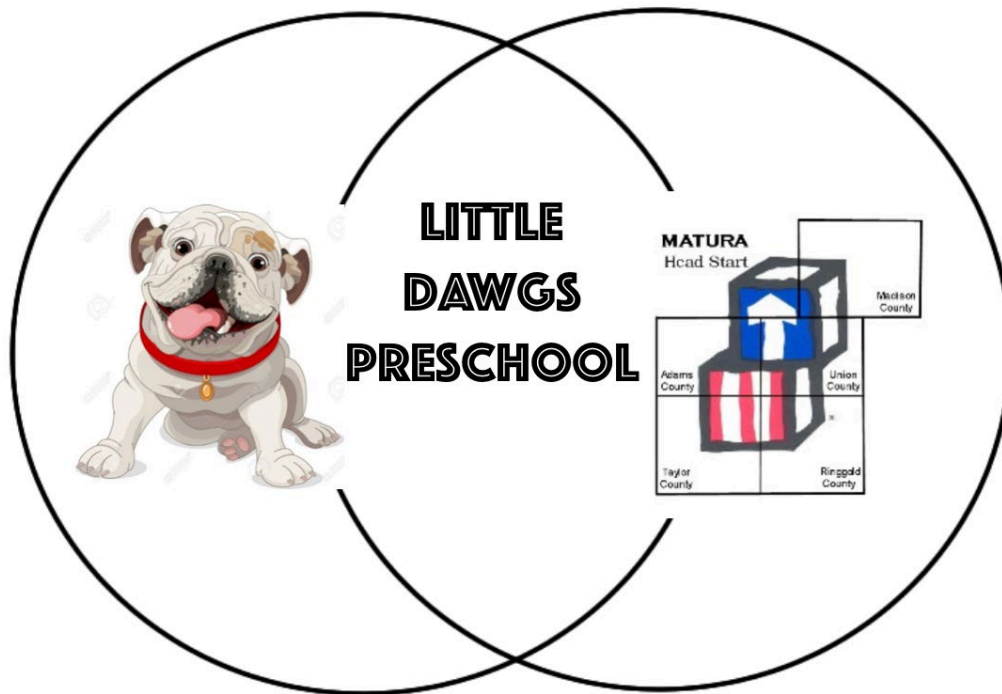


Little Dawgs

Family Handbook

2021-2022

Collaborative Partners



Bedford Community School District
Hours: 8:00 am to 4:00 pm Mon. - Fri.
906 Penn St. PO Box 234
Bedford, IA 50833
Telephone: 712-523-2116
Fax: 712-523-2589

MATURA Head Start Central Office Information
Hours: 8:00 a.m. to 4:00 p.m. Mon. - Fri.
209 North Elm St
Creston, IA 50801
Telephone: 641-782-6201
Fax Number: 641-782-6302

WELCOME TO LITTLE DAWGS

Dear Family,

We are happy to welcome you to our Head Start/ Little Dawgs Preschool program! Our program offers services for 4-year-olds and 3-year-olds that qualify through Head Start. We provide a free preschool with small class sizes. Little Dawgs has two classrooms that have a maximum enrollment of 20 students each.

Little Dawgs/Head Start is a *Family* program that depends on your involvement to succeed.

- ❖ We need each of you to join with our preschool center staff in making decisions about the operation and content of Little Dawgs as well as decisions concerning the education of your child.
- ❖ We need you to visit and work in the classroom to gain a better understanding of what the center is doing for your child and what kind of help your child needs from you at home.
- ❖ We need you to become actively involved in home activities with your child. Through home visits from center staff, you will be given suggestions for activities, which you can do with your child at home. You will become an active partner in promoting your child's development.
- ❖ We need you to be active in "Parent Activities" of Little Dawgs to give you the opportunity to learn, share, and grow.

Remember – you are your child's first and best teacher. The little things you do will make a big difference!

Be sure you talk with one of our Head Start/Little Dawgs staff anytime you have a question, idea or concern.

Again, welcome and enjoy your year in the Little Dawgs preschool program!

Sincerely,

Julie Lang
MATURA Head Start Director

Dana Nally
PK-12 Principal
Bedford Community School District

DANA NALLY, BEDFORD ELEMENTARY PRINCIPAL

My name is Dana Nally and I am the PK-5 principal at Bedford Community School District. I started my journey in education as a 6th grade classroom teacher in 1998, since that time I have been a special education teacher for K-2 students, a high school guidance counselor, a K-12 Principal, and an elementary principal. I started my role as a principal in 2002 and have been the elementary principal at Bedford since 2007. Bedford Elementary houses the Little Dawgs Preschool on our campus. Our focus at Bedford Elementary is to give all of our PK-5 students leadership and learning opportunities to be *Leaders Of The Pack*.

Email: dnally@bedford.k12.ia.us

Phone: 712-523-2116

Fax: 712-523-2589



JULIE LANG, HEAD START DIRECTOR

I began with MATURA Head Start in 1993 as a teacher associate. I completed my BA degree while raising my three kids. I was a teacher in the classroom for a few years and then moved into doing enrollment and parent involvement (my passion). The last 21 years I have served as the Head Start Director where I oversee classrooms in Corning, Mt. Ayr, Creston, Winterset as well as collaboratively work with Little Dawgs. Working together to meet the needs of children and families is what I strive for every day!

Email: jlang@maturaia.org

Phone: 641-782-6201 ext. 208

Fax: 641-782-6302



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LITTLE DAWGS PRESCHOOL

DEVELOPED BY MATURA HEAD START/ BEDFORD COMMUNITY SCHOOL DISTRICT

Mission Statement

The mission of the Head Start/Little Dawgs program is to help shape successful, independent children and families by providing a safe, high-quality learning environment.

Vision

All children will enter school with the necessary skills to be successful.

Belief Statements

We believe children are unique individuals with thoughts, feelings, and ideas, which should be respected by others.

We believe children grow best in a non-threatening environment where values of respect, self-worth, honesty, concern of others, and trust are modeled.

We believe play is an essential ingredient in a child's learning by using hands on experiences, imaginations, and choosing activities at their developmental level.

We believe children's basic needs must be met for healthy social, emotional, cognitive, and physical development.

Our Philosophy

We believe that children should be provided with a safe, secure, learning environment. This environment will provide a variety of successful experiences that help children make good choices, become independent learners, problem solvers, and learn to the best of their abilities. In this setting children will become productive individuals and community workers. We believe that by being in partnership with families, we will ensure the well-being and healthy development of the next generation.

Equal Opportunity Provider

This institution is an equal opportunity provider. In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

Information Accessibility

The Head Start/Little Dawgs program will ensure that all parents can access information and clearly understand the contents through translations, reading assistance, etc. as needed.

IMPORTANT DATES TO REMEMBER

The preschool program will begin at the beginning of September and end in May. It is a Monday-Thursday program. The Preschool doors will be locked until 8:00 a.m. Instruction will begin at 8:15 and students must be picked up by 3:30 p.m. No students will be allowed into the classrooms before 8:00 a.m. Little Dawgs will follow (with the exception of beginning and ending dates) the school district calendar.

September 7	Start Date
September 15	Professional Development (early out @ 1:15)
September 27	No School- Professional Development
October 13	Professional Development (early out @ 1:15)
October 25	Parent/Teacher Conferences 3-7 p.m. (early out @ 1:15)
October 27	Parent/Teacher Conferences 3-7 p.m. (early out @ 1:15)
November 10	Professional Development (early out @ 1:15)
November 24-26	Thanksgiving Break (early out @ 1:15 on 11/24)
December 8	Professional Development (early out @ 1:15)
December 22-January 3	Winter Break (early out @ 1:15 on 12/22)
January 3	No School- Professional Development
January 26	Professional Development (early out @ 1:15)
February 9	Professional Development (early out @ 1:15)
February 23	Professional Development (early out @ 1:15)
March 8	Parent/Teacher Conferences 3-7 p.m. (early out @ 1:15)
March 10	Parent/Teacher Conferences 3-7 p.m. (early out @ 1:15)
March 14-18	No School- Spring Break
March 30	Professional Development (early out @ 1:15)
April 13	Professional Development (early out @ 1:15)
April 27	Professional Development (early out @ 1:15)
May 11	Professional Development (early out @ 1:15)

TEACHING STAFF

North Classroom: Kathy Johnson kjohnson2@bedford.k12.ia.us

South Classroom: Holly Nicholas hnicholas@bedford.k12.ia.us

Transportation

Head Start will work with all families to help overcome possible transportation barriers.

*Transportation will be provided for the 4-year-old Little Dawgs program. The students will be able to ride the regular school district bus. A child that resides within one mile of the school is not eligible for bus transportation. Arrangements for bus transportation can be made through the elementary principal's office 712-523-2116.

Arrival/Dismissal

- ❖ All parents will be asked to complete a safe arrival/departure and emergency contact form. Any changes to these forms must be done in writing as soon as possible. A parent may contact the teacher to have someone else pick up their child, but that person must be listed on the form. IN AN EMERGENCY, a parent may request that someone not listed be allowed to pick up the child. They must follow up with a written change to the form as soon as possible. Determining emergencies and allowing phone calls is at the teacher's discretion and they reserve the right to refuse the request.
- ❖ Staff is required to ask for identification if they do not know the person picking up the child.
- ❖ A child cannot be picked up by anyone other than a responsible adult. A responsible adult is defined as a parent/legal guardian or individual of at least 14 years of age.
- ❖ Staff may release a child to either biological parent, UNLESS we have a copy of custody orders or court documents on file. If there is no court document available or there is any doubt that the child should leave with the other parent, the following precautionary steps may be taken: call the parent/guardian or legal guardian that the child lives with or call the police department.
- ❖ Children will not be allowed to arrive at school before the normal scheduled start time (unless previous arrangements have been made with the classroom teacher).
When bringing or picking up your child at school, you are required to walk him/her into the classroom and sign him/her in. This will assure the safe arrival of your child.
- ❖ Children must be picked up promptly at dismissal time. If a child has not been picked up from the center within 30 minutes of dismissal time and a parent or emergency contact cannot be reached, the local law enforcement agency and the Department of Human Services will be contacted. Habitual tardiness in picking up your child could affect the status of your child's enrollment.

Parent or Primary Caregivers Concerns

The following procedure is what you must follow when you have a concern with your child's teachers or any other people your child may come into contact with at Little Dawgs. The first step in any situation involving a complaint should be an attempt to resolve the issue at the local level thus discussing concerns with the child's teacher. If the parent is uncomfortable for any reason they may address the center support person. If results are not as desired, concerns should be made in writing to the Head Start Director and/or Bedford Community Elementary Principal.

All complaints must include:

1. Name, address, and telephone number or (TTY number) of person making the complaint
2. Names (including addresses and telephone numbers if known) of those against whom the complaint is lodged and/or the name of others involved
3. Date of filing
4. A single set of facts, situations or conditions, which caused the complaint
5. The date(s) that the situation/problem developed
6. The remedy/solution requested by the complaint
7. Signature of person filing the complaint

Upon receipt of the complaint, in proper form, the Head Start Director and/or Elementary Principal will take action to attempt resolution. Review of complaint will be made within 60 days of notification.

In the event the complaint party receives an adverse decision he/she may request a review by the Executive Director of MATURA and/or Superintendent.

In the event the complaint party receives an adverse decision he/she may request a review by the Region VII program specialist (MATURA Head Start).

If a person is not familiar with English, a written or oral translation into a language understood by the individual will be provided. If a person is illiterate or semiliterate, such person must be advised of their rights to the satisfaction of that person's understanding.

The identity of any person who has furnished information relating to or assisting in an investigation of a possible violation will be kept confidential to the extent possible, consistent with due process and a fair determination of the issue.

Parents or primary caregivers may or may not see results from a filed complaint due to confidentiality within the program.

Complaints and Grievances (Bedford Board Policy 502.4)

- ***Little Dawgs students who do not qualify for Head Start***

Student complaints and grievances regarding board policy or administrative regulations and other matters should be addressed to the student's teacher or other licensed employee, other than the administration, for resolution of the complaint. It is the goal of the board to resolve students' complaints at the lowest organizational level.

If the complaint cannot be resolved by a licensed employee, the students/parents may discuss the matter with the building principal within five school days of the employee's decision.

If the principal cannot resolve the matter, the student/parent may discuss it with the superintendent within two days after speaking with the principal.

If the matter is not satisfactorily resolved by the superintendent, the student/parent may ask to have the matter placed on the board agenda of a regularly scheduled board meeting in compliance with board policy.

Refer to board policy 502.4R1 for a formal grievance procedure.

Family Engagement

We recognize the family as the cornerstone of a child's life. For this reason, staff persons are available to serve the entire family. Our staff is here to answer questions, help with family problems and refer families to services in the community where they can receive more help. We do this by setting family goals and helping families to achieve them. We also conduct home visits two times per year to insure the needs of the family are being met at home as well as at school.

Staff and Family Communication

The following information will be made available to all families:

- ❖ Two-way communication folders will be sent with children daily for teaching staff and parents to communicate when needed.
- ❖ Weekly or monthly notes, telephone calls from teachers, monthly newsletters, parent activities, and calendars.
- ❖ Bulletin board notices of community resources, upcoming events, and Policy Council minutes will be posted.
- ❖ Parent Meetings will be held in each center.

Parent Participation

Parents shall have unlimited access to their children and to the provider caring for children during normal business hours of operations, unless contact is prohibited by court order.

In Kind

The success of Head Start/Little Dawgs in the long run depends upon the support of the general community. Twenty-five percent of the total cost of the program must be met from local, non-federal sources. Your help meets this goal when volunteering in the classroom and being an active participant in your child's education.

Volunteers and Substitutes

Due to day care regulations all volunteers and substitutes will be asked to sign a statement indicating whether or not they have one of the following:

- ❖ A conviction of any law in any state or any record of founded child abuse or dependent adult abuse in any state.
- ❖ A communicable disease or other health concern that could pose a threat to the health, safety, or well-being of the children.

Enrollment/Admission

A registration day is planned for new and returning children in each center in the spring. Applications are filled out at this time for the coming year. The following items are to accompany the application and be brought on this day:

- ❖ Birth Certificate
- ❖ Income verification
- ❖ Immunization records
- ❖ Medical insurance information

A home visit will be conducted by staff prior to your child's attendance or within one month of your child's entrance into the program. This visit will allow us to get to know your family better and your child's daily routine. A second home visit will be conducted at the end of the school year to discuss your child's progress and to answer any questions you may have about transitions to Kindergarten or the 4-year-old program. Teaching staff will also conduct two Parent/Teacher conferences to inform parents of progress and to answer any questions parents may have.

Both of these times are meant to ease the transition into preschool for your child and for your family. New children accepted throughout the year will follow the same enrollment procedure.

Access Policy

- ❖ Only persons who are subject to a record check and who have been cleared for involvement with childcare may be directly responsible for childcare or have access to a child when a child is alone. The following are allowed on the property of the center when children are present:
 - A. Staff
 - b. Volunteers
 - c. Parents/Guardians or other authorized persons
 - d. Visitors- e.g. guest speaker, etc.
 - e. Vendors/Delivery people, Maintenance/Repair contractors (may only be working at the facility when children are present with permission from the Early Childhood team leader/Education Coordinator).
 - f. Partner staff co-located within the facility- e.g. school staff, AEA staff, nurse, etc.
- ❖ Center staff will approach anyone who is on the property of the center without their knowledge to ask what their purpose is. If staff is unsure about the reason they will contact their Site Manager or another management staff to get approval for the person to be on site. If it becomes a dangerous situation, staff will follow the "intoxicated and/or dangerous person" procedures in their center emergency procedure manual. Non-agency persons who are on the property for other reasons such as maintenance, repairs, etc. will be supervised and monitored by paid staff and will not be allowed to interact with the children on the premise.
 - a. Supervising requires that staff must be able to see and/or hear what the person is doing.
 - b. Monitoring requires that staff watch and listen to what the person is doing to ensure that everything being done and said is safe and appropriate.
 - c. When conflicts of interest arise between staff and the person they are being asked to supervise and monitor the person will instead be supervised and monitored by another lead teacher.

- ❖ A sex offender who has been convicted of a sex offense against a minor (even if the sex offender is the parent, guardian, or custodian) who is required to register with the Iowa Sex Offender Registry (Iowa Code 692A):
 - a. Shall not operate, manage, be employed by, or act as a contractor or volunteer at the childcare center.
 - b. Shall not be on the property of the childcare center without the written permission of the center director, except for the time reasonably necessary to transport the offender’s own minor child or ward to and from the center.
 - i. The center director is not obligated to provide written permission and must consult with their DHS licensing consultant first.
 - ii. If written permission is granted, it shall include the conditions under which the sex offender may be present, including:
 - 1. The precise location in the center where the sex offender maybe present.
 - 2. The reason for the sex offender’s presence at the facility.
 - 3. The duration of the sex offender’s presence.
 - 4. Description of how the center staff will supervise the sex offender to ensure that the sex offender is not left alone with a child.
 - 5. The written permission shall be signed and dated by the director and sex offender and kept on file for review by the center-licensing consultant.

The access procedure will be posted at the classroom.

Intoxicated and/or Dangerous Person

The behavior of someone who has become intoxicated is unpredictable at best. There are, however, some practical approaches one can take.

1. Advise the person you need to talk to and remove him/her to an area away from the children. If this is not possible, then distract the person, so staff can take the children to another area of the center. Have a plan for a second staff person to call the POLICE if signaled by you.
2. If a person becomes aggressive or belligerent, it is important to keep calm.
3. Try to get the person seated and/or distracted from the source of anger. If you need help – get it! The police (911) are a viable source.
4. If possible, other staff will attempt to remove other children from the immediate area and relocate to another location, lock the door and remain until the danger has passed.

*A dangerous adult would include an adult exhibiting inappropriate behavior, bearing arms, and/or showing signs of drugs. This also includes any person who is prohibited by court order (copy contained in the child’s file) to see or transport the child.

Mandatory Reporting

By law, our staff members are mandatory child abuse reporters. Our goal is to provide help and referral services to families when and if any problems occur. When you volunteer in the classroom, you are also considered a mandatory reporter.

Attendance Policy

1. Parents/guardians must call, send a note, or communicate with Teaching Staff to account for each day that their child cannot attend. Parents must explain the reason for the absence.

2. The Teaching Staff is responsible for ensuring that the Daily Sign In/Out forms are completed at the time of arrival and departure, accurately and completely. If a child is unexpectedly absent and a parent has not contacted the program **within one hour of program start time**, Teaching Staff must attempt to contact the parent to ensure the child's well-being.
3. Teaching Staff will record attendance, document explanations for absence, and plan follow-up to attendance issues on a daily basis, in ChildPlus. **This would include results from any unexpected absence contact attempt so that management staff can continue with follow-up if applicable.**
4. Teaching Staff are responsible for initial and continuing contact to families about attendance issues until attendance improves or an attendance follow up plan is in place. The Teaching Staff will provide family support with attendance issues, and document attempts to provide support, as well as services provided.

Attendance Plans and Alternative Services

1. If a child has 2 or more consecutive unexcused absences, the Teaching Staff will coordinate a course of action with the school district and/or Head Start office to make contact with the family. If multiple unexcused absences occur, and the family cannot be reached by usual means, including by reaching out to Emergency Contacts, the Teaching Staff may conduct a home visit or contact the local sheriff's office for a well person check.
2. An attendance plan may be designed to support a child's consistent attendance in the program, or if necessary, to plan for alternative services. The attendance plan will be developed by the family and Teaching Staff, typically during a home visit or face-to-face meeting. During the attendance plan meeting, staff will:
 - Provide information to the parent about the benefits of regular attendance.
 - Identify the reasons for the absences.
 - Create a specific plan and identify a date for establishing consistent attendance or alternative services.
 - In cases of prolonged illness, childcare restricted communicable disease, or children with Medical Disabilities, the Health Coordinator should also participate in developing the attendance plan.
3. Alternative services will be designed to ensure that all children enrolled in Head Start receive services and continue to make progress on their educational goals. Alternative services will be provided by the Teaching staff, or other assigned staff and will typically occur during a home visit. Teaching Staff may use classroom supplies and other learning materials, to provide home based activities that address all domains of learning in the Head Start Early Learning Outcomes Framework with a focus on the skills that the child is ready to learn. Teaching Staff may need to collaborate with outside entities for children with Special Needs. If a child and family begin to receive alternative services, the Family Engagement/Enrollment Coordinator and Education/Disabilities Coordinator should be notified.

Unsafe Behaviors

1. Unsafe behavior is considered aggression toward peers/adults, running away, destruction of property, etc. If unsafe behavior consistently occurs and cannot be redirected/corrected through

the implementation of Gen. Ed. Interventions and/or PBIS strategies, the Education/Disabilities Coordinator, with the approval of the Parent/Guardian, will confer with AEA to determine additional support options.

2. If all efforts to re-establish a safe learning environment through AEA additional supports, or parents refuse necessary supports, the program must assist the family in finding a more suitable program for that child's needs. (See General Education Interventions Policy for more details).

Withdrawal from the Program

1. If consistent attendance cannot be established, either by classroom participation or by participation in alternative service, another child on the waiting list must be given the opportunity to enroll in the program. Families should be given numerous opportunities to establish regular attendance and should be withdrawn from the program only when they are unwilling or unable to participate.
2. If all attempts to communicate with the family have failed using phone, letter, text message or visit to the home, the slot will be considered open for enrollment after a two week period.

Vacations

1. One scheduled vacation, family visit, or other planned absence of up to two calendar weeks will be permitted each program year. Families will be expected to participate in alternative services during the absence.
2. Families may request additional vacation weeks. Requests should be sent to the Family Engagement/Enrollment Coordinator.
3. Families who do not re-establish regular attendance after planned absence may be withdrawn from the program.

EDUCATION/DISABILITIES/MENTAL HEALTH-SHANNON WEED, SWEED@MATURAIA.ORG

Daily Program

Although each teacher arranges the day to best meet the needs of that group of children, a typical day will include the following activities:

- ❖ Free Choice for child selected activities
- ❖ Large and Small Group activities
- ❖ Quiet Time/Rest Time
- ❖ Outdoor/Large Motor
- ❖ Meals and Snacks

Teacher/Child ratio will be maintained at all times in and out of classrooms. The ratio for 4 year olds is ten children to one adult. The ratio for 3 year olds is eight children for one adult.

The overall daily program is planned according to The Creative Curriculum, federal guidelines-called Head Start Program Performance Standards and state DHS licensing guidelines.

Curriculum

Our classrooms use the research-based- Creative Curriculum. This curriculum helps teachers create a high-quality learning environment and build a thorough understanding of best practices. Daily Resources help teachers plan and manage every moment of their day. Through studies, which are hands-on, project-based investigations, The Creative Curriculum for Preschool helps teachers build children’s confidence, creativity and critical thinking skills, and promote positive outcomes. Along with the curriculum, each classroom uses the Teaching Strategies GOLD to assess and document the growth of your child in the areas of social-emotional, physical, language, cognitive, literacy, mathematics, science and technology, social studies, and the arts. These are on-going throughout the school year and finalized 3 times per year.

Positive Guidance Policy

Our Mission is to provide positive behavior support to all children to enable them to be successful in any setting.

Children must have a safe, orderly environment to ensure a positive and successful learning experience. Our program goals include:

- ❖ Promote positive behavior support to all children, families and staff.
- ❖ Help children become self-disciplined and controlled
- ❖ Develop a positive self-image
- ❖ Communicate clear expectations, limits and rules in the classroom
- ❖ Partner with families to meet these goals

1. Teaching Staff will have children help set up classroom rules and expectations the first few weeks of school. They will discuss and remind children of rules and behavior expectations with children throughout the day all year.
2. Staff will provide and reinforce rules and boundaries by: explaining, making visual contact, giving visual cues, demonstrating or modeling behaviors, encouraging, offering new activities, redirecting, ignoring the behavior, praise for following rules and expectations, or assisting the child in self-regulation. The teacher’s response is based on each child’s individual needs.
3. When a child does not communicate or self-regulate in accordance with classroom rules, parents will be invited to help problem solve.
4. Staff will support the child by using picture cues or other self-regulating techniques. The child will be assisted with strategies to gain self-control.
5. Consistent unacceptable behavior observed by staff and other professionals will facilitate a team meeting, which may include parents, to problem solve and determine strategies for corrective behaviors. Additional meetings will be held as necessary.
6. Corporal punishment is prohibited. Food may not be used as a punishment or a reward.
7. Training on the Positive Guidance Policy and how to refer guidance problems to preschool staff will be offered to parents and other volunteers.

Mental Health Services

We recognize the importance of providing mental health and psychological services to children to encourage their emotional and social development. Mental health professionals are available to our program to provide training and support for staff and families to make them aware of the need of early attention to the special problems of children.

General Education Intervention Process

As part of our programming, MATURA Head Start/ Little Dawgs provides “general education interventions” to any and all students who require them. These interventions are provided in an attempt to assist your child to be as successful as possible in preschool. Professionals from Green Hills AEA, Staff at Bedford Community School District, and the Education/Disabilities Coordinator will assist in developing and implementing these interventions. These professionals work collaboratively with your child’s teachers to resolve difficulties your child may be experiencing. Teachers will discuss concerns (such as hearing, speech, development or behavior) with parents and fully involve them in the entire process of decision-making, referrals and suggested plans for your child.

Field Trips

Occasionally we are able to take children on field trips that are within approximately 10 miles of the center. These field trips give your child an opportunity to experience the world outside their home and school. Field trips supported by Head Start/Little Dawgs will be attended only by children in our program. Children who are not enrolled in our program will not be allowed to attend.

Guest Speakers

Since we will be providing a wide array of educational opportunities for your child, we will be having guest speakers come into the center on a regular basis. These speakers may talk to your child about their profession, their cultural background or their hobbies. They may also bring items to share with your child that relate to the subject. We strongly encourage family members to be guest speakers.

Clothing

- ❖ Expect your child to get dirty! We use a variety of materials in our classrooms and many of them are messy. We believe that children cannot learn to experiment freely if they are fearful of getting dirty.
- ❖ Your child should be dressed for the season. During winter month’s coats, mittens, hats and boots are needed. Please mark these items with your child’s name.
- ❖ Shoes should be comfortable and secure so that your child can easily run and climb. At the beginning of the year please send an extra change of clothing for your child. Include a pair of pants, shirt, socks, and underwear. The teachers will store the clothes and mark them with your child’s name.

Classroom Monitoring

CLASS

Each classroom will be monitored using the CLASS (Classroom Assessment Scoring System) two times per year at a minimum. The CLASS is an observation instrument developed to assess classroom quality in preschool through third-grade classrooms. The CLASS dimensions are based on developmental theory and research suggesting that interactions between students and adults are the primary mechanism of student development and learning. The dimensions covered are:

- ❖ Positive Climate
- ❖ Negative Climate
- ❖ Teacher Sensitivity
- ❖ Regard for Student Perspective
- ❖ Behavior Management
- ❖ Productivity
- ❖ Instructional Learning Formats
- ❖ Concept Development
- ❖ Quality of Feedback
- ❖ Language Modeling
- ❖ After the classrooms are observed, the observer will score the results using the CLASS scoring system. Classrooms will fall in one of three ranges. Low, middle and high. Classrooms who fall in the low to middle range will utilize the Coach to use an Action Plan to ensure scores are increased.

TPOT

Each classroom will also be monitored two times per year using the TPOT (Teaching Pyramid Observation Tool). The TPOT is an instrument designed to measure practitioners' implementation of teaching and behavior support practices associated with the Pyramid Model for Promoting Social Emotional competence in Infants and Young Children. The development of the Pyramid Model was influenced by public health models of promotion, preventions, and intervention practices and schoolwide multi-tiered systems of positive behavior intervention and supports.

Transition into Kindergarten

Activities will be planned throughout the year to help with transition into public school.

- ❖ Your child may visit kindergarten classrooms.
- ❖ The kindergarten teacher may visit with parents and children.
- ❖ Parents will receive information regarding rights and responsibilities along with summer activity packets, as their child goes into kindergarten.
- ❖ Health screening and immunization records will be provided to parents.
- ❖ Head Start/Little Dawgs staff will provide support to families whenever needed.

Health and Safety

All center staff is certified in First Aid, CPR, and in using infection control precautions. Individual medical problems and accidents are recorded. Parents will be notified of the problem and/or accident and will receive an Injury/Incident Report if an incident occurs. The teaching staff will file a copy of the report.

Injury/Illness

Minor injuries are treated by staff and/or school nurse and reported to the family. For illness and/or injury, you will be contacted. If we are unable to contact you, one of the emergency names on the Emergency Contact Form will be contacted. In the event of a serious injury, your child will be taken to the nearest emergency room. An updated telephone number is required to be in your child's health records at all times for emergencies.

Health Screenings Requirements

Physical Exam (Well-Child Exam)

- ❖ Need a current physical before school starts
- ❖ If your child has had a physical/well-child exam since last September, please provide documentation. If an exam is needed, please make an appointment immediately
- ❖ Physicals are "current" for one year
- ❖ If physical expires before the end of the year, we need a new one within 30 days of the expiration date

Lead & Hemoglobin Results

- ❖ Need before school starts
- ❖ Normally completed at well-child exam or with WIC

Dental Exam

- ❖ Need within first 2 months of school
- ❖ If your child has had a dental exam since last September, please provide documentation. If a dental exam is needed, please make an appointment immediately. It could take 1-2 months before a dentist can get your child in

Current Immunization Record

- ❖ Should have been turned in at time of enrollment (*signed by a physician, physician assistant, nurse, or certified medical assistant*)
- ❖ If immunizations need updated, see Iowa Department of Public Health or your doctor's office – then send a copy of updated and signed immunization record to Head Start.

Vision Screening (completed at school)

- ❖ Your child's vision will be screened by Iowa KidSight, if you give consent (results will be sent home)
- ❖ If your child has glasses or has been seen by an eye doctor within the past year, please provide us with documentation

Hearing Screening (completed at school)

- ❖ Your child's hearing will be screened by AEA (results will be sent home)

Inclement Weather/Emergency Procedures

In case of NO SCHOOL, an early broadcast will be made on radio station KMA 960 and KKBZ 99.3 FM. Listen on stormy days for early closing announcements. Delays will be posted generally 1-2 hours from when the bus normally picks the student up. Do not expect school to close unless it is absolutely necessary due to blocked roads, poor visibility, or extremely threatening weather. Visit the Bedford Community School website and sign up for text alerts for school cancellations and announcements. Announcements will also be made on the Bedford Community School Facebook page.

Emergency plans are completed and are posted in each classroom. Monthly fire and tornado drills are conducted. ALICE drills are also conducted throughout the school year.

Medication Policy

No medication, over-the-counter or prescription may be given without written authorization by a physician.

- ❖ The medication must be in its original container with doctor's name, directions, and child's name on it and the date must be recent.
- ❖ The parent must sign an original medication permission form. This form must be signed each month, if the child continues to receive medication.
- ❖ When sending medication with a child on the bus or trolley, give medication to the driver. Medication should not be left in a child's bag.

Communicable Disease Policy

A communicable condition is any condition that can be transferred from one person to another. Universal Precautions for infection control will be followed by all teaching staff in the early childhood program (See a list of Communicable Diseases on the next page). To insure the health and safety of all children, as well as staff, a child with a contagious or short-term illness may not attend class. If the teacher, assistant, or school nurse determines that the child has a contagious illness, they will contact the parent or designated adult to pick up the child. In case of short-term illness or accident, a child's place in the class will be held.

Please notify staff if your child is ill, especially if the illness is contagious. Please inform Teaching Staff of any health or safety needs of your child that the program may be required to address.

Children should not come to class if they have the following:

- ❖ Fever over 100 degrees
- ❖ Diarrhea, vomiting, or fever during the last 24 hours
- ❖ Sore throat accompanied by fever, difficulty breathing or swallowing.
- ❖ Professional discretion will be used to evaluate any child with nasal discharge or excessive cough.
- ❖ Redness, swelling, and discharge of the eyes (suspected pinkeye may require a note from physician)
- ❖ Contagious skin rash (suspected impetigo, chicken pox, ringworm or scabies)

The Teaching Staff/nurse will decide whether a child who is ill will be permitted to come for the preschool session or remain in the program.

Exclusion

Children will be excluded if:

1. The child's illness prevents the child from participating comfortably in activities that the center routinely offers.
2. The illness requires more care than staff members are able to provide without compromising the needs of the other children in the group.
3. Keeping the child in preschool poses an increased risk to the child or to other children or adults with whom the child will come in contact.

A copy of the communicable disease chart can be found at

https://www.idph.iowa.gov/Portals/1/userfiles/128/childhood_illness.pdf?utm_medium=email&utm_source=govdelivery

Re-Admission to School:

It is advisable that school authorities require written permission from the health officer, school physician, or attending physician before any pupil is readmitted to class following any disease which requires exclusion, not mere absence, from school. CPA – 7770

Head Lice

The Iowa Department of Public Health and the Iowa Department of Education do not consider lice and/or nits to be public health hazards or a sign of abuse or neglect. While we understand that head lice in schools is a nuisance, we feel there are appropriate ways to handle the issue without excluding kids from school or making students feel excluded. If you believe your child has lice or the school notifies you your child has lice, treatment should be started before returning to school the next day.

The Iowa Department of Public Health recommends a 14-day treatment process. They are safe and not costly. The treatment days are scheduled to interrupt the lifecycle of the insect. A **nit comb** should be used to comb the hair and can be bought at most pharmacies.

Day 1- use an over-the-counter medicated head-lice shampoo containing pyrethrin or permethrin. Read and follow all directions on the shampoo.

Day 2- COMB hair carefully for 15 minutes from the scalp to the end of the hair. Do not wash hair today.

Days 3-9- Wash the hair using your regular shampoo. Rinse. Apply hair conditioner to make the hair slippery. COMB the hair the entire length from the scalp to end of hair. Wipe the comb between each stroke with a paper towel, which removes any lice or nits. Keep hair wet while combing. COMB all hair for at least 15 minutes.

Day 10- Use an over-the-counter medicated head-lice shampoo (to kill any lice that hatched since the previous medication use). Read and follow all directions on the shampoo.

Day 11- COMB hair carefully for at least 15 minutes from the scalp to the end of the hair. Do not wash hair today.

Days 12-14- Wash the hair using your regular shampoo. Rinse. Apply hair conditioner to make the hair slippery. COMB the hair the entire length from the scalp to end of hair. Wipe the comb between each stroke with a paper towel, which removes any lice or nits. Keep hair wet while combing. COMB all hair for at least 15 minutes.

If you have further questions or want more information, please feel free to contact the school nurse 712-523-2116, Public Health 712-523-3405, or visit this **website** <https://educateiowa.gov/resources/legal-resources/legal-lessons/head-lice-nuisance-not-medical-or-health-hazard>

Biting Policy

(As of June 2010, DHS requires preschools to have a policy for responding to the incidents of biting.)

1. Little Dawgs' perspective on biting: It is not unusual for children to bite as a form of communication. Biting is usually a response to the child's needs not being met or the child coping with a challenge or stressor. Proactively understanding the developmental stages of children and recognizing their needs can prevent biting behaviors.
2. Little Dawgs will respond to biting incidents by treating/cleaning the bite according to first aid procedures taught in certification classes and showing concern and support to the child that was bitten. Staff should address the child who did the biting in a firm, calm voice that it is not acceptable to bite and then discuss different strategies that can be used the next time instead of biting. Any injury report should be filled out for the child that was bitten.
3. Little Dawgs will assess the supervision, the context, and the environment in which the biting occurred. Children bite to fulfill a need or cope with a challenge. IT is the preschool staff's responsibility to observe the child and determine the child's needs that are not being met. Staff should observe and document the behaviors and context (where, when, how, who) that occurs before and after the biting incident. Using these observations, staff should look for patterns and potential solutions. Knowing the triggers for biting can help staff to be proactive in preventing biting incidents from occurring.
4. How will Little Dawgs respond to the biting incident? See number 2 as to how the preschool will treat the person who was bitten and how staff will handle the child that was doing the biting.
5. Notification to parents of the incident and how it will be documented: The staff member that observed and handled the biting incident will complete the Injury Report and give it to the parent. The Injury Report will also go into the file of the child that was bitten.
6. When informing parents that their child has been bitten or bit another child, the staff will maintain the confidentiality of the other child.

Nutrition Information

While at school, your child will receive a nutritious breakfast, lunch and snack that will supply 2/3 of their daily nutritional requirements. Menus are sent home monthly. Mealtime is a valuable part of our program experience. The goal is to develop good habits and attitudes by providing a variety of food experiences. The following policies will help us meet that goal.

- ❖ Adults are to set good examples for the children by their attitudes, actions, and acceptance of food during mealtime.
- ❖ Children, staff and volunteers eat together, sharing the same menus (no other food or drink unless required by doctor).
- ❖ Family style meal service is used to help children learn self-help and socializing skills. Each child serves their own food and pours their own drink as it is passed around the tables. Children are encouraged to take responsibility for their own spills and clearing their dishes when finished.
- ❖ At least one adult is seated at each table during the meal.
- ❖ Children are encouraged to taste all foods before seconds, but not forced to eat everything on their plates.
- ❖ All food is passed and served at the beginning of the meal and may be eaten in any order.
- ❖ Food is not used as a reward or punishment.
- ❖ Interesting table conversation about the child's total experience will be encouraged and mealtime should be 20-30 minutes.
- ❖ Teachers will establish their own rules for leaving the table and cleaning up. Volunteers will be informed of expectations.
- ❖ If you are volunteering or going to eat with your child, please tell your teacher so she/he can order correctly by 9:00 a.m.

****Some restrictions and changes may or could be made due to COVID precautions.**

Special Diets

We will provide any special diets needed by a child after we receive a doctor's order and guidance on what is to be provided.

Meal Costs

You will not be required to pay for any meals your child eats while enrolled in the MATURA Head Start. **If your child attends Little Dawgs and does not qualify for Head Start, then they will pay for their breakfast and lunches.** A free/reduced lunch form can be completed to assist in the payments of those meals, if needed. Those forms are available in the elementary principal's office and the superintendent's office. **Breakfast will cost \$1.50 and lunch will cost \$2.30. ??? I'm waiting to see what Board approves in June.**

Nutrition Activities

Nutrition activities will be offered at your center to broaden your child's food experience. Exploring new foods, cooking activities, tasting ethnic food, and good nutrition ideas are some examples. Parents are

encouraged to share special nutrition activities or volunteer to help. Please contact your teacher for more information. A nutrition assessment will need to be filled out for your child. If you have any specific concerns or need general guidance with food issues, please contact the central office. A licensed, registered dietitian is contracted with MATURA Head Start for consultation.

Food Donations

MATURA Head Start/Little Dawgs will not accept (**in accordance to regulations**) home-prepared, home canned, or repackaged food items) in the classroom or for dispersal after class. Snacks for special occasions must be brought in an unopened container or come individually packaged. We encourage this practice to reduce liability in case of accidental food poisoning or blood-borne pathogen exposure. This insures the safety of all of our children.

List of Suggested Birthday and Party Foods

We encourage you to volunteer and the staff will help you prepare a food experience, cultural food or a birthday snack for the children!

<u>Bread/Bread Alternatives</u>	<u>Fruits</u>	<u>Vegetables</u>	<u>Meat/Meat Alternatives</u>
Raisin Bread	100% fruit juice	Raw vegetables	Colby, Swiss, Cheddar
English Muffins	Fresh fruit	Celery	Peanut butter
Bagels	Oranges	Carrots	
Pretzels/breadsticks	Apples	Cucumbers	<u>Dairy</u>
WIC Approved Cereal	Bananas	Tomatoes	Yogurt
Bread Sticks	Pineapple chunks	Cauliflower	
Whole Wheat Crackers (Triscuit, Wheat Thins)	Peaches	Broccoli	
	Melons	Tomato juice	
	Berries	V-8 juices	
	Dried fruits (apricots, cranberries)		
	Kiwi		

Try combining items from 2 different groups:

Example - Fruit and cheese, peanut butter with apples, bananas, or graham crackers. Cereal snack mixes –cereal with dried fruits or fruit /cereal with yogurt, and vegetables with dips. Cakes, candy, and other sweets are only allowable for **holidays** and **birthday treats**.

You may also decide to “treat” children with non-food items such as: stickers, pencils, crayons, temporary tattoos, party blowers/noisemakers, or safe party favor items appropriate for 3 and 4-year olds.

Approved food has to be prepackaged - NO HOMEMADE TREATS. Please bring/send foods in original sealed package.