



Ottumwa Community Schools

**Pickwick Early
Childhood Center
Handbook**

In partnership with



2018-2019

Dear Families,

Welcome to Pickwick Early Childhood Center! We are very excited to have you here and that we have the opportunity to be a part of your child's educational journey. Here at Pickwick Early Childhood Center, we aim to provide quality education and care that will help prepare your child for kindergarten. Our facility is truly innovative in that we are breaking down barriers and blending our classrooms in a manner that allows all students to learn together regardless of race, ethnicity, income, culture, disability and gender.

Our team will work collaboratively to ensure that your child has enriching experiences that cater to their individual needs. We will do this through the utilization of research based curriculum and assessment, data driven lesson planning and quality professional development and support.

Our goal is to make sure that your child progresses towards kindergarten readiness in academic and social-emotional areas. We will communicate regularly with you regarding your child and look forward to this partnership. Please do not hesitate to contact your child's teacher. We believe that you are your child's best advocate and we want to support you!

This handbook provides necessary information for you and our team to work collaboratively towards our goal of setting an example for early childhood education in the state of Iowa.

Thank you again for enrolling in Pickwick Early Education Center. We look forward to learning with you!

Sincerely,

The Pickwick Early Childhood Center Team

Pickwick Early Childhood Center Information

1306 W. Williams Street
Ottumwa, Iowa 52501
Phone: (641)684-7179
Fax: (641) 683-2650

School Hours:

Monday: 8:10 am -3:10 pm
Tuesday: 8:10 am -3:10 pm
Wednesday: 8:10 am -3:10 pm
Thursday: 8:10 am -3:10 pm
Friday: No Preschool Program Hours

WRAP Around Program Hours:

Monday: 6:00 am- 8:10 am / 3:10 pm - 6:00 pm
Tuesday: 6:00 am- 8:10 am / 3:10 pm - 6:00 pm
Wednesday: 6:00 am- 8:10 am / 3:10 pm - 6:00 pm
Thursday: 6:00 am- 8:10 am / 3:10 pm - 6:00 pm
Friday: 6:00 am- 6:00 pm

Principal: Michaela O'Connell

Secretary: Delores Allman

Director of Elementary Education: Sarah McGlothlen

Sieda Executive Director: Brian Dunn

Director of Child Development Division: Elizabeth Fairchild

Assistant Director of Child Development Division: Ashley Brink

WRAP Around Program Director: Eleanor Arnold










The Pickwick Way is to be:

- Safe
- Compassionate
- Responsible
- Respectful

OTTUMWA COMMUNITY SCHOOL DISTRICT 2018-2019 School Calendar

Approved by Board of Education 2/12/2018

CALENDAR LEGEND

	Workshop-New Teachers
	Workshop-All Teachers
	First Day of Classes
	Last Day of Classes
	1:00 pm Dismissal for PD
	1:00 pm Early Dismissal
	Parent-Teacher Conferences
	Holiday
	Non Student Attendance Day

QUARTERS

Qt 1: Aug 23–Oct 26 (Sep 25 midterm)
Qt 2: Oct 29-Jan 14 (Dec 4 midterm)
Qt 3: Jan 15-Mar 27 (Feb 14 midterm)
Qt 4: Mar 28-May 31 (Apr 30 midterm)

ELEMENTARY TRIMESTERS

Tri 1: Aug 23–Nov 1
Tri 2: Nov 2-Feb 21
Tri 3: Feb 22-May 31

PARENT-TEACHER CONFERENCES

Elementary and Preschool
November 5 (4:00-7:30 pm)
November 8 (8:00-3:30 & 4-7 pm)
March 12 (4:00-7:30 pm)
March 14 (1:00-3:30 & 4-7 pm)
Evans:
October 16 (4:00-7:30 pm)
November 8 (8:00-3:30 & 4-7 pm)
February 7 (4:00-7:30 pm)
March 14 (1:00-3:30 & 4-7 pm)
OHS:
October 15 (4:00-7:30 pm)
November 8 (8:00-3:30 & 4-7 pm)
February 5 (4:00-7:30 pm)
March 14 (1:00-3:30 & 4-7 pm)

EARLY RELEASE TEACHER PD TIME

1:00 pm Dismissals
August: 31
September: 7,14,21,28
October: 5,12,19,26 (5th=TQ PD)
November: 2,16,30
December: 7,14 (14th=TQ PD)
January: 4,11,18,25 (25th=TQ PD)
February: 1,8,15,22 (22nd=TQ PD)
March: 1, 8,29
April: 5,12,26 (26th=TQ PD)
May: 3, 10, 17, 24 (24th=TQ PD)

HOLIDAYS

September 3: Labor Day
November 22: Thanksgiving Day
December 25: Christmas
January 1: New Years
April 19: Good Friday
May 27: Memorial Day

August 2018					Teacher Work Days	Student Attendance Days	School Start Time: 8:10 a.m. School Dismissal Time: 3:15 p.m.
M	T	W	TH	F			13,14,15: Workshop for New Teachers 16,20,21,22: Workshop for All Teachers 23: First Day of Classes 31: 1:00 pm Dismissal for Teacher PD
13	14	15	16	17	1	-	
20	21	22	23	24	5	2	
27	28	29	30	31	5	5	
September 2018							
3	4	5	6	7	4	4	7,14,21,28: 1:00 pm Dismissal for Teacher PD 3: No Classes • Labor Day
10	11	12	13	14	5	5	
17	18	19	20	21	5	5	
24	25	26	27	28	5	5	
October 2018							
1	2	3	4	5	5	5	5,12,19,26: 1:00 pm Dismissal for Teacher PD 5: Teacher Quality Paid PD
8	9	10	11	12	5	5	15: Evening OHS P-T Conferences; 4-7:30 pm 16: Evening Evans P-T Conferences; 4-7:30 pm
15	16	17	18	19	5	5	
22	23	24	25	26	5	5	
29	30	31			3	3	
November 2018							
			1	2	2	2	2,16,30: 1:00 pm Dismissal for Teacher PD 5: Evening Elem & Preschool P-T Conferences; 4-7:30 pm 8: No Classes • Parent-Teacher Conferences; 8-3:30 & 4-7pm 9: No Classes • Teacher Comp Day 21: 1:00 pm Dismissal for Thanksgiving Break 22-23: No Classes • Thanksgiving Break
5	6	7	8	9	5	3	
12	13	14	15	16	5	5	
19	20	21	22	23	3	3	
26	27	28	29	30	5	5	
December 2018							
3	4	5	6	7	5	5	7,14: 1:00 pm Dismissal for Teacher PD 14: Teacher Quality Paid PD 21: 1:00 pm Dismissal for Winter Break 24-Jan 1: No Classes • Winter Break
10	11	12	13	14	5	5	
17	18	19	20	21	5	5	
24	25	26	27	28	0	0	
31					0	0	
January 2019							
	1	2	3	4	3	3	4,11,18,25: 1:00 pm Dismissal for Teacher PD 25: Teacher Quality Paid PD 2: Classes Resume
7	8	9	10	11	5	5	
14	15	16	17	18	5	5	
21	22	23	24	25	5	5	
28	29	30	31		4	4	
February 2019							
				1	1	1	1,8,15,22: 1:00 pm Dismissal for Teacher PD 22: Teacher Quality Paid PD 5: Evening OHS P-T Conferences; 4-7:30 pm 7: Evening Evans P-T Conferences; 4-7:30 pm 18: No Classes • Presidents' Day 28: Preschool Registration
4	5	6	7	8	5	5	
11	12	13	14	15	5	5	
18	19	20	21	22	4	4	
25	26	27	28		4	4	
March 2019							
				1	1	1	1,8,29: 1:00 pm Dismissal for Teacher PD 7: Kindergarten Registration 12: Evening Elem & Preschool P-T Conferences; 4-7:30 pm 14: 1:00 pm Dismissal; Parent-Teacher Conferences; 1-3:30 & 4-7 pm 15: No Classes • Teacher Comp Day 18-22: No Classes • Spring Break
4	5	6	7	8	5	5	
11	12	13	14	15	5	5	
18	19	20	21	22	0	0	
25	26	27	28	29	5	5	
April 2019							
1	2	3	4	5	5	5	5,12,26: 1:00 pm Dismissal for Teacher PD 26: Teacher Quality Paid PD 1-12: Iowa Assessments 19: No Classes • Good Friday
8	9	10	11	12	5	5	
15	16	17	18	19	4	4	
22	23	24	25	26	5	5	
29	30				2	2	
May 2019							
		1	2	3	3	3	3,10,17,24: 1:00 pm Dismissal for Teacher PD 24: Teacher Quality Paid PD 26: Commencement for Class of 2019 27: No Classes • Memorial Day 31: 1:00 pm Dismissal; Last Day of School
6	7	8	9	10	5	5	
13	14	15	16	17	5	5	
20	21	22	23	24	5	5	
27	28	29	30	31	4	4	
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3					1	0	3: Workshop Day (Last Contract Day) for Teachers
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Ottumwa Community Schools

VISION

Engage, Educate and Empower Every Student Every Day

MISSION

Inspire every student to think, learn, achieve and care

CORE BELIEFS

1. Every student matters
2. Building relationships is a foundation of success
3. We will meet the needs of all students
4. Data will drive our decision making
5. Collaboration and teamwork are necessary for success
6. All students can learn at high levels

EQUAL EDUCATIONAL OPPORTUNITY Board Policy 105

The board will not discriminate in its educational activities on the basis of race, color, national origin, religion, sex, disability, sexual orientation, gender identity, marital status, socioeconomic status, or creed.

The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The board is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, color, national origin, religion, sex, disability, sexual orientation, gender identity, marital status, socioeconomic status, or creed. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

NON-DISCRIMINATION STATEMENT

It is the policy of the Ottumwa Community School District that each student and employee should be treated equally. If a student or employee believes that he/she has been treated unequally on the basis of race, color, age, national origin, gender, sexual orientation, gender identity, marital status (for programs), socioeconomic status (for programs), disability, religion or creed, then he/she should contact Teri King. She is the contact person for students or employees who think they may have been treated unfairly. She will work with district administrators to make certain that the provisions of Title IX of the Civil Rights Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act are not violated.

Teri King, Director of Student Supports Phone: (641) 684-6597

teri.king@ottumwaschools.com

GRIEVANCE PROCEDURE—TITLE IX

Inquiries regarding compliance with Title IX, Title VI, or Section 504 may be directed to Compliance Officer Teri King (teri.king@ottumwaschools.com), Phone (641)684-6597; to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa or to the Director of the Region

VII Office of Civil Rights, Department of Education, Kansas City, Missouri.

LEVEL I INVESTIGATORS

Building principals in the Ottumwa Community School District serve as Level I Investigators for allegations of abuse of enrolled students. Associate principals and deans of students will serve as alternative Level I Investigators and will serve as appointed by the Superintendent. Level I Investigators will respond promptly to allegations of physical abuse and investigation of an allegation. The processing of a complaint or allegation will be handled confidentially to the maximum extent possible, according to board policy. Employees are required to assist in the investigation to provide information and to maintain confidentiality of the reporting and investigation process. All Level I Investigators and alternates have received the appropriate training to conduct such investigations. Board policy requires the district to release this information to parents annually.

COMMUNICATION BETWEEN HOME AND SCHOOL

Students are more successful in school when the important adults in their lives are working together to support the efforts of the child. A concerted effort is made by the elementary staff to keep parents informed of the skills, topics and activities being pursued and the success each child has achieved.

Communications will be sent home frequently from the classroom and the office. Please encourage your child to be responsible for bringing those home and showing them to you. You can count on those communications containing a listing of upcoming events and notifications of changes in schedules. We will also publish a monthly newsletter with important information.

STUDENT ASSISTANCE TEAM (S.A.T.)

A team of school educators make up the Student Assistance Team. The team is available to assist students who may be struggling in school academically and/or socially. For more information contact your child's teacher.

CIVILITY EXPECTATIONS

The elementary staff will treat parents and other members of the public with respect and expect the same in return. The school must keep classrooms and the administrative office free from disruptions and prevent unauthorized persons from entering school/district grounds.

Accordingly, these practices promote mutual respect, civility, and orderly conduct among district employees, parents, and the public. We do not intend this to deprive any person of his or her right to freedom of expression. Rather, we seek to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff. In the interest of presenting teachers and other employees as positive role models, we encourage positive communications and discourage volatile, hostile, or aggressive actions. The school seeks public cooperation with this endeavor.

Disruptive Individual Must Leave School Grounds: Any individual who disrupts or threatens school/office operations, threatens the health and safety of students or staff, willfully causes property damage, uses loud and/or offensive language that could provoke a violent reaction, or who has otherwise established a continued pattern of unauthorized entry on school district

property will be directed to leave school or school district property promptly by the school's principal or other chief administrative officer.

Directions to Staff in Dealing with Abusive Individual: If any member of the public uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely warn the speaker to communicate civilly. If the abusive individual does not stop the behavior, the district employee will verbally notify the abusive individual that the meeting, conference, or telephone conversation is terminated; and, if the meeting or conference is on district premises, the employee shall direct the abusive individual to leave promptly.

Provide Policy and Report Incident: When a staff member determines that a member of the public is in the process of violating the provisions of these expectations, staff member should provide a written copy at the time of occurrence. The staff member will then immediately notify his or her supervisor and provide written report of the incident.

DUE PROCESS

It shall be the policy of the Ottumwa Community School District that acceptable behavior be recognized as essential to the development of responsible and self-disciplined citizens and to provide an effective school program. Positive behavior is based on respect for one's self and for the worth and human dignity of others. Development of such positive behavior in students is a dual function of the home and of the school.

All students are guaranteed, by Board Policy 503.1 and by public law, constitutional rights to due process and fundamental fairness.

1. The student must have prior knowledge of the conduct which is required of or prohibited to him/her.
2. The student must be aware of the specific behavior giving rise to any of the proposed penalties or discipline.
3. The student must have some opportunity to express or convey to the decision-making authority his/her views or rebuttals regarding the incident, prior to any disciplinary action.
4. The decision-making authority must base its decision on the incidents or matters about which the student has been apprised as indicated above.

The courts have also determined that any disciplinary action must meet the test of fairness under a given set of circumstances. Various factors must be considered in each situation to determine the formality which is required.

School Attendance Policies and Procedures

WHEN YOUR CHILD CAN ATTEND CLASS

Your child is ready to attend class when:

- a. All necessary paperwork is complete.

- b. Immunization card, provisional, or exemption is on file at the center (for more information, see the Health Section).
- c. Physical Exam is required on file at the center within 30 days of attending class.
- d. Dental exam completed or appointment scheduled prior to attending class.
- e. Family Service Workers are available to assist with scheduling medical/dental appointments and/or providing transportation.

ATTENDANCE POLICY

It is the goal of Pickwick Early Childhood Center to promote regular attendance for all students enrolled in the program. Our Performance Standards require 85% attendance rates in each classroom. Regular attendance is vital to children's success in school. When children have frequent absences, they miss out on learning experiences, social activities, and developing and following a regular routine.

If your child is going to be absent from class, notify your center to let the staff know. Please phone the center by 8:00 am or prior to your child's scheduled bus pick-up time if your child will be absent for any reason. This will allow our team time to adjust meal counts and bus routes.

Center staff will make daily contact with the parent/guardian when a child is absent from class, documenting the conversation or attempts made, and offering needed assistance.

Definition of excused absence:

- Medical documented illness from a Health Care Professional
- Medical documented appointment from a Health Care Professional
- Funeral
- Court proceeding
- Religious Holiday
- Family emergencies at the discretion of building Principal

Center staff will make an unannounced home visit to the parent/guardian with three consecutive days of no contact or chronic unexcused absenteeism and develop a corrective action plan.

Definition of chronic absenteeism:

- Three or more consecutive days with no contact
- Child unexcused attendance rate falling below 75% (approximately more than one day per week)

Corrective Action Plan for Chronic Absenteeism	
Step 1	When a child has missed two or more consecutive days with no contact or unexcused attendance rate has fallen below 75%, center staff will make an unannounced home visit to the parent/guardian. The staff and the parent/guardian will develop a plan to assist with the child's attendance rate and meet the needs of the family. The parent/guardian

	will sign the Pickwick Early Childhood Center Attendance Contract (HS #19b). The child must maintain over 75% attendance rate for the next two week probationary period. If the child's attendance rate falls below 75% during the probationary period, move to Step 3.
Step 2	For a second occurrence of chronic absenteeism, after the two week probationary period has ended, a meeting or unannounced home visit will take place with the Principal, Family Service Worker, Classroom Teacher, parent/guardian, and other support staff as needed. At this meeting, a plan for additional support will be created to meet the needs of the family and increase the child's attendance rate. The parent/guardian will sign a new Pickwick Early Childhood Center Attendance Contract (HS #19b). The child must maintain over 75% attendance rate for the remainder of the school year.
Step 3	Once the child's unexcused attendance rate again drops below 75%, the child will be dropped from the Program and placed on the waiting list. When/if the parent/guardian would like to re-enroll in the Program, they may reapply and be placed back in a classroom when a slot becomes available.

PERSONAL ITEMS FROM HOME

We understand children like to share their toys and personal items such as stuffed animals, action figure toys, cars, dolls, etc. But sometimes this presents difficulties. Toys can get broken or lost. For these reasons, we would prefer that food items and personal items from home stay at home. This will relieve a lot of stress for everyone including the child. The exception is for scheduled classroom sharing times.

CHILD PICK-UP POLICY

Children riding the bus, or being picked up at the school, will not be allowed to leave with anyone not listed on the Emergency Permission Contact form (CDP #44a). If someone comes to the bus stop, or to the center, who is not listed on this form, the adult will not be allowed to take the child. All individuals picking up/dropping off children must be 18 years old.

Staff will ask for a photo I.D. from the adult picking up the child. Please make sure that anyone picking up your child is aware of this policy. Staff will ask for photo identification even if the child knows the adult, is comfortable with the adult, or says the adult is mom or dad. Whenever possible, parents/guardians/authorized adult should use state-issued photo identification, such as a driver's license or passport.

If a biological parent who doesn't have physical custody comes to pick up his/her child, staff will release the child to the parent, (unless there is a court order in the child's file that denies contact with the child). The staff will call the parent with physical custody immediately. IT IS THE PARENT/LEGAL GUARDIAN'S RESPONSIBILITY TO PROVIDE STAFF A COPY OF ANY COURT ORDER.

If a child is under the care of a legal guardian, the biological parents are not allowed to pick the child up, (unless the legal guardian has given written permission for the parent to do so). In this case, the biological parent(s) will be listed on CDP #44a.

If no approved adult comes to the bus stop to pick up the child, the child will be returned to the school. Parents will need to either meet the bus at another stop or come to the center to get the child when the bus returns.

If staff have continually tried all numbers on the emergency list and no one can be reached, and the parent has not made contact, the situation will be reported to local law enforcement or Department of Human Services (DHS).

PARENTAL ACCESS AND CUSTODY ORDERS

Parental access is unlimited unless parental contact is prohibited by court order.

If there is a custody order, a copy must be in the child's file to protect the child.

Please see the staff at your center for more information.

BUS SAFETY POLICY

This Policy is required by our Head Start Performance Standard – 1303.74 to ensure children who receive transportation services are taught safe riding practices.

Pedestrian Safety:

An adult **must** accompany a child to the bus pickup point. Children are taught to STOP, LOOK, AND LISTEN for traffic before crossing the street with the help of an adult. Staff will practice this Policy when taking walks or field trips. Children and adults are to stand away from the edge of the road when boarding the bus.

Correct Procedures for Boarding and Leaving the Bus:

- * Wait until the bus stops, door opens and the driver says it's okay before boarding the bus.
- * Hold onto the railing when boarding and exiting the bus.
- * Walk in front of the bus - NEVER walk behind the bus.

- * Be sure the driver can see you and you can see the driver.
- * If you must cross the street, stop at the edge of the bus and look left, right, left before crossing.
- * Be careful clothing with drawstrings and book bags with straps do not get caught in the handrail or in the door when exiting the bus.
- * Don't chase after fallen papers. Monitor will retrieve.

Safe Riding Practices:

- * Always sit fully in the seat and face forward.
- * Do not distract the driver.
- * Never stand on a moving bus.

- * Obey the driver and adults on the bus.
- * Speak in a quiet voice.
- * Never stick anything out the windows (arms, head, book bag, etc.).
- * Stay seated until the bus stops.
- * Food and drink are not allowed on the bus.

Danger Zone:

The “Danger Zone” is the area on all sides of the bus. Children are in the most danger of not being seen by the driver. 10 feet in front, and on either side of the bus, and 20 feet in the rear of the bus, are the blind spots for the bus drivers.

Emergency Evacuation Procedure:

Emergency Evacuation Drills are to be conducted twice a year **plus** once within 30 days of classes beginning. Parents are encouraged to participate in the drills.

PROCEDURE:

1. Turn off ignition.
2. Locate Emergency Exits (side door, door lift and window exits).
3. Proceed out an Emergency Exit in an orderly manner (starting with the first seat, left to right and toward the back).
4. Fanny Packs and Emergency Folders are to be taken.
5. Take children to designated area – 100 feet away.
6. Once the children are safe, call the Center Supervisor and she will call the Parents and the Central Office.

CLASS CANCELLATIONS

Class may be cancelled due to weather, facilities, transportation, or staffing ratios. So, when weather is questionable, please listen to your local radio and/or television stations for notification of class cancellations.

Classes may also need to be cancelled or dismissed early during the day due to unforeseen situations, such as change of weather or no water or heat. In these situations, staff will notify radio and television stations of the closing. Staff will also call families and/or emergency numbers.

CONFLICT RESOLUTION POLICY

Pickwick Resolution Plan

Anytime a parent has a program concern, take the follow these steps:

1. Talk with your child’s classroom teacher to see if a resolution can be accomplished. If the parent is unable to resolve the concern, the parent may move to step 2.
2. Talk with the Building Principal to see if a resolution can be accomplished. If the parent is unable to resolve the concern, the parent may move to step 3.

3. Talk with the Director of Elementary Education from Ottumwa Community Schools to see if a resolution can be accomplished. The decision of the Director of Elementary Education is final.

Staff will attempt to make immediate responses to all concerns made by parents and resolve any disputes, however, some concerns may require further inquiry and/or information. Allow up to 7 days for each step for concerns to be addressed and resolved.

ZERO TOLERANCE FOR VIOLENCE POLICY

Pickwick Early Childhood Center follows a **Zero Tolerance for Violence Policy**. Zero Tolerance means **absolutely NONE of the following** are allowed on Pickwick Early Childhood Center property including: **classrooms, playgrounds, buses, or Pickwick Early Childhood Center sanctioned events**. This policy applies to all staff and parents.

The following are what Pickwick Early Childhood Center defines as:

FOUL OR OBSCENE LANGUAGE:

- Swearing
- Cursing
- Sexual/racial slurs or innuendoes
- Inappropriate name calling

VERBAL ABUSE:

- Yelling/screaming
- Belittling or threatening
- Inappropriate name calling

PHYSICAL ABUSE:

- Hitting/pinching
- Kicking
- Pushing
- Grabbing or touching another person inappropriately without their consent

VIOLENT/VERBAL/PHYSICAL THREATS:

- Threatening physical harm, hurt or kill someone
- Threatening to use weapons
- Threatening to use physical force as means of controlling the situation.

All staff and parents are to remember that personal and adult matters are not to be discussed in front of the children. If a staff or parent needs to discuss a personal or adult matter, they need to ask a Pickwick Early Childhood Center staff person to find them a private area to discuss these issues.

Staff and parents unwilling to cooperate with this Policy will be asked to leave the classroom, playground or event and return when they are able to discuss or handle things in a calm manner. If the violence continues after being asked to leave, the proper authorities will be called.

CHILD ABUSE

All parents are reminded that all Pickwick Early Childhood Staff are Mandatory Child Abuse Reporters. Any threats, verbal, physical abuse, or foul or obscene language aimed at your own child or any other child will not be tolerated and will be reported to the proper authorities.

All classroom teachers are mandatory reporters of suspected child abuse and neglect, as required by local and state laws. Suspected cases of child abuse and neglect are reported to the Child Abuse/Dependent Adult Abuse Hotline at **1-800-362-2178**.

Education and Program Information

OUR PERFORMANCE STANDARDS

Pickwick Early Childhood Center is a collaboration of successful preschool programs across the state, which means that we follow many performance standards in order to ensure the highest quality of education and care. The performance standards that we utilize are as follows:

- Iowa Quality Preschool Performance Standards
- Head Start Program Performance Standards
- National Association for the Education of Young Children Program Standards
- Department of Human Services Licensing Standards
- Iowa Early Learning Standards
- Early Learning Outcomes Framework

These standards are the foundation on which our program designs and delivers comprehensive, high-quality individualized support to children and families. Our program at Pickwick Early Childhood Center is truly unique as we are merging performance standards from the following programs: Statewide Voluntary Preschool Program, Head Start Preschool Program, Shared Visions Preschool Program, Early Childhood Special Education and Title 1.

CURRICULUM AND ASSESSMENT

Teaching Strategies is a publishing company that specializes in Early Childhood. They have developed high quality curriculum, assessment, and professional development, which our program uses.

Creative Curriculum is a comprehensive, research-based curriculum approach that honors creativity and respects the role that teachers play in making learning exciting and relevant for

every child. The objectives of the curriculum are aligned with the Head Start Child Development and Early Learning Framework, as well as the Iowa Early Learning Standards.

Teaching Strategies GOLD is our school wide assessment tool. We collect information on each child on a daily basis that is then used to make data informed decisions for future lessons. This information will be shared with you during conferences.

Additional Curriculum: Early Learning Second Step, Character Counts, I Am Amazing, Character Critters, Letter People, Kindness, Anti-Bullying

Additional Assessments: Individual Growth and Development Indicators (IGDI's)

DEVELOPMENTALLY APPROPRIATE PRACTICE

Pickwick Early Childhood Center follows "Developmentally Appropriate Practices." Activities are planned that are age/stage suitable, and individualized to meet the needs of each child. The following are explanations of Developmentally Appropriate Practices:

- **Creative Art** is to be a part of every class day and needs to be planned as part of free choice activities. Children are free to choose to do an art activity or not. All activities must be process oriented, not product. **No models, patterns, or ditto sheets are to be used in the classroom.**
- **Patterns**, for coloring and /or painting, are not to be used at any time. Staff may not make a pattern for children to follow in any creative art experience. Ditto sheets and flash cards, too, are considered developmentally inappropriate for pre-school children and may not be used.
- **Lines** are appropriate for young children around the concept of safety, transitioning, and school readiness.
- **Transitions** are to be used when moving children from one activity to another, as time fillers, and for attention grabbers.
- **Outside play** is an important part of class time. Children are to have a balance of inside and outside activities, as well as small and large motor activities.
- **Manners** are to be used by staff and modeled for the children. Children will learn these courtesies through observation and repetition. Staff should recognize a child's use of these, however, may not require children to use them.

DAILY ACTIVITIES

Your child will have the opportunity to participate in many activities on a daily basis that will help them grow academically, socially, and emotionally. These activities include: free choice activities, meals and snacks, tooth brushing, toileting, rest time, story time, outdoor play, small group instruction, large group instruction and musical expression. Each classroom will provide to you a schedule that is designed for student growth and success in a manner that we believe provide ample opportunities for engaged learning.

At Pickwick Early Childhood Center, we also believe that learning will often look like play. Our goal is for students to use the information that they have been collecting in a play scenario in order to exercise their new knowledge in a way that is fun and interactive.

Our daily activities provide opportunities for children to develop skills in the following areas:

- Initiative
- Social Relations
- Creative Representation
- Language and Literacy
- Math and Science
- Health
- Hygiene
- Nutrition
- Safety
- Character Development
- Positive Behavioral Interventions and Supports (PBIS)

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

The mission of the Positive Behavioral Interventions and Supports Leadership Team is to raise teacher, student, and families' awareness of the importance of social/emotional development in young children and increase school readiness through the implementation of Positive Behavioral Interventions and Supports framework.

Positive Behavioral Interventions and Supports (PBIS) is a process for supporting young children's social-emotional development and addressing challenging behavior. This approach will be used in all of the Pickwick Early Childhood Center classrooms. The focus is promoting children's success: building relationships, creating supportive environments, and teaching social-emotional skills. This process will assist teachers and families understand and increase positive social-emotional skills while preventing challenging behavior.

PBIS focuses on the use of positive intervention strategies developed for each child based on their need. Strategies are developed that focus on helping the child be successful in the classroom and at home, building positive social relationships, developing friendships, and learning further communication skills.

PBIS builds these social skills critical to a child's social-emotional success:

- ☺ Getting along
- ☺ Following directions
- ☺ Identifying and regulating emotions
- ☺ Thinking of solutions
- ☺ Staying on task
- ☺ Communicating and playing with others

These skills will be the foundation to help children be successful learners in school and throughout life.

REST TIME

Children participating in our full school day will be provided a rest time.

Children will be provided their own cot at the beginning of the school year. Due to Licensing Regulations cots and sheets are washed and sanitized weekly and are not shared with other children. Children are encouraged to bring their own blankets and pillows. These will be sent home to be washed weekly.

Children who choose not to go to sleep will be encouraged to lie quietly or engage in a quiet activity until rest time is over.

POLICY FOR USE OF "HOLIDAY THEMES" AS PART OF THE CURRICULUM

Holidays will be celebrated in respectful and developmentally appropriate ways, exposing children to differing customs. At Pickwick Early Childhood Center, we meet the curriculum objectives and individual child goals by allowing children to individually express themselves in ways of their own choosing.

Parents will have the opportunity to share ideas and learn of classroom celebrations during monthly parent group meetings. Parents and members of the community are encouraged to volunteer and/or share their culture, customs, and traditions with the class.

If your family does not celebrate holidays, please inform your child's teacher.

CLOTHING

CHILDREN:

Children are very active and use several different materials inside and outside during the day that could possibly stain their clothing. However, children do spill things on occasion and clothing could be stained. Children do wear smocks for painting and staff assist children as much as possible. Don't send your child to school in any clothing you don't want stained.

Each center is required to take the children outside on a daily basis including the winter months. The playgrounds do get wet and covered in snow. During the winter months it is required that each child wears a coat to school. It is encouraged that children have hats, and mittens. If children do not have a coat, hat, or mittens Head Start will assist families in finding some. Children are not required to wear boots to school.

Pickwick encourages each child to have a change of clothing at school. This would include; a shirt, a pair of pants, socks, and a pair of underpants. Please mark any garments brought in with your child's name.

Licensing law states shoes must be worn at all times while at the center or on the bus.

Flip Flops are not recommended for play at the center. Shoes with ties or straps are safer.

PICKWICK EARLY EDUCATION CENTER, OTTUMWA COMMUNITY SCHOOLS AND HEAD START ARE NOT RESPONSIBLE FOR ANY CLOTHING THAT MAY BE RUINED WHEN YOU OR YOUR CHILD IS AT THE CENTER.

PARENTS:

Logos and sayings on shirts must be appropriate for children. Tube tops, skin tight clothing, see through clothing, swimwear, and skirts or dresses that are short enough to see the upper portion of the thigh are not appropriate.

When volunteering in the centers, attending parent meetings, or other Head Start functions all volunteers and parents must dress appropriately.

In the classroom several messy materials are used. Bleach and other cleaning solutions are used in the kitchen. When volunteering in these two places clothing could become stained or even ruined.

Times may occur when a volunteer will need to be outside with staff and children. Dress should be appropriate for outside conditions.

Licensing law states that shoes must be worn at all times when volunteering at the center.

OUTDOOR WEATHER POLICY

All children who are well enough to attend the center will be taken outdoors for play on a daily basis if the weather permits. Exceptions will be rainy days, summer days when the head index is over 90 degrees, and winter days when the wind chill factor is below 15 degrees. Example: If the normal temperature is 20 degrees, the children are allowed outside but if there is a wind speed of 10, the wind chill temperature is 4, then they will stay in. Temperatures, wind chill, or heat index can be checked by the chart in the center, by calling the local weather service, or by the weather bug on the computer.

Studies have consistently shown that children do not have lowered resistance to colds or their infections because of outdoor play, but are much healthier and have stronger resistance to illness with exercise outdoors. This also strengthens children with transition activities and assists them in learning self-help skills by putting on their coats, learning to zip, button their garments, and putting on boots.

Children and staff need to be dressed for the weather and be prepared to go outside.

TRANSPORTATION

Limited transportation is provided to Head Start families. Your child's teacher will let you know about what time the bus will arrive at the bus stops. Please arrive at the bus stop a few minutes before the scheduled bus time, as driving conditions may cause the bus to be early. A Head Start staff person will be on the bus. It is a privilege for your child to ride the bus.

Performance Standards require that every child must be seated in a child safety restraint when riding the bus or being transported in a staff vehicle. Eating and drinking are not allowed on the bus.

Parents who transport their children to and from the center need to arrive on time or a few minutes early to pick up their children. Children should not be brought to the center early, as staff have tasks to do and can't watch children at the same time. **Children must be brought to the classroom door when being dropped off and picked up. This is for the safety of your child.**

Parents must complete an Emergency Permission Contact CDP #44a to indicate who they want their children released to. Any person picking up children will be asked for a photo ID. Please share this with family and friends on your list. This will also include a parent that the staff doesn't know.

If a child is not picked up within 30 minutes after center time and no contact with a designated adult has been made, then DHS and law enforcement will be contacted.

For additional information, see Child Pick-Up Policy in purple Policies section.

FIELD TRIP POLICY

Field Trips are designed to enhance the educational experience outside the classroom and within the community. Pickwick Early Childhood Center may offer field trips throughout the school year where children can be supervised safely. Examples of possible field trips include elementary schools, museums, fire/police stations, libraries, etc.

Field trips making it difficult to supervise children safely with child/staff ratio will NOT be allowed. Examples of field trips difficult to supervise children safely include parks with equipment not designated for 3-5-year-old children, in/around bodies of water, horseback riding, hay rack rides, and/or go-carts, etc.

ALL FIELD TRIPS MUST BE PRE-APPROVED

ADDITIONAL GUIDELINES FOR FIELD TRIPS

1. The adult to child ratio for Field Trips out of the county is one adult, not including staff, for each child attending the event. For small trips inside the county, including walks away from the site, there must be one additional adult above the classroom licensing ratio per class, which may include staff. Parent volunteers are encouraged to attend.
2. No siblings will be allowed to attend Pickwick sponsored Field Trips.
3. Emergency Medical forms, First Aid Kits, and additional transportation must be available on all Field Trips.
4. Parents must sign a Field Trip Permission form prior to the event.

5. Parents attending will be asked to be responsible for their child. Parents must stay with the group and their children must participate fully in the activities and follow Ottumwa Community School District guidelines and the guidelines of the establishment.

INFORMATION CHANGES

For your child's safety, it is extremely important that you notify the center staff immediately if your address, phone or work number or emergency contact number(s) change. Please also keep us informed of changes in child care names, numbers, and addresses. We must have current numbers on file at the center so we can contact you and/or emergency contact people in case of illness or accident. Keep your emergency pick-up list up-to-date of who may or may not pick up your child. We CAN NOT ALLOW your child to leave with an unauthorized person. See Child Pick-Up Policy for further information.

FIRE, TORNADO, AND EMERGENCY EVACUATION DRILLS

Fire, Tornado, and Emergency Evacuation Drills are practiced at the center every month. Everyone in the center at the time must participate. Procedures and escape routes are posted in the room. Parents are encouraged to practice these drills at home, also.

OTHER EMERGENCY PROCEDURES

We also have policies and procedures for medical and dental emergencies, intruders, blizzard, earthquake and other building evacuations.

SMOKE-FREE ENVIRONMENT POLICY

Ottumwa Community School District complies with Public Law 103-227, Part C Environmental Tobacco Smoke, also known as the Pro-Children Act of 1994 (Act) and the Iowa Smoke-free Air Act of 2008. The Agency does not permit smoking, e-cigarettes and other nicotine-delivery in any portion of any indoor facility owned or leased or contracted by Sieda.

- Smoking, e-cigarettes and other nicotine-delivery devices are not allowed around the entrances or exits of the facility, including sidewalks, sitting or standing areas immediately adjacent to the building, a patio, a deck, a courtyard or any other outdoor area on school property.
- Smoking, e-cigarettes and other nicotine-delivery devices are not allowed on the grounds, in the parking lots or in private cars in the parking lots.
- All applicants for employment will be notified that we observe the Smoke-free Air Act through notice on the application.
- Employees whose job requires them to visit clients in their private homes may schedule the visit in an alternate smoke-free enrolment with supervisory approval.

Health Information

FLUORIDE PROGRAM

Tooth decay is one of the most common preventable diseases seen in children. Children as young as 12-18 months can get cavities. Cavities in baby teeth can cause pain and even prevent children from being able to eat, speak, sleep, and learn properly. Children do not lose all their baby teeth until they are about 11 or 12 years old.

Fluoride varnish is a protective coating that is painted on teeth to help prevent new cavities and to help stop cavities that have already started to form.

Dental screenings and applications of fluoride varnish will be offered and administered by a contracted Health Care Provider, at your child's center. This voluntary program, which will be offered 3 times during the school year and is available to all children enrolled in Head Start at no cost.

Fluoride varnish is a thick consistency and only a couple of drops are necessary to cover the surfaces of primary teeth or baby teeth at high risk for cavities. The varnish is applied to clean, dry teeth by using a tiny "paint brush." NO anesthetic or drilling is done. Children should not brush their teeth until the next morning after the varnish has been applied, allowing the varnish to remain on the teeth for a number of hours, making the teeth more resistant to decay.

This procedure will be completed by a Registered Dental Hygienist at Pickwick Early Childhood Center, and any comments, findings, and/or recommendations will be sent home to you, the parent or guardian. This DOES NOT replace the need for your young child's exam at their dentist's office, and this is not the same type of fluoride treatment used by dentists during a routine check-up and cleaning.

LEAD/HEMOGLOBIN SCREENING

Lead/Hemoglobin Screening will be offered and administered by a contracted Health Care Provider. This program is offered one time during the school year at your local Head Start center for all children enrolled at no cost.

Lead is a common metal found throughout the environment, lead-based paint, air, soil, household dust, food, certain types of pottery, porcelain, pewter, and water. Lead can pose a significant risk to your health if too much enters your body. The greatest risk is to young children.

The procedure will be completed by a Registered Nurse or phlebotomist from a contracted Health Care Provider, and any comments, findings, and/or recommendations will be sent home to you, the parent or guardian. The procedure to determine Lead/Hemoglobin levels requires a drop of blood from a finger stick. Test results will indicate if your child has been exposed to lead.

Contact the School Nurse, Family Service Worker, Teacher or Building Principal if you have any questions about the above two services.

INJURIES AT SCHOOL

If a child is injured at school, a trained staff person will treat the injury according to First Aid procedures. The parents will be notified of the incident and will be given a copy of the Incident/Accident Report according to the nature of the injury.

If a child is seriously injured and needs to go to the hospital, the child will be taken to the nearest hospital by ambulance; a Pickwick Early Childhood Center staff member will stay with the child until the parents arrive at the hospital.

BITING POLICY

Explanation of the Center's perspective on biting

Biting is a very common behavior among young children. It is important to think positively of children who bite. Biting is a form of communication, as biting is almost always a response to the child's needs not being met or coping with a challenge or stressor. If we label children as 'biters,' we will harm children's self-perceptions and intensify biting behaviors.

Description of how the Center will respond to individual biting incidents and episodes of ongoing biting

Responsive staff can begin to anticipate when a bite might occur. When observing signs that a child might be on the verge of biting, the staff may be able to act immediately and prevent the biting behavior (e.g., distraction, redirection, close physical presence of staff). If a biting incident does occur, appropriate staff responses will include the following:

- Staff will keep their feeling in check and not express frustration or anger to the child.
- Ensure all children are safe.
- Staff should (in a firm, calm voice) address the child that bit in a short, simple, and clear way.
- Staff should shift their attention to the child who was bitten and show concern and support for that child.
- Go back and talk with the child that did the biting (if child is verbal and able to talk about the experience) about the different strategies he/she can use next time, instead of biting.
- Help the children move on. Do not make them play with one another, unless they want to.

Description of how the center will respond to the individual child or staff who was bitten.

When a biting incident occurs, the child who was bitten should be immediately cared for and shown concern and support. First aid should be administered if needed. The School Nurse will be notified of the incident and an evaluation of the child's health status will be performed (H #39).

Description of how the center will respond to the child that is biting

The child with the challenging behavior should be taught in a caring and firm way that the behavior is not acceptable and be given alternative behaviors to use instead. The center should also examine the needs of the child, including potential changes to the environment and routines, to prevent future incidents. If a child is provided developmentally appropriate and

individualized care in a purposefully planned environment, discharging a child is needed only in rare, extreme situations. Consultant and other resources are available to support the center in meeting the needs of the children in our care.

Description of the process of notification to parents of children involved in the incident.

Staff will provide confidential reports to parents of involved children without name of the other child. If possible, parents will be called. Staff will complete an Incident Report form (H #39). In addition to notification of specific incidents, parents may benefit from general information about biting. (This information on biting will/shall be provided to parents at their request)

Description of first aid procedures that the center will use in response to biting incidents

Because our mouths are full of germs, if a child is bitten by another child and the skin is broken, a wound infection may result.

When You See:

- A Human Bite
- Open puncture wound
- Bleeding

Do This First:

1. Wearing medical exam gloves, clean the wound with soap and water. Run warm water over wound for 5 minutes (except when bleeding severely).
2. Control bleeding by applying pressure to affected area
3. Cover the wound with a sterile dressing and bandage.
4. The child should be seen by a healthcare provider or go to the emergency department right away for further evaluation.

Additional Care:

- If any tissue has been bitten off, it should be taken with the child to the emergency department.
- Check that the child's tetanus vaccination is up to date. Tetanus vaccine (DTaP) is good for 10 years.

First Aid for the Child Who Bites:

Did the child who was biting get blood (or body fluids) in their mouth?

- If yes, have the child rinse mouth out with warm water; then notify the parents of this child about the blood (or body fluid) exposure. They should consult with their family physician for further health evaluation and possible treatment(s).

Description of how the center will assess the adequacy of staff supervision and the context and the environment in which the biting occurred.

Children bite to fulfill a need or cope with a challenge. Rather than focusing on the child as needing "discipline," it is staff's responsibility to observe the child and determine the child's needs that are not being met. This can be done through assessing

- Quality of relationships between child and staff.
 - Does the staff have a nurturing relationship with the child?
 - Do the staff know the child's needs, interests, routines, and preferences?
 - Do the staff need further professional development?
- Environmental influences on the child's behavior

- o Does the environment prevent large groups and reduce disorder?
- o Are there long waits and not enough duplicate toys?
- o Are the centers (dramatic play, quiet space, etc.) organized to minimize confusion and stress?
- o Is there a quiet place where children can go when overwhelmed?
- Targeted social-emotional supports
 - o Are children provided safe and secure daily routines?
 - o Are transitions managed effectively?
 - o Do staff routinely assist children with identifying feelings and learning to calm themselves?

The purpose of the assessment is to identify the potential external causes for the challenging behavior, which in this case is biting, so that further incidents can be prevented. When biting occurs, the staff must seek “to understand the meaning of the child’s behavior” and discover together with the child “more effective means for communicating needs, wishes, and desire” The staff should:

- Have a signed permission form from each child’s family (as a part of the enrollment policy) for observations. Observations of all children should complement the child’s portfolio for planning and assessment purposes.
- Observe the child and document observations (BIRS), including behaviors and context (where, when, how, who—adults and children) both before and after biting occurs to identify functions of the behavior. It is also helpful to know when the behavior is absent.
- Use the data to find patterns and potential solutions
- Respond immediately to any unsafe behaviors
- Meet with the family to collect information about the child’s behavior at home, share information, and demonstrate a commitment to working together to address the child’s needs.

HEAD LICE POLICY

Students with signs and symptoms of head lice will be referred to the school nurse for evaluation and recommendations for treatment. If students are referred to the school nurse and live lice are found, a form regarding information about head lice will be sent home with the student whenever the nurse sees fit within the timeline of the day. This form will be returned to the school when the student returns to school and will include the treatment that was given to the student along with a spot for parents and guardians to sign off.

Our goal is to keep all students in the educational environment whenever possible. This district will do everything within their control to closely monitor, assess, and assist with issues that distract from the learning of individual students and the class as a whole. If there is an issue that is disrupting the learning of students within the classroom, the issue needs to be addressed immediately. The nursing department will also use their professional judgment on this matter along with other health related issues.

Head Lice Treatment Information (Iowa Department of Education)

For treatment, it is recommended to have the following supplies on hand: nit comb, medicated

shampoo, and your regular shampoo and conditioner.

Day 1	Medicated Shampoo	Day 8	Shampoo, condition and COMB
Day 2	COMB only DO NOT WASH	Day 9	Shampoo, condition and COMB
Day 3	Shampoo, condition and COMB	Day 10	Medicated Shampoo
Day 4	Shampoo, condition and COMB	Day 11	COMB only DO NOT WASH
Day 5	Shampoo, condition and COMB	Day 12	Shampoo, condition and COMB
Day 6	Shampoo, condition and COMB	Day 13	Shampoo, condition and COMB
Day 7	Shampoo, condition and COMB	Day 14	Shampoo, condition and COMB

For more detailed information, please talk with our building nursing staff or visit <https://idph.iowa.gov/CADE/Disease-Information/HeadLice>

PARENTS ARE STRONGLY ENCOURAGED TO CHECK THEIR OWN CHILDREN'S HEADS ON A WEEKLY BASIS.

BED BUG POLICY

Steps taken if a child has bed bugs or a classroom has an actual infestation:

- If bed bugs have been found on a student's belongings; the items will be placed in a plastic bag/bin to store until the end of the school day. This is to prevent an infestation of the classroom. The student will not be sent home.
- The guardian of the child will receive a phone call to notify them of our findings. If they are unreachable by phone, a letter will be sent home.
- At the student's parent/guardian request, educational materials will be provided addressing how to reduce the risk of bed bugs in the home, and/or how to manage an actual infestation. Our School Nurse will partner with the family for further assistance
- If an actual infestation occurs in the classroom; a letter will be sent home with all children in the affected classroom, as well as educational materials for reducing risk or managing an infestation. Further information will be provided regarding treatment of the classroom

MEDICATION AUTHORIZATION

Any prescribed medication for chronic illnesses/conditions must be in its original container with the Health Care Provider's name, date and the child's name on it. The original Medication

Permission form must be signed and completed by the Health Care Provider and the child's parent prior to administration of medication. The Medication form may be reviewed by parents and staff every 30 days pending new prescriptions or medications. If a child needs medications such as an antibiotic or nebulizer treatment for an acute illness, the School Nurse will work with the parent to schedule the treatments in a way that is in the best interest of the child. No over the counter medications such as, Tylenol, cold medicine, cough syrup, etc., will be given at school. Prescription medication for chronic illnesses/conditions is the only type of medication we will administer to our children.

KEEP YOUR CHILD HOME FROM CLASS WHEN ANY OF THESE OCCUR

1. When your child has been running a temperature more than 100 degrees anytime during the 24 hours before class
2. If your child has been vomiting and/or had diarrhea at anytime during the 24 hours before class
3. If your child complains of aching and has been tired with little energy or just not feeling up to par (this could be the beginning of flu or other virus).
4. When your child has a communicable disease such as impetigo, scabies, pink-eye, etc. Let staff know when doctor will release the child to return to class. Provide a copy of doctor note stating children can safely return to class

All the above symptoms are common indicators of communicable diseases and could indicate the onset of several common childhood diseases.

The rule of thumb that most doctors prescribe is if most of your child's symptoms are gone within 3 to 5 days you can feel reasonably sure that your child's illness was the common cold. If symptoms persist or intensify, you should seek medical attention and treatment.

Children in our Program need to attend regularly, but when your child is ill, or has symptoms of illness, please keep your child home. If these recommendations are followed this will help keep the spread of illness down in the centers and keep everyone healthier.

On the next page, you will find a listing of common childhood diseases, their symptoms, control methods and response to them.

Illness	What will you see?	What will you do?	When can your child return to school?
Influenza	Fever (typically greater than 100 degrees Fahrenheit), headache, extreme tiredness, dry cough, sore throat, runny or stuffed-up nose, muscle aches, and stomach	If child gets Influenza, they should stay home from school to rest, get plenty of water (stay well-hydrated), take over-the-counter medications (such as Tylenol) to relieve	Child can return to school 24 hours after fever is gone. Fever should be gone without the use of fever-reducing

	symptoms (such as nausea, vomiting, and/or diarrhea).	symptoms, and consult with your child's healthcare provider for lingering symptoms. It is recommended your child receive yearly the Influenza vaccination to help reduce chances of obtaining Influenza during flu season. Vaccination is typically available early in the fall.	medications, such as Tylenol.
Pretussis (Whooping Cough)	Head cold, slight fever, cough, characteristic whoop after a week, and/or runny or stuffed-up nose. Coughing can start 1-2 weeks after being exposed to the bacteria.	If you think your child might have Pertussis, see your doctor right away. Help protect your child by making sure he/she is up-to-date on DTap vaccination. Make sure any adults the child is around are current on vaccination as well.	Child may return to school 5 days after the start of antibiotic treatment.
Cryptosporidiosis (Crypto)	Frequent and watery diarrhea accompanied by cramping belly pain. Other symptoms may include headache, nausea, vomiting and low-grade fever. Some people experience no symptoms. Symptoms may briefly improve and then get worse again, but people who are healthy usually get well in 14-30 days.	Contact your healthcare provider. A medication may be used to treat some people.	Child may return to school when no longer experiencing diarrhea.
Ringworm	Ring shaped, scaly spot on skin or head. May leave a lighter spot on skin or a flaky patch of baldness on head. May have a raised donut-shaped appearance.	Consult with child's doctor. Ringworm is spread by direct skin to skin contact. Cover the area to prevent spread. Do not let your child share personal items (combs, brushes, clothing, towels, bedding). Dry skin thoroughly after washing and wash bathroom surfaces and toys daily.	Child does not need to miss school. Child should not go to the gym, swimming pools or play contact sports. It is important to know that treatment may take at least 4 weeks. Lesions should be covered if possible. Do not share clothing or other personal items.
Strep Throat	Strep throat is a severe form of a sore throat. Common symptoms include: sore throat, hard to swallow, fever, enlarged glands and extreme fatigue.	Consult with child's doctor. Give all medicine for the entire time directed. Antibiotics are not recommended for treatment	Child can go back to school 24 hours after antibiotics are started.

		without a positive laboratory test.	
Scabies	Severe itching that can be worse at night. You may see small red bumps on the skin or burrows between fingers, on wrists or elbows, in armpits or on waistline.	Consult with child's doctor.	Child can go back to school 24 hours after first treatment.
MRSA	A boil or pimple that can be swollen red and painful and have drainage. Often mistaken for a spider bite.	Consult with child's doctor. Treat and cover all open wounds. Reinforce hand washing and environmental cleaning.	Child or staff does not need to stay home if the wound is covered. Child should not share clothing or towels with others, and good hygiene should be adhered to.
Impetigo	Skin sore with a yellow, honey colored scab. It may ooze and drain. Most sores are on the face, around the nose and mouth.	Consult with child's doctor. Your doctor may give you medicine and will tell you how to take care of the sores. The child and caregivers should wash hands frequently.	Child can go back to school 24 hours after child started medicine from the doctor, and blister are covered.
Hand, Foot and Mouth	Child may have a mild fever, rash (palms of hand and soles of the feet) and sores in the mouth.	Consult with child's doctor. Child and caregiver should wash their hands frequently.	Child can return to school when they have no fever and are feeling better, or if child is experiencing drooling with mouth sores.
Fifth Disease (Parvo Virus, B19 Infection)	Fever, headache and very red cheeks. Lace-like rash on chest, stomach, arms and legs that lasts 3 day to 3 weeks. You may see the rash off and on. Usual for ages 5-14 and is unusual in adults.	Consult with child's doctor and ask about using over the counter pain/fever medicine. Give child plenty of fluids. Prevent scratching by trimming fingernails and putting gloves on the child during the night. Pregnant women exposed to this disease should consult with their doctor.	Keep child home if fever is present.
Diarrhea	Child's bowel movements are more frequent, loose and watery than usual. Stool may contain blood.	Make sure the child gets plenty of rest and give a diet of clear liquids. If symptoms continue, fever occurs or if blood appears in stool call child's doctor. The child and care providers should wash hands frequently.	Child can go back to school when diarrhea is gone and the child feels better. *There are special exclusion rules for E. coli O157:H7 and Shigella and cryptosporidiosis

Conjunctivitis (Pink Eye)	Eyes are red/pink with creamy or yellow discharge and the eyelids may be matted after sleep. Eyelids and around the eyes may be red, swollen and painful.	Consult with child's doctor. Child without fever should continue to be watched for other symptoms by parents or child care providers.	Child may return to school when all symptoms are gone or treatment begins.
Chicken Pox	Itchy, blistery rash with mild fever. Blisters usually occur in clumps and are more commonly seen on the stomach, chest and back. After several days, blister scab over. Some children have only a few blisters, others have several hundred.	Consult with child's doctor. Calamine lotion or cool baking soda in water bath can help to reduce itching. Prevent scratching by trimming fingernails and putting gloves on the child during the night.	Child should stay home, until all the blisters are crusted with no oozing scabs (usually 6 days).

IMMUNIZATIONS

We all want children to grow up healthy and free of diseases. The easiest and most effective way to achieve this is to ensure all children complete their series of childhood immunizations. Iowa law requires all children have immunizations before attending preschool. See the chart below for the immunizations and the ages they should be given.

DTaP	Provides protection against diphtheria, pertussis (whooping cough) and tetanus.
OPV/IPV	Polio protection either by injection or given orally. Your physician or clinic will determine which is recommended.
HIB	Provides protection against the HIB (Haemophiles influenzas type b) bacteria, which can lead to several serious infectious diseases.
MMR	An injection to protect against measles, mumps and rubella.
Hepatitis B	Helps guard against the Hepatitis B virus.
Varicella	Provides protection against the chickenpox virus.

IMMUNIZATION REQUIREMENTS

Applicants enrolled or attempting to enroll shall have received the following vaccines in accordance with the doses and age requirements listed below. If, at any time, the age of the child is between the listed ages, the child must have received the number of doses in the "Total Doses Required" column.

Institution	Age	Vaccine	Total Doses Required
Licensed Child Care Center	Less than 4 months of age	This is not a recommended administration schedule, but contains the minimum requirements for participation in licensed child care. Routine vaccination begins at 2 months of age.	
	4 months through 5 months of age	Diphtheria/Tetanus/Pertussis	1 dose
		Polio	1 dose
		haemophilus influenzae type B	1 dose
		Pneumococcal	1 dose
	6 months through 11 months of age	Diphtheria/Tetanus/Pertussis	2 doses
		Polio	2 doses
		haemophilus influenzae type B	2 doses
		Pneumococcal	2 doses
	12 months through 18 months of age	Diphtheria/Tetanus/Pertussis	3 doses
		Polio	2 doses
		haemophilus influenzae type B	2 doses if the applicant received 1 dose before 15 months of age; or 1 dose if received when the applicant is 15 months of age or older.
		Pneumococcal	3 doses if the applicant received 1 or 2 doses before 12 months of age; or 2 doses if the applicant has not received any previous doses or has received 1 dose on or after 12 months of age.
	19 months through 23 months of age	Diphtheria/Tetanus/Pertussis	4 doses
		Polio	3 doses
		haemophilus influenzae type B	3 doses, with the final dose in the series received on or after 12 months of age; or 2 doses if only 1 dose received before 15 months of age; or 1 dose if received when the applicant is 15 months of age or older.
		Pneumococcal	4 doses if the applicant received 3 doses before 12 months of age; or 3 doses if the applicant received 1 or 2 doses before 12 months of age; or 2 doses if the applicant has not received any previous doses or has received 1 dose on or after 12 months of age.
		Measles/Rubella ¹	1 dose of measles/rubella-containing vaccine received on or after 12 months of age; or the applicant demonstrates a positive antibody test for measles and rubella from a U.S. laboratory.
Elementary or Secondary School (K-12)	24 months of age and older	Varicella	1 dose received on or after 12 months of age, unless the applicant has a reliable history of natural disease.
		Diphtheria/Tetanus/Pertussis	4 doses
		Polio	3 doses
		haemophilus influenzae type B	3 doses, with the final dose in the series received on or after 12 months of age; or 2 doses if only 1 dose received before 15 months of age; or 1 dose if received when the applicant is 15 months of age or older.
		Pneumococcal	4 doses if the applicant received 3 doses before 12 months of age; or 3 doses if the applicant received 2 doses before 24 months of age; or 2 doses if the applicant received 1 dose before 24 months of age; or 1 dose if the applicant did not receive any doses before 24 months of age.
		Measles/Rubella ¹	1 dose of measles/rubella-containing vaccine received on or after 12 months of age; or the applicant demonstrates a positive antibody test for measles and rubella from a U.S. laboratory.
		Varicella	1 dose received on or after 12 months of age, unless the applicant has had a reliable history of natural disease.
	4 years of age and older	Diphtheria/Tetanus/Pertussis ^{4,5}	3 doses, with at least 1 dose of diphtheria/tetanus/pertussis-containing vaccine received on or after 4 years of age if the applicant was born on or before September 15, 2000 ² ; or 4 doses, with at least 1 dose of diphtheria/tetanus/pertussis-containing vaccine received on or after 4 years of age if the applicant was born after September 15, 2000, but on or before September 15, 2003 ² ; or 5 doses with at least 1 dose of diphtheria/tetanus/pertussis-containing vaccine received on or after 4 years of age if the applicant was born after September 15, 2003 ^{2,3} ; and 1 time dose of tetanus/diphtheria/acellular pertussis-containing vaccine (Tdap) for the applicant in grades 7 and above, if born after September 15, 2000; regardless of the interval since the last tetanus/diphtheria-containing vaccine.
		Polio	3 doses, with at least 1 dose received on or after 4 years of age if the applicant was born on or before September 15, 2003 ¹ ; or 4 doses, with at least 1 dose received on or after 4 years of age if the applicant was born after September 15, 2003. ⁴
		Measles/Rubella ¹	2 doses of measles/rubella-containing vaccine; the first dose shall have been received on or after 12 months of age; the second dose shall have been received no less than 28 days after the first dose; or the applicant demonstrates a positive antibody test for measles and rubella from a U.S. laboratory.
		Hepatitis B	3 doses
		Varicella	1 dose received on or after 12 months of age if the applicant was born on or after September 15, 1997, but born on or before September 15, 2003, unless the applicant has had a reliable history of natural disease; or 2 doses received on or after 12 months of age if the applicant was born after September 15, 2003, unless the applicant has a reliable history of natural disease. ⁸
		Meningococcal (A, C, W, Y)	1 dose of meningococcal vaccine received on or after 10 years of age for the applicant in grades 7 and above, if born after September 15, 2004; and 2 doses of meningococcal vaccines for the applicant in grade 12, if born after September 15, 1999; or 1 dose if received when the applicant is 16 years of age or older.

¹ Mumps vaccine may be included in measles/rubella-containing vaccine.

² DTaP is not indicated for persons 7 years of age or older, therefore, a tetanus and diphtheria-containing vaccine should be used.

³ The 5th dose of DTaP is not necessary if the 4th dose was administered on or after 4 years of age.

⁴ Applicants 7 through 18 years of age who received their 1st dose of diphtheria/tetanus/pertussis-containing vaccine before 12 months of age should receive a total of 4 doses, with one of those doses administered on or after 4 years of age.

⁵ Applicants 7 through 18 years of age who received their 1st dose of diphtheria/tetanus/pertussis-containing vaccine at 12 months of age or older should receive a total of 3 doses, with one of those doses administered on or after 4 years of age.

⁶ If an applicant received an all-inactivated poliovirus (IPV) or all-oral poliovirus (OPV) series, a 4th dose is not necessary if the 3rd dose was administered on or after 4 years of age.

⁷ If both OPV and IPV were administered as part of the series, a total of 4 doses are required.

⁸ Administer 2 doses of varicella vaccine, at least 3 months apart, to applicants less than 13 years of age. Do not repeat the 2nd dose if administered 28 days or greater from the 1st dose. Administer 2 doses of varicella vaccine to applicants 13 years of age or older at least 4 weeks apart. The minimum interval between the 1st and 2nd dose of varicella for an applicant 13 years of age or older is 28 days.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

The mission of the Positive Behavioral Interventions and Supports Leadership Team is to raise teacher, student, and families' awareness of the importance of social/emotional development in young children and increase school readiness through the implementation of Positive Behavioral Interventions and Supports framework.

Positive Behavioral Interventions and Supports (PBIS) is a process for supporting young children's social-emotional development and addressing challenging behavior. This approach will be used in all of the Pickwick Early Childhood Center classrooms. The focus is promoting children's success: building relationships, creating supportive environments, and teaching social-emotional skills. This process will assist teachers and families understand and increase positive social-emotional skills while preventing challenging behavior.

PBIS focuses on the use of positive intervention strategies developed for each child based on their need. Strategies are developed that focus on helping the child be successful in the classroom and at home, building positive social relationships, developing friendships, and learning further communication skills.

PBIS builds these social skills critical to a child's social-emotional success:

- ☺ Getting along
- ☺ Following directions
- ☺ Identifying and regulating emotions
- ☺ Thinking of solutions
- ☺ Staying on task
- ☺ Communicating and playing with others

These skills will be the foundation to help children be successful learners in school and throughout life.

BEHAVIOR INTERVENTION POLICY

We strive to ensure all children have a successful preschool experience by promoting Positive Behavioral Interventions and Supports (PBIS). The PBIS Framework or Approach is an evidence-based, universal prevention strategy to reduce disruptive behavior by promoting Social/Emotional competence in young children.

Disruptive behavior is considered consistent and repeated behavior(s) making the learning environment unsafe and/or interferes with preschool activities. Disruptive behavior includes: aggression towards self or others resulting in physical pain or harm (biting, kicking, hitting, scratching), running out of classroom or away from adults, prolonged tantrums, inappropriate language, breaking or destroying items, spitting, etc.

Interventions for Disruptive Behaviors include:

- o Individual reminders to the child of expectations/rules

- o Redirecting (physical and/or verbal) – helping students find a more appropriate behavior or activity; offering an acceptable alternative
- o Planned ignoring – staff will ignore negative behavior *not* harmful to the child, other children, or the environment
- o Calming strategies and problem solving - staff will teach self-regulation strategies including, learning to recognize when getting upset and using calm-down techniques
- o Positive reinforcement – providing specific positive feedback when the child engages in appropriate behaviors

Interventions for Behavior Escalation:

- o Calm down area – staff will remove the child from the current situation/activity and provide them with an area in the classroom to take a break and calm down. The area will have breathing techniques, visual supports, and safe items like books, stuffed animals, sensory bottles/objects, etc. Staff will assist the child with the techniques; when calm, expectations and an appropriate alternative of behavior will be discussed upon going back to the activity.
- o Removal from classroom – staff will need to remove a child from the classroom *only* when behavior escalates into a violent episode and is endangering themselves or others. If a child is removed from the classroom it will *only* be until the child calms down and is able to continue participation safely. Parents, Principal, and Mental Health Coordinator will be notified *every* time a child is removed from the classroom due to escalated behavior. Parents will receive a copy of the Incident Report.

If at any time Pickwick Early Childhood Center staff and/or parents feel the need to hold a meeting to discuss possible interventions/strategies best for a child; a meeting will be held with a Child Behavior Plan completed. Staff will partner with parents to determine if there is a need for a Mental Health consultant and/or other community supports.

PARENTING WORKSHOPS

Active Parenting– First Five Years - A Video-Based Program for Parents & Other Caregivers of Children from Birth to Age 5.

Provides four sessions that focus on:

- What a baby's cry means
- Ages and stages of development
- Building a strong bond
- Your child's growing brain
- Using mindfulness to keep your cool
- Effective discipline young children can understand
- Choices and consequences
- 6 ways to prepare your child for school success
- and much more!

Each participant will receive a workbook and Certification of Completion.

Positive Solutions for Families; Parent Training Modules

Provides Six Sessions teaching social/emotional skills to young children:

- Making Connection!
- Making it Happen!
- Why do Children Do What They Do?
- Teach Me What To Do!
- Facing the Challenge (Part 1)
- Facing the Challenge (Part 2)

Each participant will receive a Family Workbook and Resources.

SCREENINGS

Each child will have speech, hearing, vision, behavior, and developmental screenings completed before classes begin or within 45 calendar days after the child starts attending classes.

Heights and weights of each child will also be recorded two times throughout the school year.

If any concerns are found, assistance is available to make referrals for specific services to meet the needs of your family. The Family Service Worker, Teacher, or Building Principal will inform you of any necessary further evaluation that may need to be completed.

AREA EDUCATION AGENCY (AEA)

One of the resources available is the Great Prairie Area Education Agency (GP AEA) preschool personnel that come into our center's classrooms. The purpose is to provide our teaching staff with a variety of learning activities, behavior interventions and general classroom observation. This will enable the teachers to use some new strategies they may not have been aware of to keep the class day flowing smoothly for all the children.

The AEA staff may be bringing activities and materials which will be shared with the center staff and all the children, or they may just observe the classroom as a total unit to give our Head Start staff suggestions.

NO INDIVIDUAL WORK WITH ANY CHILD WILL BE DONE WITHOUT PARENT/LEGAL GUARDIAN'S KNOWLEDGE OR WRITTEN PERMISSION.

If the teaching staff have a concern about something your child may or may not be doing, then they will share that with you.

If teaching staff feel they need further assistance from the AEA staff, then teaching staff will meet together with you to discuss the specific need or concern.

Please talk with your teacher if you have any questions about this resource.

Nutrition Information

GUIDELINES FOR FOOD BROUGHT IN FOR SPECIAL TIMES

- **Guidelines for Parent Planned Special Activities:**

Special Parent Planned activities may include a snack. In accordance with Pickwick Early Childhood Center's low sugar policy and childhood obesity initiative, snacks should follow these guidelines.

The following food items are approved to be used for the above listed activities:

Fresh fruit and vegetables, fruit cups, 100% Fruit juice, Tortilla Chips & Salsa, Pretzels, Sun Chips, Snack Crackers, Muffins, Bagels, Cheese, Cottage Cheese, Yogurt, Yogurt Smoothies, Go-Gurts any nutrition activity from the Classroom Nutrition Activity Book, or with prior approval from the CACFP Program Coordinator.

All food served in the classroom needs to be prepared in a Licensed kitchen or classroom, or purchased from an approved catering site, a grocery store or restaurant.

- **Guidelines for Birthday Celebrations:**

At Pickwick Early Childhood Center, we want to teach children that special occasions do not have to revolve around food. Teachers will recognize the student on their birthday by having special activities promoting fun, healthy alternatives.

If you choose to bring snacks for your child's birthday, please refer to the approved items listed above. For items not listed above, please obtain prior approval from your child's teacher or principal. Snacks not on the above list or not given prior approval, will not be served.

- **Family Celebrations:**

All food and drinks served at the Family Celebration must be planned in advance and approved by the Principal. All food served in the classroom needs to be prepared in the licensed kitchen or classroom, or purchased from an approved catering site, a grocery store or bakery.

Homemade food and drinks prepared by parents, families or staff will not be allowed to be served at these functions. (This is to prevent the spread of Hepatitis A).

LOW SUGAR POLICY

Pickwick Early Childhood Center has a LOW SUGAR POLICY. This is to help promote dental health and healthy food choices. We ask that you follow the Guideline for Parent Planned Activities. These guidelines can be found in the Parent Involvement Section.

MEALS AND SNACKS

Pickwick Early Childhood Center meals are served either cafeteria style and/or family style and snacks are served family style. When served family style the food is passed in small bowls, plates or baskets so the children can help themselves. The children will also have the opportunity to serve themselves juice and milk from small pitchers which the children can handle easily. Family style meal service allows the children to decide what and how much they

want to eat. Children are encouraged to taste different foods, but not required to eat food they do not wish to try.

We provide meals that are low in fat, salt, and sugar. We serve lunches that emphasize fruits, vegetables, whole grain breads, low-fat milk, meat, poultry, fish and cheese.

We do not serve, and discourage the use of, high-sugar foods such as candy, fruit rolls, cookies, cakes, fruit drinks and high fat-foods such as potato chips.

A nutritious breakfast will be offered to all Head Start children who have not already eaten breakfast, regardless of arrival time.

IOWA HAS MANY RESOURCES FOR GOOD NUTRITION!

Do you know about these food assistance programs?

IOWA SCHOOL BREAKFAST AND LUNCH PROGRAM This program makes nutritionally balanced, low-cost or free meals available to school children each school day. For more information contact your local school.

IOWA SPECIAL MILK PROGRAM This program provides milk to children in schools and childcare institutions who do not participate in other Federal meal service programs. For more information contact your local school.

WIC This program provides Federal grants to states for supplemental foods, health care referrals, and nutrition education for low-income pregnant women, infants, and children up to age 5. For more information call toll free #1-800-532-1579.

IOWA SUMMER FOOD SERVICE PROGRAM This program ensures that low-income children, ages 18 and younger, continue to receive nutritious meals when school is not in session. For more information contact American Home Finding Association at 641-682-3449.

SNAP (formerly known as the Food Stamp Program) This program provides food benefits, access to a healthy diet, and education on food preparation and nutrition, to low-income households. For more information contact your local DHS.

CHILD AND ADULT CARE FOOD PROGRAM (CACFP) This program provides meal reimbursement to child care centers, before and after school programs, and child development homes, for serving nutritious meals. For more information contact Sieda CACFP at 1-641-682-8741.

MILESTONES AREA AGENCY ON AGING This program works with the community to administer nutritious food for seniors. Some counties have Senior Centers who serve meals, while other counties have home-delivered meals. For more information call Milestones at 1-855-410-6222.

GENERAL ASSISTANCE (formerly known as General Relief) Some counties provide emergency payments and/or vouchers to low-income people in need of immediate assistance or people who cannot obtain assistance from any other source. For more information contact your county General Assistance office.

FOOD RESOURCES (formerly known as Food Banks) There are several food pantries and food banks in the state of Iowa, which help alleviate hunger through food distribution, partnership, and education. Go to foodpantries.org to find a site in your county. For more information call 1-515-564-0330.

PARENT INFORMATION THE IOWA CHILD AND ADULT CARE FOOD PROGRAM

This center is a participant in the Child and Adult Care Food Program (CACFP), a Federal program of the Food and Nutrition Service (FNS), U.S. Department of Agriculture (USDA).

“The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital Status, familial or parental status, sexual orientation, or all or part of an individual’s income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.) If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html. Or at any USDA office, or call [\(866\)632-9992](tel:8666329992) to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax [\(202\)690-7442](tel:2026907442) or email at program.intake@usda.gov. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at [\(800\) 877-8339](tel:8008778339); or [\(800\) 845-6136](tel:8008456136) (Spanish).”

The primary goal of the CACFP is to improve the diet of children 12 years of age or younger and/or adults in day care. Children 15 and under from families of migrant workers are also eligible, and people with a state defined disability, regardless of age, may receive CACFP meals if they are enrolled in a center or home that serves mostly persons 18 years of age or younger.

Nutrition is an important part of good health. Proper nutrition is also an important part of a good child/adult care program. Children need well-balance meals in order to meet their daily energy needs and to help them built strong bodies and minds. Through the CACFP, you can be assured that children and adults are getting balanced, nutritious meals. As participants in the CACFP, child or adult care organizations may usually claim up to three meals a day served to each participant for reimbursement. If three meals are served, at least one of them must be a snack. All of the meals must follow food patterns set by USDA.

There are three groups of meal patterns. The first group is for infants, birth to 12 months. Food in these patterns varies according to the infant's age. Infants under 5 months of age are served breast milk or iron fortified formula.

Foods for Babies (6 to 12 months old)

<u>Breakfast</u>	<u>Snack</u>	<u>Lunch and Supper</u>
Breast milk, infant formula (iron fortified).	Breast milk, infant formula (iron fortified).	Breast milk, infant formula (iron Fortified).
Infant cereal (iron fortified) and/or meat, fish, poultry, whole egg or cooked dry beans or peas, cheese or cottage cheese, or yogurt.	Enriched or whole-grain bread or cracker-type product (suitable for infants)(optional) Infant cereal, or ready to eat breakfast cereal (low sugar).	Infant cereal (iron fortified) and/or meat, fish, poultry, whole egg or cooked dry beans or peas, cheese or cottage cheese, or yogurt.
		Fruit and/or Vegetable.

The second group of meal patterns is for children ages 1-12 years. All Children in this age group must be served all the components listed in the following meal chart.

<u>Breakfast</u>	<u>Lunch or Supper</u>	<u>Snack</u>
Milk	Milk	(Serve two of the following four food groups.)
Juice, fruit, or vegetable	Meat or meat alternate.	Milk
*Grain	Vegetables	Meat or meat alternate.
Meat or meat alternate. (3x per week)	Fruit	Fruit
	*Grain	Vegetable or Juice
		*Grain

***Whole Grain rich foods must be served 1x per day.**

The third meal pattern is for adults in day care and is described separately.

The CACFP gives financial assistance to licensed, non-residential day care centers. These may include: public and private non profit centers, outside school hours centers, Head Start centers, private, for profit centers with 25% of enrolled children receiving Title XX Social Security benefits. Registered family and group care homes may participate in CACFP if they are under a sponsoring organization.

For additional information on adults enrolled in adult day care centers, please contact:

Bureau of Nutrition and Health Services
Iowa Department of Education
Grimes State Office Building
400 E. 14th St.

Des Moines, Iowa 50319-1046
515-281-5356

SERVING SIZES FOR CHILDREN 3 TO 5 YEARS OLD

In Ellyn Satter's Division of Responsibility in feeding young children, the parent/caregiver is responsible for *what, when, where*. The child is responsible for *how much* and *whether* to eat the food. For information on Ellyn Satter's materials and programs, see www.EllynSatter.com

An easy guide to a minimum serving size for a child is: one measuring tablespoon of cooked food for each year of the child's age.

ChooseMyPlate.gov is a good resource to use when planning children's meals and serving sizes. The following chart is the recommended amount of food for children 3 to 5 years old.

1. Milk and Dairy Products – 2 ¼ to 4 servings daily.
 - a. Milk - Serving size: 1/2 to 3/4 cup.
2. Meat and Meat Alternates - 2 to 3 servings daily.
 - a. Beef, pork, lamb, fish, poultry - Serving size: 3 Tbsp. or 1-1/2 oz.
 - b. Eggs - Serving size: ½ to 1 egg.
 - c. Peanut Butter - Serving size: 2 to 3 Tbsp.
 - d. Cheese - Serving size: 1 to 1 ½ oz.
3. Fruit - 2 to 4 servings daily.

Fruits - Serving size: ¼ to ½ cup.
4. Vegetables - 3 to 5 servings daily.

Vegetables - Serving size: ¼ to ½ cup.
5. Bread and Cereals - 4 to 6 servings daily.
 - a. Whole grain or enriched bread - Serving size: 1/2 slice.
 - b. Cooked cereals, rice, pasta - Serving size: 1/4 cup.
 - c. Ready to Eat Cereal – Serving size: 1/8 to 3/4 cup.

Emergency And Safety

MEDICAL/DENTAL

1. All signed Medical Emergency Releases will be placed in the Emergency Envelope or backpack near the Fire and Tornado Plan in the center.
2. Staff will administer emergency first aid as necessary.
3. An Incident Report will be filled out immediately following injury, illness, or incident by staff and a copy given to parents.

4. The Central Office will be notified as soon as first aid has been administered, when the child has been taken to the physician's office or hospital, a head injury incident, a bite incident, or evidence of blood.
5. In the event of an emergency when immediate medical/dental attention is required, an authorized program employee will call 9-1-1 and an ambulance will take the child to receive the emergency treatment necessary. In the event the physician/dentist on the Authorization for Medical/Dental Care form cannot be reached, the physician on call at the local hospital/clinic will be seen. Parents will be contacted as quickly as possible by staff in case of an emergency. An authorized program employee will stay with the child until a parent is on site.

FIRE

1. **REMAIN CALM!**
2. Staff gathers children, and the Emergency Envelope or backpack, and evacuates the building to a designated area.
3. Arrangements are made for a place to take the children in case of inclement weather.
4. Staff will check all rooms to be certain children, staff and volunteers are out of the building.
5. Staff will do a roll call to verify that everyone is out.
6. Staff will call the Fire Department **AFTER** evacuating the building.
7. Staff will then notify the Central Office.
8. Staff will notify all parents.

TORNADO

1. Staff will gather all children, and the Emergency Envelope or backpack, and take to a designated place.
2. Staff will verify that all individuals have left the classrooms.
3. Staff will keep all individuals away from doors and windows.
4. Staff will do a roll call to verify that everyone is present.
5. Children, staff and volunteers should sit/kneel on the floor, bending head forward until head touches the floor. Both hands should be locked behind heads for protection.
6. All should remain in this position until the danger has passed.
7. Notify the Central Office as soon as the danger has passed and any first aid, or treatment has been administered. (Refer to Medical Section for procedures)
8. Staff will notify the parents.

INTRUDER POLICY

INTRUDER – is an unauthorized person who enters the building/property. Refer to each location regarding their Intruder Policy

BLIZZARD

During the winter months, the weather will be monitored, and when blizzard-like or other hazardous conditions exist, centers will be canceled prior to the start of class. Should conditions

worsen after class has started, the Center Supervisor will determine the safest procedure for all children and parents will be contacted.

Emergency food is always available in the event of such an emergency.

EARTHQUAKE, FLOOD, STRUCTURAL DAMAGE TO BUILDINGS

Follow basic procedures as outlined for “Fire.”

EVACUATION OF BUILDING

WHENEVER IT IS NECESSARY FOR CHILDREN TO EVACUATE THE BUILDING DUE TO FIRE, STRUCTURAL DAMAGE, EARTHQUAKE, TORNADO, FLOOD, TOXIC/CHEMICAL SPILL, ETC., follow basic procedures as outlines for “Fire.” In these situations, staff must adhere to the instructions given by the local authorities; police, fire department, civil defense. These individuals will assist staff in determining if it is safest to remain in the building, or if the children need to walk to a safe area.

The teacher will designate a staff person to provide assistance to any child who is unable to evacuate on his/her own. In most instances, this will be a child who has been diagnosed as disabled and one who needs assistance due to physical and/or mental limitation. However, in an emergency there may be children who become so upset that they, too, need assistance to evacuate.

The staff will do a roll call to be certain everyone has evacuated.

EMERGENCIES INVOLVING UNAUTHORIZED INDIVIDUALS AND INDIVIDUALS WHO APPEAR INTOXICATED/UNDER THE INFLUENCE OF DRUGS

No child will be released to a parent, or other adult, who appears intoxicated and/or under the influence of drugs. If assistance is needed, the police or sheriff will be contacted. The staff will try to contact other individuals indicated on the “Pick-Up Permission” form. In extreme cases, the Department of Human Services will be contacted to provide care. The police may also be contacted for the safety of others.

EMERGENCIES INVOLVING ABDUCTED OR LOST CHILDREN

No child will be released to an individual whose name is not on the “Pick-Up Permission” form. Should an individual attempt to remove a child, the local authorities will be contacted for assistance.

Every effort is made to assure the safety of the children. Staff will accompany children at all times as they move from one room to another or go in or out of the building. Staff will conduct routine checks and head counts and complete all required forms to decrease the likelihood that a child will be separated from the group.

However, if a child is lost or abducted, staff will immediately call the police, and the child's parent(s). The Central Office will then be notified. Staff will follow any instructions given by the police.

CENTER SECURITY PLAN

1. Notify local emergency agencies of our existence, phone number, and address.
2. Have an emergency radio that is battery operated and AC.
3. The emergency room physician on call will be our consultant in case of illness of a student during an attack.
4. One person will be designated as the staff to call for reliable information and to notify emergency services of our needs.
5. All personnel in the building will be trained, as to procedures to be followed, in the event of a crisis.
6. Additional emergency supplies will be in a designated area listed on the Center's Plan.

EMERGENCY PREPAREDNESS KIT

1. Center Emergency Supply Kits will contain: water, non-perishable food, First Aid Kit and book, pillows and blankets, moisture wipes, flashlight and batteries, glow lights, plastic sheeting, water storage container, work gloves, duct tape, poncho, moist towelettes, respirator mask, AM/FM radio, foil blankets, fleece blankets, emergency radio, and emergency lists.
2. Each center will have an individual plan based on the facility and occupants. The plan will be posted along with the other emergency plans.

UNIVERSAL PRECAUTIONS FOR BLOODBORNE PATHOGENS

Staff follow Universal Precautions for Bloodborne Pathogens. All staff receive this training annually. The procedure we follow is available and posted in the main hallway.

WHAT TO DO IN CASE OF:

Chemical Attack

Stay in the building, close all windows and doors securely, turn off furnace and air conditioner. Do not open any doors for parents until danger has passed. Parents should be told to call but not come until danger has passed.

Biological Attack

Stay in the building, close all windows and doors securely, turn off furnace and air conditioner. Do not open any doors for parents until danger has passed. Parents should be told to call

but not come until danger has passed. School would be suspended until further notice due to the possibility that the “agent” delivered was contagious.

Nuclear Attack

Children would be led to the interior hallways as far away as possible from glass. Doors to classrooms will be closed. Children will assume the “duck and cover” position, as in Tornado Drills. All building systems, especially gas lines, will be shut down to minimize possibility of explosions.

Conventional Weapons (Bombs, etc.)

Children will be led to the interior hallway as far away as possible from glass. Doors to classrooms will be closed. Children will assume the “duck and cover” position, as in Tornado Drills. All building systems, especially gas lines, will be shut down. If the school is the target, children and staff will evacuate to a predetermined area. Parents will be allowed to pick up their children at their discretion.

NTAS ALERTS

IMMINENT THREAT ALERT:	Warns of a credible, specific, and impending terrorist threat against the US.
ELEVATED THREAT ALERT:	Warns of a credible terrorist threat against the US.
SUNSET PROVISION:	An individual threat alert is issued for a specific time period and then automatically expires.

Parent Engagement

Parents are recognized as the primary teachers of their children and very important in our program. Pickwick Early Childhood Center provides many opportunities for parents to be engaged and to assist in program planning.

Here are some ways families can be engaged:

- Help develop your child’s learning goals.
- Planning activities for the classroom.
- Volunteer in the classroom, assisting staff in the day to day operations.
- Help staff make name tags, flannel board stores, bulletin boards, playdough, folder games, etc.
- Participate in parent committee meetings, special activities and events
- Collaborate with staff to extend classroom learning into the home.

- Attend class field trips.

PARENT GROUPS

A parent group is composed of staff and parents whose children are enrolled in the program. The parent group helps in the following ways:

- Planning and implementing activities for the classroom.
- Planning and implementing activities for special child/adult events.
- Volunteering in the classroom, in the kitchen, or on the bus.

HEAD START POLICY COUNCIL

Policy Council is a decision-making board of parents and community representatives working closely with the Child Development Director and Head Start Management staff, to provide a quality program for children and families.

Policy Council includes current Head Start parents and Community Representatives from each of the seven county service areas. The Council meets in Ottumwa at the main office for a monthly two-hour meeting.

Responsibilities of Policy Council representatives will be to attend regular meetings, share information with your parent groups and/or community as appropriate, serve on Policy Council committee groups, and follow program policies, procedure, and Policy Council By-Laws.

HEAD START HEALTH ADVISORY COMMITTEE

Each Head Start program must have a Health Advisory Committee. This committee meets twice yearly and is made up of Health Professionals and parents of Head Start children. The function of the committee is to advise in the planning, day-to-day operations, and evaluation of the Health services provided to children and families.

HEAD START DISABILITY ADVISORY COMMITTEE

Each Head Start program must have a Disability Advisory Committee. This committee meets twice yearly and is comprised of professionals who serve children and families with special needs and parents of children with special needs. The function of the committee is to advise in the planning, day-to-day operations, and evaluation of the Disability services provided to children and families.

WHAT CAN I DO TO HELP AS A VOLUNTEER?

Pickwick Early Childhood Center is a state and federally funded program able to provide FREE educational services to children and families. Pickwick Early Childhood Center programs receive a grant through the Federal Government and is *required* to match 20% of the grant budget in the form of In-kind; also referred to as our Non-Federal Match.

In-kind is generated through volunteer hours and/or donations beneficial to the program. The time parents and community members spend volunteering in our program equals specific monetary value. Volunteers follow the same rules and guidelines as our staff. Ways volunteers participate, assisting our program is:

- o Classroom volunteer; assisting with group activities, meal times (including prep and clean-up), engage in center and outside play, read stories, etc.
- o Assist staff in preparing for activities in the classroom and/or for family events
- o Bus volunteer; riding with children to and from the center with a staff person
- o Attending field trips
- o Speak at Parent Committee meetings or attend Parent Committee Meetings if you are a family member of a student attending the program
- o Attend Policy Council and/or Advisory meetings as a Parent or Community Representative
- o Recruitment; hang/check flyers and tell people you know of the services provided by Pickwick Early Childhood Center.

**for more ideas and information on how you can help Volunteer, request a Volunteer Handbook from your child's teacher or the Building Principal.*

POLICY ON SOLICITATION OF FUNDS AND/OR MERCHANDISE

The practice of Pickwick Early Childhood Center is to discourage solicitation of funds and/or merchandise from the community and families. In the case of donated funds and/or merchandise, staff will coordinate with their Principal the distribution of donations according to program procedures.

FUNDRAISING POLICY

It is an established policy that there be **NO** fund-raising activities allowed within the Pickwick Early Childhood Center Program. This includes seeking donations, selling items, bake sales, rummage sales, raffles, and all other activities designated to solicit funds for the expressed purpose of being utilized by parents to support local parent group activities. Such activities included, but not limited to, parties, extra field trips and gifts.

JOB OPENINGS

All vacancies will be posted on the Ottumwa Community School District website and/or Sieda Community Action website. Current and former student parents will be provided opportunities to participate in the program as employees or volunteers.

AVAILABLE FOR PICKWICK EARLY CHILDHOOD CENTER PARENTS

- Language translation/interpretation
- Reading assistance
- Referrals to local partnerships/ agencies for family well-being.

END OF THE YEAR CELEBRATION

End of the year Celebration takes place at the end of the school year. At this event the children will receive certificates of participation in the Pickwick Early Childhood Center. Volunteers for the program will receive awards as well.

Parents and teachers will plan the event at parent meetings. The plan will be written up and sent to the Building Principal for approval. We encourage all families and relatives to attend the event.

PARENT AND CHILD SPECIAL ACTIVITIES

Special parent and child activities such as Fatherhood, Motherhood, and Grandparent events are planned throughout the year by parents during the Parent Meetings. These activities are provided for families to enjoy special times with their children, as well as learning valuable information. Please plan to attend.

PARENT TRAINING OPPORTUNITIES

- ✓ Attending parent meetings, to support activities
- ✓ Parents are invited to attend In-Service training with the Head Start staff.
- ✓ Through participation as a Policy Council Representative and/or Committee Representative.
- ✓ Through Community Referrals
- ✓ PBIS parent modules or Active Parenting-First Five Years parent workshops (*see Mental Health Section pg. 66)

FAMILY PARTNERSHIP PLAN

Families will engage in a Family Partnership Plan. The plan identifies a goal valuable to the family's needs and/or wants to strengthen self-sufficiency. Staff can offer suggestions and ideas and will be available to help find information and/or resources needed to meet goals. Goals may change as they are completed, or as a family situation changes.

If a family has engaged in goals with another program, staff will help work toward those goals as the Family Partnership Plan.

PARENT/TEACHER CONFERENCES AND HOME VISITS

Staff will complete at least 2 Home Visits throughout the year. During Home Visits staff will share information, complete necessary paperwork, develop and/or review family goals, and provide other support families may need.

Teachers will hold 3 Parent/Teacher Conferences during the year. One in the Fall and one in the Spring months. This is a time to meet with your child's teacher to discuss your child's progress in the classroom and plan educational goals. The last, or third Parent/Teacher Conference will be completed at the end of the school year, possibly combined with a Home Visit, to review your child's growth and prepare for transition into the upcoming year.

Your child's teacher will discuss Home Visits and Parent/Teacher Conferences at Parent Orientation or Open House.

Programs And Services

SIEDA COMMUNITY ACTION

Sieda Community Action, a private non-profit organization established July 7, 1965 as a Community Action Agency, is one of the 17 Community Action Agencies covering all 99 counties in Iowa. Sieda implements a range of programs designed to provide advocacy, access to supportive services, and service coordination. These programs strengthen families, promote child development, and help individuals and families with basic needs. With the strong foundation Sieda provides, individuals are more likely to become self-reliant and contribute positively to their families and communities.

Sieda's programs are funded by a combination of federal and state grants, local funds, donations, client fees and private resources. Because much of Sieda's funding comes from government grants, it is a common misconception that it is a public agency, not the private agency it has always been. The agency is governed by a board of directors composed of elected officials, representatives elected by the low-income sector, and members of the private sector.

SIEDA SERVICES AND PROGRAMS

Sieda offers a variety of programs to assist families in the areas of Education, Economic Support, and Health & Well-Being. For information regarding the programs Sieda offers visit our website at www.sieda.org

Join us on Facebook at www.facebook.com/SIEDACommunityAction