



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

Torie Young, 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

jhalverson@swinn.k12.ia.us

dblong@swinn.k12.ia.us

victoria.young@swinn.k12.ia.us

Other People that work with the Success Program:

Madilyn Fahey – Keystone AEA Speech/Language Pathologist

Leann 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.

Tyna Bentley– Keystone AEA Early Childhood Consultant

Jake Elsbernd– Gym Teacher

Connie Formanek– Music Teacher

Mary Kleve– Guidance

Tiffany Wagner & Kris Kulish – Secretaries

Jodi Nelson- Librarian

Brandi Hemesath – School Nurse

Loren Neuzil and Gregg Ellingson – Custodians

Chris Fischer, Laura Brincks, Mary Haveland Cindy Einck – Cooks

We may have volunteers in our classroom throughout the 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 or more 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 12 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 12 hours annually.
- New Hires must complete First Aid/CPR, Universal Precautions, Mandatory Reporter, and Essentials and Passport training within 90 days of being hired.

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 Orientations 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 2025–2026 school year: (These are subject to change due to weather or other conflicts. Watch for changes in the weekly newsletter.)

- October 27th and 29th
Parent/Teacher Conferences
- December 7 @ 5:30
EC & JS, Holiday Concert
- March 16th and 18th
Parent/Teacher Conferences
- May ??? @
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. Some things you might be able to do include: helping with field trips, assisting with special classroom activities, 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 will stop in the office and sign your child out, 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 small blanket that will be sent home daily for laundering. No stuffed animals.
- 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, Restroom, Wash Hands
8:10-8:50	Breakfast, Restroom, Wash Hands
8:50-9:10	Morning Meeting
9:10 – 9:40	Specials-Days 2&5 Music, Day 3 Guidance, Day 6 Library
9:40-11:00	Choice Time, Wash Hands Days 1&4 Gym (10:40-11:00)
11:05 – 11:45	Lunch (in our classroom) and Restroom Breaks/Wash Hands
11:45-12:00	Short Choice Time and Clean-Up
12:00 -12:30	Outside
12:30-12:40	Jolly Phonics, Heggerty, and Second Step
12:40 – 12:50	Story/Restroom Breaks
12:50 – 2:30	Rest Time
2:30 – 2:50	Restroom/Wash Hands/Snack
2:50 – 3:05	Prepare for Dismissal
3:05	Dismissal

Outdoor time may be changed depending on forecasted temperatures.

- 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 writing centers. The daily schedule allows time for breakfast, lunch, and a milk break.

- **Breakfast will be in the MPR and lunch will be served in our classroom.**
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 cubby hole 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. Our classroom and toys/materials will be sanitized at least daily if not more. Areas that are touched more frequently will be sanitized often throughout the day.

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
- November: Nutrition and Thanksgiving
- December: Five Senses and Christmas
- January: Winter, Hibernation, Polar Animals
- February: Feelings, Dental Health, and Valentine's Day
- March: Eagles, Community Helpers, and St. Patrick's Day
- April: Easter, Spring, Farm Animals
- 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

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 \$ 40 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 store bought, NOT HOME 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 \$410 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. Payment is due by the 20th of each month.

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 7:40 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, you should receive an email, text, or phone call from JMC (you signed up for this at registration) for school closings, late starts, or early dismissals. You can also find this information on KVIK (104.7FM) and Channel 7 (KWWL).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 7:40 and 8:00 and should be picked up between 3:05 and 3:15. **If your child arrives at school before 7:35, please wait with them until we get to the door. Teachers will meet students at the gym entrance each morning.**

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 \$410 a month. A payment schedule is set up during orientation.

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 9:00 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.

Physical and Immunizations

Each child must have an annual/current (within one year) physical exam and updated immunization records on file with your classroom teacher before your child starts preschool. There are two immunization exemptions allowed.

- Religious exemptions may be granted if the immunization conflicts with a genuine and sincere religious belief. This record will be kept in your child's file.
- Medical exemptions may be granted by a physician, physician assistant, or nurse practitioner. This record will be kept in your child's file.

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. 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 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 provider 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 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 days 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
- t. Head Lice-no exclusion unless it meets other criteria
- u. **Covid-19**-See South Winn's website for most up to date information
- v. Monkeypox-See South Winn's website for most up to date information

****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 ensure 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 patterns, 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 whom 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. Registration and Emergency Card
- 3. Screening Permission Slip
- 4. Physical and Dental Form
- 5. Immunization Card
- 6. Neighborhood Walks and Picture Release Form
- 7. Pick-Up Permission Form
- 8. Application for Free/Reduced Lunches
- 9. Payment Schedule Contract
- 10. Family Strengths Assessment
- 11. Individual Family Plan
- 12. Progress Report
- 13. Parent Summary for Conferences
- 14. 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.
- Step 4: If it is decided that the student will be discharged staff will give the family the phone number and email for CCR&R

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 lifestyles 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.



Supervision

Supervision is occurring constantly throughout the day to maintain safety and prevent injuries. Staff are trained in Active Supervision upon hiring and reviewed as needed. Staff who are Actively Supervising students are not on their cell phones, strategically placed around the classroom and playground, and constantly scanning the area during restroom breaks, meal preparation, and throughout the day. As it is maintained during playtime as the staff walks throughout the classroom and observe the group from table activities, and strategically placing themselves around the playground so all areas are being supervised. If the preschoolers go for walks or on field trips an extra staff member or volunteer will accompany the group. Parents are invited to go on all field trips in the hopes of 1 adult to 2-3 children or less. Staff are scanning the group constantly visually identifying each child and count often to make sure everyone is accounted for. During water play in the classroom an adult is close by monitoring the area.

Environment-Playground

Preschool playground equipment installation was installed under the supervision of the equipment company to ensure proper installation. Staff members are required to do a walk around of the playground each time they bring students to the playground. Ensuring all gates are properly latched and all equipment, fall surfacing, and the area is free of debris and safety hazards. The director is responsible for doing monthly playground safety checks. All staff members check for stability or handholds/railings and watch for any broken parts, cracked, missing pieces, sharp edges, rust, rough surfaces, protrusions, wear and deterioration, stability of non anchored equipment, and safety hazards such as broken bottles, stinging insects, etc... When staff identify a safety hazard they are responsible for reporting any area that may need maintenance. Usually a picture of the equipment or area needing maintenance is sent to the head custodian and the school principal so they are both aware repairs are needed. The head custodian completes the repairs in a timely manner. If the safety issue can be taken care of by the staff member they are responsible for the minor fix. The South Winn Preschool Playground had safety matting installed so fall surfacing depth is always maintained in all areas of the playground.

Missing/Lost/Abducted Child

Children are to remain under the direct supervision of staff or substitutes designated as staff ratio at all times. Staff are constantly counting and monitoring to make sure all children are accounted for. Children are never to be left with non-staff, unless it is their own parents or individuals listed on that child's pick up list. In the event a non-authorized individual removes a child from the program, authorities will be notified, followed by the parents and the Office. In the case of a lost or missing child the office will be notified and a message will go out via the intercom for all available staff, the message will include the area a response is needed, immediately followed by parents/guardian, local authorities (if needed) and HHS. After the situation is resolved an incident report will be filled out and kept in the office and in the child's classroom file and reported to HHS if needed.

The South Winn Early Childhood Program has been trained in Active Supervision and are constantly scanning the group doing name to face recognition and counting to make sure all children are accounted for at all times. When we leave the classroom the children always know where the group is going so if they get separated, not to worry just keep walking to the spot the teacher identified. Other staff in our building are always watching out for our youngest learners, reminding students to stay with us. One teacher is at the front of the line and the other is strategically walking at the back of the line so it is less likely for a student to get separated from the group.

At South Winn if a student is missing the first call made is to the office identifying the missing student and where the last known location was. From there an all call is made throughout our building saying there's a girl or boy missing and last seen. Any available staff member/adult comes to assist with the building search or area outside of the building if the student was seen going out the door. If the quick search is not successful or the student was seen leaving the school grounds the local law enforcement is notified and the parent is called if they haven't been already. If the search was successful the student is reunited with their class and the teacher or principal will contact the parent immediately and make them aware of the resolved situation.

Strangulation Prevention

The classroom and playground are checked for strings and cords long enough to encircle a child's neck. The break away chain on the classroom blinds is up and located inside the window valance. The items in the dramatic play area have been looked through and any item with a long strap will be cut and shortened, ties, scarves, necklaces are being supervised during play.

Parents are asked to remove hood and neck strings from their child's clothing.

No pacifiers are used with the preschoolers and children do not wear lanyards. Staff are required to wear breakaway name lanyards, easily identifying them as staff members.

Sign-In/Sign-Out

All children ride the bus or get dropped off at school this is noted on the Pick up/Drop off list the staff carry on a clipboard. If there is any change to a child's routine it is noted on the clipboard. Once children have arrived for the day all building doors are locked and anyone arriving late or visiting the school must enter the main door and buzz into the office to identify themselves. Once identified they will be buzzed into the building. They will be stopped by a second set of locked doors where first time visitors will be asked to provide identification. The visitor's driver's license will be run through the Raptor System where they will be approved or denied. If approved a visitor badge will be printed out for them to wear while in the building. If denied the secretary will do a second cross reference check. If they are on the abuse registry they will be denied entry. After being approved they will sign in as a visitor to the building. The sign in sheet asks for name, date, reason for visit, and contact number. If they are picking up a student they will not need to go through the Raptor System, because they are not entering the second set of doors. They will sign out their child on a student sign out sheet. Which includes the date, time, and who is picking the child up. We are a small school so the secretaries know the parents by name. Grandparents may need to show identification if staff are not familiar with them. Repeat visitors just need to provide their name and the system will print their visitor badge.

When children are in the classroom attendance is taken and submitted to the office by 8:15AM and written in the teachers date book. Any student leaving early or arriving late is also noted in the office and teachers date book. After attendance is sent into the office the school secretary checks to see if she has had communication from any of the missing students. If there has been no communication the JMC system emails or calls each family making sure they are aware their child is not at school. If the secretary does not get a response from parents after the JMC message is sent the students emergency contact is called.

Discipline/Behavior

All South Winn Preschool Staff has taken the PBIS training (Positive Behavior Interventions and Supports). They were given classroom management strategies to use with their students. PBIS solution kits are used in the classroom and the teacher explains the solution cards and demonstrates/role plays how to use them. This is reviewed yearly with all staff.

South Winn Preschool also uses Second Step for social emotional learning. It helps children problem solve, teaches them self regulation skills, and identifies their emotions as well as emotions others may be feeling. It includes role modeling and student practice.

Staff will keep documentation of challenging behaviors and see if they can see a pattern. Staff will keep documentation, it may be in a notebook or a google document.

This policy is also located earlier in the handbook but copied here for easy reference.

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.

Suspension and/or Expulsions

Staff will make every effort to teach, redirect, and resolve behavior issues in the classroom. Staff work closely with families via phone calls or emails to try and resolve the behaviors when they first arise. If that is not working the school guidance counselor and building principal will become involved. Staff will document each behavior incident. It may be documented on paper or electronic form. AEA staff are in the classroom weekly to help the teacher come up with new strategies and documentation of behaviors to best meet each child's individual needs. For severe behaviors, incident reports are written up, sent to families, and kept on file at school. After 3 behavior incident reports have been written, an in person meeting with the students parents/guardians will be set. At the meeting a plan will be put in place and AEA staff may be involved if the situation warrants. Staff and families will work together to make sure our preschool can meet all of their child's needs. All efforts will be made to keep all students attending school on a regular basis. If it is decided that the student will attend a different school their records will be transferred upon the parents request. Staff will also staff give the family the phone number and email for CCR&R

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.
- Step 4: If it is decided that the student will be discharged staff will give the family the phone number and email for CCR&R

Tobacco-Free and Nicotine Free

South Winn is a tobacco and nicotine free campus. They have installed vape sensors in some of the building's bathrooms as well. The use and/or possession of tobacco, nicotine, electronic cigarettes, and vaping are prohibited on South Winn grounds, including staff vehicles and any vehicle used to transport children. This includes staff, students, family members, and spectators. Teachers and staff are prohibited from wearing clothing that smells of smoke when working.

Screening/Monitoring Tools

Every September teachers will fill out a CDC Milestone checklist appropriate to the child's age. Staff may ask parents for their input if something has not been observed at school or if the student is shy or slow to warm up in the classroom. It will also help identify if any additional evaluations, interventions, or monitoring are needed.

GOLD assessments are also done on each child in the fall and spring and this information is shared out during parent teacher conferences in the fall and their final progress report in May. Parents are able to ask questions and it clearly shows families what areas they can support their child in.

The assessment policy is also located earlier in the handbook but copied here for easy reference.

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. The CDC Milestone checklist will be completed during the month of September and the GOLD assessment 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.

Inclusive Practices

South Winn Preschool Programs are inclusive to children of all abilities. GOLD assessment is used to help us determine areas that each child may need extra support in. When extra support is needed staff, parents, and AEA staff will meet to discuss ways to support children with individual needs. Parents are involved in all aspects of decision making regarding their child. If their child should need an IEP parents are involved in that process as well. Staff partner with AEA to support needs and train staff on current recommended practices. Keystone AEA offers training each year to further support staff. We will work closely with parents and AEA staff to ensure each child's preschool experience is a positive one. A copy of children's IEPs are kept in the school office in the child cumulative file.

Oral Health

At the orientation meeting in August each family will fill out the front page of their child's preschool physical. The information they provide is their dentist's name, address, and phone number. This information is kept in the school nurse's file as well as the child's classroom file. If any family does not have a family dentist the staff will provide the family with some local options and a list of other area resources can be found on the South Winn Website at <https://www.southwinn.com/> on the homepage go to Schools, Early Childhood, and then Family Resources.

Each February during dental health month preschoolers will learn about ways to keep their teeth healthy. The topics covered are healthy eating, daily brushing, and having a guest speaker come in and talk about dental health. Healthy foods are served daily through the school hot lunch program.

