

Family Handbook

Story Book Child Care & Preschool, LLC

Mission Statement

At Story Book Child Care and Preschool, we believe in the value and uniqueness of each child we serve. Our care experience is designed to promote each child's own individual social, emotional, physical and cognitive development. As caregivers and educators, our mission is to provide a safe and developmentally appropriate learning environment, which fosters a child's natural desire to explore, discover, create, and become a lifelong learner.

"In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity Staff and employer."

Licensing Information

Hours of Operation

- Child Care Hours 6:30 AM – 6:00 PM Monday – Friday
- Preschool Hours 8:15-11:15 and 12:15-3:15 Monday, Tuesday, Thursday, Friday
- Parents will be able to locate the following posted items inside the classroom.
 - License Certificate – Licensed for 43 children at one time
 - Weekly lesson plans
 - Health exposure notices

Mandated Reporter of Child Abuse and Neglect

- All caregivers are required by law to report any suspected cases of child abuse or neglect.

Operational Information

Enrollment Procedure

- Story Book Child Care & Preschool will follow the following procedure when enrolling a new family into care.
 - Discuss handbook in online or available to print upon request
 - Digital enrollment forms will be sent to family via our Childcare Management App
 - Conduct a tour with family if requested
 - Set a starting date
 - Child begins care
- Forms to be completed for submission
 - Digital enrollment forms sent by administration
 - Child's physical from a doctor dated no longer than 1 year prior to enrollment, and every year thereafter.
 - Current copy of immunizations from your doctor

Sign in/Sign out Policy

Daily Attendance Record: Parents/guardians are REQUIRED to sign their child in and out every day to ensure accurate billing. Story Book uses a child care management app to track attendance and maintains these records electronically. Date and Time of arrival and departure and adult name and signature are recorded for each entry. If the app is not working properly at the time of drop off/pick-up, the person signing the child in or out will be asked to fill out a paper attendance record.

Parents should contact Story Book Child Care and Preschool if their child is going to be absent for any reason. This may be done via phone call, email, or marked absence on the childcare management app. If there is no communication with the center regarding a child's absence, staff will contact parents within an hour of the child's expected arrival time.

Open Door Policy

Story Book Child Care & Preschool encourages parents to visit the center at any time unless restricted by a court order. In the event of a court order, Story Book Child Care & Preschool will require a copy of the order to keep in the child's file. If you would like to volunteer or be a guest visitor at the center please let Story Book Child Care & Preschool know to schedule a visit.

Release of Children

Unless we are instructed in writing (or email) to do otherwise, Story Book Child Care & Preschool will only release a child to the following persons: The child's parents; The emergency contact person; Any other guardian to whom the parent, by way of written authorization, allows us to release the child. We reserve the right to contact an alternative pick up person immediately if we are not completely certain about the status of any person who has come to pick up the child.

Visitor Log

All visitors are required to sign in and out when present in the child care and preschool location. A sign in page is located in the family sign in station located at the front of the building. Visitors must log time in/out, name, reason for visit, and contact information.

Communication Policy

General Communication: Story Book Child Care & Preschool promotes open communication between families and staff members. The teachers will greet each child and parent as he/she enters the center. Parents may share any helpful information at that time. Families can leave written notes with important information also so the staff can access them. It is the responsibility of the parent/legal guardian to inform the caregiver of any schedule and/or attendance changes on a daily basis. With our open door policy, parents are allowed and encouraged to visit Story Book Child Care & Preschool at any time to participate in classroom activities, visit with the teachers and/or administrators, or simply check in on their children.

Confidentiality Policy:

Every effort will be made to keep issues involving individual family members confidential. In the event of a potential child abuse report, confidentiality cannot be guaranteed.

Childcare Management App:

Story Book Child Care & Preschool utilizes a child care management app called Playground for billing, attendance, and daily communication. Parents are able to contact administration and classroom teachers directly through private messaging on the app, and teachers are able to communicate with parents via messaging or post photos and classroom information.

All children under 2 years of age receive daily disposition updates via Playground, giving parents an overall idea of how their child's day was. Every diaper change, nap, and feeding is also documented for children in the infant room. Naps, meals, diaper changes, and toilet training progress are documented on Playground for all children in the toddler room as well.

Classroom displays

Classroom bulletin boards and displays are utilized to inform parents of current and upcoming activities, provide information about the teachers in each classroom, and distribute helpful information and resources for families.

Website

Story Book Child Care & Preschool maintains a website at www.storybookstoriycity.com where parents can find information about all our preschool and child care programs. Staff photos and bios, weekly menus, enrollment information, as well as family forms for vacation days, medications, allergy plans, and dietary restrictions can all be found on the website.

Health and Safety

Staff to Child Ratios

- Two weeks to two years - Ratio 1:4
- Two years - Ratio 1:7
- Three years - Ratio 1:10
- Four years - Ratio 1:12
- Five to Ten years - Ratio 1:15
- Ten years and over - Ratio 1:20

Story Book Staff will always stay within the staff to child ratios listed above with the following exceptions:

- In a classroom that contains children that are 2 years or older, 1 staff member is allowed to be alone with children for no more than one hour if the majority of children are sleeping.
- Staff may break ratio for no more than 5 minutes at a time to take a quick restroom break if necessary.
- Staff members under the age of 18 will never be in the building or on a field trip without an adult staff member present. Due to the open concept layout of Story Book, minor staff may be alone in a classroom with a group of children as long as there is an adult staff member in the building.
- Combinations of age groupings for children four years of age and older may be allowed and may have staff ratio determined on the age of the majority of the children in the group.
- Combinations of age groupings for children between three years of age and five years of age may be allowed with a ratio of one staff member to every 12 children.
- Children between 18 months and three years of age may be combined, if appropriate to the developmental needs of the child. If a child under two years is in a combined group, the staff ratio of one to seven shall be maintained. Otherwise, staff ratio may be determined by the majority of the children in the group.
- Any child care center-sponsored program activity involving five or more children conducted away from the licensed facility shall provide a minimum of one additional staff over the required staff ratio for the protection of the children.

Serious Accident or Illness

Story Book's Illness Policy will be reviewed and signed by parents annually. It is presented in our family handbook, on our website, and on our childcare management app. Parents will be notified of contagious diseases affecting the children at the center through exposure notices posted inside the front door and through our management app. In the event of a serious accident or illness, a parent will be contacted immediately. If the parent is not available the Staff will notify the emergency contact person of the issue. Parents MUST fill out an EMERGENCY MEDICAL CARE PERMISSION FORM, which will allow Story Book Child Care & Preschool to seek emergency aid for their child. These forms are included in our yearly enrollment forms and updated annually by families.

First Aid and Incident Reports

Any child who receives a minor cut or bruise will be tended to by first aid from the Staff. A report of such accidents will be filled out by the Staff. One copy of the report will go to the parent upon request and one copy will be placed in the injured child's file.

Hand Washing

All children and staff are required to wash hands when entering the building, before and after meals, after diaper changes or toileting, wiping or blowing noses, before and after water play or play dough, and after coming inside from outdoor play. Parents are asked to use the hand sanitizer located on the wall by the front door before entering the child care/preschool center. All children under the age of 2 will be assisted by the staff or parents to wash hands upon entering the child care center. In addition, staff will assist children to wash hands in the situations listed above or any time when hand washing is needed.

Children are taught to properly wash their hands using the following steps:

- Wet your hands
- Add soap
- Lather and scrub all hand and wrist surfaces for 20 seconds
- Rinse thoroughly (at least 10 seconds)
- Dry your hands with a clean towel
- Shut the water off with the towel
- Put towel in the laundry

Laundry/sanitizing

Story Book Child Care & Preschool launders children's naptime blankets, soft toys, mats, and stuffed animals are washed weekly. Toys are disinfected daily with an EPA approved sanitizing solution and throughout the day if needed (i.e. mouthed toys are washed/sanitized as necessary) in addition to all toys being sanitized every night after children have left the classroom. Walls, door knobs, windows, shelves, floors and bathrooms are also cleaned and sanitized daily. Carpets are cleaned once every week or more frequently if they become soiled.

Tobacco/Nicotine

At all times, tobacco, nicotine, electronic cigarettes, and vaping are prohibited inside or on the grounds of Story Book. Additionally, these items may not be used inside any vehicles used to transport children or in any employee vehicles parked on the premises. Teachers and staff at Story Book must not wear clothing that smells of smoke while working on the premises. Staff may be asked to change clothes if the smoke smell is present.

Illness Policy

Story Book Child Care is under very strict guidelines from the State of Iowa with regard to disease control, and thus there may be times when the provider is either forced to send an ill child home, or not accept an ill child into care. We will do everything possible to comfort the child until the parent or emergency contact person arrives to take the child home. The child will be isolated from the other children. Parents are allowed 45 mins to make arrangements to have your child picked up. After 45 mins, late fees will apply. Please see your contract for more details.

Parents will be notified and required to remove their child immediately if a child exhibits any, but not limited to, the following symptoms:

- Prevents the child from participating comfortably in activities.
- A need for care that is greater than the staff can provide without compromising the health and safety of other children.
- An acute change in behavior: lethargy, lack of responsiveness, irritability, persistent crying, difficulty breathing, wheezing, uncontrolled coughing, or a quickly spreading rash.
- Fever **for any reason**: A fever is defined as a temperature of 101° or higher. Temperature is taken under the arm, and a degree is added to get an accurate reading.

Illness	Exclude	Notes
Chicken Pox	Yes	When all blisters are crusted with no oozing (usually 6 days). Children may return when they have been symptom free for 24 hours.
COVID-19	Yes	Please see our website for more up-to-date info.
Diarrhea	Yes	If stool cannot be contained in the diaper, or if a toileted child has 3 or more loose stools in 24 hours, or blood in stool. Children may return when they have been symptom free for 24 hours.
Fifth Disease	Yes	Doctor's note required for return to care.
Hand and Mouth	Yes	Children may return when all blisters are crusted with no oozing. If children have excessively drooling with mouth sores, sores need to be healed prior to return.
Head Lice (Pediculosis)	Yes	Children may return to care once treatment of an active lice infestation is completed and ALL nits are removed from hair. Additional head checks will be conducted by staff upon the child's return. If nits are found after treatment, the child will need to remain at home until all are removed.
Impetigo	Yes	Child may return after the child has been seen by the doctor, on 24 hours on antibiotics, and blisters are covered.

Influenza	Yes	Child may return when the child is fever free for 24 hours with improving symptoms.
MRSA	No	Children may return if wounds can be kept covered. Do not share towels or clothing and use good hand hygiene.
Ear infection	No*	*Children may return to care after they are 24 hour fever free and have started on antibiotics.
Pertussis (Whooping Cough)	Yes	Children may return after 5 days of antibiotics and have improving symptoms.
Pink Eye	Yes	If 2 of 3 symptoms present (glossy, red, and/or mattery eyes) children will be sent home. Children may return to care once 24 hours have passed after 1st dose of medication.
Ringworm	No	Children may return if wounds can be kept covered. Do not share towels or clothing and use good hand hygiene.
Strep Throat	Yes	Children may return to care once 24 hours have passed after 1st dose of medication and symptoms have improved (including being fever free for 24 hours).
Vomiting	Yes	Children will be sent home after their first occurrence of vomiting. Children may return when they have been symptom free for 24 hours.

Medication Administration Policy

This policy was written to encourage communication between parent, the child, the child's health care provider, and the child care provider to assure maximum safety in the giving of medication to the child who requires medication to be provided during the time the child is in child care.

Assuring the health and safety of all children in our center is a team effort by the child care provider, family and health care provider. This is particularly true when medication is necessary to the child's participation in child care. Therefore, an understanding of each of our responsibilities, policies and procedures concerning medication administration is critical to meeting that goal.

Guiding principles and procedures:

- Whenever possible, it is best that medication be given at home. Dosing of medication can frequently be done so that the child receives medication prior to going to child care, and again when returning home and/or at bedtime. The parent/guardian is encouraged to discuss this possibility with the child's health care provider
- The first dose of any new medication should always be given at home and with sufficient time before the child returns to child care to observe the child's response to the medication given. When a child is ill due to a communicable disease that requires medication as treatment, the

health care provider may require that the child be on a particular medication for 24 hours before returning to child care. This is for the protection of the child who is ill as well as the other children in the child care.

- Medication will only be given when ordered by the child's health care provider with a written consent of the child's parent/legal guardian. A "Medication Authorization form" is available on our website or in person. All information on this form must be completed before the medication can be given. Copies of this form can be duplicated or requested from the child care provider.
- "As Needed" or Over-the-counter medications may be given only when the child's health care provider completes a Medication Authorization form that lists specific reasons and times when such medication can be given.
- All medication will be stored:
 - Inaccessible to children in a small lock box.
 - Separate from staff or household medications
 - Under proper temperature control
 - A small lock box will be used in the refrigerator to hold medication requiring medication.
- For the child who receives a particular medication on a long-term daily basis, the staff will advise the parent/guardian one week prior to the medication needing to be refilled so that needed doses of medication are not missed.
- Unused or expired medication will be returned to the parent/guardian when it is no longer needed or be able to be used by the child.
- Records of all medication given to a child are completed in ink and are signed by the staff designated to give medication. All staff administering medication have completed Medication Administration training provided by Iowa's Child Care Nurse Consultant. These medication records are maintained in the center.
- Information exchange between the parent/guardian and child care provider about medication that a child is receiving should be shared when the child is brought to and pick-up from the center. Parents/guardians should share with the staff any problems, observations, or suggestions that they may have in giving medication to their child at home, and likewise with the staff from the center to the parent/guardian.
- Confidentiality related to medications and their administration will be safeguarded by the Center Director and Staff. Parents/guardians may request to see/review their child's medication records maintained at the center any time.
- Parents/guardians will sign all necessary medication related forms that require their signature, and particularly in the case of the emergency contact form, will update the information as necessary to safeguard the health and safety of their child.
- Parents/guardians have the opportunity to discuss the content of this policy with the center director at any time.
- This policy is available on our website, child care management app, or available hard copy. This policy will be reviewed annually by the center.

Nutrition and Physical Activity

Story Book Child Care & Preschool is certified in all 5 of Michelle Obamas “Let’s Move Child Care” initiatives:

- Physical Activity: Provide 1-2 hours of physical activity throughout the day, including inside and outside when possible.
- Screen Time: No screen time for children under age 2. Limit of 30 mins of quality screen time for children 2 and older.
- Food: Serve fruits or veggies at every meal, eat meals family style whenever possible.
- Beverages: Provide access to water throughout the day and don’t serve sugar-sweetened drinks.
- Infant Feeding: For mothers who want to continue to breastfeed, provide their milk to their infants and welcome them to breastfeed during the child care day.
 - Support all new parents’ decisions about infant feeding.

Menus and Meal Times

- Schedule of meals and snacks
 - Breakfast 7:15 am – 7:45 am
 - Morning Snack 9:30 am – 10:00 am
 - Lunch 11:30 am – 12:00 pm
 - Afternoon Snack 2:30 pm – 3:00 pm

Story Book Child Care & Preschool follows the guidelines of the Child and Adult Food Program (CACFP). Parents will need to fill out new enrollment forms for the CACFP every September. This form will be provided to parents each year with renewal paperwork. Meal patterns are available to view on our website or can be emailed to families upon request.

Food Allergies

Parents are solely responsible for alerting Story Book Child Care & Preschool of any food allergies which may put a child at risk. An allergy action plan will need to be filled out and have a doctor signature at the bottom. Parents will have the opportunity to meet with administrators and kitchen staff to discuss options for alternate foods, ranging from an appropriate nutritional substitution to complete elimination of the allergen from the center, depending on the severity of the allergy. In some instances, parents may be asked to provide meals from home if Story Book is unable to suitably accommodate the child’s needs.

Special Diets: Medical Condition

If a child is on a special diet due to a medical condition, parents need to communicate with the Staff to set up a meal plan that will meet the child’s needs.

Formula/Breast Milk/Beginning Foods – Infants only

Formula will be provided by the child care center, but parents may choose to bring their own as well. If parents are breast feeding they may bring fresh milk daily or pre-frozen breast milk to keep at the center. Story Book Child Care & Preschool is a breastfeeding friendly location. Breastfeeding mothers are welcome to nurse at the child care center anytime throughout the day. Breastfeeding resources are available upon request.

Infants are fed based on their readiness. For example, infants are fed baby cereal first, then pureed food, and finally cut up food that the rest of the children are eating. The staff will discuss with parents when they feel the child is ready to move to the next step and what foods they have tried 3x at home first to avoid food allergies.

Family Style Meals

All meals are served family style in our toddler and preschool/schoolage classrooms to promote healthy habits, table manners, and healthy, meaningful conversations. Children are allowed to select or pass on all food offered. They are encouraged to try everything, but not required.

Child sized serving bowls, plates, cups, and silverware are used at mealtimes. The staff sit and eat with the children at every meal to help model healthy habits. Children are also encouraged to help set the table for meals and asked to clear their own place when they are done. They are encouraged to clean their own spills and messes at the table. Menus are emailed weekly. If you have suggestions or ideas about meal times or menu items served please don't hesitate to ask.

Story Book Child Care & Preschool follows Ellyn Satter's Division of responsibility. "Children have a natural ability with eating. They eat as much as they need, they grow in the way that is right for them, and they learn to eat the food their parents eat. Step-by-step, throughout their growing-up years, they build on their natural ability and become eating competent. Parents let them learn and grow with eating when they follow the Division of Responsibility in Feeding." See further information included at end of policy booklet.

Story Book Child Care and Preschool values good nutrition and healthy habits.

- We serve fresh and frozen fruits and vegetables as recommended by the Building Blocks for Fun and Healthy Children that contain high values of Vitamin A and C, at least 2x daily if not more.
- Fried or high fat foods are not serve
- Fat Free milk is served to all children over the age of 2 and Whole milk is served to children age 1-2.
- Water is always available and accessible throughout the day.
- Fruit juice is never served.
- Whole grains are served daily
- Locally grown foods are purchased when in season (Farmers Market)
- Seasonal fresh fruits and veggies are purchased at least 2x monthly.
- Infants receive only breast milk and/or Iron Fortified formula to drink.

Parties and Celebrations

Story Book Child Care & Preschool happily celebrates holidays and birthdays with our enrolled children. Families are not allowed to bring edible treats for these celebrations but are welcome to bring non-food items such as stickers, tattoos, or small party favors. Please note that you are not required to bring anything- this is purely for parents that are wanting to bring a special treat.

Nutrition Education/Learning

The Administration staff completes at least 2 hours of nutritional education yearly as required by the Child and Adult Care Food Program (CACFP). Parents are welcome to volunteer/ participate in meal times. If parents would like to join us for a meal time they need to let the office know to schedule a time.

Gardening: Story Book Child Care & Preschool promotes gardening with the children. We use pot plants to grow a garden in the spring and throughout the year as paired with our curriculum. Story Book Child Care & Preschool uses the following Nutrition Education for the children.

- My Plate
- Harvest of the Month
- Grow it, Like it, Try it.
- Cavity Free Kids

Parent nutrition education sessions are available quarterly. If you are interested in scheduling a meeting for any of the following sessions please schedule with the Director. Literature on the sessions are also available upon request.

- Jan: My Pyramid: Steps to a healthier you.
- April: How much do you eat? Estimate amounts of food.
- July: Active living: How to get families moving.
- August: Food labels: A guide to making food choices.

Oral Health

Parents must provide Story Book Child Care and Preschool with a name and phone number of their child's preferred dentist. If a family does not have a dentist, a list of local dentists and contact information will be provided. If a child experiences a dental emergency/injury while at Story Book, the child's dentist will be contacted as well as the parent and/or emergency contact person. If it is deemed necessary, the child may be transported for emergency care.

It is the goal of Story Book to implement daily toothbrushing for children in full day care. When this is not available, children will be encouraged to rinse their mouths with water following meals. Sippy cups and bottles will be used only at mealtimes, and children will never be allowed to lay down for nap with them.

Educational activities from Cavity Free Kids curriculum are used with children and shared with families to provide age-appropriate activities for children to learn about oral health. Activities are done in classrooms and shared with families quarterly. The online curriculum includes activities in the areas of art, dramatic play, literacy, science, music and movement, sand and water, and more.

Television/screen time

Following NAEYC standards of best practice, when used intentionally and appropriately, technology and interactive media are effective tools to support learning and development for children over the age of 2. Children under the age of 2 are prohibited any screen time. No tablets, phones, or gaming devices are used by children.

To enhance learning, short, age-appropriate video clips may be used no more than once a week (under 15 minutes in length). Teaching staff will prescreen the selection to be certain the content is relevant and meaningful to classroom learning. These videos may be on YouTube, from our local library, or found through other learning sites such as PBS Kids, Sesame Street in Communities, or National Geographic, for example.

All multimedia must have a rating of “G” or “E” for children under 5; “PG” is allowed for school-aged children. Technology may also be used for music and movement activities. Children are not required to participate in screen time activities. An alternate activity must always be provided. Parents will be notified of any multimedia used in the classroom via a post on our classroom management app or email. Screen time is usually only offered during a long stretch of inclement weather days or as a part of a unit of study. For example, after a week of learning about farming, children may watch a short video about the day in the life of a farmer. Children are limited to a specified amount of time per week they may use or view multimedia:

- Under 2 years old: 0 minutes/week
- 2 year olds: Maximum 20 minutes/week
- 3 and 4 year olds: Maximum 30 minutes/week
- School-aged: Maximum 1 movie/month or 30 minutes/week

Supervision Policy

SUPERVISION POLICY PURPOSE:

To outline the importance of the need for children’s services to provide safe and secure environments for children that are supervised effectively and to ensure staff are aware of their responsibilities and expectations when supervising children at the center.

IMPLEMENTATION:

Children need safe, secure child care environments which are effectively supervised. Teachers have a duty of care to ensure all areas accessible to children are safe, free from hazards, and there are sufficient teachers to oversee the children’s activities. Staff is trained through direct instruction from

administration upon hire and is further trained via Essentials Childcare Preservice training and the Passport to Early Childhood Education Series online.

The following supervision strategies are used Story Book Child Care and Preschool:

Active Supervision – direct and constant monitoring by teachers in close proximity to children; counting children regularly and accounting for all children with name-to-face recognition

Positioning – careful positioning of teachers to allow them to observe the maximum area possible. By moving around the area, teachers can then ensure the best view possible, and that they are always facing the children

Scanning – regularly looking around the area to observe all the children in the vicinity is utilized when teachers are supervising a large group of children.

Listening – keeping an ear out for children near and far will help to supervise areas that may not be in the teacher's direct line of sight. This is particularly helpful when supervising areas where children may be playing in corners or behind or under play equipment.

Observing – the skill of observation is used throughout the entire day and this is a very useful tool when supervising children. Being able to anticipate what may happen next allows teachers to assist children as difficulties arise and to intervene when there is potential danger to children.

Balance of activities – this helps to ensure that the risk is minimized and there are sufficient teachers to attend to children's needs.

Other commitments to the ongoing supervision and awareness of safety at Story Book Child Care and Preschool involve:

Conducting Safety Checks The child care/preschool environment is inspected and monitored for hazards that could lead to poisoning or injury. We have a thorough safety check system in place that allows staff to easily monitor, report and remove hazards. We have an ongoing awareness of the safety of products and equipment in areas accessed by children. Regular checks for spiders, vermin and foreign objects are carried out along with regular maintenance and pest spraying and daily cleaning of the center.

Monitor Children's Health Early signs of illness and atypical behavior are closely monitored and appropriate action is carried out. Particular care is taken with children who may have known medical conditions. Staff are trained in first aid and CPR.

Observe Play and Behavior The observation of children's play and behavior allows for staff to anticipate if any dangerous situation may arise, ensuring a balance of safety whilst still allowing for children to enjoy the freedom to attempt new experiences and play independently.

Positioning of Equipment in the Play Environment When play environments are set up for children's use, close consideration is given to supervision and the ability for staff to monitor children's play. Staff will move equipment in the indoor or outdoor environment if they believe it creates a safety hazard

Educating Children about Safe Practices Staff often discuss the importance of safe practices with the children at an age appropriate level. For younger children staff will re-direct and offer role modeling of dangerous activity i.e, walking legs inside, feet on the floor please”. Older children are involved in the set up of activities and often discuss with the staff the importance of safe play, safe sitting and walking etc.

Staffing Rosters and Routines to Enhance Supervision The rosters are set so the number of staff to children ratio is at its maximum during times most needed. This practice allows for staff familiarity when dealing with supervision needs at different times of the day. Staff are aware of times during the routine when activities are high or low risk ie, outdoor play being highest risk and children’s meal times/group times are deemed to be low risk.

Supervision When Leaving the Center When leaving the center for any reason, staff to child ratios must increase by at least one; that is, at least one extra staff member needs to be added to the required number. Children leaving the center will be strapped in a stroller or wagon, holding hands with a buddy or staff member, or holding on to a walking rope with teachers at the front and back of the group. Regular head counts with name to face recognition will occur. Staff will regularly scan the environment for potential hazards, and before and during the trip, safety rules will be reviewed with the children.

Supervision During Basic Care Routines

- Diapering: When diapering a child on a changing table, staff must keep one hand on the child at all times. They must also continue to scan the rest of the classroom to maintain visual supervision of other children, especially if they are the only staff member in the room.
- Toileting: Toddler room staff must maintain ratios and provide visual supervision of children when they are toileting and/or toilet training. Preschool and schoolage children who are able to use the bathroom independently must be within sight or sound of staff. While respecting their privacy, staff still ensures that health and safety procedures are followed and are available to help children if needed.
- Meals: Staff members sit with the children at all meals, making sure they are sitting at the table while eating to reduce the chance of choking. They also use this time to strengthen relationships with children, talking with them and helping them learn self-help skills.
- Rest time: Staff ratios are maintained during rest time with all children under the age of two years. Visual nap checks are performed and recorded every 15 minutes to ensure children are safe and breathing properly. With children ages two and older, staff ratio in the classroom may be reduced by one when the majority of children are sleeping. Ratios will still be maintained in the building in case of emergency or the children waking up early. Visual nap checks are done throughout nap time.

Enhanced Supervision for Activities that May Involve Some Risk Staff provide direct and constant monitoring in close proximity to children for supervising activities that involve some risk, for example cooking experiences or play in or near water. There are no bodies of water at or near Story Book, so we do not encounter any in daily play or walks.

- Water Play: Water play takes place in sensory bins in the classroom and outdoors in warmer weather. Teachers closely monitor play and maintain sanitary conditions through proper handwashing and changing out of water between children. Water in bins is kept shallow, and

staff is next to the children when water play occurs, maintaining touch supervision at all times. Children are discouraged from drinking water from the bins.

- Swimming/excursions to bodies of water: In the summer, school-age children (Kindergarten and up) may attend the city pool using the ratio of one staff to four children. Staff must be in the water with the children and have them in sight at all times. Even those children who have had swim lessons and passed deep end proficiency will remain in the shallow end while in the care of Story Book staff. Children younger than 5 years old do not have visits to the pool or other bodies of water.

Playground Safety Policy

Story Book Child Care & Preschool has developed a policy for outdoor playground safety that is aligned with Caring For Our Children (CFOC).

THE PURPOSE OF THIS POLICY IS TO: Provide a safe outdoor environment for the children that use Story Book Child Care & Preschool, provide Story Book Child Care & Preschool with clean and safe play spaces and playground equipment, and to ensure that all playground equipment is checked, maintained, and inspected on a regular basis for compliance with Caring For Our Children standards.

Playground Supervision

The children will always be monitored to ensure they are playing in an appropriate and safe manner. Playground supervision is not to be compromised for any reason, and appropriate ratios will be maintained at all times. In addition to taking Passport to Early Childhood Education (Module 4: Keeping Children Safe and Healthy, part F: Active Supervision Outdoors) through ISU Extension and Outreach, staff are trained one on one by the administration upon hire in the following areas of safety protocols (in addition to the supervision techniques listed under our center Supervision Policy):

- Staff should follow center playground schedules as closely as possible so no two classrooms of differently aged children are in the space at the same time.
- Before leaving the classroom make sure that the children are dressed appropriately for the weather and observe posted guidelines regarding inclement weather related to duration of play time. From May to September, sunscreen should be applied to all children over six months of age 20 minutes prior to going outside and reapplied every two hours as needed. Please use the administrator provided Google form to document your sunscreen application.
- Remind children of the playground rules before going outdoors and as needed throughout play time.
- Take the backpack/first aid kit with emergency contact information with you each time you leave the classroom.
- Do a name-to-face headcount before leaving the classroom, upon arrival at the playground, and before and after returning to the classroom .
- All staff should be positioned so that each adult can adequately supervise groups of children using specific areas of the playground. If only one staff member is present, move around the playground so you can keep sight of everything that is going on. Staff should maintain proper staff to child ratios at all times.
- Children should not be allowed to go into the school building alone to go to the bathroom or for any other reason. If you are with another staff person, take small groups into the building, remembering to remain in ratio. If you are alone and need assistance, contact the office.

- If a child is hurt or injured on the playground, tend to them using the first aid supplies in your backpack kit. If you need assistance, call into the office. After the child has been cared for, you will be required to fill out an accident report.
- Do not take soda and food outdoors for yourself. Only allow snacks if children are sitting. Children should never be walking or running with food in their mouths. Remember to encourage children to drink plenty of water while outdoors. Disposable cups should be regularly stocked in your backpack, and the water cooler will be brought out by kitchen staff daily.
- Once a month, one staff from each classroom should conduct a playground inspection using the Google form provided by administration. **As there is no stationary equipment and only artificial turf, they do not need to worry about fall surfacing or keeping grass mowed.** Inspection includes checking the area for the following: tripping hazards or holes; broken toys or equipment or missing parts; cracks in surfaces; protruding screws or bolts; sharp edges, rough surfaces or splinters; fence and gate safety and functionality; stability of playhouses and other large, non-anchored items; wear and deterioration or rust; chipping or peeling paint; stinging insect nests; discarded cigarettes or broken bottles/glass; garbage or animal waste; the presence of poisonous plants; or anything else that may pose a danger to the children. Any items noted upon inspection should be immediately brought to the attention of the administrator. Additionally, any safety hazards noticed during daily use of the playground need to be reported and fixed in a timely manner by staff or administration.
- Before going inside please be sure the playground is left free of trash, and toys are back in place. If additional items have been brought out, please return them to their proper location. The first group to use the playground each day may uncover the sandbox and store the tarp. If you are the last teacher outside or it looks like rain, you must cover the sandbox before heading inside. This will ensure that the playground is clean and inviting for the next group of children.
- Before heading inside, please have children empty their shoes of sand. Once inside, all children and staff should wash hands before resuming indoor activities.

Playground Equipment, Maintenance and Repairs

All playground equipment and play spaces will be in compliance with CFCO standards. Any new equipment, repairs or replacements shall be in compliance with CFCO standards. Therefore, a Certified Nurse Consultant will be contacted to inspect all finished work and will insure that all changes meet these standards. Story Book Child Care & Preschool will be responsible to ensure that all repairs are carried out as quickly as possible. All repairs and renovations will be recorded and stored in the Playground Safety Binder. After any repairs or renovations an additional inspection must be conducted verifying that all previous safety concerns have been corrected before any use of the playground equipment.

Story Book Child Care and Preschool has no stationary equipment, and thus no fall surfacing to maintain. However, toys and other items still require regular maintenance checks. All playground equipment is installed according to the manufacturer's instructions, including anchoring. The manufacturer's instructions are kept on file at the location for future need.

Playground Safety Binder

A Playground Safety Binder has been developed, and includes the following:

- **Playground Safety Policy** - A copy of this document can be found in our monthly HHS checklist binder found in the office.

- **Injury Reports** - Reports that specify any hazards located on the playground equipment involved in a child being injured.
- **Daily visual Checks** - Staff walk the playground each time they go outside to make sure there are no immediate maintenance concerns.
- **Weekly Visual Checks** - A weekly recording of general maintenance concerns, hazards or defects, which need immediate attention.
- **Weekly Playground Maintenance Checklists** - A weekly checklist recording general maintenance concerns, hazards or defects, which require immediate attention or a plan of action to resolve the problem within a specific timeframe.
- **Policy Review Sheet** - Signatures of each person on staff indicating they have reviewed their duties outlined in the Playground Safety Policy and have been briefed on the policy.

Injury Report

The instructor/teacher on duty will be responsible for recording any injuries incurred on the playground. The child's parent / legal guardian will be notified of the injury (within a reasonable timeframe) and the Accident / Injury Report will include as much detail as possible, be dated and signed. The Owner/Operator will assume responsibility for monitoring these incidents for the purpose of determining any patterns relevant to the equipment.

Daily Visual Checks

Daily Visual Checks are the responsibility of all instructors/teachers leading children into the play space. Before allowing children to enter the play space, a quick visual sweep will be completed. If there are any hazards or defects they will be removed/corrected before the children are permitted entrance to the play space. Any findings will be recorded in the Weekly Visual Check section of the Playground Safety Binder.

Weekly Visual Checks

Weekly Visual Checks will be completed by an instructor/teacher assigned by the Owner/Operator during the first day of the week and will be recorded in the Playground Safety Binder.

Monthly Playground Maintenance Checklists

This Checklist will be completed by the Owner/Operator during the first week of the month and will be recorded and stored in the Playground Safety Binder.

Annual Detailed Playground Inspections

Annual Detailed Playground Inspections of all playground equipment shall be carried out by the owner and stored in the Playground Safety Binder. In addition, a Certified Nurse Consultant will conduct a Health and Safety Assessment of the playground every 2 years.

Policy Review Sheet

All Story Book Child Care & Preschool staff must review this Playground Safety Policy. Once they have completed the review, they will be asked to sign a record indicating that the review has taken place. This record will be kept in the Playground Safety Binder for the duration of their employment.

Field Trips

Parents will sign an approval to go on walks and local field trips when they enroll their child. This permission covers trips to the library, local businesses, the nursing home, recreation center, parks, and other walking trips around town. Parents will be notified via our childcare management app and a note in the classroom when children are on a walk or local field trip. Staff members must bring their first aid/emergency kit and a cell phone on every trip away from the center. This kit includes contact information for every child on the field trip.

Active supervision is maintained by following the Iowa DHS ratio requirements. At least one additional staff member above the required ratio will accompany a group any time they leave the center. During any approved field trips that include areas near bodies of water, the supervising adults should be within an arm's length providing "touch supervision."

Story Book Child Care & Preschool does NOT transport by motor vehicle. When on a walk, any children riding in the stroller or wagon are properly buckled in, and younger children walking hold onto the walking rope or a teacher's hand. Older preschoolers and school age children use the buddy system or the walking rope, and teachers are placed at both the front and end of line.

Infant/Toddler Safe Sleep Policy for Story Book Child Care, LLC.

Sudden Infant Death Syndrome (SIDS) is the unexpected death of a seemingly healthy baby for whom no cause of death can be determined based on an autopsy, an investigation of the place where the infant died, and a review of the infant's medical history.

We believe that a safe sleep environment for infants helps lower the chances of an infant dying from SIDS, and that parents and child care providers can work together to provide a safe sleep environment. Child care providers caring for infants 12 months of age or younger (Note: if child is premature their adjusted age will be used. Ex: 1 mo premature = 13 months this plan will be followed), are required to implement a safe sleep policy, share the safe sleep policy with parents/guardians, and participate in Infant-Toddler Safe Sleep and SIDS Risk Reduction in Child Care training. Story Book Child Care, LLC will implement the following safe sleep practices.

Safe Sleep Practices

1. All child care staff caring for infants and child care staff that may potentially care for infants will receive direct training from administration on how to implement our infant Safe Sleep Policy. Staff will also complete Essentials for Infant Safe Sleep through ISU Extension and Outreach prior to caring for infants.
2. Infants will always be placed on their **backs to sleep**, unless there is an *Alternate Sleep Position Waiver*- Health Care Professional Recommendation in the infant's file signed by the child's primary doctor. A waiver notice will be posted at the infant's crib. This facility does not accept *Alternate Sleep Position Waiver – Parent Request*. Waivers will be retained in the children's record as long as they are enrolled and must have an expiration date.
3. When a child arrives at the center asleep in their carseat or falls asleep anywhere else in the classroom, they will be gently and immediately moved to their crib after being soothed back to sleep. Children may not remain sleeping in bouncers, on the floor, or in any other area other than their crib.
- 4..When babies can easily turn over from the back to the stomach and stomach to back, they will be placed to sleep on their backs and then allowed to adopt the sleep position they prefer. This is in accordance with the American Academy of Pediatrics (AAP) recommendations. Child care staff can further discuss with parents how to address circumstances when the baby turns onto their stomach or side. Children will be gently rolled back if they are not able yet or if they are under 4 months.
5. Sleeping infants will be supervised by staff at all times following the child care ratio of 1:4. Additionally, they will be individually checked visually every 15-20 minutes by assigned staff. We will be especially alert to monitoring a sleeping infant during the first weeks the infant is in child care. We will check the infant for:
 - Normal skin color
 - Normal breathing by watching the rise and fall of the chest
 - His or her level of sleep
 - Signs of overheating: flushed skin color, increase in body temperature (touch the skin), and restlessness
6. Staff will reduce the risk of overheating by not over-dressing the infants. Swaddling is also not allowed at Story Book.

7. All parents/guardians of infants cared for in the facility will receive a written copy of our Infant/Toddler Safe Sleep Policy before enrollment, will review the policy with staff, and sign a statement saying they received and reviewed the policy.
8. The temperature in the room where the infant(s) sleep will be kept between 68-75°F and monitored by the child care provider.
9. To promote healthy development, awake infants will be given supervised “tummy time” for exercise and for play.

Safe Sleep Environment

10. Infants' heads will not be covered with blankets or bedding. Infants' cribs will not be covered with blankets or bedding. We may use a sleep sack instead of a blanket.
11. Children will not be laid in a crib wearing a bib, hoodie, or any other potentially hazardous article of clothing. Staff will ensure these items are removed before a child goes to sleep.
12. No loose bedding, pillows, bumper pads, etc. will be used in cribs.
13. Toys and stuffed animals will be removed from the crib when the infant is sleeping.
14. With parent/guardian permission, pacifiers with **no** attachments (strings, clips, etc) will be allowed in infants' cribs while they sleep. When the pacifier falls out of the sleeping infant's mouth, it will not be reinserted into the infant's mouth. The pacifier is the only object we will allow in a crib.
15. A safety-approved crib with a firm mattress and tight fitting sheet will be used with the manufacturer certificate kept on file at the center.
16. Each infant will have his or her own crib. Only one infant will be in a crib at a time, unless we are evacuating infants in an emergency. Cribs will be labeled with the child's name, picture, and current mobility level, and bedding will be removed and washed daily or more often if soiled.
17. No smoking is permitted in the center or on the premises.

Distribution: Parents will review the policy upon enrollment and be informed of changes. Administration will share the policy with staff upon initial job training and will review with any changes. One copy signed by the parent(s)/guardian(s) will be given to parent(s)/guardian(s) and one copy will be kept in the child's facility record.

References: N.C. Law G.S. 100-91 (15), N.C. Child Care Rules .0606 and .1724,

Emergency Procedures

Basic Information:

Director's Name: Mariah Duszynski

Child Care Address: 515 Broad Street, Story City, Iowa 50248

Emergency Kit Location: In each classroom backpack and main bathroom

Secondary Contact Number: Mariah Cell: 515-571-8163

Emergency Contacts:

Police/Sheriff: Story City Police - 911/ 515-733-2646

Fire: Story City FD - 911/ 515-733-4268

Ambulance: Story City Ambulance - 911/ 515-733-5121

Hospital: Mary Greely - 515-239-2011

Poison Control: 1-800-222-1222

CCRR: Christa Jergens - 515-201-7203

Child Care Nurse Consultant: Tara Berstler - 641-328-3237

DHS Representative: Maggie Gibson - 515-268-2265

Insurance Agent: Tricor Insurance 920-893-8411

FIRE and EXPLOSIONS, FLOOD, and GAS LEAK: In case of the need to evacuate our site, the following procedures will be followed:

Evacuation Routes/Exits: Children are cared for on the ground level of the center only and the center does not have a basement. Exits (all windows and doors are checked regularly to ensure opening) are the front of building (leading out to Broad Street) and rear of building (through kitchen – leading out to alley behind building).

Evacuation of children: Children will be evacuated together. Children that are able to walk will be escorted out the nearest exit. Children that are immobile (infants or children with disabilities will be carried by the Staff/or placed in emergency cribs and then wheeled out.

Notification: Once all children are safely evacuated Stroy Book will call 911 and notify parents of this evacuation.

Emergency Kits/information: Emergency kits will be taken when possible. A copy of children's emergency contact information will be located in a folder located at the director's home in Story City as well as classroom emergency backpacks.

Evacuation Sites: Neighborhood Reunification Site is Bertha Bartlett Library - 503 Broad Street, Story City, Iowa Ph.515-733-2658. Out of Neighborhood Reunification Site is the Director's Residence - 212 Park Ave, Story City, Iowa Ph. 515-571-8163.

Transportation to evacuation locations: Children will be pushed in evacuation cribs or walk to the neighborhood evacuation site and weather permitting to the out of neighborhood site if necessary.

Parent Reunification: In case of the need to evacuate or when parents/guardians are unable to get to children, the following procedures will be followed to reunite children with parents/guardians (or other contacts designated by parents) as soon as it is safe.

Release of Children: Children will only be released to contact listed on the child's form with proper identification, unless verbal permission is granted over the phone by the child's parent/ guardian.

TORNADO, SEVERE WEATHER, NOTIFICATION FROM AUTHORITIES, and HAZARDOUS MATERIAL OUTSIDE THE CHILD CARE CENTER: In case we need to stay put the following procedures will be followed for shelter in place:

Shelter in Place Location: Children will be taken to the bathroom located in the building.

Emergency supplies: Emergency kits with food (including formula), toys, and water are stored in each bathroom. A battery-powered radio and NOAA radio are stored with emergency supplies. Staff personal cell phones will be brought to the bathroom. Emergency contact sheets are kept in the classroom backpacks.

Notification: Parents/guardians will be notified once the immediate threat has passed.

LOCK DOWN: In the event that the child care/preschool facility needs to be locked down no child or adult is allowed in or out of the child care center.

Shelter in Place Location: Children will be taken to the bathroom located in the building.

Procedure: Staff will ensure all children and staff are safely inside the child care center. All doors and windows are closed and locked. Staff will keep children away from doors and windows and move to the bathroom shelter.

Notification: Parents will be notified that a lockdown has occurred, but remind them that they will not be allowed inside until the lockdown has lifted. Staff will wait for an all clear from emergency officials to lift the lockdown.

Release of Children: Children will only be released to contact listed on the child's form with proper identification, unless verbal permission is granted over the phone by the child's parent/ guardian.

CHILD RELATED EMERGENCIES: In the event of a child related emergency, parents of the other children will be notified to come pick up their children after the situation is handled.

Missing or Abducted Child: Staff must maintain HHS ratios at all times and are required to know how many children are in their care at any given time. They conduct regular headcounts with name to face recognition and are responsible to have children within sight and/or sound at all times. The front door is locked, and entrance codes are provided to all families. Any and all outside visitors are

required to wait outside the door until their identity can be verified. Additionally, cameras are placed outside all entrances to the building.

Before leaving the center for a field trip or walk, children are reminded of safety rules. Children under 2 will always be strapped into a stroller. Younger 2 year olds may be in a stroller or belted in a wagon. Older toddlers, preschool students, and school agers will either use a walking rope with ribbon handles or partner up and hold hands with a buddy for their walk. Staff will always be the first and last in line, and children are reminded to stay with their teachers. An extra staff member (at least one over the required ratio) will always accompany a group that is leaving the center.

Any time a child is unaccounted for, staff will immediately search the premises. Each area that a child can potentially hide will be searched, as well as outdoor areas of the facility. Staff will double check with other staff in case the child is in another location (e.g., the child was picked up by a parent). If a child is unaccounted for away from the center, such as on a field trip, at least one staff member will gather and stay with all the other children while the other staff member(s) conducts the search.

Procedure: If staff have searched all potential hiding spots and outdoor areas and the child is not found, begin lockdown procedures. All exits are locked and monitored by staff. No one is let in or out of the child care facility. Staff will Call 911, the child's parents, and the HHS child care compliance representative and HHS Child Abuse Hotline to report the missing child.

Staff will be prepared to provide the following information about the child:

- Child's name, age, height, weight, date of birth, and hair color
- Child's clothing that he/she was wearing that day, along with any other identifying features
- The time at which the child was noticed missing and where the child was last seen
- If child abduction is suspected, were there any suspicious vehicles and/or persons around the child care facility? f

While waiting for law enforcement, Staff will continue to search for the missing child. Look in every cabinet, cubby, closet, and other locations where a child might hide. Once law enforcement arrives, Staff will provide needed information. Following the incident, staff will complete and file an incident report to be signed by the parent/guardian of the child.

Unresponsive child or child death: If staff finds a child unresponsive, they will start CPR and continue until relieved by another adult certified in CPR. Staff will call 911 and calm the other children and move them away from the area. Listen to children's concerns and provide honest, developmentally-appropriate answers. Once emergency officials arrive, provide needed information.

As much as possible, the staff will leave the area where the child was found undisturbed. The staff will not clean or tidy anything in the room until investigators tell you that it is okay to do so. Staff will contact the child's parents. Staff will document treatments and any actions they took when caring for the child prior to finding the child unresponsive. The Child Injury/Incident Report Form is a form we will use to document any treatments and actions. The form is available on the Healthy Child Care Iowa website at http://www.idph.iowa.gov/Portals/1/Files/HCCI/incident_report_form.pdf Staff will contact HHS to report a child death that happened in the child care program.

Choking: If the child IS breathing, coughing, or crying, the child may be able to dislodge the food by coughing. The staff will check the child's mouth for food; remove any food that they see (scoop it out with fingers) or perform heimlich. Staff will stay with the child and watch to see if their breathing improves.

If the child is conscious, the staff will place them face down over their lap so their head is lower than their chest. If coughing has not removed the food and the child is not breathing easily, phone 911 for an ambulance.

If the child is NOT breathing staff will call 911 for an ambulance and begin CPR. They will calm the other children and move them away from the area. Listen to children's concerns and provide honest, developmentally-appropriate answers. Once emergency officials arrive, provide needed information. Staff will contact the child's parents.

Strangulation Prevention Policy: The staff will remove dangers before strangulation can occur. No cords or strings long enough to encircle a child's neck will be accessible. This includes the following: No corded window blinds will be used in the center. Parents will be asked to choose clothing without ties or ribbons or remove hood strings. Staff will always remove the baby's bib before putting them down for a nap. Pacifiers may not have strings, straps or any other attachments when in use. Avoid necklaces and other jewelry that can pull around a child's neck. Strings on toys are cut to 6 inches or less. Dramatic play items with handles or straps will be removed or shortened. Ties, scarves, necklaces and boas for dramatic play will only be used with children under the age of three with direct supervision. Electrical cords are wrapped around the base of the appliance or put away when children are present. Staff and children will not use lanyards of any kind while at the center.

If strangulation does occur staff will remove items that are around the child's neck, check for breathing. If the child is not breathing or has labored breathing, call 911 for an ambulance and begin CPR. Calm the other children and move them away from the area. Listen to children's concerns and provide honest, developmentally-appropriate answers. Once emergency officials arrive, provide needed information then contact the child's parents.

Other important emergency information:

Back Up Records: Child records will be kept in an emergency backpack located in each classroom and in the office that has all parent and emergency contact information for each child. This backpack will be taken with the staff and children as we evacuate the child care center. Business records will be stored on a cloud drive (GoogleDrive). Billing and meal count information is stored online on the Playground childcare management app.

Restoring Child Care and Preschool Services: In the event of a disaster to the child care center, (fire, flood, pandemic, or other unplanned circumstance), the program will be closed until further notice. Families will be notified of an approx. reopening date after evaluation of damage, etc. Depending upon circumstance, all staff are still asked to come to work at their regularly scheduled times to assist in damage clean up. Story Book Child Care & Preschool reserves the right to make the decision to permanently close the business in the event the center is 'unrepairable'. Families will be notified in the event of permanent closure. Families will continue to be charged while the child care

center is closed due to disaster closing. While the child care center is closed due to disaster parents may go to the following DHS website to find alternate care.

<https://ccmis.dhs.state.ia.us/clientportal/Staffsearch.aspx> Staff will contact CCR&R to help with recovery of business. Administration will send updated guidance, projected reopening date, and billing information to families as soon as information is available.

Short and long term emergency supply kits: Items listed below are updated/reviewed every 3 months.

Category	Short-Term Kit (Back Pack) This is appropriate for evacuation for up to 24 hours	Long term kit (Stored in main bathroom) This is appropriate for lockdown or shelter in place for up to 72 hours
Contact information/ Important documents	<ul style="list-style-type: none"> Child emergency information cards Emergency plans and numbers Medical releases Evacuation site agreements and maps Emergency files 	<ul style="list-style-type: none"> Child emergency information cards Emergency plans and numbers Medical releases Evacuation site agreements and maps Emergency files
Food and Water	<ul style="list-style-type: none"> One Gallon of water for every 4 children/staff Non-perishable food items such as granola bars and crackers Formula/appropriate food for infants Disposable cups, plates, bowls, utensils 	<ul style="list-style-type: none"> ½ gallon of water per child and 1 gallon per adult per day Non-perishable food items such as granola bars and crackers Non-perishable food items such as canned fruit and veggies Formula/appropriate food for infants Disposable cups, plates, bowls, utensils Non-electric can opener
First Aid	<ul style="list-style-type: none"> Small First Aid Kit Medications (monitor expiration dates) 	<ul style="list-style-type: none"> Large First Aid Kit Medications (monitor expiration dates)
Hygiene Sanitation	<ul style="list-style-type: none"> Disposable diapers Wet wipes Hand sanitizer Toilet paper 	<ul style="list-style-type: none"> Disposable diapers Wet wipes Hand sanitizer Toilet paper Paper Towels Plastic Bags 5 gallon plastic bucket: to be used as a toilet for staff and children in case of shelter in place or lapse in water availability
Safety	<ul style="list-style-type: none"> Whistle Flash light Twine or tape Pair of work gloves 	<ul style="list-style-type: none"> Whistle Flash light Extra batteries Twine or tape Pair of work gloves Duct tape Dust/filter mask (1/person)
Comfort	<ul style="list-style-type: none"> Emergency Cash (small bills) Emergency blanket Activity items: card games, crayons paper, toys, and books Emergency comfort item 	<ul style="list-style-type: none"> Emergency Cash (small bills) Emergency blanket (1/person) Activity items: card games, crayons paper, toys, and books Emergency comfort item Change of clothing for each person
Communication	<ul style="list-style-type: none"> Cell phone 	<ul style="list-style-type: none"> Cell phone Signal/flare

Classroom Management

Guidance

The Story Book Child Care & Preschool staff sees working with children's challenging behavior as an integral aspect of our job. The word *discipline* has, as its root meaning, "instruction" or "training." This meaning, rather than punishment, is the foundation for our approach to guiding children's behavior. We accept that young children will sometimes display their emotions or try to achieve their goals in unproductive or immature ways. That is simply part of being very young. Much of children's most valuable learning, especially in a group setting, occurs in the course of behavioral problem solving. Professionals who work with young children expect to be met with challenging behavior from time to time. During the first five years of life, children are just beginning to learn how to handle their own intense emotions and conform to the behavioral expectations of society. As parents know, this is a lengthy process. It is also a central aspect of children's social and emotional development that can be guided using strategies based on research into early brain development. Story Book seeks a partnership with families to build relationships to help and support families for paired guidance strategies. A copy of this policy is sent through our child care management app, on our website, and available as a hard copy for all families and staff.

Our lead teachers at Story Book Child Care and Preschool are trained in Positive Behavior Instructional Supports (PBIS) either online through the Pyramid Model Consortium or in person through Child Care Resource and Referral. With guidance and partnership from administration, teachers are able to share these strategies with all teaching staff and implement them in their classrooms. The basis of PBIS involves forming relationships with the children in our care. Teachers work to form these relationships before children step foot in the classroom through communication with their families and information gathering through family intake questionnaires. Once the children begin care at Story Book, the staff work to strengthen these relationships through time and shared activities. By building a strong, positive classroom culture, we aim to minimize challenging behaviors and create a safe and effective learning environment for all students. When challenging behaviors do arise, PBIS training gives teachers the tools to implement individual social/emotional supports when needed. Teachers also help to model appropriate behaviors, teach coping skills, and use positive redirection.

In an early care and education setting, we define challenging behavior as any behavior that interferes with children's learning, development and success at play; is harmful to the child, other children or adults; puts a child at high risk for later social problems or school failure. It can be direct (e.g. hitting, pushing, biting, kicking) or indirect (e.g. teasing, ignoring rules or instructions, excluding others, name-calling, destroying objects, having temper tantrums).

General guidelines at Story Book Child Care & Preschool for Children include: gentle touches; walking feet; inside voices; and be kind to yourself, your friends, and furniture/toys.

The approaches to guide challenging behavior vary by age group, but have the following elements in common:

- **No corporal punishment is allowed at Story Book Child Care & Preschool.** (Corporal punishment is defined as the use of physical force to the body as a discipline measure. Physical force to the body includes, but is not limited to, spanking, hitting, shaking, biting, pinching, pushing, pulling, or slapping.)
- **Food is never used as punishment or a reward.** Story Book Child Care & Preschool will not use food rewards for potty training or any other activity. Rewards/incentives given to children include stickers, small prizes, hugs, high fives, etc.
- **Adults model positive behavior.** We show that we can accept, control and express feelings in direct and non-aggressive ways.
- **Teachers design the physical environment to minimize conflict.** We provide multiples of toys and materials for groups of children, define classroom and outdoor areas clearly to allow for both active and quiet play, and strive to maintain an appropriately calm level of stimulation.
- **Teachers maintain age-appropriate expectations for children's behavior.** We attempt to minimize unreasonable waiting and transition times, and limit the length of large group and teacher-directed activity times according to children's developmental levels. We give children large blocks of uninterrupted time during which to make their own activity choices. Below are strategies Story Book Child Care & Preschool staff will use to respond child misbehavior:
- **Redirection:** This strategy should be used most frequently when working with young children. If a child is being uncooperative, teachers will quickly get the child's attention and introduce another activity.
- **Logical consequences:** These are structured consequences that follow specific misbehaviors. The child should be able to see how the behavior and the consequence are directly related. For example, if a child is playing with their milk glass at lunch, their teacher will remind them that they might spill their milk and they could get wet.
- **Participate in the solution:** If a child damages something, he/she needs to help in fixing it or in cleaning up. If a child causes someone distress, he/she should help in relieving that.
- **Teachers establish simple rules, or expectations, for the classroom community.** Older preschool children participate in this process early in the school year. When issues arise, adults and children can reference the "Be safe, Be kind, Be respectful" guidelines as reminders about what kinds of behavior facilitate life in a group setting. Children are taught self help skills including self regulation, problem solving skills and coping at all ages. To teach these skills our infant classroom teaches our students sign language to help them communicate even at a very young age. They teach them to use these signs with one another as well. Our toddler classroom teaches Daniel Tiger Life's Little Lessons Curriculum to help discuss their growing emotions and feelings. Our preschool and school age classroom uses Sanford Harmony as their social emotional curriculum. All these strategies and curriculum help prepare students to have the skills they need to self regulate their emotions and reduce challenging behaviors.
- **Adults closely observe and supervise children's activities and social interactions.** With our ratios of adults to children and our emphasis on attentive observation, we can often intervene to guide children before situations escalate.
- **Adults help children verbalize their feelings, frustrations and concerns.** The staff will help children describe problems, generate possible solutions, and think through logical consequences of their actions. Even babies will hear their caregivers describing actions,

problems, solutions and logical consequences. The adult role is to be a helper in positive problem solving. We want children to value cooperation and teamwork. We help them to learn peaceful, productive approaches to interacting with peers.

- **Children whose behavior endangers others will be supervised away from other children.** This is not the same as the practice of using a "time out" (the traditional chair in the corner) for a child. An adult will help the child move away from a group situation. The child will then process the problem verbally with the staff member and any other concerned parties. An adult will stay close to any child who is emotionally out of control and needs private time to regain composure.
- **Discipline, i.e., guidance, will always be positive, productive and immediate when behavior is inappropriate.** *No child will be humiliated, shamed, frightened, or subjected to physical punishment or verbal or physical abuse by any staff member, student, or volunteer working in the Story Book Child Care & Preschool programs.* Every member of the Story Book professional staff understands and follows our disciplinary approach as well as the standards on guidance and management in our Iowa State Licensing Regulations. We work intensively with our student caregivers so that they also understand and employ this guidance approach.
- **When a pattern of behavior persists that endangers self, others or property, or significantly disrupts the program, we will work with a child's family to find solutions, up to and including referral for outside services or, last case scenario, exclusion from the Story Book Child Care & Preschool program.**

Suspension and/or Expulsion

When staff brings a concern to administration regarding a child's behaviors or patterns, leadership works with them to help observe and document behaviors. Administration helps staff to find resources or training to help them handle the behaviors, and will step in for the staff if a break from the issue is needed. Leadership also goes through the steps of contacting outside resources such as AEA, nurse consultants, or CCR&R to help find strategies for the teachers. Story Book strives to work through all challenging behaviors, however in the event when our strategies and solutions do not eliminate the challenging behaviors Story Book will begin the process of removing the child from our care. Story Book will first evaluate the child's file taking into account all past behavior incidents and resolution. In addition, parent cooperation and support will be taken into account.

Regular parent meetings will be scheduled to discuss the behavior progress and strategies used with the child. Teachers will document challenging behavior by utilizing ABC documentation. ABC documentation seeks to note the setting, environment, and activities that took place before the challenging behavior, what type of behavior was demonstrated (ie. pushing, biting, yelling, etc), then documenting what the ending consequence was. This information is tracked with both time and activity reference for teachers to be better able to find patterns in the behavior. These findings are then shared with families through meetings to create an action plan on how to move forward.

Story Book will exhaust all additional support available to the child such as consulting with AEA, the child care nurse consultant, and child care resource and referral agency. The child's teacher will try all solutions within their power such as room arrangement, schedule changes, and use all behavior management strategies (PBIS) both as a classroom team as well as involving the admin team to support the child.

A child may need to be considered for suspension or expulsion from the program for the following, but not limited to, reasons: Harming a fellow student or staff member, causing harm to Story Book property or other families in attendance, or excessive non-cooperation in the classroom setting. If a child shows extreme harm to any person or property associated with Story Book then immediate suspension will take place.

If a child should need to leave the program then Story Book will direct the family to Child Care Resource and Referral to aid them in finding alternate care. With written family permission, Story Book will share information regarding what sort of issues have been seen, what strategies have been tried with the child, and what resources have been consulted in order to make a smoother transition to a new caregiver.

Potty Training

When you feel your child is ready for potty training, we ask that you begin teaching at home during a weekend or vacation. **PLEASE NOTE: We will only assist your child in potty training if you have successfully begun training at home.**

We will follow through and encourage your child while in care. Potty training will be done in a relaxed manner with the cooperation of the family. We require that the child be at least 2 years of age and **must also** show signs of readiness (Please read the Potty Training Readiness Checklist below). Positive reinforcements and consistency must be continued at home to ensure success.

The child must be kept in pull-ups / plastic pants / cloth diaper cover at all times. Please keep in mind that the activity level here at the center can distract your child from responding to an urge to use the potty, more so than at your home. Therefore we will use diapers until your child can and will announce that he/she must use the bathroom and can control his/her bladder and bowels for a few minutes beyond that announcement.

Proper Clothing

During potty training your child needs to be dressed in "User friendly" clothing as much as possible. The best items are shorts and pants with an elastic waist.

Please **DO NOT** dress your child in the following:

- Tight clothing
- Shirts that snap in the crotch
- Pants with snaps & zippers
- Overalls or bib type clothing
- Belts
- One piece outfits

The clothing listed above can make it difficult for your child to reach the potty in time. Your child also needs to be able to pull his/her pants up and down and these items will hinder your child's ability to do so.

Required Supplies

The following items are to be left at the childcare and replaced as needed. Soiled clothes will be returned in a plastic bag at the end of the day.

Two (2) changes of clothing including socks (an extra pair of shoes if available)

A bag of pull-ups or alternate covering – you will be notified when the supply is running low.

Potty Learning Schedule

For the first week, the child will be scheduled to use the Potty at consistent times of the day whether the child indicates the need to use the Potty or not.

- Upon arrival at the child care facility
- Before and after breakfast
- Before and after lunch
- Before and after nap
- Before and after going outside
- Just before going home

Potty Training Readiness Checklist

Verbal Stages of Readiness

Basic verbal skills. The child is able to speak in three to four word sentences

Stage 1 The child tells you he/she has a wet diaper, recognized when he/she is wet.

Stage 2 The child tells you he/she is wetting, recognizes the sensation of being wet.

Stage 3 The child tells you he/she will wet, can control himself and uses the potty.

Physical and Psychological sign of readiness

1. Stays dry for a long period of time (the child is able to “hold” his/her urine and bowel movement).
2. Can recognize when diaper is wet or soiled.
3. Has bowel movement at regular times (child chooses when to move its bowels)
4. Adult can recognize when child is moving his/her bowels (Child is deliberately moving bowels)
5. Can undress and pull up his/her own pants (Important because this is the work of the child not the caregiver)
6. Initiates interest in using the potty and asks to wear underwear.
7. Wants to be independent, which is very important for the learning process.
8. Child is emotionally ready and is open to learning (is child generally cooperative?)
9. Child has an awareness and knowledge of the world beyond his/herself (This sign may seem unrelated to potty training, but it is a behavior that has been seen in children ready to use the potty)
10. Can follow three and four step instructions (this is critical for learning to urinate or move bowels, wipe himself and wash hands)
11. Can use consistent words or gestures to communicate.
12. Is able to physically get to the potty and sit on it without help.
13. Must show a willingness to want to sit on the potty and understand its function.

Biting Policy and Information

Why do some children bite while others don't? There are a number of possible reasons why children under age 3 bite, almost none of them the fault of a child behavior problem, bad parents, or bad caregivers. Sometimes we think we have a good idea what is causing the biting, but most of the time it is hard to guess what is going on in the child's head.

Common Reasons Why Kids Start Biting

- **Teething.** When teeth are coming through, applying pressure to the gums is comforting, and infants will use anything available to bite. Obviously, if this is a likely cause, then teething remedies like a ring or objects to bite will lessen the infant's need to bite other people.
- **Excitement and over-stimulation.** When some very young children are very excited, even happily so, they may behave in an out-of-control fashion. For instance, a little 16-month-old girl Natasha loved moving to music. After a session with music and scarves and everyone twirling and enjoying themselves, it was very predictable that Natasha would bite someone if an adult did not help her calm down.
- **Impulsiveness and lack of self-control.** Infants sometimes bite because there is something there to bite. This biting is not intentional in any way, but just a way of exploring the world.
- **Making an impact.** Young children like to make things happen, and the reaction when someone is bitten is usually pretty dramatic.
- **Frustration.** Too many challenges, too many demands, too many wants, too little space, and too many obstacles may lead a child to bite, especially before they have the capability to express frustration through using language.

Tips to Minimize Kids Biting at Child Care

Teachers in child care are trained to do the following to try to minimize the biting behavior, which parents can also try at home:

- Let the child know in words and manner that biting is unacceptable. Adults' most stern manner and words should be reserved for acts such as biting.
- Remove the biting child from the situation and focus caring attention on the victim.
- Examine the context in which the biting occurred and look for patterns. Was it crowded? Too few toys? Too little to do? Too much waiting? Is the biting child getting the attention and care he/she deserves at all times?
- Change the environment, routines, or activities if necessary.
- Work with the biting child on resolving conflict or frustration in a more appropriate manner, including using words if the child is capable.
- Observe a child who is a short-term chronic biter to get an idea about when he or she is likely to bite. Some children, for example, may bite not when they are angry or frustrated, but when they are very excited.
- Identify children likely to be bitten and make special efforts to reduce their chance of becoming victims.
- Don't casually attribute willfulness or maliciousness. Infants explore anything that interests them with the mouth, and that includes other bodies.
- If biting continues, continue to observe the group closely. Apply additional resources as necessary to shadow the child.

What can a parent do if their child begins to bite?

Removing significant stresses on the child at home, such as a demanding schedule or difficult transitions, will make it easier for a child to handle times of stress that do arise. If the child bites other children in your presence, take the same steps suggested above immediately after the biting occurs and look for ways to adapt the environment to prevent biting in the future. If the child is biting at daycare, there is very little you can do other than keep in close communication with the child's teachers. Fortunately, biting is a stage that passes.

What to do if your child is bitten?

There's not much worse than seeing a bite mark on your child, and worse, infant and toddler bites are often on the face. All of our parental primal instincts as our child's protector come into play. It is natural to be upset. But try and keep in mind that it is a consequence of the group situation and not really the fault of the child, the family, or the program. Your child might as easily have been the biter. Story Book does not release the name of the biting child for that reason.

How long do child care centers stick with a biting child?

Quality child care centers work very hard to make the program work for every child, and take extraordinary measures to help a child overcome the "biting habit." Sometimes it feels to parents (and occasionally staff) that too much time passes before a child is disenrolled. Occasionally they might be right. But there is no clear line to indicate when program adaptations have failed to meet the child's needs and the family needs to find another child care arrangement.

Inclusion Policy Statement

Story Book Child Care & Preschool welcomes all children and is committed to providing developmentally appropriate early learning and development experiences that support the full access and participation of each and every child. We believe that each child is unique and we work in partnership with families and other professionals involved with the child to provide the support every child needs to reach their full potential.

Procedures:**Admissions/waiting list**

Children of all abilities and diverse needs are accepted into Story Book Child Care & Preschool and families interested in having their child attend the program will be given an equal opportunity for admission. A waiting list may be maintained and children will be accepted from the list on a first come first served basis.

Inclusive Environment

Early childhood educators at Story Book Child Care & Preschool use developmentally appropriate practices and consider the unique needs of all children when planning. Staff will make every attempt to make any adaptations or modifications necessary to meet the needs of the children. Schedules, routines and activities are flexible and early childhood educators will work with therapists, special educators and other professionals to integrate individual accommodations, modifications and strategies into classroom routines and activities. Any adaptations will be reviewed with families and other professionals supporting the child.

Confidentiality

Confidentiality applies to all verbal and written information about potential, enrolling and previously enrolled children and their families. All staff will be briefed on the need for confidentiality and will be expected to fulfill their obligation to respect the protection of privacy. Written records will be stored in a secure location with access limited to only the child's teacher. No information will be released about a child and the parent/legal guardian during enrolment or transition to another receiving program or school without first receiving the written permission of the parent/guardian. This excludes the responsibility held by early childhood educators as mandated reporters of suspected child abuse and neglect as outlined in Iowa law or when information is subpoenaed by the court.

Family Centered Practices

Story Book Child Care & Preschool acknowledges and respects the priorities each family has for their child. Families are encouraged and supported to collaborate with staff to ensure that each child has an opportunity for optimum success. Story Book Child Care & Preschool communicates with each family daily or as needed. Parents/guardians have the opportunity to schedule meetings to discuss their child's successes and challenges.

Professional Development and Support for Staff

Support and direct training from the administration team at Story Book are provided to ensure that all staff are comfortable, confident and competent to meet the developmental and educational needs of all children. All staff attend training focused on effective inclusion topics, teaching strategies, etc. whenever possible, including the Essentials Child Care Preservice and Passport to Early Childhood through Iowa State University Extension and Outreach and other classes provided through Child Care Resource and Referral. We may also reach out to our Child Care Nurse Consultant or our local Area Education Agency for additional resources if needed.

Collaboration with Other Professionals

Many children with diverse needs including, but not limited to, identified disabilities, dual language learners, identified behavior problems, and/or specialized health needs, are supported by developmental and educational professionals outside of Story Book Child Care & Preschool as needed. Our center welcomes professionals and the opportunity to work with them, as well as families, to implement instructional and/or environmental adaptations to ensure the child's success. The service staff is encouraged to provide services to the child in the context of the early childhood classroom environment and the child's teacher and the service staff work collaboratively to determine the best strategies to support the child in the group setting. Story Book Child Care & Preschool supports the teacher's participation in Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) meetings. A copy of the child's care plan will be kept onsite in their child care file in the Story Book administrative office as well as in the child's classroom so it may be consulted regularly.

Curriculum, Screenings and Assessments:

Creative Curriculum and Iowa Early Learning Standards

Our entire center uses Creative Curriculum through Teaching Strategies Gold (TSG) and chooses projects based on children's interest as it aligns with the Iowa Early Learning Standards. For more detailed information, see the following link:

<https://teachingstrategies.com/wp-content/uploads/2017/03/IA-GOLD-Alignment-PS-2010-1.pdf>

Children are nurtured in an environment that does not place limits on their creativity or enforce time restrictions. This flexible framework is believed to promote brain development by encouraging children to collaborate with each other to solve challenges as they arise throughout their project.

The goal is for children to become engaged in their own learning while educators serve as guides rather than instructors. There are no right or wrong answers in project development, which encourages children to take risks and embrace learning through creative thought.

Infant and Toddler Curriculum

Infant and Toddler Rooms utilize the Creative Curriculum through TSG. This whole-child approach to learning includes social-emotional, cognitive, language, motor skill, and academic development through meaningful interactions in the classroom. Children are met at their own developmental levels, and teachers plan activities to help children grow, learn, and explore.

Preschool and School Age Curriculum

In our preschool and school age classrooms children follow a project approach with Creative Curriculum as their foundation through TSG. They will pick a topic to study based on their interests. The children will fully immerse in that topic. There will be many opportunities to explore through literature, art activities, dramatic play, print materials, block play, math and science exploration, writing, and sensory activities.

During breaks and summer months, school age children are brought into the Creative Curriculum learning as well, and activities are adjusted to meet individual children at their current levels and encourage further learning and development.

Developmental Screenings

We utilize the Ages and Stages (ASQ) age appropriate milestone checklist as an entrance evaluation to be completed by parents upon the child's enrollment and at the beginning of each school year. The ASQ-3 is used with all infant, toddler, and preschool children entering the program. Within the child's first 60 days, the infant, toddler, and preschool teachers will all also complete the ASQ-3 for each child and then annually thereafter along with families. Staff will score and evaluate the findings from both the parental screening and their own to determine if additional evaluation and/or intervention strategies are needed. Findings will be discussed with parents at their fall parent/teacher conference

or sooner if there are immediate concerns. They will then work with families to move forward and develop a plan for the child.

Our school-age children use the Ages and Stages publication from Iowa State University Extension and Outreach upon enrollment in our program. Parents and staff both complete the screening tool within the first 60 days of the beginning of the school year and repeat this process annually. Designed for parents and caregivers, this publication addresses the physical, mental, and social, and emotional development of 5 year olds, 6- to 8-year-olds, and 9-10 year olds. Tips for interacting with children as they grow and lists of age-appropriate toys and books are also included. Findings are shared with parents at fall conferences or sooner if there is an area of immediate concern.

Assessments

Teaching staff at Story Book Childcare and Preschool use observations to collect data on all enrolled children from infants through school agers. This data and our assessment tools help staff determine children's strengths as well as areas where they may need additional support. For example, if a child scores well above age level in math skills, their teachers may find some more challenging activities to keep them engaged while others in the class are working on another skill.

Throughout the school year, the infant teachers utilize Infant and Toddler Developmental Checklists from Children's Learning Institute to track milestones with children ages 2 months to 23 months. The checklists are divided into age ranges and areas of development: Language, Social-Emotional, Cognitive, Early Literacy, Physical Health & Motor Development. Staff observe children at play and throughout the day to note and track their learning and development. They meet with parents for conferences (2 times per year) to discuss what they have observed as well as any questions or concerns the child's family may have. The teachers use these observations to further plan for the child's play and learning.

Our toddler and preschool teachers utilize Teaching Strategies Gold (TSG) Assessments to collect and evaluate children's progress on a daily basis. The information collected through the teachers' observations and assessments is discussed during conferences (2 times per year) as well as any questions or concerns the child's family may have. The teacher takes the observations and is able to set up age appropriate activities for the children to help them achieve a new learning goal.

For our school age children, we use the upper end of TSG to collect data and evaluate progress that we see while they are at Story Book. Since our time with the school agers is limited to before and after school, their assessments aren't as thorough as the younger children, so we work closely with families to help determine strengths and areas for improvement. Conferences for this age group are optional but encouraged twice a year or more frequently if a need arises.

Community Resources

The following is a brief list of resources available to individuals and families living in Story County.

Food Pantries

Mid-Iowa Community Action (MICA) (515) 956-3333 230 SE 16th St, Ames
 Mon: 9-4, Tues: 12-4, Wed: 9-4, Thu: 9-1, Fri: 9-4. Can be visited once every month. Story County residents only. Photo ID required with current address. www.micaonline.org

Bethesda Lutheran Church (515) 232-6256 1517 Northwestern Ave, Ames
 Wednesday 10-11:30am, Tuesday 1-3pm and 6:30-8pm, Thursday 1-3pm. Can be visited once a month. Photo ID required. Please enter the west entrance of the church. www.bethsdanet.org

Calvary United Methodist Church (515) 232-6329 1403 24th St, Ames
 Tuesday 2-3:30pm. Can be visited once a month.

First Evangelical Free Church (515) 232-2765 2008 24th St, Ames
 Tuesday 2-4pm, Thursday 9am-12pm. Must live in Ames and provide a photo ID with current address. Can be visited every other month for 3 times total in 6 months, then once every 6 months. Does not provide vouchers of any kind.

Food at First (First Christian Church) (515) 451-6967 611 Clark, Ames (West Entrance)
 Free Meals: Sunday- Friday from 5:45-6:15pm, Saturday from 11:30-12:15pm. Contact person Patty Yoder. www.foodatfirst.com

Good Neighbor Emergency Assistance (515) 296-1449 613 Clark, Ames
 Monday-Thursday 1-3pm or call for an appointment, M-F 9am-5pm. Food vouchers available for eggs, milk, cheese and fresh produce.

Meals on Wheels (515) 239-6730
 Prepares and delivers meals to the elderly and disabled. M-F for Ames area, sliding scale used for meal payments.

Cambridge Food Pantry (First United Methodist) (515) 383-4392 215 2nd St, Cambridge
 Monday Tuesdays from 6-7pm. Available every 2 weeks to the Cambridge community only. Enter through the church basement.

Huxley Food Pantry (Fjeldberg Lutheran Church) (515) 597-2831 503 E 1st St, Huxley
 Wednesday 6-7pm, Thursday 10-11 am. Can be visited once a month. Will deliver in an emergency situation. Huxley and Kelley communities only.

Rent and Utility Assistance

Emergency Residence Project (ERP) (The Bridge Home) (515) 232-8075 225 S. Kellogg Ave, Ames
 Helps with past due rent, deposits and utilities when funds are available.

City of Ames (515) 239-5400 515 Clark Ave, Rm 214, Ames
 Provides a qualified renter with up to \$1200 to assist with one of the following: rental security deposit, first month's rent, and/or utility deposits. Also provides some assistance for transportation. Provides loans for minor home repairs and assistance for first time homebuyers. Applications are available at City Hall or online at www.city.ames.ia.us/housingweb/Default.htm

Good Neighbor Emergency Assistance (515) 296-1449 613 Clark, Ames
 Monday-Friday 9am-5pm. Appointment is required for assistance.

Mid-Iowa Community Action (MICA) (515) 956-3333 230 SE 16th St, Ames
 May be able with utilities in danger of disconnection, depending on available funds. Need disconnection notice and copy of the most recent bill. Also, must be within income guidelines and provide proof of income for the last 90 days.

November 1-April 15: Non-Emergency Energy Assistance – must bring a recent heat, electric and local phone bill along with proof of income for all household members. Call for an appointment. www.micaonline.org

Evangelical Free Church (515) 232-2765 2008 24th St, Ames
Thursday 1-3pm. Takes applications for rent and utility assistance. Does not take appointments.

St. Patrick's Catholic Church (Good Samaritan) (515) 382-2974 1110 11th St, Nevada
Monday-Friday 9am-12pm. Appointment is required for assistance.

USDA Rural Development (515) 332-4411 1301 6th Ave N, Humboldt
Monday-Friday, 8am-4:30pm. Provides homeownership opportunities and rental assistance to rural low-income families in Story County, as well as programs for home renovation and repair. www.rurdev.usda.gov

Telephone Assistance Program (Life-Link/Lifeline) (515) 956-3333 230 SE 16th St, Ames
Provides a credit on your phone bill each month or reduced connection charges for first-time hook-ups. Come to MICA for an application. To be eligible, applicants must participate in one of the following programs: Medicaid, Free and Reduced Lunches, Food Stamps, Federal Housing Programs, FIP, SSI, or LIHEAP.

Story County Community Housing Corp. (515) 292-3676 130 S Sheldon Ave, Ames
Monday-Friday, 8:30am-4:30pm. Provide homeownership opportunities and affordable rental housing for low-income families in Story County. www.storyhousing.org

Clothing and Furniture

Bethesda Lutheran Church (515) 232-6256 1517 Northwestern Ave, Ames
Monday 9:30-11am, Tuesday 6:30-8pm. During the school year, also open Wednesday 9:30-11am. Enter through the church basement. Bring a photo ID

Bethany Life Communities (Affordables) (515) 733-5304 630 Pennsylvania Ave, Story City
Clothing available with a referral from MICA. Open Saturday and Monday afternoons.

Myrtle's Closet (Immanuel Lutheran Church) (515) 733-4972 604 Lafayette Ave, Story City
Tuesday 10-11am, or by appointment. Baby clothes up to size 3T, diapers, wipes, nursing supplies, and more.
office@immanuelstorycity.org

Nevada Resource Center (515) 382-1600 1037 8th St, Nevada
Wednesday 10-11am, Saturday 10-11:30am. Clothing for infants through teens.

Suited for Work Clothing Closet (515) 232-6064 130 S Sheldon Suite 305, Ames
Monday 11am-1pm, Thursday 5-7pm, and the 3rd Saturday of each month from 11am-1pm. Available to FIP recipients and low-income individuals in Story County who have found employment or who are actively seeking employment. Need referral from ACCESS, Beyond Welfare, DHS, ERP, Iowa Workforce Development Center, MICA, YSS or WIC.

Subsidized Housing

City of Ames Department of Planning and Housing (515) 239-5400 515 Clark Ave, Ames
Monday-Friday 8am-5pm.

Nevada Village Apartments (515) 223-0300 725 S 11th St, Nevada
National Property Management

Central Iowa Regional Housing Authority (CIRHA) (515) 986-1882 1201 SE Gateway Dr, Grimes

CIRHA is a Section 8 Rental Assistance Program for Boone and Story County, except for the city of Ames.

Counseling and Support Programs

ACCESS (Assault Care Center Extending Shelter & Support) (515) 292-0500

24 Hour Crisis Line: (515) 292-5378 or 1-800-203-3488. Confidential counseling and support groups for all who are facing battering and sexual assault.

Center for Creative Justice

(515) 292-3820

210 Lynn Ave, Ames

Provides probation supervision, alternative dispute resolution, and conflict management/prevention education programs.

Iowa New Choices Program

(515) 433-5037

1125 Hancock Dr, Boone

DMACC Boone Campus, Room 124. Monday-Thursday 8am-4:30pm. Assists in determining career options by providing career, academic, pre-enrollment and financial counseling. Gives referrals and workshops, as well as assistance for child care and transportation for eligible individuals.

(FaDSS) Family Development and Self-Sufficiency Program

(MICA) (515) 956-3333

125 S 3rd St Suite 100, Ames

(YSS) (515) 233-3141

420 Kellogg Ave, Ames

Program to help families who are receiving public assistance leave welfare behind with the partnership of a Family Development Specialist. Contact MICA for families with head of household 26 years or older. Contact YSS for families with head of household under 26.

Iowa State University Financial Counseling Clinic

(515) 294-8644

1331 Palmer HDFS Bldg, Ames

Monday-Friday 8am-5pm. Evenings by appointment. Free for ISU students; all others pay a fee on a sliding scale depending on income and family size. HUD-approved non-profit organization dedicated to improving the financial well-being of individuals through education and counseling in the areas of homeownership, personal finance and credit.

Heartland Senior Services

(515) 233-2906

205 S Walnut Ave, Ames

Contact Carolyn Dixon. The Bill Payer Representative Payee Program is a free service designed by the AARP for those 60 and over, disabled or having difficulty taking care of day-to-day business affairs such as paying bills, balancing finances, and monthly budgeting. Qualifications: income must be less than \$19,000 a year, be a resident of Story County and the lack the support of family and friends.

People Place

(515) 233-1677

219 6th St, Ames

Monday-Friday, 9am-3pm. Family resource center that offers support groups, classes, and children's activities.

Mainstream Living, Inc.

(515) 232-8405

2012 E 13th St, Ames

Provides meaningful opportunities for education, social and pre-vocational training for persons with disabilities. Also offers supported community living and respite services.

Youth and Shelter Services (YSS) Eastern Story County

(515) 382-6874

860 6th St, Nevada

Crisis Line: 1-800-600-2330. Serves Colo, Collins, Maxwell, McCallsburg, Nevada and Zearing. Offers individual, family, group and in-home counseling on a sliding fee scale.

Youth and Shelter Services (YSS) Ames

(515) 233-2250

420 Kellogg Ave, Ames

Crisis Line: 1-800-600-2330. Offers individual, family, group and in-home counseling on a sliding fee scale.

Richmond Center

(515) 232-5811

125 S 3rd St Suite 200, Ames

24-Hour Crisis Line: 1-800-830-7009. Has a sliding fee scale for those who qualify. Provides high-quality community based behavioral healthcare services. Includes individual, couple, family and group counseling.

National Alliance of Mental Health Illness

(515) 292-9400

612 5th St, Ames

Education, support and advocacy on mental illness. Educational programs, support groups in Ames and Nevada. Call for information on current programs. www.namiofci.org

Community and Family Resources

(515) 232-3206

1619 S High Ave, Ames

Substance abuse services, including evaluations/assessments, outpatient treatment, alcohol and drug education, and continuing care. Sliding fee scale. Insurance, Title 19 accepted.

Medical Resources

Free Medical Clinic (First United Methodist Church)

(515) 598-4341

508 Kellogg Ave, Ames

Thursday 6-8pm. Arrive by 5pm in order to put your name on the list. This is a first come, first serve clinic. No appointment needed. Basic health care to uninsured and underinsured individuals and families regardless of age, gender, race, religion, sexual orientation or ethnicity.

Hawk-I Healthy Kids in Iowa

1-800-257-8563

No-cost or low-cost healthcare coverage for children under 19 years of age. Application required. Children must be uninsured, ineligible for Medicaid, Iowa residents, and United States citizens or lawfully admitted resident aliens. Family must also meet income guidelines. Covers the following services: doctor visits, in- and out-patient hospital care, prescription drugs, speech therapy, hearing services, chiropractic care, well-child visits, vaccines/shots, emergencies, surgery, dental care, vision services, mental health and substance abuse care. www.hawk-i.org

WIC (Women, Infants and Children)

(515) 232-9020

230 SE 16th St, Ames

Nutrition and food supplemental program for expecting and nursing mothers and children under the age of 5. WIC dietitians provide parents with general health services and families can receive assistance in purchasing foods high in nutrition. Nutrition classes held monthly.

DMACC Dental Clinic

(515) 964-6280

2006 S Ankeny Blvd, Bldg 9, Ankeny

Offers dental services at reduced prices. Provides cleanings, x-rays, and sealant services (no fillings). Reduced rates for Medicaid patients (\$3 each for cleanings and sealants). Call to make an appointment.

Story County Medical Center

(515) 382-2111

630 6th St, Nevada

Free Care Program provides necessary medical care to Story County residents who meet income eligibility guidelines and either do not have adequate insurance coverage available to them or who are Medicare insured, but are unable to pay deductibles and copayments. Covers services at the Medical Center and its clinics located in Maxwell, Nevada, and Zearing. Program does not cover out-patient prescription medications, nor any of the physician specialty services provided within the Medical Center or at other locations.

Story County Community Dental Clinic

(515) 598-5298

226 SE 16th St, Ames

All ages are eligible and must also be Story County residents. Must have NO private dental insurance. Must bring proof of income and residency to first appointment. This is NOT "free" clinic. There is a copay each visit. Beyond the copay, clients may have to pay the sliding fee scale rate for services performed, based on their household income. Both emergency and appointment times are available. Call for more information.

Primary Health Care

515-232-0628

3510 Lincoln Way, Ames

For people that have no insurance or are underinsured. May be eligible for sliding scale. Medical and dental available.

Veterans Affairs Medical Center

1-800-294-8387

3600 300th St, Des Moines

Free medical services for eligible military veterans.

Pyfferoen Pediatric Dentistry

(515) 232-0994

301 5th St, Ames

Matt Pyfferoen, DDS. Specializes in pediatric dental care. Accepts Title 19 patients.

Iowa Department of Human Services (DHS)

(515) 956-2580

126 S Kellogg Suite 101, Ames

Low income families can apply for health insurance.

Planned Parenthood

(515) 292-1000

2530 Chamberlain, Ames

Offers confidential reproductive health care services on a sliding fee scale.

Child Care Services

Center for Child Care Resources

(515) 244-5301

100 University Village, Ames

Assists in locating child care and may be able to provide financial assistance for child care services. Sliding fee scale also available.

Provides services and training for child care Staff and helps to start up child care services.

Childserve Community Options

(515) 232-7220

1915 Philadelphia St, Ames

Provides home care, therapy, adaptive equipment, respite, supported community living, case management, and childcare in an inclusive setting for Ames area children.

City of Ames

(515) 239-5400

515 Clark Ave, Ames

Provides qualified families with one time assistance payment for child care.