



## **The South Winneshiek Early Childhood**

We hope that this handbook will help answer any questions that you may have about the Early Childhood Program. We will not only be working with your preschool child, but your whole family too. We are here to help you and your child.

**We want to experience SUCCESS and to become**

**Super**

**Understanding**

**Confident**

**Competent**

**Excited**

**Social**

**Students!**

If you have any further questions, you may call any of the numbers below:

South Winneshiek Early Childhood: 563-532-9365

You may speak with: Jason Halverson, Principal, Ext. 405

Donna Blong, Lead Para, Ext. 436

Lisa Nelson, Paraeducator, Ext. 436

South Winneshiek Superintendent's Office: 563-562-3269

You may speak with: Kris Einck, Superintendent, Ext. 110

You may also contact any of the above people via email:

[keinck@swinn.k12.ia.us](mailto:keinck@swinn.k12.ia.us)

[dblong@swinn.k12.ia.us](mailto:dblong@swinn.k12.ia.us)

[lnelson@swinn.k12.ia.us](mailto:lnelson@swinn.k12.ia.us)

[jhalverson@swinn.k12.ia.us](mailto:jhalverson@swinn.k12.ia.us)

## STAFF

### **Lead Para:** Donna Blong

I graduated from NICC in Calmar where I went through the Early Childhood Program. Since then, I have worked as a teacher associate for Winneshiek Headstart in Decorah and two Headstart classrooms in Iowa City. I was also the teacher of the Calmar Child Development Program in Calmar. This is the start of my 22nd year working in the preschool program at South Winn. I look forward to working with you and your family.

My husband, Ron, and I live on a farm outside of Fort Atkinson. Our daughter, Megan, will turn 14 in October and is in 8<sup>th</sup> grade at Turkey Valley. Our son, Brady, turns 11 in February and is in 5th grade at Turkey Valley. As a family we like to go on “Adventure Drives”.



### **Paraprofessional:** Lisa Nelson

I graduated from NICC in Calmar with an AA in Early Childhood and an AA in Education. For nine years I worked at NICC’s Child Development Center. Before that I worked at Head Start in Fayette and in Decorah. I also ran my own in home daycare. this will be my 5th year at South Winn.

My husband Doug and I live on a farm near Eldorado. We have three children. Josh is 36 and married to Karen, they have two children. Michael is 13 and Hailey is 11, they both go to North Fayette Valley. Melissa is 33 and lives in Winona, MN. Then we have Justice who just turned eight and is in 3rd grade at South Winn.

## **Other People that work with the Success Program:**

**Soraya Munoz** – Keystone AEA Speech/Language Pathologist

Soraya will screen children in the fall if parents or teachers are concerned about speech development. She comes in 1-2 times a week and works individually or in small groups with the children who need more practice with speech and language.

**Michelle Tlusty**– Keystone AEA Early Childhood Consultant

**Jake Elsbernd**– Gym Teacher

**Connie Formanek**– Music Teacher

**Mary Kleve** – Guidance

**Tiffany Wagner & Kris Kulish** – Secretaries

**Sandra Lien** - Librarian

**Brandi Hemesath** – School Nurse

**Loren Neuzil and Gregg Ellingson** – Custodians

**Bernadine Gander, Theresa Froelke, Judy Larson and Laura Brincks** – Cooks

We may have volunteers in our classroom throughout the year.

We may also have student teachers from NICC throughout the school year.

## **Our Program Philosophy**

As Early Childhood Educators, we believe...

- The program will be enhanced through inter-agency cooperation to benefit both child and family.
- Through promotion of quality health care, and assistance in seeking those services, the foundation for future health practices will be enhanced as each child has a unique rate of development, which should not be hurried or forced. Different levels of development and ability are expected, valued, and accepted. The parents and families are an important part of children's lives and should be actively involved in their children's education.
- The early childhood program should simulate the balanced growth of the child: physically, socially, and mentally.
- Young children learn best through self-selected hands-on experiences and active participation with their environment. An environment rich in sensory motor experiences encourages a child to see and experience more.
- Intellectual development should be approached in a developmental manner with emphasis being placed on process rather than product. Language stimulation is an integral part of all experiences provided.
- Play is an important part of the early childhood learning experience and should be reflected in the daily schedule. Children learn by doing, imitating, observing, exploring, examining, investigating, experimenting, and questioning.
- Guidance in an early childhood classroom should include positive reinforcement, firm, and consistent procedures, and individual and group problem solving, which encourages the children to move toward self-discipline, independence, and responsibility for their actions.

## **Teacher Responsibilities**

The teacher and teacher associate in the Early Childhood program are expected to...

- Consult with the early childhood/preschool education team, which may include: administrators, speech/language pathologists, kindergarten teachers, early childhood consultants, psychologists, social workers, and other resource personnel necessary.
- Systematically evaluate each program participant using curriculum-based techniques.
- Work with the child, parents, and other team members or agencies in implementing curriculum goals.
- Coordinate the child, teacher and family as a team to foster growth and development.
- Provide resources for parents to enable and empower the parents to be actively involved in their child's education.
- Provide play in each day's schedule and opportunities to meet long and short-term goals. The teacher realizes that children learn through play; learning by doing, imitating, observing, exploring, examining, investigating, experimenting, and questioning.
- Provide guidance using positive reinforcement, firm and consistent procedures, and individual and group problem solving, which encourages the children to move toward self-discipline, independence and responsibility for their actions.
- Plan actively for appropriate transition options for each child.
- Complete 6 – 8 hours of training in child-related areas per year (see below).

## **Professional Growth and Development**

All staff will receive the following training:

- Maintain current certification for Iowa's training for mandatory reporting of child abuse, infant/child adult CPR, infant/child/adult first aid, universal precautions, and Essentials Child Care Series Training.
- Receive 6 or more contact hours of training annually from one or more of the following: child development, guidance and discipline, developmentally appropriate practices, nutrition, health and safety, communication skills, professionalism, business practices, and cross cultural competence. Center directors shall receive 8 hours annually.

## **Staff Orientation**

Prior to the beginning of the new school year, the staff engages in a school-wide orientation. This orientation alerts the staff to school-wide policies. New staff members in Early Childhood engage in an orientation to orient them with classroom policies. A handbook is given to each new staff member and available to anyone upon request.

## Family Responsibilities

The adult family members of the child enrolled in the Early Childhood program will be expected to...

- See to the child's regular classroom attendance
- Provide a regular routine of meals, rest, personal care, hygiene, and proper dress for weather
- Become actively involved in the child's education by:
  - Attending activities planned for families
  - Implementing suggested ideas and actively sharing results
  - Participating in conferences and home visits set up together by the teacher and parent(s)
- Communicate with staff expectations and concerns for the child
- Share specialized knowledge, resources and experiences to enrich the program
- Participate in activities and knowledge shared by teacher and other professionals working with the child
- Support the goals and philosophies of the Early Childhood program
- Participate as a team with child, family, teacher, and other professionals



## Parent Get-Togethers

The following Parent Get-Togethers are scheduled for the 2018 – 2019 school year: (These are subject to change due to weather or other conflicts. Watch for changes in the parent notes sent home weekly.)

- November 5th and November 7th  
Parent/Teacher Conferences
- December 12th  
EC & JS, Christmas Concert – 2:00 p.m.- MPR
- February 11<sup>th</sup> and February 13<sup>th</sup>  
Parent/Teacher Conferences
- April/May TBD  
Spring Concert/Preschool Recognition

Conferences will be held during the conference times scheduled for the South Winneshiek schools at the end of the first and third quarters of the school year.

## Volunteers

All parents are invited to volunteer for the program. There are a number of things that you could help us with, even if you can't come in during the day. We will have you fill out a survey about what you can do to help us at orientation in August. Some things you might be able to do include: helping with field trips, assisting with special holiday parties, coming into the classroom to help with lunchtime, rub backs at rest time, donate toys and materials to the room, and share your talents.

**\*\*Please note: Parents are afforded unlimited access to their children during normal hours of operation. We highly encourage volunteering.**

**Please remember to check into the office when arriving or leaving the school.**

**Also, remember to let the office know if your child will be absent.**

**If you are bringing your child in late or picking them up early, you MUST stop in the office so your child's attendance records are kept up to date.**

## Would you please...

- Put your child's name on their coats, boots, sweaters, etc.
- Let your child dress themselves as much as possible and encourage their efforts.
- Send your child in play clothes that can be washed easily.
- Have your daughters wear shorts under dresses or skirts
- Send an extra set of clothes to be kept at school in case of accidents or spills.
- Send a blanket or stuffed animal for rest time
- Leave other toys at home. We are trying to avoid problems by doing that.

## Goals for Successful Children

All goals are developmental. The learner will show progress or improvement at his or her own level. Each child will be assessed on his or her progress toward these goals. The experiences, activities, and environment of the classroom will enhance progress toward these goals.

### I. Social/Emotional

The learner will develop a positive self-concept about themselves and their relationships with others including interactions such as sharing, taking turns, cooperating, and self-control.

### II. Language and Communication

The learner will develop language and communication skills to express their needs, thoughts, and feelings and to begin to understand the needs, thoughts, and feelings of others.

### III. Self-Help

The learner will demonstrate progress in self-help skills including personal safety, good nutritional habits, and personal hygiene.

### IV. Motor

The learner will develop small and large motor skills, which are enhanced by the activities and environment.

### V. Think/Reason

The learner will be involved in experiences designed to allow them to think, reason, question, and experiment to see order and meaning in the situations that occur in day-to-day activities.

### VI. Social Studies

The learner will be involved in experiences designed to increase awareness of self, family, others, and the world.

### VII. Aesthetic

The learner will be actively involved with individual expression through music, art, and creative movement.

## How We Meet These Goals

### Daily Schedule and Routine

7:50-8:10	Arrival,
8:10-8:20	Bathroom/Wash Hands
8:20-8:50	Breakfast
8:50 – 9:00	Morning Meeting
9:00 – 9:30	Outdoor Learning
9:30-11:00	Choice Time
9:50 – 10:20	Gym (Days 2, 4, 6)
10:30-11:00	Library
11:15 – 11:55	Lunch
11:55 -12:30	Large Group, Guidance (Day 3)
12:30-1:00	Music (Days 1 and 4)
12:25 – 12:50	Brush Teeth/Bathroom/Story
12:50 – 2:30	Rest
2:30 – 2:50	Restroom/Wash Hands/Snack
2:50 – 3:05	Prepare for Dismissal
3:05	Dismissal

- This schedule is flexible and will change with the needs of the children. The daily schedule and routine help the children feel more secure and comfortable because they always know what will happen next.
- The routine allows time for the children to make decisions about what materials they will use and the activities they are going to participate in.
- The room will be divided into different areas such as art, blocks, toys, books, dramatic play, and listening centers. The daily schedule allows time for breakfast, lunch, and a milk break.
- Breakfast and lunch will be served in the multi-purpose room. The children will use trays and be given as much time to eat as needed..
- We provide times for quiet and active play and the children will be able to rest for about one and a half hours each day. All children will rest on their cots even if some do not sleep. The children that do not sleep will have the opportunity to “read” books. Children who require more sleep will be allowed to sleep longer.



## **Assessment Policy**

We are constantly assessing the students in various activities throughout the day on an informal basis. Are they playing well with others, are they holding scissors, pencils, etc. correctly at the art table? This is important so we know how the children are progressing and what challenges they are facing. These types of assessments will occur before the end of the first semester, and again before the end of the second semester. The assessment results will be kept in a confidential file with the child's name and the date on them. These files will be referred to occasionally to check progress and will be shared with the parents at conferences so together we can come up with a plan for developing skills.

## **Room Arrangement and Materials**

As mentioned before, the room will be divided into areas so children can decide where they would like to go. All materials will be available at the child's level and they will be responsible for replacing all materials they use. They will also be responsible for their possessions. This allows the children to become more self-reliant and independent. The children will have their own cubbyhole or place to store their papers. They will each have a locker for their coat and their book bag. These two areas will be labeled with the child's shape and name.

The room is arranged so all children can be seen by teachers at all times. There are always 2 teachers in the classroom with the children. The materials provided will allow the children to meet their individual needs.

## **Curriculum**

We will have studies or units that will be relevant to the children's needs and also be of interest to them. The curriculum may change according to student interest.

The monthly units may include, but are not limited to:

- September: My School, Me and My Family, and Apples
- October: Fall, Harvest, Halloween, and Safety
- November: Nutrition and Thanksgiving
- December: Five Senses and Christmas
- January: Winter, Hibernation, Polar Animals
- February: Feelings, Dental Health, and Valentine's Day
- March: Farm Animals, Community Helpers, and St. Patrick's Day
- April: Easter, Spring, Recycling
- May: Bugs and Science

(Holidays and other special times of the year such as birthdays will be celebrated as well)

## The Importance of PLAY

During most of the day the children will be involved in play. Most of the play will be chosen by the child, because children learn through play when they decide what to do, how to do it, with who, and when. The play then becomes more meaningful and interesting to them. They will learn more and their social skills will improve as they interact with other children.

### Water activities

We have a water table in the classroom for children to stand and play with their hands in the water. During water play children are involved in active experiences with science and math concepts. Children with sores on their hands are not allowed to participate with others in the water table to ensure that no infectious diseases are spread. Children are not allowed to drink the water during water play activities.

When the activity period is complete, the water table is drained and refilled with fresh water before a new group of children comes to participate. Outdoor water play is limited to tubs and buckets or containers as well as the water table. We do not participate in swimming pool activities. Staff supervises all children by sight and sound in all areas with access to water in tubs, buckets, and water tables.

## Guidance of Children's Behavior

We will be working with the children to help them learn how to control their own behavior. We refer to these methods as guidance instead of discipline because guidance is something we do **with** the children and discipline is something we do **to** the children.

In guiding the children, we will set clear and consistent limits about their behavior. We understand that children learn from their mistakes and that we must model to teach them the right ways to interact with others because they haven't learned all of the social skills yet.

We will redirect the children to other activities, model how to resolve conflict, remind them about the rules in a positive way, and actively listen to the children. We will give them encouragement for their efforts. **PHYSICAL PUNISHMENT WILL NEVER BE USED IN THE CLASSROOM.**

If a child continues to exhibit unacceptable behavior and requires a great amount of staff guidance, we will meet with the parents to address the problem and work together to find a solution.

This is a list of the things we do (classroom rules):

- We listen to the teachers**
- We follow directions**
- We use gentle hands**
- We use friendly voices**
- We use walking feet**

You may find these appropriate for your home as well. If there is a consistency about the rules between the home and school, the children will know what is expected of them.

## National School Lunch Program

Our program is a participant in the National School Lunch Program (NSLP), a Federal program of the Food and Nutrition Service (FNS), and U.S. Department of Agriculture (USDA).

Nutrition is an important part of good health. Proper nutrition is also an important part of a good childcare program. Children need well-balanced meals in order to meet their daily energy needs and to help them build strong bodies and minds. Through the NSLP, you can be assured that your child is getting balanced, nutritious meals. All of the meals must follow patterns set by the USDA.

The meal patterns for children ages 1-12 years:

### Breakfast

Milk  
Juice, fruit, or vegetable  
Bread or bread alternative  
Meat or meat alternative (opt)

### Lunch/Supper

Milk  
Meat or meat alternative  
Vegetables and/or fruits (2 kinds)  
Bread or bread alternative



## Milk Break

We will have one milk break each day. Semester milk is available for a fee of \$ 35 for the first semester. Second semester milk fees TBD. White milk will be served for snack.



## Special Snacks

The program celebrates birthdays, holidays, and special weeks. Please feel free to send a treat to school. **These snacks must be bought, NOT BAKED.** However, we encourage other “treats” which may include pencils, stickers, erasers, etc.

## Early Childhood PROGRAM POLICIES

### Admission

The Early Childhood Program is open to children in the South Winneshiek School District and surrounding communities who are three years old prior to September 15. A monthly fee of \$335 will be charged for each three-year-old student. Families may qualify for Child Care Assistance or a HAWC scholarship. For further information, please contact the program.

### Days and Hours

The Early Childhood Program generally operates the same days and hours as the South Winneshiek Schools for early dismissals and other days off. Hours will be from 7:50 a.m. to 3:05 p.m., Monday through Thursday. **There will be no classes on Fridays.** Fridays are reserved for teacher planning time.

In case of bad weather, please listen to KOEL 950 AM, KDEC 100.5, or Channel 7 KWWL, for school closings, late starts, or early dismissals. Please let us know of special arrangements for early dismissal days!

### Transportation

The South Winneshiek Community School District will provide school bus transportation to the Early Childhood Program for those children on the bus route. Teachers will meet and greet the children arriving on the bus and ensure that they are on the bus to go home.

All town students should arrive between 7:50 and 8:05 and should be picked up between 3:05 and 3:15. **If your child arrives at school before 7:50, they will be asked to wait outside on the benches. Children should not report to the classroom before 7:50AM.**

Field trips are a part of the program. Prior to each field trip we will send you information regarding the trip. We will remind you about the trip in the weekly newsletter and monthly calendar. If you choose not to have your child participate in the field trip, you will have to make arrangements for alternative care. DHS requires us to have an extra adult join us. We will be asking for volunteers (the more the merrier). Transportation (bus) is provided by South Winneshiek.



## **Financial Agreements and Fee Policy**

The Early Childhood Program tuition is \$335 a month. A payment schedule is set up during orientation and a payment agreement sheet is signed by both parties.

If your child will be eating school breakfast and lunch, money will need to be put in your child's account. The school does have a form for free or reduced meals that you can fill out to see if you are eligible for this. Also, semester milk is available to children at an additional cost per semester.

## **Attendance Policy**

Whenever your child will be absent please call the school at 563-532-9365 or email prior to 8:30 a.m. on the day of absence. Our voice mail system will receive calls at any time. The school secretary will contact you about unexplained absence. Children arriving late must report to the office with a parent/guardian to sign in.

It is assumed that enrollment is for the complete school year. If you should need to withdraw your child before the end of the school year, we request that you notify us as soon as you know the last date your child will be attending.

## ***Withdrawal Policy:***

It is assumed that enrollment is for the complete school year. If you should need to withdraw your child before the end of the school year, we request that you notify us as soon as you know the last date your child will be attending.

## **Illness/Sick Child Policy**

Our policy is set up to protect the children against the spread of illnesses. Hand washing is the best source of protection against illness. Each child must have an annual physical exam or obtain a statement of health condition and an up to date immunization record. Please keep the staff informed of any changes in your child's health and/or eating habits. (Example: a child who develops an allergy or immunization updates, etc.)

Children who are ill should not be brought to school. Children should be able to participate in daily activities, not compromise the health and safety of other children, or demand greater care than staff can provide. Alert the staff if your child has been exposed to a communicable disease. We do not have the staff or facilities to care for a child if they are too ill to participate in regular activities. Please remember if your child is too sick to go outside, they are too sick to be at school. If your child is ill or unable to attend please call us at 532-9365 to let us know. We are concerned about the children and want to know why they are unable to attend. We will call you if you don't call us.

A child may not attend school or may be sent home if the following conditions exist:

1. The illness prevents the child from participating comfortably in the activities planned.
2. The illness results in a greater care needs than the staff can provide without compromising the health and safety of the children.
3. The child has any of the following conditions:
  - a. Fever, accompanied by behavior changes or signs or symptoms of illness until medical professional evaluation finds the child able to return to school
  - b. Symptoms or signs of possible severe illness such as unusual lethargy, uncontrolled coughing, inexplicable irritability or persistent crying, difficulty breathing, wheezing, or other unusual signs for the child
  - c. Uncontrolled diarrhea
  - d. Blood in stools not explainable by dietary change, medication, or hard stools
  - e. Vomiting illness (2 or more episodes within the last 24 hours)
  - f. Mouth sores with drooling unless a health care provides determines the condition noninfectious
  - g. Rash with fever or behavior change
  - h. Pink or red conjunctiva with white or yellow discharge until 24 hours after treatment
  - i. Scabies, head lice, or other infestation until 24 hours after treatment
  - j. Tuberculosis until medically cleared by a physician
  - k. Impetigo until 24 hours after treatment
  - l. Strep throat or other streptococcal infection until 24 hours after initial antibiotic treatment and cessation of fever
  - m. Chickenpox until 6 days after onset of rash or until all sores have dried and crusted
  - n. Pertussis until 5 day of appropriate antibiotic treatment has been completed
  - o. Mumps until 9 days after onset of parotid gland swelling
  - p. Hepatitis A virus until 1 week after onset of illness or as directed by the health department when passive immunoprophylaxis has been administered to appropriate children and staff
  - q. Measles until 6 days after onset of rash
  - r. Rubella until 6 days after onset of rash
  - s. Unspecified respiratory tract illness

**\*\*Please allow your child an extra 24 hours at home after having a fever of 100 degrees or more.**

In the event of a communicable disease outbreak, such as strep throat or chickenpox, a sign will be posted at the classroom entrance. If a child becomes ill while at school, the parent will be notified. The child will be taken to a quiet area to rest until the parent can pick up. We request that children be picked up within an hour of being notified. If you cannot pick up your child, please notify someone on your emergency pick up list.

***The Early Childhood Program has the final say regarding when your child can return. We reserve the right to have precedent over the physician. Thank you.***

## Medication

Over-the-counter and prescription medicines can only be given to your child if you fill out the Permission for Medication During School Hours Form 504.3-E. **This includes sunscreen and insect repellent containing deet.** Please send the medicine in the original container. The pharmacist will put the medicine in two containers if you explain that you need to send the medicine to school.



## Toilet Training

Your child must be fully toilet trained in order to attend the Early Childhood Program. We know that accidents happen, however if we are experiencing several accidents a week, we will need to meet with you to discuss the issue. If it is decided that your child is not toilet trained, you may be asked to give up your spot in the program until toilet training is successful.

In the event of an accident, staff will:

- Place all soiled clothing immediately in a plastic bag (without rinsing) and send home that day for laundering
- Change soiled clothing in designated changing area
- Wear gloves when handling soiled clothing
- Wash hands when complete

Please send an extra set of clothing in case of an accident or messy play. Please clearly label the clothing with your child's name or initials.

## Party Invitations

Please do NOT send party invitations to school for your child to distribute in the classroom. Children who are excluded have their feelings hurt. The only exception to this policy is if ALL boys and girls in the classroom are invited.

## **Biting Policy**

We want to insure that every child is safe while in our care. Our program provides an environment that encourages and promotes cooperative interaction, respect for others, and non-aggressive problem solving between the children.

For safety and health concerns, we take biting seriously. When it happens, it's very scary, frustrating, and stressful for children, parents, and teachers. It is also not something to blame on children, parents, or teachers, and there are no quick and easy solutions to it. Children bite for a variety of reasons: simple sensory exploration, panic, crowding, seeking to be noticed, or intense desire for a toy. Repeated biting becomes a pattern of learned behavior that is often hard to extinguish because it does achieve results: the desired toy, excitement, attention. Knowing that the effect of their biting will hurt another person is not yet a part of a child of this ages' mindset, so the "cause-effect" relationship is not internalized. Our teachers plan activities and supervise carefully in order for biting not to happen. There are times, however, when we cannot be within immediate reach to prevent the bite.

Our policy for handling a biting incident is the following:

- The biter is immediately removed from the group with a firm NO. The bitten child is consoled and the bitten area washed with soap and water. If necessary, ice is applied to reduce any swelling or bruising. The biter is given an age-appropriate time out, talked to at a level he/she can understand, then redirected.
- A written incident report is given to the parents of all children involved. The name of a biting child is not released because it serves no useful purpose and can make an already difficult situation more difficult.
- We look intensively at the context of each biting incident for pattern, in an effort to prevent further biting behavior.
- We work with each biting child on resolving conflict or frustration in an appropriate manner.
- We try to adapt the environment and work with parents to reduce any child stress.
- We make special efforts to protect potential victims.

We try to make every effort to extinguish the behavior quickly and to balance our commitment to the family of the biting child to that of other families. Only after we feel we have made every effort to make the program work for the biting child do we consider asking a family to withdraw a child.

## Access Policy

1. Any person in the center who is not an owner, staff member, substitute, or subcontracted staff or volunteer who has had a record check and approval to be involved with child care **shall not** have **“unrestricted access”** to children for whom that person is not the parent, guardian, or custodian, nor be counted in the staff to child ratio.

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

\*It is imperative that centers not allow people who have not had a record check assume childcare responsibilities or be alone with children. This directly relates both to child safety and liability to the center.

2. Persons who do not have unrestricted access will be under the direct **“supervision”** and **“monitoring”** of a paid staff member at all times and will not be allowed to assume any child care responsibilities. The primary responsibility of the supervision and monitoring will be assumed by the teacher unless he/she delegates it to the teacher assistant due to a conflict of interest with the person.

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

\***“Monitoring”** means to be in charge of ensuring proper conduct of others.

3. Center staff will approach anyone who is on the property of the center without their knowledge to ask what their purpose is. If staff is unsure about the reason they will contact their Site Manager or another management staff to get approval for the person to be on site. If it becomes a dangerous situation staff will follow the “intruder in the center” procedures. Non-agency persons who are on the property for other reasons such as maintenance, repairs, etc. will be monitored by paid staff and will not be allowed to interact with the children on premise.

4. A sex offender who has been convicted of a sex offense against a minor (even if the sex offender is the parent, guardian, or custodian) who is required to register with the Iowa sex offender registry (Iowa Code 692A):

- a. Shall not operate, manage, be employed by, or act as a contractor or volunteer at the childcare center.

- b. Shall not be on the property of the childcare center without the written permission of the center director, except for the time reasonably necessary to transport the offender’s own minor child or ward to and from the center.

- i. The center director is not obligated to provide written permission and must consult with their DHS licensing consultant first.

- ii. If written permission is granted it shall include the conditions under which the sex offender may be present, including:

1. The precise location in the center where the sex offender may be present.

2. The reason for the sex offender’s presence at the facility.

3. The duration of the sex offender’s presence.

4. Description of how the center staff will supervise the sex offender to ensure that the sex offender is not left alone with a child.

5. The written permission shall be signed and dated by the director and sex offender and kept on file for review by the center licensing consultant.

## **Parents Under the Influence**

We cannot release a child to any parent that appears to be intoxicated or under the influence of a chemical substance. For the safety of the child, staff will contact another authorized person to who they can release the child to. If the parent is not willing to abide by this policy, the staff will have no recourse but to call the police. Please do not put us in a position where we have to make this decision.

## **Confidentiality**

All required records of families and children will be kept confidential. The following forms need to be on file before your child will be admitted and will be kept at the school and some will move with the child to kindergarten. Other forms will be maintained as required by the program.

1. HAWC or Child Care Assistance Applications
2. Birth Certificate
3. Registration and Emergency Card
4. Screening Permission Slip
5. Physical and Dental Form
6. Immunization Card
7. Neighborhood Walks and Picture Release Form
8. Pick-Up Permission Form
9. Application for Free/Reduced Lunches
10. Payment Schedule Contract
11. Family Strengths Assessment
12. Individual Family Plan
13. Progress Report
14. Parent Summary for Conferences
15. Assessment Results

These records are accessible to Health and Human Services officials such as the Department of Human Services, state officials, auditors, and the administrative staff. Volunteers will not have access to files.

## **Child Abuse Mandatory Reporting**

Iowa Code Chapter 232.6 states, “As an agency responsible for children, employees are considered mandatory child abuse and neglect reporters.” This means our staff members are required by law to report any suspected abuse or neglect of children.

## **Discharge Policy**

The staff will meet with families if there is concern that their child is a threat to others at the center or if the child is unable to adjust to the setting. The following procedure will be followed:

- Step 1: The teachers will meet with the parents and work together to alleviate the concern. A plan of action will be written out and signed by the teachers, principal, and family. This will also meet the first step of Keystone's referral procedure. A notebook will be sent to and from school.
- Step 2: If the problem persists, Keystone will be invited to observe the child and help the teachers make recommendations.
- Step 3: The family, principal, and teachers will reconvene to discuss what the next step should be, taking into account what is best for the child and the center.

## **Public Notice**

It is the policy of the South Winneshiek Community Schools not to discriminate on the basis of race, national origin, creed, age, sex, marital status, or handicap in its educational programs, activities, or employment practices as required under the appropriate title of civil rights legislation, including the Civil Rights Act of 1964, the Educational Amendments of 1972, the Rehabilitation Act of 1973, and Education of All Handicapped Children Act of 1975; and of all applicable Iowa statutes, and rules and regulations of the public school district.

It is also the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and life styles open to women as well as men in our society. One of the strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion, and disability. The curriculum should foster a respect and appreciation for the cultural diversity found in our county and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society.

Copies of emergency plans developed for the center are available and displayed in the classroom. These plans include: intoxicated individuals, lost or abducted children, blizzards, power failures, chemical spills, earthquakes, or health hazards.

Inquiries regarding compliance with Title IX, Title VI, section 504, and Iowa Department of Education regulation pertaining to Multicultural, Non-sexist educational programs and employment practices may be directed to Kris Einck, Superintendent of Schools, South Winneshiek Community School, P.O. Box 430, Calmar, IA 52132. He can be reached by telephone at (563) 562-3269, extension 110.

