

Dear Parents and Preschoolers,

Welcome to the Janesville Child Development Center!

We appreciate your interest in the Center and its program. We are proud of our community, school, the program's accomplishments, and mostly the children.

This handbook is designed to answer many of your questions. It will let you know what you may expect of us and what we, in turn, can expect from you. We want to work in partnership with you, establishing and maintaining regular, on-going, two-way communication. If you have a question that is not answered in the handbook, please call me at school. In the summer, it is best to call me at home since school is not in session. I would be glad to help!

Our program is designed to provide a loving, safe environment for a total childcare program and/or to provide an enriching preschool experience for your child. Your child is free to make mistakes, grow, and learn at his/her individual developmental level. Please feel free to visit the Center at anytime. We welcome the opportunity to talk to you about the "good things" that are happening here. Plus, I would love to meet and get to know you and your child.

Our program follows Iowa Quality Preschool Program Standards and Benchmarks (QPPS). Throughout the handbook you will notice there are numbers indicating what benchmark the information aligns with.

Sincerely,

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QPPS 1.1

Janesville Consolidated School District Vision

QPPS 10.1

Develop contributing citizens and life-long learners.

Mission Statement

QPPS 10.1

To realize our vision, staff will empower students with the skills and attitudes necessary by modeling those daily in a caring, nurturing environment.

Belief Statements

1. All individuals can learn and succeed.
2. All individuals have worth and importance.
3. All individuals deserve to be treated with dignity and respect.
4. All individuals need to be lifelong learners and problem solvers.
5. All individuals have a right to a safe environment that promotes equitable learning opportunities.
6. An education can make a difference in people's lives.
7. Teaching and learning must be a collaborative effort between students, professional educators, parents, and community.

Philosophy

QPPS 1.6, 2.1, 3.4, 3.17, 3.18, 3.20, 10.1

The philosophy of the Janesville Child Development Center is one of Constructivism, which is a process of forming, creating, interpreting, and building. Children are intrinsically motivated to learn. They construct their own knowledge through interaction with their environment and other people, thus making learning an internal rather than an external process. Learning occurs in a natural setting as children are encouraged to experiment and use trial-and-error methods of problem-solving. Making mistakes leads to increased understanding. Teachers use their knowledge of content to pose problems and ask questions that stimulate children's thinking. Teachers help children express their ideas and build on the meaning of their experiences which will extend and challenge each child's current understanding.

Children are also encouraged to be autonomous to the degree that they are able to do so. This means the ability to manage one's self. The development of autonomy is encouraged by giving children choices that are structured to their level of development. This includes making a conscious decision about the learning center that they choose to play in and the activity that they choose to do in that center. The children have the opportunity to find solutions to problems that are acceptable to everyone involved. Children will be assisted in resolving their conflicts by helping them identify feelings, describe problems, and try alternative solutions. This could include determining rules for a game that is being played, solving a social conflict between two children, deciding on the best way to get their toys picked up, analyzing what types of silverware are needed

for lunch, and hypothesizing and testing their hypotheses for a science experiment.

In working toward the development of autonomy and discipline, the children are encouraged to become responsible for their own behavior and make decisions reflecting that responsibility. The positive approach to discipline includes the use of encouragement and natural or logical consequences. The climate in the classroom is one of mutual respect with the teacher being a facilitator of learning rather than a dispenser of knowledge. To accomplish these goals, the program uses Creative Curriculum.

Purpose

The purpose of this program is threefold:

- 1) The Center will provide a preschool program that is child centered in an environment that is positive and safe.
- 2) An extended care program is offered which continues after preschool until the close of the school day. This program extends and reinforces the preschool program.
- 3) The Center offers a Latchkey program, which is offered to children 3 years of age through 5th grade, before (7:00 a.m.-8:15 a.m.) and after school (3:15 p.m.-5:30 p.m.).

Goals

The overall goal of this program is to establish a safe environment that encourages and allows children to grow physically, socially, intellectually, emotionally, and culturally. This involves developing a positive self-concept by listening, trusting, loving, caring, supporting, and believing in each child. This program will provide opportunities for children to make decisions, act upon those decisions, and live through the consequences of those decisions. The goal is to treat each child as a unique individual with unique values and to assist them in developing to their fullest potential.

Physical Skills QPPS 2.13, 2.14, 5.5

To provide activities that will develop the child physically. Children will run, climb, jump, skip, use balls, balance beams, riding toys, and experience rhythm to develop large-motor skills. Children will have daily opportunities for outdoor play (when weather, air quality, or environmental safety conditions do not pose a health risk.) When outdoor opportunities are not possible, the program provides similar activities inside. They will cut, color, pound nails at the work bench, use play dough, do puzzles, pegs, etc. to develop fine-motor skills.

Social Skills QPPS 1.5, 3.6

The Center will provide opportunities for being with other children in a setting conducive to the development of wholesome social relationships. Children will be helped to learn socially appropriate behavior by providing guidance that is consistent with the child's level of development. Opportunities will be available for children to play and learn by interacting with

each other. Children learn to develop self-control, play confidently, and to respect adult guidance. This includes no teasing and stereotyping. The children will learn turn taking, problem solving techniques, expressing one's self in a positive way by using their words to communicate, to persist when frustrated, and to play cooperatively.

Intellectual Skills

To provide experiences that contributes to the intellectual development of the child. Through play, children learn to listen, speak, and follow directions; work in large and small groups; make choices within multiple learning areas; complete a task; and experience satisfaction.

Emotional Skills

To provide an environment that nurtures the gifts of each child. Children will feel loved, develop confidence, strengthen dispositions, such as, creativity, humor, etc., respect others, and appreciate differences.

Cultural Skills

The children will understand that each child is unique with various skills and attributes that contribute to our class. They will understand that each one of them is as important and special as the person sitting beside them. Each child will be treated equally.

Relationships QPPS 1.2, 1.4, 1.8, 2.12, 7.6

The teaching staff will talk frequently with children and listen to them with attention and respect. Strategies are used to communicate effectively and build relationships with every child. Children's questions are answered in a timely manner along with requests. Responses are based on individual needs, being sensitive and responsive to differing abilities, temperament, activity levels, and cognitive social development. Meaningful and extended conversations will be engaged in regularly with each child. Teaching staff will promote pro-social behavior by interacting in a respectful manner with each other and the children. Teaching staff will be doing various things such as, model turn taking and sharing as well as caring behaviors, engage children in the care of the classroom, be sympathetic, and negotiate interactions with one another and with shared materials. These are just a few of the various ways the teaching staff will use to build relationships with the children. The program staff also wants to have a positive relationship with the families by working collaboratively with them to find mutually satisfying solutions to problems your child may be having and then incorporate that into the classroom.

Admission QPPS 5.1, 5.7, 10.10, 10.14

The following admission procedures have been established to offer your child maximum protection and to comply with the Iowa State Licensing Standards.

1. Parents must pay the annual registration fee, which is non-refundable, complete the intake forms, and sign a consent form for emergency medical care for their child. The registration fee guarantees the spot you signed-up for. If you switch classes, it may result in being put on a waiting list. You will not be put on a class list until the registration fee is received.
2. Each child must have current health records in their file no later than six weeks after he/she

begins the program. Health records include a current physical and immunizations that are up-to-date. If health records are NOT present on the first day of school, evidence of an appointment is required. Annual updates are required for preschool age children that return for the second year. Please notify the Center of any changes as they occur with your child's health.

3. All forms must be completed and returned one working day prior to the time the child will attend.

4. Each child must be three years of age before September 15 to enroll. A child is eligible for the latch key program through the 5th grade.

5. Each child must be toilet trained. An extra set of clothing is recommended for their drawer. If your child has an accident, he/she will be changed immediately. A note will be written explaining the situation. The soiled clothing will be immediately placed in a plastic bag (without rinsing or avoidable handling) and placed in their backpack.

6. Please notify the center if there are any changes in phone numbers or your child's health.

Registration Timeline

The Center offers a MWF, TTH, and M-F full day program from 8:15-3:15. This includes preschool in the morning and extended care in the afternoon. It also offers a TTH a.m., TTH p.m., and MWF preschool only class. Registrations for these classes will be taken on a first come basis using the following timeline:

Sept.-May (1 year prior to attending) Open for Janesville School District children and children currently enrolled.

May-June (1 year prior to attending) Open to siblings of children currently enrolled in the program.

June 1 (1 year prior to attending) Open to everyone.

The registration fee guarantees the spot you sign your child up for. If you make changes at a later time, it may result in being put on a waiting list depending on availability. Once notified, payment of the registration fee will guarantee the spot you sign up for. When you enroll your child, you may want to enroll him/her for the next year as well.

Discharge

If your child is not yet ready for the group experience, or if his/her needs are not best met in the group setting, we may ask for removal of the child in a confidential conference with you. We do not believe the child should remain in the Center unless he/she derives some benefit from the program. Failure to meet center policies or pay the monthly tuition fees are also grounds for discharge.

Preschool Visits**QPPS 7.10**

Your child will have a Preschool Visit scheduled during the first week of school when it starts in August. The visit will last an hour and a half. A parent or grandparent is encouraged to stay with him/her during that time. It is a great time to get to know each other better, ask questions, and turn in your child's paperwork. It helps parents and children make the transition to school easier. A mini preschool session will be held with a story, snack, a tour around the room and playground, and time to interact with others. Your child will receive a note the first part of August inviting him/her to come for the visit. Your child can bring their school supplies on that day as well. The school supplies that your child needs are as follows: a box of 8 crayons, a bottle of Elmer's Glue (do NOT get the No-Run or Gel glue), Fiskars scissors (not the safety scissors), a box of Kleenex, a package of napkins, a box of 5oz. paper cups, a small picture of your family, a folder, and a big old shirt to use as a paint shirt. It is also a good idea to have an extra set of clothes in your child's drawer for accidents of any kind. Please remember to put your child's name on everything.

Home Visits**QPPS 7.1, 7.10**

Home visits are required through the four-year-old-grant for the children who are four years old. The visit is a time for the families and teacher to get to know each other a little better. They will be set-up ahead of time and last 20- 30 minutes. The visits will be done the first week of school. This is a time to learn from families about family structure, preferred child-rearing practices, and any further information a family wishes to share about their socioeconomic, linguistic, racial, religious, and cultural backgrounds.

Non-Discriminatory Policy**QPPS 1.7, 4.3, 7.2**

It is the policy of the Janesville Consolidated School District and the Janesville Child Care Center not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, 505 Barrick Rd., Janesville. Phone number is 319-987-2581. Potential bias and discrimination will be countered by treating all children and families with equal respect and consideration, initiating activities and discussions that build positive self-identity and teach the valuing of differences, intervening when children tease or reject others, providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations, and avoiding stereotypes in language references. All families are welcome to volunteer for events and activities.

Illness/Medications**QPPS 5.3, 5.8, 5.9, 5.10, 5.25, 9.15, 10.6**

Please call the Center if your child will be absent due to illness or any other reason. Children should not be brought to the Center if they have a fever, are vomiting, have diarrhea, have infections, etc.

If a child becomes ill at the Center, the following steps will be taken:

1. Attempt to contact a parent or guardian.
2. Attempt to contact the persons listed on the emergency form.
3. Attempt to contact the child's physician if the need is that urgent.
4. Care for the child apart from other children.
5. Give appropriate attention and supervision until the parent picks the child up.
6. Use Universal Precautions (wearing gloves when required).

Any expenses incurred will be borne by the child's family. Parent authorization must be on file for each prescribed and non-prescribed medication. Each prescription drug must be accompanied by a physician's/pharmacist's directions and in the original container. Each non-prescribed drug must be in the original container with directions for dispensing. All medication must have the child's name on it, be delivered to a staff member, and shall not be in the child's possession. Anyone who administers medication has (a) specific training and (b) a written performance evaluation, updated annually, by a health professional on the practice of the five right practices of medication administration. Hand washing is a top priority at the center to prevent illnesses. The children and adults are required to wash their hands upon arrival for the day, after handling body fluids, using the bathroom, before meals and snacks, after playing in water that is shared by two or more people, after handling sand, dirt, or surfaces that might be contaminated, and any other times that might pose a health threat. Children will be shown the proper hand-washing procedures. Staff will be wearing rubber gloves for any type of contamination. The water in the water table will be changed before a new group of children comes to participate in the water play activity. Children with sores on their hands will not be permitted to participate in communal water play. Staff will supervise children attending the water table. Staff will also maintain areas used by the children who have allergies or any other special environmental health needs according to the recommendations of health professionals.

Exposure to Disease**QPPS 5.3, 5.4, 10.6**

Parents are required to notify the Center whenever a child has been exposed to a contagious disease. The Center will do the same in writing about any unusual level or type of communicable disease to which your child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and what the families should implement at home. When considering the length of time a child will be excluded from the Center because of an illness, the Center will observe the recommendations made by the Iowa State Department of Health in the Communicable Disease Chart. The school nurse will also be consulted.

Exclusion from School According to the Iowa Department of Health QPPS 5.3, 10.6

1. The illness prevents the child from participating comfortably in child care center activities including outdoor play.
2. The illness results in a greater need for care than caregivers can provide without risking the health, safety, and supervision of the other children in care.
3. The child has one of the following, unless medical evaluation by a health care professional indicates that you can include the child in the child care center's activities:
 - a. Fever, accompanied by behavior changes or other signs or symptoms of illness until medical professional evaluation finds the child able to be included at the facility;
 - b. Symptoms and signs of possible severe illness like:
 - i. Lethargy that is more than expected tiredness,
 - ii. Uncontrollable coughing,
 - iii. Unexplained irritability, fussiness, or persistent crying,
 - iv. Difficult breathing,
 - v. Wheezing,
 - vi. Other unusual signs for the child.
4. Blood in stools not explainable by dietary change, hard stools, or medication that may cause gastrointestinal damage such as ibuprofen, naproxen, or aspirin.
5. Vomiting illness (two or more episodes of vomiting in the previous 24 hours) until vomiting resolves or until a health care provider determines that the cause of the vomiting is not contagious and the child is not in danger of dehydration.
6. Persistent abdominal pain (continues more than two hours) or intermittent pain associated with fever or other signs or symptoms.
7. Mouth sores with drooling, unless a health care provider determines that the child is noninfectious.
8. Rash with fever or behavior change, until a health care provider determines that these symptoms do not indicate a communicable disease.
9. Diarrhea, defined as loose, watery, and frequent stools. Children with diarrheal illness of infectious origin generally may be allowed to return to child care once the diarrhea resolves, except for children with diarrhea caused by Norovirus, Salmonella typhi, Shigella, or E. Coli 0157:H7. For Salmonella typhi, three negative stool cultures are required. For Shigella or E. Colli 0157:H7, two negative stool cultures are required taken at least 24 hours apart. If treated with antibiotics, samples should not be taken less than 48 hours after therapy is done.
10. Norovirus, children not in diapers and child care staff with diarrhea and/or vomiting should remain at home until 24 hours after diarrhea and/or vomiting cease, and until stools are formed.
11. Erythema infectiosum (5th Disease), keep child at home if fever is present.
12. Pink eye (conjunctivitis) with purulent discharge (defined as pink or red conjunctiva with white or yellow eye discharge), child may go back to child care when all symptoms are gone.
13. Scabies, until after the first treatment.
14. Tuberculosis, until a health care provider or health official states that the child is on appropriate therapy and can attend care.
15. Impetigo, until 24 hours after the child started medicine from the health care provider.
16. Strep throat or other streptococcal infection, until 24 hours after antibiotics are started.

17. Varicella-Zoster (Chickenpox), until all sores have dried and crusted.
18. Pertussis, until five days of appropriate antibiotic treatment have been completed or 21 days of cough if no antibiotics are given.
19. Mumps, child can go back to child care five days after start of symptoms or until symptoms are gone, whichever is longer.
20. Hepatitis A virus, until one week after start of symptoms.
21. Measles, until four days after onset of rash.
22. Rubella, until six days after onset of rash.
23. Herpes simplex, children with herpetic gingivostomatitis, an infection of the mouth caused by the herpes simplex virus, who do not have control of oral secretions, shall be excluded from child care. Children with mild cases who do have control of their mouth secretions may not have to be excluded.
24. Meningitis (bacterial), child may return to child care 24 hours after starting antibiotics.

Accidents or Incidents

Accidents or incidents resulting in injury to a child shall be reported on the day of the incident, in writing to the parent or person authorized to pick up the child. The written report shall be prepared by the staff member who observed the incident or accident, and shall include a general description of the incident and of the action taken, if any, by the staff at the Center. A copy of the report will be kept in the child's file.

Child Care Food Program QPPS 5.11, 5.12, 5.13, 5.14, 5.20, 10.6

The Center is a participant of the school's hot lunch program. The children staying for the extended care program have a computerized lunch account set-up in the office. You will need to put money in their account. Your child may bring a sack lunch from home as long as it is nutritional. Your child's name and date must be written on their lunch. We do have a refrigerator in our room to avoid contamination or spoilage. Be sure to notify the staff about any food allergy your child may have. Menus are posted in the Center and in the school newsletter that is online at www.janesville.k12.ia.us. You can also view your child's lunch account at that website. Your child may also eat breakfast at the school from 8:00-8:15 for a minimal fee. If your child eats two or more meals at school, an opportunity will be made available to brush his/her teeth, if requested by the parents. Some families qualify for reduced rates or free meals. Information on this can be obtained in the elementary office. Latchkey children will receive a nutritional snack after school free of charge. These meals and snacks are prepared according to the USDA and the CACFP guidelines ensuring that they are nutritionally balanced. A copy of lunch and snack menu can be made available upon request. The written menu is posted on the bulletin board in the classroom.

Preschool Snacks QPPS 5.16, 5.19, 10.14

The preschool children enjoy a snack every morning and afternoon. The juice is provided by the Center. The children are asked to take turns bringing snacks. The children take great pride and enjoyment in doing so. A snack list will come home every month with the classroom newsletter listing who will be bringing snack for each day. Food that comes from home for sharing among

the children must be either whole fruits/vegetables or commercially prepared packaged foods in factory-sealed containers. It doesn't need to be fancy but does need to be nutritionally valuable. A few suggestions might be a box of any type of crackers--graham, saltines, Wheat Thins, goldfish, etc., any type of fruit--apples, bananas, oranges, applesauce, etc., muffins that are packaged, carrots with dip, celery with a jar of peanut butter, string cheese, and meat sticks to give you some ideas. QPPS recommends that whole grapes, nuts, popcorn, and pretzels not be used. We try to limit the cookies and cakes to special occasions like birthdays and parties. They just need to be packaged so labels can be read for ingredients. Snack time is used not only to refuel your child's body but as a learning experience. It is a time to learn about colors, shapes, sizes, textures, and the various food groups. If your child has any type of food allergy, the child's health provider gives the program an individualized care plan that is prepared in consultation with family members and specialists involved in the child's care. The program will ask families of a child with food allergies to give consent for posting information about that child's food allergy and, if consent is given, then posts that information in the food preparation/snack area of the facility as a visual reminder to all those who interact with the child during the day.

Birthdays/Parties

If your child's birthday is during the school year, their name will be on the snack list as close to their day as possible. If your child's birthday is in the summer, you may select a day during the school year to celebrate in the classroom. Many people use their half-birthday. Let the Center know if you want to do this. Also, let the Center know if you do NOT want your child's birthday celebrated in the classroom. If your child is having a party of any kind, do not bring the invitations to school unless he/she is inviting the whole class. Otherwise, a lot of feelings can be hurt.

Fees

The Janesville Child Development Center is a nonprofit program. The budget is based solely on the registration fees and the monthly tuition, which is set by the school board. The registration fee is paid at the time of registration and is nonrefundable. The monthly tuition is due promptly at the first of each month. The monthly fees are based on the 180-day school year and are divided into nine monthly installments (Sept.-May). In order to maintain adequate funds for daily operation, there will be no refunds for a child's absence from the Center during their period of enrollment. Checks can be made out to the Janesville Consolidated School and paid to the director of the Center. After the 10th of each month, a late fee will be assessed if payment has not been made. If you pay a set amount each month, you WILL NOT receive a bill. It is your responsibility to pay it. If your child attends latch key or you use the extended care program on an hourly basis, you will receive a bill. It will be in your child's drawer the first of the month. Be looking for it. If you don't receive it, be sure to ask to avoid any late charges. There is no end of the year statements sent out for tax purposes. You will receive a receipt each month after your payment is received. Save these receipts as your proof of payment. The school has a tax I.D. number. It is 42-6002164. There have been Preschool Tuition Scholarships available in the past through Child Care Resource and Referral for those that qualify. It is a year-to-year thing based on money received from the State. It is a simple process to apply and is based on your income and the number of members in your family. You can call 1-866-635-9455 or contact the Center to see if you qualify. The school is

currently receiving a four-year old grant which may pay all or part of your tuition. It depends what program your child is enrolled.

Fees for Late Pick-Up

An additional fee will be assessed at the rate of \$5.00 for every fifteen (15) minutes that a staff member must remain after regularly stated Center hours due to parents arriving late to pick up their children.

Age Requirements

A child must be three years of age by September 15 in order to enroll in the preschool program and potty trained. A child is eligible for the Latch Key program through the 5th grade.

Discipline **QPPS 1.3, 3.2, 3.7**

Each child is encouraged to be responsible for his/her own behavior. The positive approach to discipline includes the use of encouragement and natural or logical consequences. This is accomplished through discussion, redirection, and role modeling, environmental modifications, and support from others. Behavior problems try to be prevented by environmental design of the classroom, schedules that meet the needs and abilities of the children, effective transitions, and engaging activities. Teachers will manage behavior and implement classroom rules and expectations in a manner that is thoughtful, consistent, and predictable. Threats or derogatory remarks will not be used and neither will the threat of withholding food be used as a form of discipline.

Behavior **QPPS 1.9, 1.10, 1.11, 3.6, 3.8**

Teaching staff will help children manage their behavior by guiding and supporting them. For children with persistent, serious, challenging behavior, the teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success. Rather than focus solely on reducing the challenging behavior, teachers focus on: teaching the child social, communication, and emotional regulations skills; and using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child's appropriate behavior. Teaching staff will help children manage their behavior by guiding and supporting children to persist when frustrated, play cooperatively with others, use language to communicate, learn turn taking, gain control of physical impulses, express negative emotions in ways that do not harm others or themselves, use problem solving techniques, and finally learn about themselves and others. Teachers address challenging behavior by assessing the function of the child's actions, convening families and professionals to develop individual plans to address the behavior and using positive behavior support strategies.

Calendar

The Center will observe the Janesville Consolidated School calendar, being closed whenever classes are not in session. Written notice of other closings shall be made to parents.

Hours of Operation

The Center shall be open from 7:00 a.m. to 8:15 a.m. and then again from 3:15 p.m. to 5:30 p.m. for Latch Key children. Preschool children riding the bus or children walking to school with an older brother or sister may come into the Center at 8:15 a.m. If your child comes before 8:15 a.m., he/she will be signed-in to latch key. Children may come into the Center between 8:15-8:30. Preschool is held from 8:30 a.m. to 11:00 a.m. The afternoon preschool session is held from 12:30-3:00 p.m. You can bring your child to the center at 12:20-12:25 p.m. There will be no one in the room until that time as we need to get the extended care children to lunch. The extended care program runs from 11:00 a.m. to 3:15 p.m.

Early Dismissals/Late Starts

If there is a scheduled early out on the school calendar due to a teacher in-service, extended care and latch key will continue as usual. When the Janesville Consolidated School, prior to opening in the morning, closes or announces a late start due to weather or any other unforeseen happening, the Child Development Center will follow that announcement. If school is delayed one hour, preschool will still be held at that time (9:30a.m.). If school is delayed two hours, preschool will not be held. However, extended care will begin at 10:15 a.m. If school is let out at 1:30 p.m. or before, the afternoon preschool session will not be held. If it is let out after 1:30 p.m., it will be held as usual.

If there is a late start due to inclement weather, there is NO morning latch key. If there is an early out due to inclement weather, children must be picked-up at that time. In case of an emergency closing, tuition will not be refunded. If an announcement needs to be made regarding bad weather or any other reason for a dismissal, it can be heard on KWAY (Waverly), KWLO (Waterloo), KOEL (Oelwein), and KWWL-TV (channel 7). It will be on the KWWL website. You can sign-up at KWWL.com to get an individual message of school closings or dismissals. Make sure the Center knows where your child is to go for scheduled early outs and unscheduled early outs. Please make sure that these are kept updated and are accurate.

Transportation

Your child has the option to ride the Janesville Consolidated School bus in the morning and again after school if it is within the regular route of the Janesville Consolidated School District. However, the parent is responsible for picking their child up after preschool if he/she stays for preschool only.

Field Trips

Field trips are a part of our program. The trips vary each year. However, some have included the Black Hawk Children's Theatre, Gallagher-Bluedorn Performing Arts Center, Pumpkin Farm, Kid's Kingdom, and the farm. You will be notified in advance of any field trips and you must give us authorization for your child to participate. We use the Janesville Consolidated School bus as our means of transportation. This means that your child will not have a seatbelt.

Arrival and Departure

QPPS 10.11

For the child's safety, we ask that parents or another responsible adult accompany their child into the Center. Please greet the teacher so we know your child is here. Also, parents or another responsible adult are to come into the Center to pick up their child, making sure that a staff member knows your child is leaving. Parents should check their child's drawer daily for artwork, notes from the teacher, receipts, etc. Important messages and announcements are posted from time to time on the bulletin board or door. No child will be allowed to leave the Center with anyone other than his/her parent, unless the Center staff has been notified in writing by the parent ahead of time. Families are asked to use the door on the north side of the building when coming and going. There is a big sign that says "Janesville Child Development Center" so you know where we are. There are doors on the west and east side of our room. The door on the east side will always be open. If you want to use the west door, you will need to knock. If a child arrives before 8:15 in the morning, he/she will be signed into the latch key program. The north entrance is handicap accessible.

Curriculum

QPPS 2.2, 2.3, 2.4, 2.8, 2.9, 2.10, 2.11, 3.12, 3.13, 3.19, 4.2, 4.6, 8.4

The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development. It will also integrate key areas of content including literacy, mathematics, science, technology, creative expressions and the arts, health and safety, and social studies. Materials and equipment used to implement the curriculum reflects the lives of the children and families including gender, age, language, and abilities. A child's emerging skills will be enhanced and expanded if there is an activity that he/she chooses to engage in repeatedly. A variety of sources are used to accomplish this. The Creative Curriculum is used along with units developed to increase learning opportunities consistent with the program's goals and objectives. The children's interests, ideas, and skills will also be taken into consideration when integrating the curriculum. The staff will use their knowledge of the community and the families it serves as an integral part of the curriculum and the children's learning experiences. The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development. This curriculum integrates literacy, mathematics, science, technology, creative expression, and the arts, health and safety, and social studies. Teachers are flexible in their daily plans to incorporate leaning experiences as they arise.

Based upon the Creative Curriculum studies approach, children are exposed to various learning experiences such as, watching pumpkins decompose, gourds drying, plants and fish

growing/changing, etc.

Language **QPPS 2.15, 2.16, 2.17, 2.18**

Children will have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts and experiences; and describing things and events. The children will have varied opportunities to develop vocabulary through conversations, experiences, field trips, role playing, and books. Various materials and opportunities will be available for children to solve problems by using their words and in discussions with one another.

Early Literacy **QPPS 2.19, 2.20, 2.22**

Children will have opportunities to become familiar with print in a variety of ways. They will be immersed in letter recognition along with phonemic awareness. They will discover that putting the letters and sounds together make words. Children are encouraged to play with the sounds of language, including syllables, word families, phonemes, rhymes, poems, songs, and finger plays. Children will be exposed to letters and the sounds they represent. Children also will learn about beginning and ending sounds. They will be exposed to a variety of different types of literature that will expand their vocabulary and language. Asking questions and discussing the pictures while reading books help children comprehend what is being read. Finally, children will learn that literacy is a source of enjoyment.

Children will have varied opportunities to be immersed in literacy in the classroom. Teachers will read books regularly and in an engaging manner multiple times during the day. Children will have time throughout the day to explore books on their own and have a quiet place to do so. Different genres of books will be explored with engaging conversation to help them understand the content of the book.

Handwriting **QPPS 2.21, 2.22**

Writing materials and activities are readily available in art, dramatic play, the writing center, and other learning centers. Various types of writing are supported including scribbling, letter-like-marks, and developmental spelling. Children will have daily opportunities to write or dictate their ideas with or without assistance. They will have access to the alphabet and printed words. Children will see the teaching staff model functional use of writing and how it is used in daily life. Children will be given support to write through modeling.

Mathematics **QPPS 2.23, 2.24, 2.25, 2.26**

Children are provided varied opportunities and materials to build the understanding of numbers, number names, and their relationship of object quantities and to symbols. The curriculum allows for lots of rote counting, counting objects in one-to-one correspondence, and then counting a specific number of objects. They will be categorizing a group of objects by one or two attributes, such as shape, size, and color.

Children will be provided opportunities to understand the concept of measurement by using standard and non-standard units of measurement. The children will be making comparisons that involve knowing the meaning of such terms as more than, bigger than, less than, and the same as. Children are provided varied opportunities and materials to understand basic concepts of geometry, for example, by naming shapes like triangles, circles, and squares. Next, they will learn characteristics of shapes (a square has four sides, etc.). At a higher level, they begin to apply reasoning as they work with shapes (this must be a triangle because it has three sides).

Children will be working with position and location words; on, off, on top of, under, in, out, behind, below, backward, forward, up, down, through, across, near, far, and next to. A math skill that also carries into science and literacy is patterns and their relationships. The goal is to recognize and analyze simple patterns, copy them, create them, and make predictions about them by extending them. The children will be given numerous opportunities to collect data and organize it to sort, classify, graph, count, measure, and compare various objects.

Science QPPS 2.27, 2.28

The children will learn about science by exploring the world around them. They will use varied materials to see how they work. They will experiment and manipulate. Children are naturally curious. They like to ask questions. That is how they learn to enjoy and appreciate their surroundings. The children will be looking at the difference between living and nonliving things and the life cycles of various organisms for Life Science. They will be exposed to Earth Science by learning about the seasons, weather, shadows, sun, moon, and stars. Also, they will learn to take care of the earth in a positive way. In the area of Physical Science, the children will be given the opportunity to explore with materials and learn about sinking/floating, liquid/solid, and hard/soft. The children will learn about their Five Senses and how the senses help them learn about their environment. Children are provided varied opportunities and materials that encourage them to think, question, and reason about what they are observing.

Social Studies QPPS 2.37, 2.38, 2.39, 2.40

Children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging. They will build their understanding of diversity in culture, family structure, ability, language, age, and gender in non-stereotypical ways. Children have opportunities and materials to explore social roles in the family and the workplace through play. They will engage in discussions about fairness, friendship, responsibility, authority, and differences. The Social Studies curriculum is organized into the following categories for preschool children:

1. Spaces and geography. This is the characteristics of the place where they live, and the relationships between that place and other places. They will begin to understand maps by discussing directions--how to get to the playground/lunchroom or drawing a map of the room.
2. People and how they live. This is the physical characteristics of people, similarities and differences in habits, homes, work, family structures and roles, and the exchange of goods and services.
3. People and the environment. This covers the way people change the environment and protect it. Preschoolers might build a city and/or roads in the block center and discuss it.

Another way might be to clean up the playground or a park and learn about things they can recycle.

4. People and the past. Since preschool children focus on the here and now, they do not have the true understanding of past history. Instead they will learn about time relation to themselves, including their daily schedule, what they did yesterday, and what they will do tomorrow. There will be discussions on what they can do now that they couldn't do when they were babies.

Arts, Drama, Music

QPPS 2.32

Children are provided with many and varied open-ended opportunities and materials to express themselves creatively through music, drama, dance, and visual art. A few of the things your child will be doing in the visual art category include the following. The children will mix paints to see what color they get. They will be painting with a variety of things and in a variety of ways. They will be modeling with clay/play dough. They will have the opportunity to use crayons, markers, chalk, glue, and scissors. The children will be singing and making up songs. They will be using musical instruments to create melodies and sounds. Dance is using one's body to express ideas in response to the music. They learn about the body's ability to move, and they use time and space in many different ways. Drama/Role Playing is telling stories through action, dialogue, or both. This increases oral language use and it offers a challenge for children to work together to negotiate their play ideas. In turn, each of these skills promotes reading comprehension.

Health and Safety

QPPS 2.33, 2.34, 2.35, 2.36, 5.6, 9.12, 9.13, 9.14

Children will have numerous opportunities to practice safety procedures such as fire and tornado drills, how to get to the playground or lunchroom safely, etc. The children will develop safety rules for the classroom. There will be various discussions on the importance for rules at school, home, and in the community. Children are provided with varied opportunities and materials that help them learn about nutrition, including identifying sources of food and recognizing, preparing, eating, and valuing healthy food. The children will be able to do a variety of cooking activities during the year that will reinforce these objectives. Discussions will be held with the children that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and teeth brushing. Sunscreen and bug repellent will be applied if provided by the parent or guardian with instructions on when to apply and how often. The sunscreen must be SPF 15 or higher with UVB and UVA protection. The bug repellent must contain DEET.

Program staff will protect children and adults from hazards in the environment. A fully equipped first-aid kit is readily available and maintained. Fully working fire extinguishers, fire alarms, CO2 detector are present in the preschool classrooms.

Wellness

The Center promotes healthy children by supporting wellness, good nutrition, and regular physical activity as a part of the total learning environment. It supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Steps are taken to reduce occupational hazards such as infectious diseases. The program has written procedures to protect children and adults from environmental hazards such as air pollution, lead, and asbestos, according to public health requirements. Improved health always optimizes a child's performance potential.

Technology **QPPS 2.29, 2.30, 2.31**

Technology is the study of tools, machines, materials, techniques, and sources of power that make work easier and solve problems. Children learn about technology by exploring how things work. Technology stresses social skills, such as working cooperatively with peers and using technology responsibly. There are four components to the technology curriculum:

1. Awareness of technology. Knowing how technology is used at home, at school, and at family members' work sites.
2. Basic operations and concept. This includes the basics of using technological tools. For example, if children are using the tape recorder, they need to know how to insert a tape.
3. Technology tools. This includes the different forms of technology, ranging from computers, digital cameras, and VCRs, to wheels, and shovels. What do I need to make a picture? Write a story? Examine a bug?

The use of passive media such as television, film, videotapes, and audiotapes will be limited to developmentally appropriate programming. Technology will be used to extend learning within the classroom and to integrate the curriculum.

Physical Environment **QPPS 9.1, 9.3, 9.4, 9.5, 9.7, 9.9, 9.10**

Physical environment is integral part of a preschooler's day. A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors. A sufficient amount of toys and materials are available to meet his/her interests. Indoor space is arranged in learning areas to accommodate a variety of learning interests. The outdoor space is equipped for a variety of activities and experiences. Staff supervises by sight and sound. There will be a minimum of 35 square feet per child of indoor space. Facilities meet the American Disabilities Act accessibility requirements.

Schedule **QPPS 3.1, 3.3, 3.10, 3.11, 3.14, 5.21**

The Center schedule provides time to learn by exploration, experimentation, and discovery. Our program is predictable yet flexible and responsive to individual needs of the children. It is carefully planned and supervised. Time and space is organized on a daily basis to allow children to work or play individually and in pairs, to come together in small groups, and to engage as a whole group. Teachers create opportunities for children to engage in group projects and to learn from one another. Classroom materials are arranged in predictable ways so children know where to find

things and put them away. Here is an example of our daily preschool routine:

8:00-8:15	School provided breakfast if applicable	
8:15-8:30	Arrival	(12:25-12:30)
8:30-8:45	Opening	(12:30-12:45)
8:45-9:30	Interest Areas	(12:45-1:30)
9:30-9:45	Music/Movement	(1:30-1:45)
9:45-10:00	Outdoor Play	(2:00-2:15)
10:00-10:15	Snack	(1:45-2:00)
10:15-10:20	Finger plays	(2:15-2:20)
10:20-10:30	Read-Alouds	(2:20-2:30)
10:30-11:15	Unit of Study (Large group/small group)	(2:30-3:00) (3:00) Dismiss p.m. preschool

The units are on a two-year rotation so your child will be exposed to a variety of concepts and activities. Some of the units have been Dinosaurs, Nursery Rhymes, Manners, Friends, Bears, Seasons, Fairy Tales, Transportation, Ocean, Circus, Colors/Shapes, Opposites, etc. We are continuously working on letter identification, letter sounds, rote counting, counting groups of objects, number identification, and the skills and concepts mentioned in the curriculum section.

11:15-11:35	Outdoor Play	
	(Dismissal for Half-day program)	
11:35-11:45	Large/Small Group Activity	
11:45-11:50	Wash hands for Lunch	
11:50-12:20	Lunch	

The extended care program offered after preschool is an extension of the activities in the morning. More time is allowed for one-on-one work with the children. A rest or quiet time is also scheduled after lunch. Each child is provided with his/her own cot, sheet, and blanket.

Assessment/Parent-Teacher Conferences

QPPS 2.5, 2.6, 3.16, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 7.3

The curriculum goals and objectives guide the teachers ongoing assessment of the children's individualized progress. The assessment of the children will include the areas of cognitive skills,

language, social/emotional development, how they learn best, health, and physical development. There are three steps in the assessment process. The first step is collecting facts. The second step is analyzing and evaluating the collected facts. The last step is using what you have learned to plan for each child and the group. Multiple sources will be used (including results of informal and formal assessments as well as children's initiations, questions, interests, and misunderstandings) to:

1. Identify what children have learned;
2. Adapt curriculum and teaching to meet children's needs and interests;
3. Foster children's engagement;
4. Extend children's engagement;
5. Support self-initiated learning.

Children will be assessed informally daily through observations. A checklist will also be used along with anecdotal notes and work sampling to record progress or areas of concern with a child's development. A more formal assessment will be done on an individual basis with the classroom teacher periodically throughout the school year. Parents will receive a Progress Report three times a year showing their child's progress. The Progress Report will cover all areas of a child's development and learning, including cognitive skills, language, social-emotional, and physical development. Parents will also have the opportunity to meet with the teacher for a Parent-Teacher Conference in October and February to discuss the Progress Report and any concerns you may have.

Parents are encouraged to be actively engaged in their child's learning. The teaching staff is interested in the family's observations of the child as well. If at any time there is a question or concern regarding your child's progress, let the teaching staff know so we can work as a team to do what is best for your child. Teaching staff is available daily either in person, email (stacey.mack@janesvilleschools.net), or the phone (319-987-2631).

The only time norm-referenced and standardized tests are used is when seeking information on eligibility for special services or when collecting information for overall program effectiveness. When formal assessments are used, they are combined with informal methods such as observation, checklists, rating scales, and work sampling. A child's assessment is confidential between staff and parents only unless consent is given.

Teacher-developed assessment methods are aligned with curriculum goals and provide an accurate picture of children's abilities and progress. The assessment is age-based appropriate and meaningful for all learners and children with special needs. Assessment data drives curriculum goals and developmental expectations.

Sharing QPPS 5.26

A sharing schedule will be sent home at the beginning of the school year. Sharing is a time to work on speaking in front of a group and each child's language skills. It is a good idea to have your child practice at home and talk about what he/she wants to tell the class. Your child can either bring something from home or tell us about something he/she has done or will be doing.

Violent toys/weapons are NOT allowed. Visiting animals are permitted with the consent of the teaching staff. The animals must appear to be in good health and have documentation from a veterinarian to show that the animals are fully immunized. If a child is allergic to a specific type of animal, they will not be permitted. Reptiles are not allowed because of the risk for salmonella infection.

Monthly Newsletter QPPS 7.5

The Janesville Cons. School puts out a monthly newsletter. It is online and you can access it at www.janesville.k12.ia.us. A classroom newsletter is also put out monthly that will have a snack calendar attached. This will be in your child's drawer the last week of each month. It will give you information about what is happening in the classroom along with other information that is pertinent to your preschool child.

Clothing QPPS 5.6

Think of your child's comfort and provide simple clothing that is free of complicated fastenings. We do many messy activities so provide clothing that is appropriate and washable! Your child should have an extra change of clothes at the Center and also a paint shirt (a men's work shirt or t-shirt works the best). Also be sure to think of our playground and provide clothing that is sturdy. For your child's safety, the Center asks that children not wear sandals without straps, flip-flops, or crocs. When the weather gets cold, be sure to dress your child appropriately. Layers are always good. We expect your child to have a coat, snow pants, boots, mittens, and hat as we do go out if the wind chill and/or temperature are above zero. Please write your child's name on all his/her belongings. When the weather is hot, children have the opportunity to play in the shade.

Items from Home

Each child attending preschool will need the following items from home:

1. A box of 8 crayons
2. Elmer's Glue (No gel or no-run glue)
3. Fisker's scissors (not the safety scissors)
4. Big old paint shirt for messy projects
5. A box of Kleenex and a box of 5 oz Dixie cups to share with the class
6. Choose one: a package of napkins, paper plates, or Ziploc bags
7. A 2 pocket folder
8. An extra set of clothes to have in their drawer in case of accidents.
9. Appropriate outdoor clothing.
10. Each child needs to bring a small family photo to leave at school to put on a Family Bulletin Board.
11. If your child wishes to bring a soft toy for rest time, that is fine. The Center will provide a cot, sheet, and blanket for each child. There are also stuffed animals available for resting with.
12. Please leave money, candy, gum, jewelry, and other small objects and toys at home.

The Center received a grant to buy school supplies for children in need. Let us know if your child needs help in this area. There are supplies available.

Parental Access Policy

Parents have an unlimited access right to their child and to the staff. If you have any questions at any time about your child or the program, please talk to one of us in confidence. If there is a court order prohibiting parental contact with your child, we must have a copy of that in your child's file before we can follow through with that order.

Volunteers

Parent participation in the Center is welcome. Parents are invited to visit the Center at any time. From time to time we need volunteer assistants to help with field trips, parties, and the annual Thanksgiving Dinner. The Thanksgiving Dinner is always held the Tuesday before Thanksgiving. Your child will be able to bring two guests to the dinner. Please let Mrs. Mack know if you are available to help in this capacity.

Fire Emergencies QPPS 10.13

Emergency plans for fire shall be written and posted by each exit. Emergency plan procedures shall be practiced monthly. In case of a fire, all children and staff will proceed to the nearest exit. We will go to the football field north of the school where a head count and safety check of all the children will be completed.

Tornado Emergencies QPPS 10.13

Children will proceed to the designated Tornado Safety Area, which is in the coatroom, in an orderly manner. All children and adults will sit on the floor and cover their heads with their hands. Everyone will wait there until it is announced that it is safe to come out. All parents will be called as soon as possible to inform them of their children's well being.

Bomb Threat Procedures QPPS 10.13

Upon receiving the ALL CALL ANNOUNCEMENT from the office, the staff and children will all leave the building immediately. We will leave through the exit closest to the room we are in. We will be noting any suspicious objects on our way out. We will proceed to the bleachers on the home side of the football field. We will not be going back into the building until an official ALL CLEAR HAS BEEN GIVEN.

Intruder within the Center and/or Intoxicated Parent or Visitor**QPPS10.13**

The staff will identify indicators of a problem situation and when action should be taken. If there is any concern at all, the police will be called. It will be at the discretion of the staff to decide what is best for the safety of the children. If evacuation is needed, your child can be found on the bleachers on the football field. The west door of the center is locked at all times to keep intruders from entering. If at all possible, a description of the vehicle, license number, and physical description will be noted.

Lost or Abducted Child**QPPS 10.13**

If a child is lost or abducted while in our care, the police will be notified immediately. The parents will be called after the police. A description of the vehicle, license number, physical description of the person, and any other details will be noted.

Smoking Policy**QPPS 9.19**

Smoking shall not be allowed in any program area, child-occupied room, or in a facility-operated vehicle. The Janesville Consolidated School and school ground is a smoke-free environment.

Staff**QPPS 3.9, 5.2, 5.23, 9.2**

Teachers are licensed by the Iowa Board of Educational Examiners and hold at least an Early Childhood endorsement. Teacher associates have at least a two year Child Development Associate degree. All staff working more than 10 hours a month will be required to have a minimum attendance of six to eight hours of in-service training annually for each child care staff person, and a minimum attendance of one staff person annually at a workshop, conference, or college course for outside professional training. To maintain developmentally appropriate teaching staff-child ratios within group size, two certified adults will be kept in the classroom to assure the class size of 20 children. This will facilitate adult-child interaction and constructive activity among children.

Staff members supervise children primarily by sight. Supervision for short intervals by sound is used when children are resting or in the bathroom. At least one staff member present will have training in pediatric first-aid and CPR. Staff will have Blood Borne Pathogen training.

Special Services**QPPS 4.2, 4.3, 7.4, 7.7, 7.8, 7.9, 7.10, 8.1, 8.2, 8.3**

You may wish to take advantage of special services, which are available to children enrolled in the Center. The following services are available through Area Education Agency 267: speech and language evaluation and therapy, hearing testing, physical and occupational therapy, and psychological evaluation. These services are available at no cost to the family. When program staff suspects that a child has a developmental delay or other special need, this will be

communicated to families in a sensitive, supportive, and confidential manner. An explanation and documentation for the concern will be provided along with suggested next steps. Information about additional resources will also be given. Parents and staff will then work together to form a plan that is best for the child. A partnership with families, staff, and various agencies, consultants, and/or organizations in the community is of the utmost importance. However, parents always have the final say in their child's education and are encouraged to advocate for any of their needs or wants.

There are other services available to families as well. Program staff encourages you to negotiate health, mental health, assessment, and educational services for your child. As a staff, we work with other programs, agencies, and schools to help your child through transitions and to keep you informed. Open communication is needed for everyone. A list of child and family support services are listed below.

1. AEA 267 Telephone Number: (319-273-8200). Their services include speech and language, hearing tests, physical and occupational therapy, and psychological evaluations.
2. Department of Human Services, Child Care Consultants (319-291-2452).
DHS (Bremer County 319-352-4233).
3. Regional Child Care Nurse Consultant (319-233-0804 or 800-475-0804) Marsha Platt, RN.
4. Child Care Resource and Referral (877-635-9455) Joy Dralle.
5. Poison Control (800-222-1222).
6. Community Based Services of Bremer County (319-352-2990).
7. Report Child Abuse (800-362-2178).
8. Hawk-i: (800-257-8563) www.hawk-i.org Free or low-cost health care for kids.
9. Operation Threshold WIC: 319-233-1851

Mandatory Reporting of Child Abuse

QPPS 10.8

It is mandatory, under Iowa Code, Section 232.69, that staff report all suspected incidents of child abuse, neglect, or both by families, staff, volunteers, or others to the Department of Human Services (DHS). Staff who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious. This report shall be both oral and written.

Abuse by an Employee

Physical or sexual abuse of children, including inappropriate and intentional sexual behavior, by employees will not be tolerated. Employees found in violation of this policy will be subject to disciplinary action up to and including discharge.

Latch Key

The Latch Key Program is operated from 7:00 a.m.-8:15 a.m. and from 3:15 p.m.-5:30 p.m. the day school is in session. Parents should sign their child in and out on the appropriate form indicating the time of arrival and departure. An hourly rate is charged and a bill will be given to

you monthly. A late charge of \$5.00 per fifteen minutes late will be assessed if your child is not picked up by 5:30 p.m. This fee goes directly to the staff member that had to stay late. All bills must be paid immediately as this is a self-supporting program. A late charge will be assessed if the bill is not paid by the 10th of each month. If there is a late start that is weather related in the morning, there will be no latch key. If there is an early out due to bad weather, children must be picked up at that time.