you by using their name and getting at eye level.
3. If needed, a soft hand on the back, or letting them see where your hands are at can help them calm and focus on you.
4. Ask questions first, "What happened?" "Are you okay?" "Do you need help?"
5. Validate the child's feelings. "I see you're mad because they hit you."
6. Communicate acceptance. We can accept children's behavior without approving of it.
7. **LISTEN ATTENTIVELY!** When we ask children how they are feeling or what happened, listen to what they tell us, and go from there.
8. Help child identify emotions if they need support, "Your face looks like this, you look mad." "See how her mouth does this? She is sad."
9. Use "You," messages to reflect. "You're sad because..."
10. Problem solve with the child; "What do you think we can do next time?" Allow them time to think about solutions. If they do not respond, provide solutions and walk them through it.
11. **TALK WITH CHILDREN, NOT AT CHILDREN.** When you talk with children, it's a two-sided conversation. When you talk at children, it's only you talking.

### D. PREVENTATIVE TECHNIQUES.

1. Engage with the child. Learn the strengths, interests and needs of the children.
2. Communicate with children, parents and staff respectfully in the presence of children.
3. Be aware of developmental milestones and social emotional development of the children in your care.
4. Plan transitions to be engaging, short, and intentional.
5. Set up the environment to support multiple interests: duplicate toys and materials, waitlists and timers, etc.

6. **Implement Second Step curriculum.**
7. **Use Positive statements. "Hold your coat so it doesn't drag." Rather than, "Don't drag your coat on the ground."**
8. **Teach problem solving rather than apologizing. Forcing a child to say "I'm sorry," invalidates their feelings and can teach them to avoid responsibility.**

#### **E. ACCEPTABLE TECHNIQUES**

**Each child will need individualization to help support them in learning self-regulation skills and identifying emotions. Here are some techniques when teaching self-regulation and social skills.**

1. **MODEL DESIRED BEHAVIOR**
  - i. **Display the behaviors you desire to see in your classroom. Children learn from what they see.**
  - ii. **Use respectful tones and language.**
  - iii. **Follow same Classroom Agreement children follow.**
2. **REINFORCEMENT OF DESIRED BEHAVIOR:**
  - i. **ENCOURAGEMENT – this is positive acknowledgement of the child's efforts that focuses on a specific behavior or action. Through encouragement, children can develop an appreciation of their own efforts and achievements. "You worked hard painting that picture. You're very creative!"**
  - ii. **PRAISE is usually given when a task is done well and expresses approval or admiration of the task. "Good job!" "Nice work!" This can place judgment on the child's work. When using praise, use descriptive rather than evaluative language. "Thanks for making sure the area is safe."**
3. **REDIRECTION shifts a child's attention from what they are doing, to something safe or preferable. It is important to join your attention with the child first and then redirect.**
4. **CLASSROOM MEETINGS/CIRCLE – Use circle times for social skill building. Academics can be done throughout the day in various areas; use this time to focus on what children can learn as a group, routines, teamwork etc. Discuss and explore how children are feeling, what causes emotions and how to recognize emotions in themselves and others and how to solve social conflicts.**
5. **SAFE CUBE/SPACE/CORNER – This area is an opportunity for the child to calm down. Ensure this space includes materials that will help the child calm, feel comfortable and supported. (Emotional books, Feeling Buddies, pictures of families or themselves on walls.) This should not be used as a punishment area. This should be a space they can go to on their own when they need time to calm down and think.**

6. **CHOICES** - Offer children choices only when you are willing to abide by their decisions. Make sure the choices given guide the child towards the goal you want them to meet.

#### **F. UNACCEPTABLE TECHNIQUES:**

1. **SUSPENSION:** Per Head Start Program Performance Standard 1302.17(a)(2) – “A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.” Before determining whether a temporary suspension is necessary, the program must engage with the mental health consultant and other specialists and resources, to determine no other options are appropriate.
2. **EXPLUSLION:** 1302.17(b)(1) – “A program cannot expel or unenroll a child from Head Start because of a child’s behavior.”
3. **RESTRAINING A CHILD:**
  1. **Actions that are considered restraining a child include:**
    - a. Physically holding a child so they can not move their body, arms or legs.
    - b. Sitting a child in a chair and holding the chair to prevent the child from getting up.
  2. *Refer to LCECP Restraint Policy.*

It is acceptable to guide a child into a safer area and keep them in that area until they can calm themselves or calm with adult support. Place yourself in the entrance of the area. If the child attempts to leave, block the entrance and calmly explain why you and the child are in the area, “WE are here to find a safe space and think.” If this occurs, the child must remain with an adult until the child is calm and the situation is safe.

#### **G. WHEN TO REFER.**

1. Start to monitor and document the behaviors you see the moment they start.
2. Look for a pattern and share the information with your supervisor during staffing and through emails and meetings.
3. After two weeks, if behaviors continue, complete the Challenging Behavior Checklist with your supervisor and change anything that needs to be changed.
4. If the behavior still occurs after a week or so, send the checklist to ETDC and utilize suggestions offered.
5. If behaviors persist, forward to MHDC.

If at any time the behavior becomes unsafe for the child and others in the environment, inform your supervisor to start the referral process to MHDC. You do not need to wait two weeks to

start the Challenging Behavior Checklist and communicate a concern with your team and supervisor.

#### **H. WHAT TO DO WHEN BEHAVIORS BECOME AGGRESSIVE.**

Sometimes behaviors can escalate into aggression and the safety of children may need to be re-evaluated. In cases like this, ensure the child(ren) are safe. Check the environment and if the child(ren) can focus on you.

- 1. Remain calm. Approach the child with a calm tone and keep your hands where they can see them. If the situation calls for quick movement, please do so cautiously.**
- 2. If a child kicks or hits you; keep hands open and block the child's actions, while backing away. DO NOT grab the child or pull on any part of the child.**
- 3. If a child is throwing materials or furniture, guide the child to an area where there is nothing for them to throw.**
- 4. If safety continues to be a concern, remove the rest of the children from the classroom, or environment, call your supervisor and if possible, have two adults in the area for the safety of the child and staff.**

#### **REFERENCES**

Early Childhood Learning and Knowledge Center- Head Start Program Performance Standards.

<https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-17-suspension-expulsion>

#### **LCECP Restraint Policy**

LCECP does not use physical restraint techniques. We incorporate positive behavior supports to establish a safe, cooperative classroom while permitting children to develop self-control and independence (see "Guidance and Discipline in the Classroom").

**Approved by Policy Council 1/26/24**

## 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.



## **SCHOOL CLOSURES DUE TO WEATHER**

**If it freezes or snows... there could be no school, a late start or an early release.**

**There will be no school when your local public schools are closed due to the weather.**

## **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.

## **DIAPERING**

LCECP will provide diapers, diaper wipes and pull-ups for families. Families are asked to provide an extra change of clothes for use at the center. Children will be diapered according to the Caring for our Children procedure. Instructions on these guidelines can be found at each diapering station in the center. You will be given a list of provided diaper creams and their ingredients at intake. Other diaper creams will be provided upon request.

## **TOILETING**

Children will be encouraged to use the toilet as developmentally ready and with input from families. Child sized toilets are available at the center to aid in toilet learning.

## **MEDICAL EMERGENCIES**

In the event of a medical emergency staff will follow the medical emergency guidelines posted in each classroom. An attempt to contact families as soon as possible after the incident will be made. If a family or person on the release authorization cannot be contacted, a staff member will remain with the child until arrangements have been made for the child to be picked up.

## **FIRE DRILLS AND SAFETY WALKS**

Fire drills are held monthly at the center. If you are present during a fire drill please assist the staff and children with evacuation. Evacuation plans are posted at each exit.

Safety walks are completed monthly at the center. A volunteer will be asked to complete the safety walk checklist. Your assistance with this important task is appreciated.

## **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

### Daily Health Check for Parents

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

No- If fever is 100.4 degrees.

No- If your child has a sore throat.

No- If your child has an earache.

No- If your child has a deep hacking cough.

No- If there is severe congestion.

No- If your child is vomiting.

No- If there is diarrhea.

No- If you suspect a communicable disease.

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

No- If your child has an undiagnosed rash.

No- If your child's behavior is different than normal.

No- If they meet any of the criteria for exclusion from the classroom listed in your family handbook under guidelines for exclusion.

**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 100.4 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:

- Fever: A fever of 100.4 degrees for children.
- Chicken Pox: the child shall be excluded from school until all vesicles have crusted (usually seven days from onset of eruption)
- Conjunctivitis: A person with inflammation of the eye or eyelids shall be excluded from school until (1) the inflammation has cleared, or (2) a physician certifies that he does not have conjunctivitis in an infectious stage.
- Hand-Foot And Mouth: The child shall be excluded until rash or blisters are gone.
- Impetigo: The child shall be excluded from school while lesions remain or until the physician certifies he is under adequate and continuing treatment. Furthermore, an infected child may not participate in body contact activities at school until all lesions are healed.
- Infectious Mononucleosis: A person with mononucleosis shall be excluded from school until free of fever and lesions of the mouth and throat.

- Measles: A child shall be excluded from school until nine days after onset of symptoms or five days after onset of rash, or until cough and nasal discharge have ceased and rash has faded.
- Meningitis (ALL TYPES): A child shall be excluded from school until released by a physician in accordance with regulations pertaining to the applicable types.
- Mumps: A child shall be excluded from school while fever or visible swelling is present. Contacts that develop fever or swelling shall be immediately excluded from school.
- Pediculosis: Head Lice: A child shall be excluded from school until adequately treated. All nits must be removed before returning to class.
- Ringworm: The child may attend school with a physician's statement that he/she is under treatment. Such statement may include any restrictions regarding school activities deemed necessary in the judgement of the physician.
- Rubella: The child shall be excluded from school while symptoms are present and until rash fades. Contacts that develop fever or rash shall be excluded.
- Scabies: The child shall be excluded from school until adequately treated per doctor's orders.
- Rash: Child shall be excluded from school for any unexplained rash.

Listing not inclusive-for additional information and letters for Parents please contact the Health, Dental, Nutrition Coordinator at (208) 576-4482.

### **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.

### **SUNSCREEN**

You will be given a list of provided sun screens and their ingredients at intake. Other sun screen may be provided upon request.

### **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.



## **TOOTHBRUSHING**

Parents and children are encouraged to brush teeth daily after eating lunch at the center based program and at socialization groups. Adults are encouraged to use dental floss after eating. Toothbrushes, toothpaste, and floss are provided.

## **MEAL TIMES**

Please assist with the following mealtime routine:

1. Place any paper products such as plates, cups, and napkins in the covered garbage can.
2. Place utensils in the proper containers.
3. Place plastic cups and dishes in designated tub.
4. Clean food from high chair trays and place on cart.

Infants under age 1 will be fed on demand. Approved CACFP/USDA formula will be provided at no charge. If an alternative formula is used, a Special Diet Statement will need to be completed in order for EHS to provide the alternate formula. Children ages 1-2 will be served whole milk. Children over age 2 will be served 1% milk.

Families will be consulted about the schedule at which they are introducing solid foods to their infant. Early Head Start staff will follow USDA guidance when introducing solid foods.

## **NUTRITION**

Good nutrition is an important part of Head Start program philosophy. Parents and children are encouraged to learn about and try new foods. Meals and snacks are served family style and no one is forced to eat, but encouraged to try different foods. LCECP supports diversity. This includes foods from other cultures. If you have ideas or recipes you would like to share please tell staff. A monthly menu is posted in the classroom and you will receive one to take home.

### **NO OUTSIDE FOOD OR DRINK IS ALLOWED IN THE CLASSROOM!!**

If you or your child has any food allergies, please be sure to inform the Family Advocate, staff and teachers. A signed allergy form from your doctor stating any allergies you or child has must be given to the Family Advocate to be put in the appropriate files. This form allows us to provide alternative foods for your child and you if needed.

LCECP does not discriminate on the basis of race, color, national origin, sex, age, or disability. LCECP's nutritional program receives USDA funds.

### **USDA Non-Discrimination Statement:**

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

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

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

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

This institution is an equal opportunity provider.

### **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
- "Does 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 your 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 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, Training and Development 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 Education, Training and Development Coordinators by calling the Lewiston Center at (208) 743-6573 or toll free at 1-866-965-2327.

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### **LCECP Parent Agreement**

- 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 not leave my child(ren) 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 for the purpose of transitioning.
- My child may receive emergency medical treatment from physicians, dentist, 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.
- I will ensure the safety of any children in my care when entering and exiting the building and parking lot.
- I will notify the staff if my child is absent.

### **LCECP Staff Agreement**

- We will recognize that you are your child's first teacher.
- We will schedule home visits in advance, and arrive on time.
- We will keep parents informed verbally and in writing of program information.
- We will support parent involvement at all levels and provide opportunities to volunteer.
- When your child becomes sick at school, we will contact you or your emergency number to pick up your child.
- 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 provide a developmentally appropriate program for families and children and act as a resource for information regarding the development of appropriate goals.
- We will help you secure resources and services to meet your Family Partnership goals and emergency or crisis needs.
- We will treat parents and children with respect and courtesy

## **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.

**Staff and Parent will sign verification of receiving and reading the handbook in Child Plus.**