



Drake
UNIVERSITY
HEAD START



FAMILY HANDBOOK

Drake University Head Start
3800 Merle Hay Rd. Suite 323, Des Moines, IA 50310
Tel (515) 271-1854 Fax (515) 635-0716
www.drakeheadstart.org



Drake
UNIVERSITY
HEAD START

Mission Statement:

“Better preparing young children and their families for life experiences now and in the future.”

Vision Statement:

“Changing Lives to Change Tomorrow.”



Welcome to Drake University Head Start!

We are so glad you chose our program. We are very excited to begin this new program year with you and your child.

Your participation in the Head Start program is important to us.

You are your child's most valuable teacher. We encourage you to be active in the program, and you are always welcome to join activities.

This handbook is available to you online and can be accessed at any time throughout the program year. Please refer to it whenever you have questions about the program. You may also choose to save or print copies of any forms or information for your records. .

We look forward to a great program year for you and your child.

Sincerely,

Corey Adams

Corey Adams
Policy Council Chairperson



Lisa Proctor

Lisa Proctor
Head Start Director



Drive – ***fierce*** commitment to serving families

Seeker – *Creatively* pursuing effectiveness, efficiency and excellence

People-First – **YOU** matter

Dedicated – Your **Dreams**, Our **Passion**

WE ARE DRAKE UNIVERSITY HEAD START



Health Information

Drake University Head Start wants to keep children and staff safe. **We need your help!!!**

There are rules we need to follow to have your child safely come to school or participate in home visits. COVID-19 and respiratory illnesses are not going away, so there are still rules we need to follow to have your child safely come to school. 1. Drake University Head Start (DUHS) will be following the guidance of the Iowa Health and Human Services (HHS), the Office of Head Start (OHS), Centers for Disease Control and Prevention (CDC) and Drake University (DU) when making decisions for the program.

2. Your child's classroom may be closed more often and for longer periods of time to ensure a safe environment.
3. You **MUST** monitor the health of your child and family daily at home.
4. You **MUST** be honest with us about the health of your family and child! If you are not honest, you risk exposing the classroom/home visitor to illness.
5. If your child is sick, **DO NOT** bring your child to school. If your child or someone in your family is sick, contact your home visitor to cancel the home visit.
6. If you will not be bringing your child to school, you must call the classroom by 8:00 am to cancel the meals for your child.
7. If your child is not able to participate in the school day **DO NOT** bring your child to school. If you or your child is unable to fully participate in the home visit due to illness, contact your home visitor to cancel the home visit.
8. We must have a working phone number for us to be in contact with you at all times.
9. We will be using the "***Guide to Childhood Illness***" document as a guide for illness for your child. (A copy is provided in this handbook).
10. You should have a backup plan for your child if school is canceled or your child is sick and you will need alternate care.
11. Please keep your child up to date on their well child visits and vaccinations.

DROP OFF:

- You may come in to the classroom when you drop off and pick up your child.
- Program staff will assess your child's health before the adult dropping off the child leaves.

This information may change during the school year and when changes are made, we will pass the information along to you.

If you have questions please contact,

Heidi J. Ball, RN, CMP, Health and Nutrition Manager,

Heidi.ball@drake.edu 515-271-3771.



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All aspects of this program are subject to change at any time and will follow the guidance of local, state, and federal agencies.

Drake University Head Start Handbook Terms

In this handbook, the term “*Head Start*” refers to the following programs:

Early Head Start Home Visiting Programs

Early Head Start Toddler Classroom Programs

Head Start Preschool 3–4-Year-Old Classroom Programs

Head Start Preschool 3–4-Year-Old Home Visiting Programs

In this handbook, and during participation in the Head Start program, the term “*family*” refers to all the people that may have a parenting/caregiving role with the child(ren) enrolled in the program. This includes stepparents, grandparents, kith and kin caregivers, LGBTQ (lesbian, gay, bisexual, transgendered, and questioning) parents, guardians, expectant parents, teen parents, and families with diverse structures that include multiple relationships and significant others.

Notice of Non-Discrimination

The principles of equal access and equal opportunity require that all interactions within the University be free from invidious discrimination. Drake University Head Start therefore prohibits discrimination based upon race, color, national origin, creed, religion, age, disability, sex, pregnancy, gender identity or expression, sexual orientation, genetic information, veteran status, or any characteristic protected by law in its educational programs and activities, admissions, or employment.



What is Head Start?

The Head Start program is a program of the United States Department of Health and Human Services. It provides comprehensive education, health, nutrition, mental health, and parent engagement services for eligible children and their families.

There are Head Start Program Performance Standards that tell us how to provide services for children and families. They are the laws that we are required to follow.

Head Start has provided education, health, nutrition, mental health and social services for nearly 30 million children between the ages of birth to five years since the program started in 1965. It serves almost one million children and their families each year in urban and rural areas across the United States.

Program Assessment: The federal government monitors each Head Start program multiple times over a five-year period. Teams are sent to each program to review and audit the entire program. The teams visit program sites and home visiting programs to ensure teachers are providing quality instruction and safety in the classrooms. They make sure that children's health assessments are up to date and that families are included in their child's program.

Teams review finances and policies and procedures to ensure requirements are met. In addition, the monitoring team interviews a variety of people such as Policy Council members, Teachers/Home Visitors, Family Engagement Specialists, the Director, and others.

Drake University Head Start's most recent monitoring visit occurred in March 2026. There were no findings during this monitoring review and the federal team acknowledged all the wonderful things that are happening at DUHS to help children and families be successful!

Program Information

Attendance Policy

Drake University Head Start Attendance Policy

Every minute of the program is important to your child's learning. Research tells us children with many absences, even starting in preschool, have lower reading scores, and their success may be impacted even in later grades. Help your child succeed in school; build the habit of good attendance early.

Absences

All children are expected to arrive and depart on time each day or complete a weekly home visit for Home Based programs. If your child is going to be absent, please contact your program or the Central Office before 8:00 a.m., or at least 2 hours prior to your scheduled home visit. Head Start can then cancel your child's lunch. The Central Office phone numbers are below. If your child will be absent for more than two days in a row, or miss two weeks of home visits, for reasons other than illness, please talk with staff. If you have a trip planned lasting 4 days up to 2 weeks, please contact program staff to complete an extended absence agreement prior to the absence. Please plan any trips lasting over 2 weeks around school breaks.

Because attendance is so important for school success, families will be contacted for the following attendance concerns:

- No call/no show. Every day that your child is absent and you do not call to inform the program, staff will follow up with a **safety** phone call/text.
- More than two consecutive unexcused absences or four consecutive excused absences.
- Increased or chronic at-risk levels of absences occur. If your child is chronically absent, staff will work with you to address barriers. If your child cannot attend on a consistent basis, he or she may lose their spot in the program.
- If your child is chronically tardy, staff will work with you to address barriers. If you are unable to arrive at class on time on a consistent basis, your child may lose their spot in the program.

If your child is absent consecutive days without notice or communication from you, a return deadline will be set by the program. If your child does not return to school or home visits by that date, he/she will be placed in the application pool and will lose their spot in the program.

Please contact your teacher, or home visitor before 8:00 a.m. each day your child will be late, absent, or miss a visit. You can leave a voicemail at your program any time, **day, or night.** Staff will contact you if they have not heard from you in the first hour of class. You may also call **1-800-44-DRAKE, ext. 1854 or 515-271-1854 from 8:00a.m. - 4:30p.m., Monday through Friday.**

Closings & Cancellations at Head Start & Early Head Start

Weather Closings

- Weather closings are announced on local television, radio stations, and district websites.
- If your school district closes due to bad weather, Head Start classrooms will be closed and home visits will not occur. Any scheduled home-based socializations will also be cancelled.
- If your school district closes on a day because of heat and our classroom is air-conditioned, we will still have school.
- Please refer to the *Information and Phone Numbers* form you received during enrollment for the school district your child's program is located within.

Television Stations

WOI Channel 5 <http://www.weareiowa.com/>
KCCI Channel 8 <http://www.kcci.com/>
WHO Channel 13 <http://www.who13.com/>

You may register at the links below to receive weather email alerts:

<http://www.weareiowa.com/weather>
<http://www.kcci.com/weather/closings>

Radio Stations

KJY 92.5 FM West Des Moines, IA
KDLS 105.5 FM Perry, IA (Spanish)
KDXA 106.3 FM Ankeny, IA
KRNT 1350 AM Des Moines, IA
WHO 1040 AM Des Moines, IA
KBGG 1700 AM Des Moines, IA (Spanish)
KNIA 92.1 FM Knoxville
KCOB 95.9 FM Newton

KGGO 94.9 FM Des Moines, IA
KIOA 93.3 FM
KDRB 100.3 FM Des Moines, IA
KMYR 104.1 FM Ames, IA



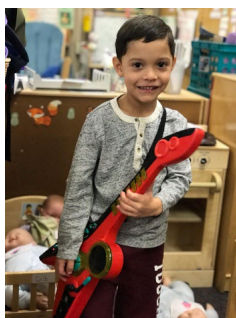
Notification of Closures

If your program closes due to weather, or for any other reason, you will receive a text and/or e-mail from Talking Points or the ChildPlus database. **Please be sure you have 'opted in' to receive text messages and that Head Start has two working phone numbers at all times** where you can be reached, and messages can be left.

Home Visitors will contact you directly if you are in the Home Visiting Program.

It is important to have other childcare plans in place when this happens.

If a program closes, a make-up day or home visit may be scheduled at a later date.



Classroom & Home Visiting Programs

Classroom Programs

A typical schedule in a classroom may include:

Welcome/Greeting

Large Group: All the children come together to read a story, discuss plans, or sing songs for a short time.

Center Time: Children choose the interest area where they want to play and learn.

Outdoor Time: Teachers plan 20-30 minutes of outdoor learning activities for children that may include running, jumping, and climbing.

Small Group Time: A few children are grouped together for a short time. They may talk about new ideas and learn new skills.

The classrooms are planned so children learn every minute of the day. Interest areas include:

BLOCKS

ART

LIBRARY

DRAMATIC PLAY

TOYS & GAMES

DISCOVERY

TECHNOLOGY

MUSIC & MOVEMENT

COOKING EXPERIENCES

(OFFERED)

- Children feel more confident when things are their size. The tables, chairs, and cubbies in the room are child size. The pitchers they use to pour milk are also child size.
- It is important for children to learn to be independent. Toys are put on low shelves so children can reach them. Picture labels help children know where materials belong so they can help clean up.
- The same schedule is followed each day so that children develop a consistent routine and know what will happen next. This helps children feel comfortable and secure.
- Children benefit from using these ideas at home, too.

Home Visiting Programs

Drake University Head Start offers the following Home Visiting Programs:

The **Early Head Start Home Visiting program** serves children ages birth to three years and their families in *Polk County* year-round. (mid-July through late June)

The **Head Start Preschool Home Visiting program** serves children ages three to five years and their families in *Polk County* for 9 months of the year.

Home Visiting Programs utilize Parents as Teachers (PAT) Curriculum. Parents as Teachers is an evidence-based home visiting model that promotes the optimal early development, learning and health of children by supporting and engaging their parents and caregivers. It empowers caregivers in their role as their child's first teacher by providing regular home visits, developmental screenings, group connections, and health resources.

What does it mean to be in a Home Visiting Program?

Home visits occur weekly with a Home Visitor for 1½ hours.

- During the visit, staff and families work together on the child's developmental goals and family goals.
 - Staff and families will work together to identify needs and locate resources available to support them. Parent education information will also be discussed.
- The Home Visitor will visit each family at the same time every week when possible.
 - The last available time for a visit to begin is 4:00 p.m.

How to get the most out of a Home Visit:

- * Be ready to begin when the Home Visitor arrives.
- * Everybody is prepared to participate during the visit.
- * Try to minimize distractions, such as phones, pets, and television, during a visit so everyone can focus on learning.
- * If a visit needs to be canceled, please notify the Home Visitor as soon as possible. This will help the program better serve other children and families.
- * Education Specialists/Home Visitors see each family weekly in the home. Parents must be present for the duration of the visit and actively participate as they are their child's first and most important teacher.

Child and parent playtimes or socializations are held twice a month.

EHS & HSP Classrooms

Families enrolled in EHS and HSP Classrooms work with a Family Engagement Specialist throughout the school year.

Families enrolled in EHS and HSP classrooms receive a home visit from the Teaching staff two times per year. Parents attend two conferences per year with their child's Teacher.

EHS Toddler Classrooms Only

EHS Toddler Classrooms serve families in Polk County only.

EHS Toddler Classrooms are year-round programs (mid-July through late June).



DUHS is not responsible for lost or missing items brought into Head Start classrooms, socializations, or Head Start sponsored programs or events.

School Readiness Goals

Drake University Head Start's primary goal is to better prepare children for school success upon completing the program. Head Start uses child assessment data to measure progress toward this goal. Children's development is assessed in the following areas:

Social-Emotional Development
Physical Development
Approaches to Learning
Language and Literacy
Cognition and General Knowledge



Classroom Curricula

Head Start Preschool and Early Head Start classrooms use a research-based curriculum called *Creative Curriculum* that includes large group instruction, small group instruction, centers and outdoor play.

The curriculum outlines the skills children need to be ready for kindergarten. Teaching staff use the curriculum to plan lessons that will help your child acquire those skills.
(See Classroom Programs section for more information.)

Social-Emotional Curriculum

To help children develop social-emotional skills, Drake University Head Start uses the *Second Step* curriculum in Head Start Preschool classrooms only. *Second Step* teaches children the skills that help them make friends, manage their feelings, and solve problems.

Information about all these curricula can be found in the parent libraries at your center. Teaching staff can also answer any questions.

Child Assessment

Teaching Strategies GOLD is a research-based tool teaching staff and Home Visitors use to assess your child's learning and development using the following objective areas outlined in the *Creative Curriculum*. When children meet these learning objectives, they are showing they have the skills they need to succeed in kindergarten.

Social-Emotional

Manages feelings and behaviors
Establishes and sustains positive relationships
Shares, takes turns, problem solves with others

Physical

Crawls, walks, runs, skips
Jumps, hops (balancing)
Demonstrates throwing, catching, kicking
Demonstrates pencil grasping, writing and cutting

Language

Listens to and understands increasingly complex language
Uses language to express thoughts and needs
Uses appropriate conversational and other communication skills

Cognitive

Demonstrates positive approaches to learning
Remembers and connects experiences
Uses classification skills
Uses symbols and images to represent something not present

Literacy

Demonstrates phonological awareness (letter and word sounds)
Demonstrates knowledge of the alphabet
Demonstrates knowledge of print and its uses
Comprehends and responds to books and other texts
Demonstrates emergent writing skills

Mathematics

Uses number concepts & operations
Explores and describes spatial relationships and shapes
Compares and measures
Demonstrates knowledge of patterns

For Dual Language Learners:

English Language Acquisition

Demonstrates progress in listening to and understanding English
Demonstrates progress in speaking English



During your child's conferences, teaching staff and home visitors will share reports with you that show your child's progress toward meeting these objectives. Please feel free to ask questions about the objectives.

Child Assessment (continued)

Drake University Head Start encourages families to continue to use their home language with their children. Speaking more than one language activates growth in children's brains and helps them to think more creatively and solve problems more easily.

Ideas to help children reach these goals at home!

Read with your child at least fifteen minutes every day. Let your child choose which book to read. Sometimes children like to read the same book repeatedly.

Talk about what you read or what happens during the day. Describe what you are doing when you cook or take a walk together. Give your child time to respond to you. Sometimes it takes 10-30 seconds.

Count with your child. Count everyday objects, such as forks or spoons, when your child is setting the table. Describe things using the number of items. Ex. "Could you hand me those three spoons, please?"

Let your child know that the work they do at school is very important.

Tell them how important their learning is and how important it is to be on time and in school every day.

Enjoy your child. Let your child know he/she is loved, cherished, and protected. They grow up quickly and will never be at this age again!

Make sure your child gets exercise and plays outside. Physical activity is necessary for the development and health of your child at all ages. Make outside time a learning time and have fun!

Establish a bedtime routine. Ensuring your child is getting enough sleep helps your child to be best prepared to learn.

Language Interpretation

Head Start provides interpreters when needed at no cost to the family.

Drake University Head Start pays for interpreters. (This cost is approximately \$65/hour)

If the visit needs to be cancelled, please call staff at least **2 hours prior** to the visit. If not, DUHS may still have to pay for the interpretation. **Cancelling early helps DUHS save money!**

Drop-Off & Pick-Up

Children must be signed in and out by an adult each day. Persons picking up a child **must** be listed on the *Emergency and Pick Up Permission Form*. **They must be over 18 years old and have a photo I.D.**

If a location has their own pick-up and drop-off procedures, we will follow those.

Notify staff immediately with any changes or updates to emergency contact information (phone numbers and/or addresses).

It is important to pick up children on time, or if staff call you to pick your child up due to illness.

If a child is not picked up on time staff will call:

- 1) Parent(s) using the phone numbers on file. **Please be sure that Head Start has at least two working phone numbers at all times where you can be reached, and messages can be left.**
- 2) Persons listed on the *Emergency and Pick -Up Permission Form*.

If these are unsuccessful, after 30 minutes staff may call the Department of Health and Human Services or Local Police

If a child is picked up late, a plan will be developed to prevent it from happening again. If your child is picked up by a childcare program, a *Child Care Addendum* needs to be filled out. This form lists people who have permission to pick up a child.

If a person is not allowed to pick up your child:

- *A copy of the court order indicating this must be on file with the program.
- *DUHS can and will only follow what is outlined in court orders that are on file with the program.



This applies to classrooms, hallways, offices, parking lots, and during any program sponsored events at other community locations etc.

Safety of Children when Dropping Off and Picking Up

Please drive slowly and hold your child's hand while in parking areas. The safety of you and your child is Head Start's priority.

Remember to **NEVER** leave any child alone in the car. This includes younger or older siblings when dropping off or picking up a child at Head Start. Our staff is required to call IHHS if children are left alone in the car while dropping off and picking up at Head Start.

All Drake University Head Start locations are smoke, firearm and weapon free. If you or someone in your home needs help to quit smoking, call the Iowa Smoke-Free Air Act Helpline: 1-888-944-2247.

Back to School Safety

Walking to School

- Walk on the sidewalk, if one is available; when on a street with no sidewalk, walk facing the traffic.
- Before crossing the street, stop and look left, right and left again to see if cars are coming
- Make eye contact with drivers

Traveling to School

Riding a Bike to School

- Ride on the right side of the road, with traffic, and in single file
- Come to a complete stop before crossing the street; walk bikes across the street
- Make sure your child always wears a properly fitted helmet and bright clothing

Parking Lot Safety!

NEVER play around parked cars

- **LOOK** around for vehicles. Drivers have trouble seeing kids, but kids assume that the driver can see them.
- **HOLD** an adult's hand when in a parking lot.
- Use **WALKING FEET** in a parking lot.
- **REVIEW** rules before getting out of the vehicle.
- **NEVER** leave a child alone in your vehicle

Teach the **STAR** Method

- **S:** Stop and stand still when you get out of the car.
- **T:** Touch a designated place on the car and wait
- **A:** Pay attention to what is going on around you and listen to your parent or other adult
- **R:** Be ready to grab a parent's or other adults' hand when they tell you it is time to go.

Pedestrian Safety Tips

Everything you need to know to keep your kids safe while walking.

Whether your kids are walking to school, the park or a friend's house, here are a few simple tips to make sure they get there safely.

Teach Kids How to Walk Safely

- Teach kids at an early age to look left, right and left again before crossing the street. Then remind them to continue looking around until safely across.
- It's always best to walk on sidewalks or paths and cross at street corners, using traffic signals and crosswalks. If there are no sidewalks, walk facing traffic as far to the left as possible.
- Teach kids to make eye contact with drivers before crossing the street.
- Children under 10 need to cross the street with an adult. Every child is different, but developmentally, most kids are unable to judge the speed and distance of oncoming cars until age 10.
- Encourage kids to be especially alert for cars that are turning or backing up.
- Teach kids not to run or dart out into the street or cross between parked cars.
- If kids are walking when it's dark out, teach them to be especially alert and make sure they are visible to drivers. Have them wear light- or brightly-colored clothing and reflective gear.



- Put headphones down or turn off the volume before crossing the street.
- Be aware of others who may be distracted and speak up when you see someone who is in danger.
- If kids need to use a cell phone, teach them to stop walking and find a safe area to talk.



44 kids are hit by a car while walking every day in the U.S.

Let Your Actions Speak as Loudly as Your Words

- Be a good role model. Set a good example by putting your phone, headphones and devices down when walking around cars.
- When driving, put cell phones and other distractions in the back seat or out of sight until your final destination.
- Be especially alert and slow down when driving in residential neighborhoods and school zones. Be on the lookout for bikers, walkers or runners who may be distracted or may step into the street unexpectedly.
- Give pedestrians the right of way and look both ways when making a turn to spot any bikers, walkers or runners who may not be immediately visible.

Take Action Against Distraction

- Teach kids to put phones, headphones and devices down when crossing the street. It is particularly important to reinforce the message with teenagers.



BASIC CAR SEAT SAFETY

Be sure to buckle up the right way on every ride!

**SAFE
K:DS**
WORLDWIDE™

All children must use a car seat, booster seat or seat belt.

- My child always rides in a back seat and never in front of an airbag.
- Everyone in my car buckles up on every ride using the right car seat, booster seat or seat belt for each person's age and size.
- My child's car seat has all of its parts, labels and instructions and has never been in a crash.
- I follow the instructions for my car and my car seat so that my child is buckled in right and tight.
- My child's car seat has never been in a crash.
- I never leave my child alone in a car.



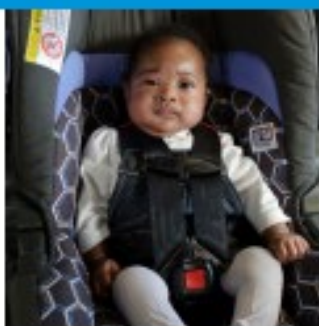
Use our online [Ultimate Car Seat Guide](http://www.safekids.org/ultimate-car-seat-guide) for information on all your car seat needs.
www.safekids.org/ultimate-car-seat-guide

www.safekids.org

Proud Program Supporter
GENERAL MOTORS

Babies under 2 use rear-facing car seats

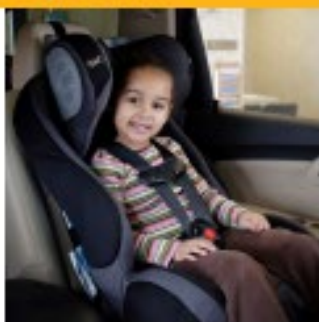
- My child always rides in a back seat and never in front of an air bag.
- My child always rides in a car seat made for his or her size and age.
- My child sits facing the back of the car in his or her car seat.
- The harness straps are snug on my child, and I can't pinch the buckled strap at the shoulder.
- My child's car seat is buckled tightly in the car and doesn't move more than one inch when I pull it where the seatbelt is buckled/attached.
- My child uses a bigger rear-facing car seat until he or she outgrows the harness. Many harnesses go to 35, 40 or 45 pounds.
- I never leave my child alone in a car.



Toddlers and big kids use forward-facing car seats with a top tether

If my child is over age 2 AND has outgrown the weight or height limits for the rear-facing seat:

- My child always rides in a back seat.
- My child always rides in a car seat made for his or her size and age.
- The harness straps are snug on my child, and I can't pinch the buckled strap at the shoulder.
- My child's car seat is buckled tightly in the car and doesn't move more than one inch when I pull it at the belt path. I use the top tether.
- My child uses this car seat until he or she outgrows the harness. Many harnesses go to 50 pounds or more.



Older, bigger kids use booster seats with lap and shoulder seat belts

If my child has outgrown the weight or height limit of the forward-facing car seat:

- My child always rides in a back seat.
- My child always rides on a booster seat using a lap and shoulder seat belt.
- The lap belt sits low on his or her hips, not the stomach.
- The shoulder belt is on my child's shoulder – not on the neck, under the arm or behind the back.
- The seat belt is snug, flat and comfortable on my child.
- My child may be between 8-12 years of age before the seat belt fits without a booster.



Kids ready for seat belts

If my child has outgrown the booster seat:

- My child always rides in a back seat until age 13.
- My child always uses a lap and shoulder seat belt.
- The lap belt sits low on my child's hips, not the stomach.
- The shoulder belt is on my child's shoulder – not on the neck, under the arm or behind the back.
- My child's back is firmly against the vehicle seat back, his or her knees bend at the front edge of the vehicle seat, and he or she can sit this way for the whole ride.
- The seat belt is snug, flat and comfortable on my child. If the seat belt does not fit right, my child must use a booster seat.



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Clothing Policy & Outdoor Play

All children play outside each day if the weather allows.
Fresh air is good for children and helps cut down on illness.

Outdoor play is a required part of the Head Start program.

Too much sunlight could damage children's skin, no matter their ethnicity. You will be asked to complete a *Parent/Legal Guardian Permission to Apply Sunscreen to Child form* so staff can apply **program approved SPF 50 sunscreen** to your child May through September when he or she will be playing outside.

You may be asked to apply sunscreen to your child upon arrival at the program.

Staff use the guidance from the Child Care Weather Watch document to decide if it is safe for children to be outside in hot and cold weather.

It is important for children to be safe and comfortable while at Head Start. Please send your child to Head Start in comfortable shoes, socks, and clothes that can get dirty.

- It is recommended that your child has an extra set of clothing, including socks and underwear, at school daily.
- For the children's safety, please make sure your child wears sneakers or rubber-sole shoes. Children wearing flip-flops or croc-like shoes will not be able to play on playground equipment.
- Neck strings from hoods should be removed from all children's outerwear, including jackets and sweatshirts. These strings are a strangulation hazard for young children.
- Drawstrings on the waist or bottom of garments should not extend more than 3 inches.

WEATHER RECOMMENDATIONS

Hats & mittens: Mid-October and throughout the winter.

Snow pants and boots: Please bring them if there is snow on the ground. If your child does not bring boots, he/she may not be able to play in certain areas.



Nutrition

Meals

Each classroom offers 2 to 3 meals each day depending on the hours.

For example:

- Classroom programs provide breakfast and lunch, lunch and snack, or breakfast, lunch and snack.
- Snacks are also provided for families during home-based program socializations.
 - **Remember: NO OUTSIDE FOOD is allowed in classrooms.**
- If your child's classroom has a late start, please feed your child breakfast at home.

The Iowa Child and Adult Care Food Program (CACFP)

The Drake University Head Start Program follows **CACFP** (Child and Adult Care Food Program) guidelines. Families receive a CACFP flyer called "Building for the Future" with more information.

Menus: Menus are provided to our program from local school districts or childcare centers. We work with them to make sure your child is offered a healthy meal, low in fat and sodium. Meals provided are discussed with the Policy Council for review each fall. We are always interested in parent suggestions to make the meals we offer more appealing and culturally appropriate for children.

*Ideas for healthy recipes and snacks will be provided to parents also.

Help Head Start Save Money on Uneaten Lunches!

If your child is absent and you do not call in **before 8:00 a.m.**, a lunch will be ordered for your child. You can help Head Start save money on uneaten lunches by calling in your child's absence. This is money that can be used on other items for children in the program.

Each ordered lunch costs Head Start **\$4.60 per child, per day**. The cost of all lunches for one school year for our program is **\$252,135!**

How does CACFP work?

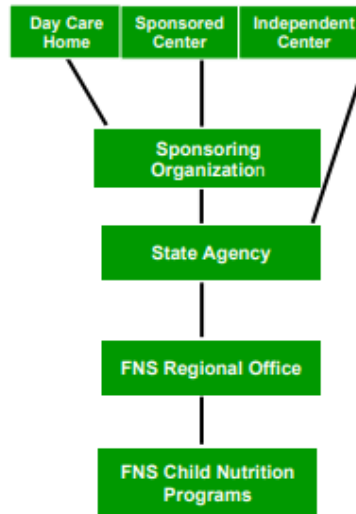
Day care homes and centers receive money for serving nutritious meals. The Food and Nutrition Service (FNS), an agency of the U.S. Department of Agriculture (USDA) oversees CACFP.

States approve sponsors and centers to operate the program. States also monitor and provide training and guidance to make sure CACFP runs right.

Sponsoring organizations support day care homes and centers with training and monitoring. All day care homes participate in CACFP through a sponsor.



CACFP Partners



Contacts



FNS-319
October 2019
USDA is an equal
opportunity provider,
employer and lender.

Building for The Future



In the Child and Adult Care Food Program (CACFP)

Building for the Future in the CACFP

What is CACFP?

CACFP is the Child and Adult Care Food Program. It is a Federal program that pays for healthy meals and snacks for children and adults in day care.

CACFP improves the quality of day care. It makes the cost of day care cheaper for many low-income families.

Besides providing meals in day care, CACFP makes afterschool programs more appealing to at-risk children and youth. Serving afterschool meals and snacks attracts students to learning activities that are safe and fun.

Children and youth who are homeless can also receive meals at shelters that participate in CACFP.

State Agency Contact Information

Iowa Department of Education
Bureau of Nutrition and Health Services
Grimes State Office Building
400 E. 14th St.
Des Moines, IA 50319



Department of Education

Who is eligible for CACFP meals?

- Children under age 13,
- Migrant children under age 16,
- Children and youth under age 19 in afterschool programs in low-income areas,
- Children and youth under age 19 who live in homeless shelters, and
- Adults who are impaired or over age 60 and enrolled in adult day care

What kinds of meals are served?

CACFP meals follow USDA nutrition standards.

- Breakfast consists of milk, fruits or vegetables, and grains.
- Lunch and Supper require milk, grains, meat or other proteins, fruits, and vegetables.
- Snacks include two different servings from the five components: milk, fruits, vegetables, grains, or meat or other proteins.

Where are CACFP meals served?

Many types of facilities participate in CACFP.

Child Care Centers:

Licensed child care centers and Head Start programs provide day care with meals and snacks to large numbers of children.

Outside-School-Hours Care Centers:

Licensed centers offer before or afterschool care with meals and snacks to large numbers of school-aged children.

Family Day Care Homes:

Licensed providers offer family child care with free meals and snacks to small groups of children in private homes.

"At-Risk" Afterschool Care Programs:

Centers in low-income areas provide learning activities with free meals and snacks to school-age children and youth.

Emergency Shelters:

Homeless, domestic violence, and runaway youth shelters provide places to live with free meals for children and youth.

Adult Day Care Centers:

Licensed centers provide day care with meals and snacks to enrolled adults.

Child and Adult Care Food Program (CACFP)

USDA NONDISCRIMINATION STATEMENT

USDA Nondiscrimination Statement (Revised 4-2-26) In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the State or local Agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Mail Stop 9410, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov. This institution is an equal opportunity provider.

IOWA NONDISCRIMINATION STATEMENT

Iowa Nondiscrimination Statement (Revised 7-1-25)

It is the policy of this CNP provider not to discriminate on the basis of race, creed, color, sex, sexual orientation, national origin, disability, age, or religion in its programs, activities, or employment practices as required by the Iowa Code 216.6, 216.7, and 216.9. If you have questions or grievances related to compliance with this policy by this CNP Provider, contact the Iowa Civil Rights Commission, 6200 Park Ave, Suite 100, Des Moines, IA 50321; phone number 515-281-4121 or 800-457-4416; website:

<https://icrc.iowa.gov/>.

Additional Information

Fees and Supplies

Head Start is a program provided to you at no cost. This includes all supplies needed for the program. To understand what you can do to be more involved in your child's program, please see **Head Start Components Section**. · Disposable diapers, Pull-ups and wipes will be provided during class and home-based socializations.

Holiday and Birthday Information

Head Start welcomes families from all cultures and traditions. This means that Head Start does not celebrate holidays, including birthdays.

Field Trips

Field trips are not part of the Drake University Head Start program. Staff may plan program enhancement events in the classroom. Staff may also take children for walks during the year.

Positive Behavior Interventions & Supports (PBIS)

All Drake University Head Start staff, volunteers, and visitors use Positive Behavior Interventions & Supports (PBIS) and Conscious Discipline. Some examples include:

- Providing choices & good examples, giving praise and encouragement, and redirecting children
- Teaching calm-down techniques
- The Positive Solutions for Families parenting curriculum is also offered to support families
- For more information on PBIS, Conscious Discipline, and tools for families, visit the Center for Social Emotional Foundations for Early Learning (csefel.vanderbilt.edu or pbis.org) or The National Center for Pyramid Model Implementation (<https://challengingbehavior.org>)

Rules and guidelines are taught with these expectations in mind:

We are SAFE
We are KIND
We are HEALTHY
We are RESPONSIBLE



Step 1: I'm Angry
 Step 2: Stop and Think
 Step 3: Take 3 deep breaths
 Step 4: Come out of shell when calm

Step 3 is where the staff focus. For some children, three deep breaths is all it takes. For others it may be a blanket, stuffed animal, or allowing the child to work through their feelings. Whichever method is necessary for the child is what the staff support while ensuring safety and understanding through the process.

For More Information on PBIS:

Your Program Staff can:

- Provide Reading Materials
- Show you how PBIS works in our centers
- Share Internet resources:
 - challengingbehavior.org



Primary Goal:
 Positively Support the emotional growth of all children

PBIS

**Positive
 Behavior
 Interventions
 &
 Supports**

Drake University
 Head Start



The PBIS system consists of different approaches that work together to promote positive behavior of all children.

PBIS Includes:

- Arranging the Physical Environment
- Providing Predictable Routines
- Defining Classroom Expectations
- using Effective Instruction
- Giving Children Feedback on their Behavior
- Providing Additional Support for Individual Children
- Allow Children to Understand and Define their Emotions
- Explore Social Feelings & Behavior through Lessons



Expectations

- WE ARE KIND
- WE ARE SAFE
- WE ARE RESPONSIBLE
- WE ARE HEALTHY

WE ARE:



Drake
UNIVERSITY
HEAD START

PBIS AT HOME

Help Your Child Feel Safe

- 1.) Create safety rules
- 2.) Explain what is safe and what is not safe
- 3.) Praise your child when they make a safe choice

Support your child when they make an unsafe choice by asking "Is that a safe choice?" Repeat steps 2 and 3.

Help Your Child Build Their Language Skills

- 1.) Read together
- 2.) Listen to your child at their eye level by making eye contact
- 3.) Introduce Feeling Words- "It seems like you are frustrated. I can tell because you are throwing your toys and your face has a frown. How can i help you?"

Help Your Child by Creating Routines

Examples of routines include: mornings, bedtime, getting home from school, mealtime, and toothbrushing.

Consider:

- 1.) What needs to be done during that time?
- 2.) What supplies are needed?
- 3.) Create and order of how to do the routine.

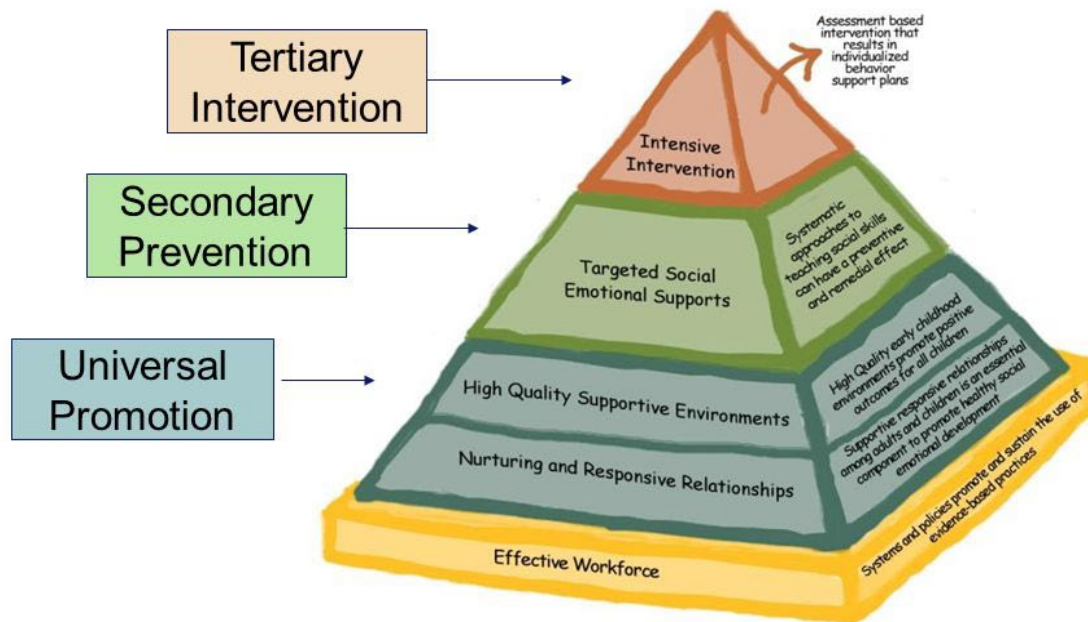
MTSS (Multi-Tiered System of Supports)

At Drake University Head Start, we use a Multi-Tiered System of Supports (MTSS) to make sure every child gets what they need to be successful. MTSS is a framework that helps teachers provide different levels of support based on each child's development. All children receive high-quality, nurturing instruction (Tier 1). Some children may need additional small group support (Tier 2), and a few may need individualized strategies (Tier 3). We use ongoing observation and data to guide our decisions, ensuring supports are responsive, developmentally appropriate, and focused on building social-emotional skills, independence, and school readiness.

Pyramid Model (EC-PBIS)

The Pyramid Model is an evidence-based approach we use to support young children's social and emotional development. At the foundation, we focus on building strong, positive relationships with children and families. We also create supportive, predictable classroom environments and teach social-emotional skills like sharing, problem-solving, and expressing feelings. When children need extra support, we use individualized strategies to help them succeed. This model aligns with our belief that behavior is a form of communication, and that children learn best when they feel safe, connected, and understood.

Pyramid Model



7

Behavior Interventionist

Our Behavior Interventionist are trained professionals who partner with teachers and families to support children with social-emotional or behavioral needs. They observe in classrooms, help identify the purpose behind behaviors, and work with teaching teams to develop effective, positive strategies. Using approaches such as: EC-PBIS, Trauma Informed Care, Conscious Discipline and Prevent-Teach-Reinforce for Young Children (PTR-YC), the Behavior Interventionist focuses on teaching new skills and figuring out the unmet need. They also collaborate with families to ensure consistency between home and school, helping each child build the skills they need to succeed.

Child Assistance Team (CAT)

Our Child Assistance Team (CAT) is a collaborative group that reviews academic concerns and behavioral incident reports, conducts classroom observations, and provides support when challenges arise. This team includes specialists who work together to understand each child's needs using data and observation. CAT helps develop strategies for classrooms, supports teachers in implementing effective practices, and partners with families to create consistent support plans. Our goal is to proactively address challenges, strengthen classroom environments, and ensure every child and family feels supported, respected, and included.

Biting Policy

Biting is quite common in early childhood. Children bite for different reasons, including teething, exploration, and most commonly as a way of communicating when they do not have the words or tools. When biting occurs, it can be scary and very frustrating for children, parents, and teachers. The biting policy below is used throughout the Drake University Head Start program. Staff will:

- Respond right away to look at the child's injury.
- Separate the children involved.
- Give first aid to the child (following universal precautions) and comfort the child.
- Use a non-threatening voice and response with the child who bit. If the child who bit is acting in a forceful or angry manner, they will be moved away from other children until they calm down. They will be re-directed to other play.
- Staff will review data for patterns of biting or other factors that may lead to biting. This information will be reviewed with the Program Coordinator. Factors found to contribute to the biting will be removed or changed.
- An Incident Report will be filled out for both children. The report will be shared with the parents of the children involved. Confidentiality will be maintained on all reports.
- Staff may seek additional professional assistance with parent's/legal guardian's permission and Program Coordinator approval.

Guidance Policy

Family engagement is crucial to children having a positive experience during Drake University Head Start activities.

The Drake University Head Start Guidance Philosophy follows the research-based principles of Positive Behavior Interventions and Supports (PBIS). Building positive relationships with children and families is the foundation of supporting children's social/emotional development. No physical, verbal, or emotional abuse or humiliation will be allowed. Discipline methods that involve corporal punishment including but not limited to spanking, hitting, and hand slapping will not be permitted. Children may not be threatened with abandonment, loss of adult affection or denial of any basic needs like food, rest and physical comfort.

Food may not be used as a punishment or a reward.

If you are needing further support or information specific to Disabilities and Intervention please contact:

1. Heartland Area Education Agency (AEA)

Heartland Area Education Agency staff provide services to children and students from birth through age 21. Eligibility requirements vary depending on a child's age; however, all services are provided at no cost and are based on eligibility and individual need. If you have concerns about your child's development or believe they may benefit from services, please visit: heartlandaea.org

2. Des Moines Public Schools (DMPS)

If your child resides within the Des Moines Public Schools district, special education and related services are provided through the school district rather than Heartland AEA. For more information or to request support, please visit: dmschools.org

3. Easterseals Iowa

Easterseals Iowa offers individualized disability and community-based services designed to meet the unique needs of children and families. These services support overall health, development, and well-being. To learn more, visit: ia.easterseals.com

4. ASK Resource Center (Access for Special Kids)

ASK Resource Center is Iowa's parent training, information, and advocacy center for families of children with special needs. ASK empowers individuals with disabilities and their family members by providing training, resources, and collaborative support. Their vision is access, empowerment, and acceptance for all. For more information, visit: askresource.org

Open Door /Access Policy

Parents may observe their child in the classroom at any time.

If you would like to talk with Teaching staff, please set a time to meet with them when they are not with children. When classrooms are in session, teaching staff are busy working with children.

Drake University Head Start follows Iowa Child Care Licensing Standards and uses their Access Policy as a guide. Drake University Head Start is responsible for ensuring the safety of children in center/school-based programs and preventing harm by being proactive and diligent in supervising not only the children, but other people present at the center/school. Parents may observe their child in the classroom at any time **unless prohibited by a court order.**

Any person in the Head Start center who is not a staff member, Substitute, or subcontracted staff **shall not** have **“unrestricted access”** to any child unless they are the parent, guardian, or custodian of the child. They will not be counted in the staff-to-child ratio.

“Unrestricted access” means that a person has contact with child alone or is directly responsible for that child's care.

It is imperative that Head Start programs not allow people who have not had a record check to assume the care of a child or be alone with children. This directly relates both to child safety and program liability.

Persons who do not have unrestricted access will be under the direct **supervision** and **monitoring** of a paid staff member at all times and will not be allowed to assume any responsibilities related to the care of the child. The primary responsibility of the supervision and monitoring will be assumed by the teacher unless

Open Door/Access Policy (continued)

he/she delegates it to the teacher associate when necessary.

Supervision means to be in charge of an individual engaged with children in an activity or task and ensure that they perform it correctly.

Monitoring means to be in charge of ensuring proper conduct of others.

Center/school staff will approach anyone who is on the property of the center/school without their knowledge to find out the purpose of their visit. If staff is unsure about the reason, the Program Coordinator or Director will be contacted to approve the person to be on site. If situation becomes dangerous, staff will follow the Emergency Plan “INTRUDER” procedures. Non-agency persons who are on the property for other reasons such as maintenance, repairs, etc. will be monitored by paid staff and will not be allowed to interact with the children on premise.

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) is required to register with the Iowa sex offender registry (Iowa Code 692A):

Shall not operate, manage, be employed by, or act as a subcontractor or volunteer at the center/school.

Shall not be on the property of the center/school without the written permission of the Head Start Director.

- i. The Head Start Director is not obligated to provide written permission and must consult with their IHHS licensing consultant and the contracted location partner.
- 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/school where the sex offender may be present.
 - 2) The reason for the sex offender’s presence at the center/school.
 - 3) The duration of the sex offender’s presence.
 - 4) Description of how the center/school 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.

*All aspects of this program are subject to change at any time. We follow the guidance of local, state, and federal agencies.

NOTE: Due to State of Iowa licensing requirements, parents may not bring other children/minors into the classroom while they are visiting, volunteering, or participating in Head Start activities (such as PACT Time, etc.). Thank you for your cooperation.

Parent Rights

Your rights as a Head Start parent are published in the Head Start Program Performance Standards, which can be found at <https://headstart.gov/policy/45-cfr-chap-xiii>.

As a parent/legal guardian of a child enrolled in the Drake University Head Start (DUHS) program, you have the right to:

- Access your child's classroom during school hours
- Volunteer in your child's classroom or during your child's class activities
- Help set the schedule for your home visits within DUHS home visiting hours
- Attend Policy Council meetings, even if you are not elected to the Policy Council
- Provide input on the preschool curriculum (program of study)
- Ask questions about the health support services DUHS provides to your child
- Ask staff to explain Head Start screening results and provide referrals for treatment
- Ask program staff about the disability referral process
- Seek help from program staff in getting support, education and advocacy services if your child has a disability
- Help program staff create a plan that works for your child when they are moving up from Early Head Start to Head Start Preschool or from Head Start Preschool to Kindergarten
- Inspect your child's Head Start Preschool/Early Head Start records
- Request a free copy of your child's Head Start Preschool/Early Head Start records
- Request that incorrect information in your child's record be changed
- Decide if you provide consent for your child's personally identifiable information or records to be released outside of Drake University Head Start à Parent permission is not needed to release child information to:
 - Contractors for DUHS that provide data management services for the agency or direct service to your family or your child, such as interpretation or nursing services
 - Third-party (outside) agencies or individuals contracted to audit or evaluate DUHS
 - State or federal agencies that monitor DUHS to ensure compliance with state and federal rules and regulations (including CACFP)
 - State, federal, or third-party (outside) agencies or individuals conducting studies to improve child and family outcomes
 - Building or school district staff in the event of a disaster or health/safety emergency
 - Comply with a legal subpoena (court-ordered request for information) that: a) does not require the parent's consent for release of information; and/or b) prevents DUHS from releasing information about the subpoena or the information requested
 - Child welfare caseworkers or representatives while a child is in foster care
 - Authorities requesting information related to a child abuse or neglect investigation
- Request a free copy of your child's records that have been released, except in the case where the record was released by subpoena with instructions that prevent DUHS from releasing information about the subpoena or the information that was provided
- Review DUHS third-party agreements with agencies that maintain child information (example: DUHS uses Teaching Strategies GOLD, a third-party agency, for child assessment)

Head Start Components

Family Engagement

Parents are their child's first, most important, and life-long teachers.

Head Start has always encouraged parent involvement in many ways, but now we are taking it a step further. Research shows that strong family engagement makes children more successful in Head Start and in the future. We will partner with families to increase their engagement with their child, the development of their child, and the Head Start program.

Being engaged means partnering with staff to teach skills at home. It means having an open mind and trying new ideas. It also means that Drake University Head Start staff and families work together and share ideas to meet goals. This will help your family and child be more prepared for today and the future.

We will work together to increase family engagement and child success by:

- Developing family and child goals together and sharing your child's and family's strengths.
- Finding strategies to achieve your goals together.
- Celebrating achievements together!
- Discovering new ways for parents to teach their children at home and be involved in their child's program.
- Providing volunteer opportunities for parent involvement



For more information about Head Start and Family Engagement, please visit:

<https://headstart.gov/family-engagement>

Guidelines & Expectations

What are the guidelines for Head Start parents?

All adults set good examples in the programs, hallways, Head Start parking lots and grounds, and at all Head Start-sponsored events.

All adults model appropriate language and behavior with staff and each other. Adult matters are not discussed while children are present.

Head Start staff and families share a professional relationship.

Cell phones are NOT used in Head Start classrooms, programs or events.

Review information from the program (texts, emails, papers sent home, etc.). This would include program updates as well as valuable tips and resources.

Firearms or any other weapons are not allowed on the premises at any time.

Head Start is a non-smoking zone. No smoking on the premises at any time, including parking lots.

As a parent, what are my responsibilities at agency events?

As funds allow, DUHS may offer parent/child events. These may be events offered at the program site, or agency-wide opportunities in the community.

Parents provide transportation to and from events.

Parents are responsible for the supervision of their children at all times during agency events.

All families of enrolled children may attend. Some of the events are free for the entire family, while others require entrance fees for a second adult or other family members.

Become a PARENT LEADER

How can Parents be Leaders at Head Start?

Stay connected with the Teacher or Home Visitor working with your child.

Participate in home visits, socializations.

Work with Teaching staff, Home Visitors and Family Engagement Specialists to set goals.

Attend parent-teacher conferences.

Attend monthly PACT time or socializations.

Read to your child every day.

Get involved with your Parent Committee and/or Policy Council.

Participate in polls and surveys.

Participate on advisory committees, i.e. Health Advisory and ERSEA Committee.

Inform family and friends how to be a volunteer.

SHARE YOUR PARENT VOICE!

- **Parent Committee** – Every parent with a child in Head Start Preschool or Early Head Start is a member of the Parent Committee.

Parent Committees provide parents an opportunity to:

- Share and gather ideas from families to meet their needs through groups, polling and surveys.
- Plan activities for their programs and provide input to program planning.
- Elect parents to Policy Council.

- **Policy Council**

- Works on planning, developing, and setting the direction of the Head Start program.
- Meets the 2nd Tuesday evening of each month from 6-8pm (October—September).
- Members are elected by each Parent Committee/Program.
- Head Start returning parents and alumni are strongly encouraged to run for Policy Council!
- See the flyer in the front of this notebook for more details.



Volunteering & Non-Federal Share

Volunteering = Family Engagement

What is non-federal share (NFS)?

We have to raise over **\$3,000,000** in community contributions every year in order to meet federal guidelines! When you volunteer, you help us get closer to our goal!

How?

Every volunteer hour equals **21.00** for the Head Start and Early Head Start programs. If you volunteer 3 hours, you earn **3 x \$21.00 = \$63.00** of non-federal share for Head Start!

Interested in getting involved?

Please talk with Head Start staff to find out how to participate.



Volunteering to help your child learn also helps Head Start with non-federal share!

By volunteering with the Drake University Head Start program, you learn more about your child's program, help your child learn, and have more time together! Every minute of your time helps our program.

Here are some ways you can help!

Volunteer to help in your child's program (Ex. Read a story or eat lunch!)

Work on your child's goals at home and report time on calendars all year long!

Serve on Parent Committees

Health and Mental Health Advisory Board

ERSEA Committee (Eligibility, Recruitment, Selection, Enrollment and Attendance)

Policy Council





Do you want to make a
difference in the lives of others?

We are looking for you!

Join us to learn more about
Drake University Head Start and
opportunities to volunteer!



Contact Us:
+(515) 271-1854



Visit Our Website:
[HTTPS://DRAKEHEADSTART.ORG/](https://drakeheadstart.org/)



Drake
UNIVERSITY
HEAD START



WHAT IS A PARENT PARTNERSHIP CALENDAR?

Parent Partnership calendars track the time you spend working with your child on their educational goals at home and in the community.

These are volunteer hours.

Volunteering in the program, attending school-related events or appointments, serving on committees, and signing-up for volunteer duties are also tracked through sign-in sheets.

WHY IS THE CALENDAR & VOLUNTEERING IMPORTANT?

Head Start knows you are the most important teacher, spending the most time with your child. Your time spent volunteering and teaching through play at home & in the community increases your child's success in school. You will always play a key role in their learning.

Your child learns more when intentional learning time is added to your daily routines. Head Start can count your volunteer time spent working on education goals from your Parent Partnership calendars to meet the required match for the program. The required match is 20% of our total funding which adds up to over **\$3,000,000 every year. Your volunteer time counts as \$20.85 per hour** toward our matching dollars requirement.

HOW DO I COMPLETE THE CALENDAR?

You may ask staff for a sample calendar if there is not one posted at your center. Calendars have ideas on the back with school readiness goals and activities/ideas listed. Document time spent daily on goals/activities and list the number that describes it best. You will receive a variety of ideas to try at home through Teachers/Home Visitors, newsletters, Get Moving Calendars, NFS activity suggestions, books at the lending library, websites and more!

Turn in calendars MONTHLY TO STAFF

Mandatory Reporting & Communication

All Head Start staff members are trained Mandatory Reporters. This means they are responsible for reporting suspected child abuse and neglect to the Department of Health and Human Services.

What is suspected child abuse?

Suspected child abuse reports may come from:

- Unexplained bruises, burns, fractures, etc.
- Lack of cleanliness, lack of medical care, or lack of warm and appropriate clothing for the winter
- Age-inappropriate interest in or knowledge of sexual behavior
- Abuse or neglect reported by the child

Reports are always confidential and made with the child's safety in mind. Anyone may report suspected child abuse by calling the Department of Health and Human Services at **1-800-362-2178**.

How can families be sure their child is safe with Head Start staff members?

Every staff member is screened for a criminal record, including child and dependent abuse checks and sex offender registry checks.

Staff maintain ratio and supervise children at all times.

Staff are trained in CPR and First Aid, and every program has a first aid kit.

Staff complete daily, weekly, and monthly safety checks for their program.

Communicating Concerns

When families have concerns, they can talk to someone at Head Start.

CONCERNS ABOUT

My child's application, transfer,
community resources, finances,
housing, or parenting

My child's health, such as a
specific illness

My child's education

WHO TO TALK TO

Talk with your Family Engagement Specialist (FES) or Home Visitor about these concerns.

They help families find resources and information to assist with these challenges

Talk to the DUHS nurse that supports your child's program about concerns with your child's health

Always start with your child's teacher or home visitor. A scheduled meeting is usually best. Most concerns can be resolved in this way.

Personal information about children and families is kept confidential. Parents and staff sign confidentiality statements to make sure this happens. Parents are asked to keep information about other children and families private.

Health

Health Requirements for Children

When your child goes to Head Start Preschool or Early Head Start, they can come in contact with germs that can cause illness or disease. The best way to protect your child is to make sure they are up to date on their childhood immunizations. The program Nurse will work with you to make sure your child has all of their shots and exams. **It is a requirement of the Drake University Head Start Program that you take your child to ALL of their well child visits**

Schedule for Health Exams and Immunizations													
Physical Exams/Well Child Visits Health History	First Week	1 mo.	2 mo.	4 mo.	6 mo.	9 mo.	12 mo.	15 mo.	18 mo.	24 mo.	30 mo.	3 yr.	4 yr. & 5 yr.
Dental Exams/Oral Health							12 mo.			24 mo.		3 yr.	4 & 5 yr.
Immunizations Due	Birth		2 mo.	4 mo.	6 mo.		12 mo. &/or 15 or 18 mo.					3 yr.	4 & 5 yr.
Starting at age 6 months and then yearly, you and your child should get a flu shot. Talk with your healthcare provider about getting one!													
It is your responsibility as a parent/legal guardian of a child to take them to all required well child visits. Please provide all completed health and dental paper work from your child's well child visits to your child's Teacher, Home Visitor, Family Engagement Specialist or Nurse. It is a requirement of the Head Start Preschool/Early Head Start/EHS-CCP program that your child go to ALL well child visits and to supply us with a copy of the documentation from the visit.													

Physical Exam-

Your child needs to be seen by your family doctor and have a physical exam yearly.
From birth to age 1, children will be seen more frequently.

Dental Exam-

Your child needs to have a dental check-up every year starting at age 1.

Tuberculosis- Your child will be screened annually for Tuberculosis. If your child is found to be at high risk, you will be asked to take your child to be seen by a health care provider for further screening and possible testing. It is at the discretion of your child's health care provider to complete a Mantoux test.

Hemoglobin/Hematocrit Test -

Your child should have a hemoglobin (blood test) done during their doctor's visit. Low hemoglobin can cause health problems with learning, behavior, and growth.

Lead Test-

Lead poisoning can cause life-long health problems with learning, behavior, speech, and hearing. You should have

your child tested at ages 1 and 2, and more often for some children. Your family health care provider should do a screening to see if your child should be tested more often.

Health Information for Enrolled Children & Families

Please refer to the guide to childhood illness also available on the Drake University Head Start website for more information about various common illnesses, exclusion and return to care policies, and care recommendations.

Medical & Dental Providers

If you do not have a family doctor or dentist, your program Nurse, Home Visitor or Family Engagement Specialist can help you find one. It is important for your child to have regular medical and dental check-ups. Let us help you find a medical and dental home.

Medicine

All medicines should be given at home. If a medicine needs to be given in the classroom, the parent/legal guardian will need to:

- 1) If a non-prescription medication have a written order on a ***Prescription or Non-Prescription Medication Administration Form***, signed by the doctor and parent. The ***Prescription or Non-Prescription Medication Administration Form*** is located in the Family Handbook. You will need to sign a copy of this form.
- 2) If it is a prescription medication, bring the medicine in the original bottle with the pharmacy label. The program nurse will help you sign the ***Prescription or Non-Prescription Medication Administration Form***.
 - The medicine must be left in the classroom for the days the medicine is to be given.
 - Ask for one for at home and one for school. The drugstore will put medicines in two containers when parents ask.

Food Allergies

If there is an allergy or intolerance to a specific food, a health care provider must complete a Drake University Head Start form before your child attends Head Start. This is to ensure the offending food is not served to your child.

- The form is called a DUHS ***Food Substitution Form***.
- Request this form from staff and return it to the Teacher, Nurse or staff.
- Families asking for food substitutions for religious or personal reasons must also complete a DUHS ***Food Substitution Form*** before their child attends Head Start.
- Please keep in mind that restricting what your child can eat at school will greatly limit what they will be served!

Injury

If a child is hurt during program activities, an ***Incident Report*** will be given to parents. If there is a head injury:

- A list of signs and symptoms to watch for will be included with the Incident Report.
- Head injury symptoms may not show up for several hours.

Family Emergency/Medical Needs

- If persons participating in a program activity need emergency medical help, staff will call 911 and parents.
- Staff are trained in CPR and First Aid and will provide CPR and First Aid, but are not able to provide transportation for medical care.

Oral Health

Children brush their teeth each day in class and at each socialization.

Children age one and over or when their first tooth erupts should be seen by a dentist:

Children brush their teeth with a soft bristled toothbrush and a pea-sized or rice-sized amount of fluoride toothpaste. This stays on the teeth to help strengthen them.

- Parents should brush their child's teeth for them until the age of 7 or 8 years. Be a good role model and brush your teeth while your child brushes theirs.



Infants under the age of one:

Staff will teach parents oral care for their infant. This includes gently wiping the infant's gums with a gauze pad or soft cloth.



I-Smile

I-Smile™ uses the idea of a dental home to make sure that Iowa's children have access to treatment and early prevention. You can find more information on the I-Smile program at this link

Fluoride Varnish Program

This is a FREE program provided at Drake University Head Start. A dental hygienist will visit your child's classroom and teach your child how to care for his/her teeth. With parent permission, the hygienist will also apply fluoride varnish. If there are any concerns about your child's teeth, you will be notified by Head Start.

The locations, dates and times of these varnishes will be shared with families in home-based programs so they can also attend if interested.

Hearing Screenings

A Head Start Nurse will also test your child's hearing using an Automatic Otoacoustic Emissions system (OAE). With parent permission, children ages birth to 3 will have their hearing results reported to Iowa's Early Hearing Intervention and Detection Program in accordance with Iowa Law (Iowa Code section 135.131)

Vision Screenings

A Head Start Nurse will use a special camera (SPOT screener) to take a picture of your child's eyes.



FREE Voluntary Drake University Head Start Health Programs & Sunscreen

Iowa KidSight Program (Photovision)

*This is a FREE vision screening for young children to detect eye and vision problems.

The Nurse at your child's program works with trained, local Lions Club volunteers to use a special camera to take pictures of your child's eyes to look for problems. You will receive your child's results. If a problem is detected, you will also be given a letter for your child with a list of eye doctors in your area.



Sunscreen

Children play outside often at Head Start and sunlight could do damage to your child's skin. During the months of May through September, Head Start will provide sunscreen for your child to wear while they are at school or participating in a socialization.



Medication Administration

DRAKE UNIVERSITY HEAD START

FORMS:

Prescription and Non-Prescription Medication
Administration Order
Incident Report/Medication Error on ChildPlus
Medication Administration "Daily" Record
Medication Administration "As Needed/Symptom
Triggered" Record

SUBJECT: Medication Administration

EFFECTIVE DATE: April 23, 2026

POLICY REFERENCE: 1302.47 (a) 3.6.3.1/3.6.3.2
(7) (iv)

PERFORMANCE STANDARDS: Health and Mental
Health Program Services

PURPOSE: Children may need prescription and nonprescription medications to participate in educational programs. To provide safe handling, storage, administration and record of administration for all children receiving medications related to their educational program and health care needs.

This document contains Procedures for ALL programs.

**STAFF DO NOT GIVE MEDICATIONS UNTIL YOU HAVE THE SIGNED MEDICATION SKILLS CERTIFICATE OF
COMPLETION FROM THE HEAD START NURSE!**

This Procedure applies to Early Head Start Home Visiting and Head Start Home Based programs.

- If a child needs medication during a socialization/playtime, the Head Start Nurse must approve all medication documentation and medication must be on site for the child to attend the socialization/playtime.
- The parent/legal guardian will administer the medication during socialization/playtime hours.
- Staff will ask the parent(s)/legal guardian(s) to administer the medication outside the socialization/playtime area for the safety.
- Medications shall be understood to include all prescription, and nonprescription (over-the-counter) drugs including items such as teething gels.
- All medications should be secured up and out of reach of children during the socialization/playtime.
- All purses/diaper bags containing prescription and nonprescription medications should be secured up and out of reach of children during the socialization/playtime.

This Procedure applies to Early Head Start and Head Start Center Based programs.

General and Medication Administration Training

- Accommodations for medication administration during program hours will be made only when arrangements for alternative scheduling cannot be made with the parent(s)/legal guardian(s) and/or Health Care Practitioner.
- Medication shall be understood to include all prescription and nonprescription (over the counter) drugs including medicated creams, lotions and sprays.
- All teachers, teacher associates, Early Childhood Program Coordinators, Family Engagement Specialist, Coaches and (all who could be working in a classroom) must satisfactorily complete module 6 of the Iowa Essentials for Medication in Child Care. Provided by Drake University Head Start through the Iowa Department of Human Services Child Care Provider Training Registry.
- These staff will also be trained annually the Healthy Child Care Iowa Medication Administration Skills Competency course by the Health and Nutrition Manager and skills check offs will be completed in 30 days with the assigned Head Start Nurse.

- Medication can not be given to anyone not on the parent pickup list, an older sibling or the child to take home.
- Medication can not be sent back and forth between classrooms, programs or home.
- Medications must always be on site for the child to be in attendance at school.

Preparation

- If a parent(s)/legal guardian(s) present with a medication to be given in the classroom, staff need to call the nurse immediately and DO NOT give the medication until the nurse has approved the medication and the child may not be able to stay at school until the nurse has approved and set up documentation for the medication.
- Medications and documentation must be written and approved by the Head Start Nurse before the child can be given medications. The child will not be able to attend class in the classroom until this is completed.
- Parent(s)/legal guardian(s) need to provide a written *Prescription or Nonprescription Medication Administration Order* form, completed by the child's Health Care Practitioner for any medication to be given in the classroom.
- All *Prescription or Nonprescription Medication Administration Order* forms must be renewed annually.
- Parent(s)/legal guardian(s) must sign the *Prescription or Nonprescription Medication Administration Order* form authorizing staff to administer medications to their child. This is located on the lower half of the *Prescription or Nonprescription Medication Administration Order* form.
- Nonprescription medication must be accompanied by the *Prescription or Nonprescription Medication Administration Order* form signed by the Health Care Practitioner and the parent.
- Prescription medication must be accompanied by the *Prescription or Nonprescription Medication Administration Order* form signed by the parent and approved by the Head Start Nurse that the medication label is valid prescription.
- Parent(s)/legal guardian(s) must authorize each new prescription and reauthorize prescriptions annually.
- Only medications in the original container with a pharmacy label intact and provided to the classroom by the parent(s)/legal guardian(s) will be accepted.
- Only new non-prescription medications (unopened) provided to the classroom by the parent(s)/legal guardian(s) will be accepted. Staff will label the medication with the child's first and last name.
- For nonprescription medications that will be given multiple times during the school day, the nurse will write a *Nursing Health/Medication/Emergency Care Plan* as documentation.
- All medications must remain in the center for the duration of time the medication is to be given. The nurse will review the medication order and determine if the medication can be safely administered in the Early Head Start/Head Start classroom.
- The nurse makes a decision based on such things as but not limited to:
 - Allergic/non-allergic status of the child;
 - Compliance with recommended daily doses;
 - Safety for the child; and
 - General safety in the classroom.

Medication Set-up

- The nurse will prepare an individual zip-lock bag for each child who has medication in the classroom. The bag will be labeled with the child's name and contain:
 - The *Prescription or Nonprescription Medication Administration Order* form, signed by the Health Care Practitioner and Parent Signature,
 - The *Medication Administration Daily or As Needed/Symptom Triggered Record* form,
 - A medication label from the pharmacy (if prescribed medication), or child's full name (if over the counter medication),
 - Appropriate Health Action Plan (if applicable) and,
 - The medication.
- Staff will maintain children's medications in the individual zip-lock bags set-up by the nurse in order to ensure each child receives the correct medication.
- The nurse will give a copy of The *Prescription or Nonprescription Medication Administration Order* form, signed by the Health Care Practitioner and Parent Signature, and the appropriate Health Action Plan (if applicable) to the teacher to be placed in the Classroom Substitute Teacher, TA, Floater Notebook.

Storage

- Most medications shall be kept in a locked box labeled *Medications* or *Medication Box* and kept out of reach of children.
- Rescue medications do not need to be locked up and will be kept in a labeled bag inside of the First Aid Kit back pack. These must be kept out of children's reach and be accessible to staff at all times, including when children are outside.
- The Health and Nutrition Manager must approve the use of any controlled substances in the classroom as they will be double locked, or single locked and counted daily. The daily count of controlled substances if single locked will be recorded on the back of the *Medication Administration Daily or As Needed/Symptom Triggered Record* form.
- When a medication needs refrigeration a locked medication box will be stored in the refrigerator. If there are multiple medications in the box, the staff will contact the nurse to be sure all medications can be refrigerated before storing the box in the refrigerator. If needed a second medication box can be ordered.
- Whenever leaving the grounds, staff will take medications that will or may be needed. Staff will make secured accommodations for medications and keep them out of the reach of children.
- Medications should not be stored on top of a refrigerator and must be kept at room temperature unless refrigeration is required.

Administration

- Nurses must receive and approve any specific written instructions or changes from the child's Health Care Practitioner prior to setting up the medication for staff to give.
- Staff will follow the administration protocols presented in the **Medication Administration Training**.
- Staff will follow written instructions provided by the nurse regarding specific medications.

Documentation

- The nurse will set up either a *Medication Administration Daily or As Needed/Symptom Triggered Record* form for each medication to be given by staff.
- The *Medication Administration Daily or As Needed/Symptom Triggered Record* form shall contain the child's name, center/program the child attends, the program year, name of the medication, dose, dates, route/method and time of administration, name and phone number of prescriber, and the nurse's signature.
- Also included are the signatures of persons administering individual medication doses, unusual circumstances, omissions and actions taken, amount of and date medication received, and disposition of medication.
- The nurse will give a copy of the *Medication Administration Daily or As Needed/Symptom Triggered Record* form, signed by the Health Care Practitioner and Parent Signature, and the appropriate Health Action Plan (if applicable) to the teacher to be placed in the Classroom Substitute binder.
- The nurse will develop and approve care plans as needed.
- All medication or related information shall be kept confidential.

Medication Errors and Emergencies

- A medication error is defined as a(n):
 - Omission or not giving a medication.
 - Deviation from administration orders:
 - Wrong dose – giving the wrong amount of medication,
 - Wrong time – giving medication more than 15 minutes early or more than 15 minutes late,
 - Wrong medication,
 - Wrong route/method of giving the medication, or
 - Wrong child
 - Wrong documentation
- If a medication error occurs:
 - Contact the nurse or Health and Nutrition Manager immediately,
 - Document and follow the instructions provided by the nurse,

- Monitor child closely for any changes in behavior or physical condition and/or as directed by the nurse,
- Complete the *Incident Report* on ChildPlus using "Medication Error" as the incident. This must be completed on the day of the occurrence, describing how and why the error occurred and the action taken.
- Staff will notify the parent immediately of the error.
- Staff will give the parent(s)/legal guardian(s) a copy of the *Incident Report* on the day of the incident, which will constitute written notification.
- The nurse will follow-up on and document on the *Incident Report* in ChildPlus.
- The Health and Nutrition Manager will follow-up on and document on the *Incident Report* in ChildPlus and close out the report when resolved.
- If a child has a reaction to a medication, staff will call the nurse and parent immediately and complete an incident report on ChildPlus. If the reaction is severe (resulting in swelling of the neck or face, breathing difficulty or seizure) 911 is to be called immediately.
- If a child is given a wrong medication, staff will call Poison Control immediately for guidance at 1-800-222-1222. Call the nurse and parent and complete an incident report on ChildPlus. If the reaction is severe (resulting in swelling of the neck or face, breathing difficulty or seizure) 911 is to be called immediately.

Training and supervision

- Drake University Head Start completes annually the Iowa HHS Medication Administration Competency Training. This training is required for all children teaching or substituting in a classroom and includes a skills checkoff completed by the assigned Head Start Nurse.
- The nurse will when delegating the administration of a medication prepare and instruct staff. The nurse must determine the individual needs of the staff. Instruction will include but not be limited to:
 - Information on the medication to be given,
 - Side effects for which to observe,
 - What situations would warrant notification of the nurse,
 - Safe administration and storage, and
 - Documentation.
- The nurse will monitor and supervise the administration of medications by:
 - Checking the set up and documentation of the medication regularly.
 - Reviewing the effects of the medication on the child and on the child's learning on the back of the *Medication Administration Daily or As Needed/Symptom Triggered Record* forms.
 - Review with staff the administration of medications at least yearly and as needed.
 - Teaching staff will inform parents whenever "As Needed/Symptom Triggered" medications have been administered.
 - Reviewing medications in all classrooms, including emergency medications on a regular basis to ensure compliance.

End of Year or Child Drops from the Program

- At the end of the year, all medication must be returned back to the parent/legal guardian. The parent/legal guardian must sign-off that they have received the medication/supplies on the bottom of the *Medication Administration Daily or As Needed/Symptom Triggered Record* form and staff returning the medication will document the return of the medication on the form. The form will then be placed in the child's file.
- If a child with medication drops from the program the staff member that was notified by the parent/legal guardian that the child has dropped will send a drop email to the entire team including (Teacher, TA, Family Engagement Specialist, Nurse, ERSEA Manager and the Health and Nutrition Manager). If the child has medication to pick up in the classroom, the nurse will notify the parent/legal guardian that the medication can be picked up in the classroom with in the next week.
- The nurse will document this notification in ChildPlus.

- The nurse will verify that copies of the *Medication Administration Daily or As Needed/Symptom Triggered Record* form and any related care plans are added to the child's file.
- If the family has not picked up the medication at the end of the week, the nurse will collect the medication, including all of the documentation and deliver it to the Central Office.
- Staff at the Central office will sign the bottom of the *Medication Administration Daily or As Needed/Symptom Triggered Record* form acknowledging that they have received it and will lock it in a *Medication Box* located at the front desk.
- Central Office staff receiving the medication will email the Health and Nutrition Manager that the medication has been received.
- The Health and Nutrition Manager will notify the family via phone call and written letter that they have 30 days to pick up the medication at the Central Office, or the medication will be taken to a medication disposal pharmacy and be destroyed.
- The Health and Nutrition Manager will document this notification in ChildPlus.
- If the parent/legal guardian picks up the medication from the front desk they must show ID to the Head Start staff and sign off on the *Medication Administration Daily or As Needed/Symptom Triggered Record* form along with the Central Office staff member.
- When picked up by the parent/legal guardian, the Central Office staff will notify the Health and Nutrition Manager that it has been picked up and provide the Health and Nutrition Manager with the medication documentation, which will be uploaded into ChildPlus.
- The Health and Nutrition Manager will document the medication pick up in Child Plus.
- If the family does not pick up the medication in 30 days, the Health and Nutrition Manager will take the medication to a medication disposal pharmacy and have it destroyed, with the pharmacy signing proper documentation that they have taken possession of the medication.

Storage of Medications for Staff and Volunteers

- Store all medication's up and out of the reach of children or in a locked cabinet, including purses.
- If staff have an emergency medication it may be kept with the children's medication will all of the same documentation and plans used for children.

Medications Disallowed

- Over the Counter-nonprescription cough and cold medications
- Folk or homemade remedy medications
- First dose of any medication (this must be given at home)
- Expired medication
- Medication prescribed to a different family member or person
- First-aid creams or medications
- Teething gel
- Alternating Acetaminophen and Ibuprofen
- Any medication without the proper documentation

Disposing of Medication

- If a medication is dropped on the floor, do not give the medication. Place the medication in a plastic bag labeled with the child's name and the name of the medication. Keep it locked in the classroom medication box and notify the Head Start Nurse or Health and Nutrition Manager to come and remove it from the classroom.

- The Head Start Nurse will bring the medication to the Health and Nutrition Manager at the Central Office.
- The Health and Nutrition Manager will dispose of the medication using coffee grounds, dirt or cat litter before putting it in the trash. The Health and Nutrition Manager will document the disposal of the medication on ChildPlus.
- Expired medication cannot be returned to a parent and will be disposed of by the Health and Nutrition Manager by taking the medication to a medication disposal pharmacy and have it destroyed, with the pharmacy signing proper documentation that they have taken possession of the medication.

Child self-administration of Medication

- Is not allowed or requires an Iowa HHS exception policy to be obtained by an Iowa Child Care Nurse Consultant with the assistance of the Health and Nutrition Manager.

Advanced Medications and Additional Staff Training

- If a medication not covered in the Iowa HHS Medication Training is needed for a child, the Health and Nutrition Manager will work with the parent, Health Care Practitioner and the assigned CCNC to establish a care plan including medication administration for the child to safely attend school.

Prescription and Non-Prescription Medication Administration Order

Child's Name: _____ Date of Birth: _____

Program/Classroom: _____

Name and Strength of Medication: _____

Dosage: _____ Route: _____

Medication Start Date: _____ Medication End Date: _____

Time to be given: _____

Prescribing Health Care Practitioner Name: _____

Clinic Name: _____ Phone: _____

Health Care Practitioner Signature: _____ Date: _____

[Health care practitioner must be one of the following: medical doctor (MD), doctor of osteopathic medicine (DO), physician's assistant (PA) or advanced registered nurse practitioner (ARNP)].

Additional Instructions or adverse effects to be reported: _____

☐ This is a Prescription Medication, see pharmacy label for medication administration instructions

Medication Administration - Parent Authorization

Only those medications that are necessary for a student's medical care will be administered at school. Most medications that are needed even up to three times a day can be given at home and should not be sent to school.

Medication that is needed for known emergencies, such as asthma or serious allergic reactions, may be stored at school.

- I request the above student be given this medication while in school according to the prescription or non prescription instructions. The student has experienced no side effects from the medication. Prescription medication must be in its original prescription bottle including a pharmacy label.
- I understand the law provides that there shall be no liability for civil damages as a result of the administration of medication/health care where the person administering the medication/procedure acts as an ordinarily reasonably prudent person would under the same or similar circumstances. I agree to pick up remaining medication or it will be properly destroyed.
- I agree that the Head Start nurse may contact the prescribing medication provider as needed and that medication information may be shared with school personnel who need to know.
- I understand I must sign a new Medication Administration Order form each time a new prescription or non prescription medication is brought in.
- I understand the medication must remain in the center for the duration of time the medication is to be given.

Signature of parent/legal guardian

Signature of Witness

Date

Original— Child's File Copies—Medication Box or First Aid Backpack, Classroom Substitute Teacher/TA Floater Notebook, Nurse for review
April 23, 2028

IOWA WIC INCOME ELIGIBILITY GUIDELINES

The table below lists the WIC income guidelines that are effective for

July 1, 2024 through June 30, 2025.

Applicants with a gross income less than and including the amounts listed are income eligible for WIC services. If you qualify for Head Start you qualify for WIC.

Household Size	Annual Income	Monthly Income	Weekly Income
1	\$25,142	\$2,096	\$484
2	\$33,874	\$2,823	\$652
3	\$42,606	\$3,551	\$820
4	\$51,338	\$4,279	\$988
5	\$60,070	\$5,006	\$1,156
6	\$68,802	\$5,734	\$1,324
7	\$77,534	\$6,462	\$1,492
8	\$86,266	\$7,189	\$1,659
9	\$94,998	\$7,917	\$1,827
10	\$103,730	\$8,645	\$1,995
Each Additional Family Member Add	+\$8,732	+\$728	+\$168

<https://idph.iowa.gov/wic/how-to-apply>

SNAP Income Guidelines 2025

Iowa Supplemental Nutrition Assistance Program (SNAP)

OCT. 1, 2024 THROUGH SEPT. 30, 2025

The United States Department of Agriculture's (USDA) Supplemental Nutrition Assistance Program (SNAP), formerly known as the Food Stamp Program, provides food benefits, access to a healthy diet, and education on food preparation and nutrition to low-income households. Recipients spend their benefits (provided on an electronic card that is used like an ATM card) to buy eligible food in authorized retail food stores.

SNAP is the largest program in the domestic hunger safety net. The Food and Nutrition Service (FNS) works with state agencies, nutrition educators, and neighborhood and faith-based organizations to ensure that those eligible for nutrition assistance can make informed decisions about applying for the program and can access benefits. SNAP is the Federal name for the program. State programs may have different names.

For this benefit program, you must be a resident of the state of Iowa.

In order to apply you must have an annual household income (before taxes) that is below the following amounts:

Who Qualifies?

If your gross household income falls below a certain range you may be eligible for SNAP assistance. Check the chart below to see if you qualify.

Household Size	Gross Monthly Limit	Net Monthly Limit
1	\$1,632	\$1,255
2	\$2,215	\$1,704
3	\$2,798	\$2,152
4	\$3,380	\$2,600
5	\$3,963	\$3,049
6	\$4,546	\$3,497
7	\$5,129	\$3,954
8	\$5,712	\$4,394
Each Extra Person	+\$583	+\$449

How to Apply?

The SNAP Hotline can help you determine whether you qualify for SNAP, and help with your application for SNAP benefits. You can access the hotline by phone at 1-855-944-FOOD (3663) is open 8am to 5pm Monday through Friday with additional assistance provided after hours on high volume call day or at <https://www.iowafba.org/snap-outreach>

You can also apply for SNAP and other helpful programs on the State of Iowa Department of Health and Human Services website at <https://hhservices.iowa.gov/apspssp/spp.portal> or

<https://hhs.iowa.gov/programs/food-assistance/snap>

HOME VISITING PROGRAM:

What does my home visitor do?

1. Encourage you in your role as your child's **FIRST** and **MOST IMPORTANT** teacher.



2. Provide support as you develop a lasting relationship with your child.



3. Support **YOUR** bonding with **YOUR** child.



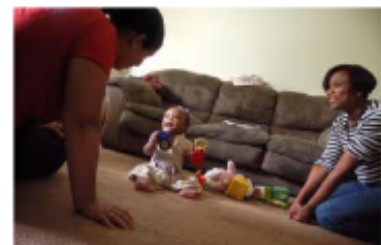
Why sit on the floor for a home visit?

1. To be closer to your child
2. To see **SAFETY HAZARDS** from your child's point of view



3. To show your child you care for and respect them

4. To do **FLOORTIME** with your child



WELCOME TO THE PARENTS AS TEACHERS (PAT) CURRICULUM:

Folleto para PADRES



Parents as Teachers.

Bienvenidos a Parents as Teachers

Los niños llegan al mundo listos para recibir amor y para aprender. Ustedes son los primeros y más influyentes maestros de su hijo. ¡Pero su bebé no trajo un manual de instrucciones al nacer! Parents as Teachers informa, brinda apoyo y anima a los padres como ustedes en este importante papel.

Parents as Teachers tiene una visión: que todos los niños aprenderán, crecerán y se desarrollarán para alcanzar su máximo potencial. ¿No es eso lo que todos queremos para nuestros niños? A través de Parents as Teachers, ustedes trabajarán junto con un educador de padres enfocándose en el crecimiento y desarrollo saludable de su hijo.

El educador de padres que trabajará con ustedes personalizará la información para adaptarla a las necesidades, inquietudes y esperanzas de su familia. Juntos hablarán sobre las metas para ustedes como padres y para

su hijo. Continuarán desarrollando sus fortalezas y habilidades.

Interacción entre padres e hijos

El amor que sienten por su hijo, y sus interacciones cariñosas y receptivas lo ayudan a tener confianza en este nuevo y maravilloso mundo. Con su amor y estas interacciones, su hijo crecerá y se desarrollará.

Crianza centrada en el desarrollo

Compartan lo que vean hacer a su hijo. Su educador de padres los ayudará a conectar esas conductas y acciones con lo que está sucediendo en el desarrollo del niño.

Bienestar de la familia

Ustedes están creando un ambiente saludable y favorable para el desarrollo de su hijo. Su educador de padres está ahí para ampliar sus conocimientos cuando tengan que tomar decisiones para su hijo y su familia.

Estas son algunas de las cosas que Parents as Teachers está preparado para ofrecerles. Como en cualquier trabajo en conjunto en el que las dos partes aportan algo, hay cosas que ustedes prometen y cosas que su educador de padres promete cumplir.

Información de contacto

Si surgen dudas entre las visitas, o si necesita cambiar una visita, puede comunicarse con su educador de padres usando esta información.

(nombre del educador de padres)

> **La mejor manera para comunicarme con mi educador de padres es:**

> **El mejor horario es:**

> **Me gustaría que mi educador de padres se comunicara conmigo de la siguiente manera:**

¡Gracias por permitirnos trabajar como socios con ustedes y su familia!

Programa de estudios básico

Introducción, planes y herramientas | 1869



Responsabilidades del educador de padres

Como educador de padres prometo:

1. Programar una visita con ustedes en un día, hora y lugar que sea adecuado para todos. La visita durará aproximadamente una hora, generalmente en su casa. Incluirá a todos los miembros de la familia que deseen participar.
2. Llevaré información sobre preguntas que ustedes hayan hecho y otro tipo de información que hayan pedido.
3. Los animaré y les brindaré apoyo en las interacciones con su hijo.
4. Les ofreceré apoyo en su tarea como padres.

Responsabilidades de los padres

Como socio en este trabajo en conjunto prometo:

1. Compartir información sobre lo que mi hijo ha hecho y cómo ha jugado entre las visitas con las actividades e ideas que me dieron.
2. Hacer preguntas y seguir trabajando en ideas que me hayan dado para ayudar a mi familia.
3. Estaré presente y listo para participar el día y a la hora que hayamos acordado:
 - > Con la televisión apagada.
 - > Con todos los materiales listos que hayamos acordado usar durante la visita.
 - > Participando en la actividad con mi hijo.
4. Ser el mejor y más influyente maestro de mi hijo.

PARENT *handout*



Welcome to Parents as Teachers

Children come into this world ready for love and learning. You are your child's first and most influential teacher. But your baby was not born with directions! Parents as Teachers informs, supports, and encourages parents like you in this important role.

Parents as Teachers has a vision: that all children will grow and develop to reach their full potential. Isn't that what we all want for our children? Through Parents as Teachers, you will partner with a parent educator focused on your child's healthy growth and development.

Your parent educator will personalize information to fit with your family's needs, concerns, and hopes. Together you will discuss goals for you as a parent and for your child. You will build on your strengths and skills.

Parent-child interaction

The love you have for your child and your warm, responsive interactions support her trust in this new wonderful world. With your love and interactions, she will grow and thrive.

Development-centered parenting

Share what you see your child doing. Your parent educator will help connect those behaviors and actions to what is happening in her development.

Family well-being

You are building a healthy, nurturing environment for your child. Your parent educator is there to broaden your knowledge as you make decisions for your child and family.

These are some things Parents as Teachers is prepared to offer you. As in any two-way partnership, there are things you promise and things your parent educator promises to deliver.

Contact information

If questions come up between visits, or if you need to reschedule, you can contact your parent educator using this information.

(parent educator's name)

> The best way to reach my parent educator is:

> The best time is:

> I would like my parent educator to contact me by:

Thank you for letting us be a partner with you and your family!



Parent educator responsibilities

As your partner I will:

1. Schedule a visit with you at a convenient time and place for each of us. This visit will last around one hour, usually in your home. It will include all the family members who would like to participate.
2. I will bring information about questions you have asked and information you have requested.
3. I will encourage and support you in your interactions with your child.
4. I will support you on your parenting journey.

Parent responsibilities

As your partner I will:

1. Share information about what my child has been doing and how my child played with the activities and ideas you gave me between visits.
2. Ask questions and follow up on ideas that you have given me to help my family.
3. I will be present and ready to participate at the agreed upon time by:
 - > Having the television turned off and cell phone put away.
 - > Gathering agreed-upon materials to use during our visit,
 - > Participating in the activity with my child.
4. Be my child's best, most influential teacher.

Assessing Your Child's Progress

Every child in our program is an individual, with different interests, skills, strengths, and needs. Our goal is to get to know as much as possible about each and every child so that we can guide learning and plan experiences that are just right. To do this, we use an authentic, ongoing, observation-based assessment system to gather information on each child's development and learning.



What is “authentic, ongoing, observation-based assessment?”

This kind of assessment means we will

- observe your child during regular, everyday activities on a continuous basis;
- document what we see and hear;
- take notes, collect samples of your child's drawings and writing attempts, or take photos or video clips;
- compare the information collected to research-based, widely held expectations for children of similar ages or grades; and
- use the information to support your child's learning and meet his or her individual needs.





We can work together to ensure that your child has the skills needed to be successful in school and in life.

What tool will be used to assess your child's development and learning?

We use a valid and reliable assessment tool called *GOLD**. The starting point for the assessment is 38 research-based objectives, including many predictors of future school success. *GOLD** describes the pathway, or progression, of how children develop and learn. We use the documentation collected to determine your child's progress related to these objectives. *GOLD** is accessible through the *MyTeachingStrategies™* platform, strengthening the link between curriculum and assessment and providing opportunities for family engagement.

What information will be shared with me about my child's development and learning?

*GOLD** offers a variety of tools for sharing information with you, such as reports, online portfolios containing samples of your child's work, and suggested activities, through the *MyTeachingStrategies™* Family portal. We also invite you to share your own observations about your child's development and learning. We will discuss the ways to support your child's development and learning in the classroom and share information about what you can do at home to help.



TeachingStrategies®

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To learn more, please visit
TeachingStrategies.com/GOLD.

GOLDFAMILY1707

Why Come to Playtime?

PARENTS:



Spend special time with your child and help them grow



Talk with other parents



Watch your child and other children play and interact

New environments and new experiences



Snack or meal



Why Come to Playtime?

CHILDREN:

Play in a new place with different toys



and meet new friends



Practice following rules and transitions



Use small and big muscles



Listen to stories and sing songs



Try new foods

