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## Introduction and History

Welcome to the Iowa Western ECE Center! Our center is a state licensed facility, providing quality early childhood care and education for children ages 2 through 5 (or when they begin kindergarten). A summer school session for children ages 5 to 10 is available. Enrollment in summer session is limited. We offer full day early childhood education option. The center is open 7:00 a.m. to 5:30 p.m., Monday through Friday. We follow the college calendar in determining closed days. A copy of the calendar is provided to each family upon enrollment in the center.

The center is staffed with degreed teachers who have backgrounds in early childhood education, child development and other related experiences. The center serves as a training laboratory for students studying Early Childhood Education at Iowa Western Community College. An excellent adult/child ratio is maintained in our center by our paid staff and our laboratory students.

In addition to being licensed by the State of Iowa, the Iowa Western ECE Center is accredited by the National Academy of Early Childhood Programs. The Academy, which is sponsored by the National Association for Education of Young Children, awards accreditation to program which have demonstrated high quality care and education to children.

The Iowa Western ECE Center began existence in 1971 as a half day preschool program which provided a training site for students studying early childhood education. In 1982, the center expanded to provide both full day and half day programming. After the building remodel of Lewis Hall, the center expanded to its current space in 1999.

## Admission and Enrollment Policies

Iowa Western ECE Center accepts children IWCC of faculty, staff and students as well as children from communities in the surrounding areas. Children will be entered onto the center waiting list upon receipt of a completed application form and non-refundable registration deposit. Applications will be accepted in the order received and/or as space is available. Factors such as age of child and number of days of care requested are used in determining enrollment for the year. Children remain on the waiting list until enrolled or removed from the listing by parent request or decline of enrollment slot by parent.

Parents will be notified in writing of child's enrollment in the program. The signed contract, signed current immunization card and physical form must be on file **before** the child attends the center. This procedure is in accordance with State of Iowa licensing regulations.

In accordance with American's with Disabilities Act of 1990, Title IX of the Educational Amendments of 1972, Section 504 of the Vocational Rehabilitation Act of 1973, and Titles VI and VII of the Civil Rights Act of 1964, Iowa Western Community College does not discriminate on the basis of disability, gender, race, color, religion, or national origin in its educational programs, activities, admission procedures, or employment practices. Children with disabilities are welcome in our center. Parents are asked to provide information regarding special needs, and to identify the Child's Service Coordinator if child currently has an IEP or IFSP. This information ensures that we can meet the needs of the child with proper support.

We will do what we can to provide the best care for the children enrolled. If it is determined that a child's needs cannot adequately be met by the Iowa Western ECE Center, he/she may be disenrolled and other care options recommended. One or more conferences involving the child's family and appropriate center staff will be arranged to address any concerns and to research alternatives.

Children may be disenrolled from the program if it is found that the child presents a danger to others, if the family fails to pay for services in accordance with enrollment contract is or if the family presents a danger to staff and/or children in the program. Parents may voluntarily withdraw their child from the program at any time by providing a 2-week written notice to the center director. Parents will be responsible for all fees occurring through the last day of attendance.

## Disenrollment and Withdrawal Information

Children may be disenrolled from the program if any of the following situations exist:

- If it is found that the child or family presents a danger to staff and/or other children in the program;
- If the family fails to pay for services in accordance with the enrollment contract;
- If it is determined that the program cannot adequately meet the needs of the child;
- If there is a lack of regular attendance in the program by the child without notification to the staff

Parents may voluntarily withdraw their child from the program at any time by providing a two week written notice to the center director. Parent will be responsible for all fees occurring through the last day of the attendance and/or contract. Parents will be charged in accordance with the enrollment contract unless written withdrawal information has been received by the program director. Every effort will be made to allow for an easy transition into or from a program or school after disenrollment or enrollment.

## Billing Information

Families will be billed for enrollment in the ECE Center based upon a contracted enrollment slot. Parents sign a contract at the beginning of the academic year which states the enrollment days and fees for services. Separate contracts are prepared for the summer session. Billing statements will be issued based on the information on the contract. Fees for the center are announced at the beginning of each school year. Fees are subject to change upon notice. IRS statements will be made available for tax purposes through the college finance office. A sign up list will be posted should you need this information.

Billing statements for the month will be in the child's mailbox at the center by the 1<sup>st</sup> of the month. Payment for the month is due to the College Business Office by the 10<sup>th</sup> of the month for that month's enrollment. Payment can be made in person at the College Cashier's window or by mail to the address on the billing invoice or by automatic withdrawal. (See the Director for the form when choosing automatic withdrawal form of payment.) The College accepts cash (in person only), check, money order, Visa or MasterCard for payment. Accounts which have outstanding balances are subject to being sent to collection at the discretion of the College Business Office. **The Center reserves the right to disenroll a child when a payment for services is not made in a timely manner.**

Billing for attendance in excess of the monthly contract will be added to the following month's statement. Fees for services will be announced prior to the beginning of each academic year and presented to each family in writing. Fees may increase at any time with notice.

Parents who participate in employer flexible benefit plans and third party payment plans (such as DHS, HHS and Promise Jobs) are responsible to deliver the appropriate documents to the Director and the College Business Office for processing. Participation in flexible benefit plan does not exempt parents from timely payment of ECE Center fees. Families utilizing a third party pay method will be responsible for all contracted care each month not paid of by the third party pay agency.

## Billing Schedule

### Summer (separate contract)

June	Full Month Bill + Summer Term Activity Fee
July	Full Month Bill
August	Half Month Bill

### Academic Year

August	Half Month Bill + Fall Semester Activity Fee
September	Full Month Bill
October	Full Month Bill
November	Full Month Bill
December	Half Month Bill
January	Full Month Bill + Spring Semester Activity Fee
February	Full Month Bill
March	Full Month Bill
April	Full Month Bill
May	Full Month Bill

## **Iowa Western Early Childhood Education Center Mission Statement**

Our mission is to provide a unique learning experience for young children through the partnership with the Early Childhood Studies Academic Program. We provide a nurturing child centered learning environment that meets the interests, ages, developmental needs and the diversity of each child. The learning environment at our center fosters exploration through hands on developmentally appropriate materials that ensures access to all children. Social, Emotional, Cognitive and Physical areas of development are considered through planned activities that allow each individual child to develop these skills.

## **Iowa Western Early Childhood Education Center Curriculum Statement**

The Iowa Western Early Childhood Education Center curriculum philosophy is based on research and a variety of learning theories which form the foundation that young children learn best through play. Our program offers a nurturing child centered learning environment that meets the interests, ages, developmental needs and the diversity of each child. Children's learning occurs through individual choices during play, teachable moments and planned activities facilitated by staff and students. The learning environment and interest areas are set up to encourage and foster exploration through hands on developmentally appropriate materials that ensures access to all children. Each area of development; Social, Emotional, Cognitive and Physical, is considered through planned activities that allows each individual child to develop these skills.

Our center offers a unique learning experience for young children through the partnership with the Early Childhood Studies Academic Program. Each day the ECS students engage the children in one on one and group learning opportunities under the guidance of the center's teaching staff. This affords our center a consistently low child-teacher ratio as well as an opportunity to effectively incorporate current educational theories into everyday practice for the students to experience.

## **Iowa Western Early Childhood Education Center Educational Philosophy**

The Iowa Western ECE Center program is based on the foundation that children learn through play. A nurturing learning environment is provided for the children based on their ages, interests, and levels of development.

The curriculum includes both structured and unstructured activities. Throughout the day, children engage in self-selected activities in the various learning centers of the room. Children also participate in teacher facilitated group activities. Each day is designed to follow a predictable routine to foster security in the children. Children are encouraged to plan what they will do during the self-selected activity times. They also participate in recall times with teachers to discuss what they have done during the activity times.

The staff at the center provide respectful care and education for each child. Each child is treated as an individual and encouraged to grow and develop at his/her own rate. Staff interacts with children in ways, which help them to develop a positive self image as well as learning to help others. Following is a listing of the areas of the room and aspects of the daily routine. A description of the learning's for children for each of these is provided.

1. Housekeeping and Dramatic Play Area  
This area allows children to develop social skills. Play with others helps develop an understanding of family members. Experiencing being, "mommy", "baby", or "daddy" gives children an opportunity to communicate feelings. Theme play such as grocery store and restaurant provide children opportunities for developing language, imagination, and social skills.
2. Literacy Area  
This area includes books, records, tape recorders, folder games, puppets, quiet play and pictures. Children learn to appreciate and enjoy books and utilize written and spoken language as listening skills develop. Opportunities to write with pencils are available for children who are interested. These early literacy experiences are the key in the development of pre-reading and pre-writing skills.
3. Blocks  
Physical development, dramatic play and social development occur as children build with a variety of blocks and accessory materials. Math and Science skills such as size, shape, quantity and balance are also discovered in this active area.

4. Art Area  
“Process” rather than “product” is emphasized in the art area. Children learn about colors, cutting, pasting and creating their own things. Easel and/or table painting experiences are provided daily as well as play dough, crayons and markers. Children choose from a variety of open-ended activities rather than “projects” from teacher models.
5. Science Table  
This area includes magnifying glass, plants, animals, rocks, and nature awareness activities that help children to observe and learn about the world around them. Some classrooms may incorporate pets such as hamsters, guinea pigs, and fish in this area also.
6. Manipulatives  
Small table games, beads, and puzzles help children to work on their problem-solving skills, group cooperation and language development. Activities in this area also assist in the development of small muscles as well as hand-eye coordination. Skills in patterning, colors, and sequencing are also developed in these activities.
7. Sand/Water Table  
This area includes play with water, sand and other exploratory materials. Children fill, dump, and measure liquids and solids. Children enjoy sensory experiences such as wet, cold, warm, squishy, gritty, etc. as they explore materials in this area. Materials available in this area change regularly to keep interest high and to encourage active sensory exploration.
8. Large Motor Area  
This area provides a place inside for children to enjoy vigorous play. Large muscle development, including activities such as hopping, skipping, jumping, and climbing are encouraged in this area.
9. Outdoor Play  
This area offers refreshing fun, which promotes large muscle development. Children also are able to enjoy and discover nature. Riding toys, running, climbing, constructing obstacle courses, sand play, and balls are daily activities. Kites, sledding, water play, and gardening are seasonal activities that occur also. Children play out doors daily as weather permits. If wind chill temperatures are below 15° F, children will be offered large motor activities indoors. If the heat index is about 105°F, the children will be offered large motor activities indoors.
10. Large Group Time  
During this time, music, quality literature, body movement and non-competitive group games are emphasized based on age-appropriate expectations. This time is designed to build group cooperation, togetherness, and community. Children enjoy songs, finger plays and music activities as they develop language and communication skills.
11. Quiet Time  
This provides a time for “winding down” and relaxing before lunch. Creative movement, group games, singing, and books are planned activities during this time.
12. Meal Times  
Lunch and snacks provide daily opportunities for children to experience eating together and learning to enjoy nutritious foods. Children participate in preparing foods, setting tables, and cleaning up. These activities promote a sense of responsibility among the children. Adults sit with children during these times to model appropriate eating behaviors and encourage conversation. Meals and snacks are served family style with children serving themselves with adult assistance as needed
13. Rest Time  
Children need rest to promote healthy bodies. Relaxing music and dimmed lighting are provided to create a restful atmosphere in the room for the children. Daily rest time provides an opportunity for rest and relaxation. State Licensing regulations require a minimum of one hour rest time for children who are enrolled in a full day program. Children will be assigned a labeled cot and use the same cot each day. Blankets and a pillow are provided by the center and washed weekly or as needed. Security items such as a special blanket (small), pillow or stuffed animal/doll may be brought to assist the child in feeling at ease during rest time. Each family will be required to provide a crib sheet for your child’s use during nap time. We will wash your child’s sheet each week. Please put your child’s name on the sheet prior to leaving it at the center.

14. Planning Time/Recall Time

Use of the planning board assists children in choosing activities to do. This gives children a sense of direction and purpose in their play in the room. The planning board is used as a guidance tool with children. Recall Time provides time with a teacher and a group of peers for children to discuss the activities of the day. Recall time promotes the development of language, listening, and memory skills.

15. Routines of Daily Care (RDC)

RDC includes toileting, diapering and hand washing. These routines offer children opportunities to develop health habits and skills in independence. The center provides liquid soap and disposable towels by bathroom sinks and classroom sinks to promote healthy hand washing. Toilet learning is not required before children enroll in the center. Staff will work in partnership with parents to assist in the process, as children are ready.

16. Transitions

Children will transition from Preschool East to West Classrooms at 8:30 am. Children will transition into the Preschool East Classroom at the end of the day at approximately 4:00 pm for Toddlers and 4:30 pm for West. Staff will assist children in facilitating a smooth and easy transition period for children during and leading up to these times. Once the children are transitioned into the other classroom their teacher will communicate with closing staff as to each child's needs for the day.

Twice a year based upon development and age for ratio Toddlers will be moved into a Preschool Classroom serving 3-5 years of age children. These transitions will be made at the beginning of the Fall Semester and the beginning of the Spring Semester upon a child turning 3 years of age prior to the transition period. Every effort is made to keep Toddlers (children age 2) with their toddler teachers for at least 9 months.

**Iowa Western ECE Center**  
**Sample Daily Schedule for Preschool Rooms**  
 (Actual Schedule May Vary)

<b>7:00 a.m.</b>	Center Opens Breakfast (served to children who arrive before 7:30 a.m.)
<b>7:30 a.m.</b>	Self-Selected Learning Center Activities
<b>8:30 a.m.</b>	Children move to West Side Rooms as teachers arrive
<b>9:00 a.m.</b>	Self-Selected Learning Center Activities
<b>9:15 a.m.</b>	Morning Large Group Time
<b>9:30 a.m.</b>	RDC/Snack/Planning
<b>9:40 a.m.</b>	Self-Selected Activities
<b>10:40 a.m.</b>	Clean-up/Recall Time
<b>10:50 a.m.</b>	Outside Play
<b>11:30 a.m.</b>	Clean-Up for Lunch
<b>11:40 a.m.</b>	Lunch
<b>12:00 - Noon</b>	Rest Time/RDC
<b>1:30 p.m.</b>	Self-Selected Activities/Informal Planning for those who wake early
<b>2:45 p.m.</b>	Afternoon Large Group Time/Recall RDC/Snack
<b>3:00 p.m.</b>	RDC/Snack Outside Play
<b>3:30 p.m.</b>	Outside Play
<b>4:30 p.m.</b>	Self-Selected Activities may be indoor or outdoor as staffing and weather dictates
<b>5:30 p.m.</b>	Center Closes

\*Children play outdoors each day as weather permits

**Iowa Western ECE Center  
Sample Daily Schedule for Toddler Room  
(Actual Schedule May Vary)**

<b>7:00 a.m.</b>	Center Opens – Children Arrive in East Classroom Breakfast (served to those who arrive before 7:30 a.m.) Self Selected Learning Center Activities
<b>8:30 a.m.</b>	Transition to toddler room
<b>8:30 – 8:45 a.m.</b>	Routines of Daily Care (RDC) and Free Choice Activities (RDC includes diapering, toileting and hand washing)
<b>9:00 a.m.</b>	Self Selected Activities
<b>9:15 a.m.</b>	Group Time
<b>9:30 a.m.</b>	Snack/RDC
<b>9:45 – 10:15 a.m.</b>	Free Choice Activities
<b>10:15 – 10:45 a.m.</b>	Free Choice Activities
<b>10:45 – 11:00 a.m.</b>	Large Motor Activity with Group
<b>11:00 – 11:30 a.m.</b>	Outdoor Time (weather permitting)
<b>11:30 – 12:00</b>	Lunch/RDC
<b>12:00 – 2:30 p.m.</b>	Rest Time/RDC as children awake
<b>2:00 – 3:00 p.m.</b>	Free Choice Activities
<b>3:00 p.m.</b>	Group Time
<b>3:15 p.m.</b>	Snack
<b>3:30 p.m.</b>	RDC/Free Choice/Outdoor Time
<b>4:00 p.m.</b>	Recall
<b>5:30 p.m.</b>	Center Closes

\*Children play outdoors each day as weather permits.

## Iowa Western ECE Center Discipline and Guidance Policy

We base our guidance policy on the belief that discipline is part of teaching. Our guidance policy considers children's ages, individual temperaments and levels of development. The staff of the center provide respectful care, treating each child as an individual, but also being mindful that the children are participating in a group situation. Staff interactions with children are to help them to develop positive self images as well as learning to help others. Emphasis is on positive behaviors. Most effective communication with children occurs at their eye level and in face to face situations.

Our classroom environment is designed in ways that let the children know what behavior is expected. Active areas are for active play and quiet areas are for quiet play. Labeling of shelves shows children where to return materials when they are finished with them. Three consistent limits in our classrooms are:

- 1) Children may not hurt themselves
- 2) Children may not hurt others
- 3) Children may not destroy property

Children are provided with a consistent routine, a predictable environment, and clear limits of appropriate behavior. Simple, consistent limits are communicated to the children through both the words and actions of the teachers. These limits are based on realistic expectations for children's behavior in light of their developmental levels. When children are having difficulty behaving within these limits, one of the following techniques may be used. Choice of technique depends on the child as well as the specific situation.

### **Positive Reinforcement**

Teachers use this technique to communicate to children that their behavior is okay, and is meeting expectations. For example, a teacher might comment to children putting toys away at clean up time, "I like the way you are cleaning up the toys."

### **Redirection & Choice**

Children who are behaving inappropriately may be asked to tell the teacher what the rule is. Teachers may make polite requests to have children examine their behavior to see if it fits with what the rule is. The children can then verbalize to the teacher what appropriate behavior is for the situation. Child may be asked to choose a different activity if they can't follow rules for the activity they are doing.

### **Problem Solving**

When children are having difficulty in a situation, a teacher's intervention might be to talk with the children and have them help come up with a solution to the problem. This technique involves the teacher and children listening to what is being communicated and together developing a plan for how to resolve the conflict or difficulty. This technique may be use with individual children or with groups of children.

### **Consequences**

Children are taught that behavior has consequences, either natural or logical. Consistent use of consequences helps children to develop understanding about their behaviors and feel more in control of self. Talking with children about these consequences is also part of staff interactions with the children.

### **Time to Reflect**

Occasionally it may be necessary to have a child move apart from the group in order to regain control of self. The child may be encouraged by the staff to "sit apart" from the group or choose an individual activity when his/her behavior is indicating a need to be away from the group in order to prevent hurting self or others. **Time to reflect is not used to isolate and/or punish children.** It is used as a tool child and/or teachers can select when time is needed for regaining self-control. Teachers will debrief with children when the child indicates readiness to rejoin the group.

## Health Policies:

Laws of the State of Iowa require that each child enrolled in an early childhood education program have an annual physical checkup. **A report of this examination and an up-to-date immunization card shall be in the Center's office, on or before the first day the child attends.** Both must be signed by a physician or physician's designee such as a physician assistant or nurse practitioner.

### 1. Medications:

**No medication (prescribed or over the counter) will be given to any child without the parent or guardians' written authorization and a licensed health care provider's written authorization. Both signatures and written authorizations must be provided. The following does not require a physician note only a written permission form by parent; sunscreen, bug repellent, medicated or non-medicated chap stick, over the counter skin ointments, lotions and sprays. Over the counter medication must be labeled with the child's name.** Each medication must be accompanied by a physician's or pharmacist's written directions and in an original and up to date container. Center staff will administer the proper medication to your child as directed by the written authorization from the physician. Center staff will record dosages in the center medication log. All medications are stored in the center west kitchen away from the children in locked boxes.

A medication form must be on file for all medications including sunscreen. A special sunscreen form is available. Medications left at the center after dosages have ended will be disposed. Parent should take medicine home when it is no longer being dispensed. Medication left more than one week after medication authorization has expired will be thrown away by the center staff.

### 2. Sunscreen:

Because children play outdoors daily, parents are requested to send sunscreen (labeled with child's name) for children to use especially during the summer. There is a sunscreen authorization form available which requires a parent signature. Sunscreen is kept in the children's rooms in a cupboard out of children's reach.

### 3. Illness:

When children are sick, they need TLC at home. **We are not set up for providing sick child care;** we are also not licensed to provide sick child care. Illness is caused by germs, virus and bacteria and not by cold weather. Sick children who attend the center spread germs to other children and make them sick. **Each child shall be free of symptoms of illness each day that he/she attends the center.** The following guidelines should be observed to know when to keep your child at home.

#### **A child should stay home if any of the follow conditions exist:**

- Upset stomach, diarrhea or vomiting within the last 24 hours.
- Excessively runny nose or unusual cough; common colds are okay as long as the child does not have an excessive nose discharge or severe cough complaint of unusual pain
- Any rash or skin sores that have not be identified and/or are under treatment
- Suspected impetigo, scabies or ringworm
- Head lice and/or nits (children **must be nit-free** to return to the center)
- Fever over 100 degrees F; children are to be **fever-free** for 24 hours before returning
- Pink eye; child may return after being on antibiotic treatment for a full 24 hours
- Sore throat- including strep throat; child may return after being on antibiotic treatment for a full 24 hours

A child should stay home if he/she has been exposed to a communicable disease and indicates signs of that disease. A chart of communicable diseases is at the end parent handbook. **If your child becomes ill with a communicable disease, please notify the center so that we may post a notice of exposure for the other parents. If you call to report that your child will not attend the center due to illness, please let the staff member know what the illness is.**

Iowa Western ECE Center staff may call a parent to pick up a child if he/she shows symptoms of illness during the day. Center staff also may refuse to allow a child to attend the center on a day if they display symptoms of illness upon arrival.

**Your cooperation will assist us in lessening the amount of illness in the center. As many of you are working parents, we understand that it is difficult for you to miss work when your child is ill. We do, however, ask that you not send your child to the center when you know he/she is sick and that you cooperate with staff when asked to pick up a sick child from the center.** There is sick child care available in the community through Mercy Hospital and the Visiting Nurses Association. If you would like more information about these services, please let a staff member know.

We will assist with lessening illness by:

- Calling parents to send sick children home
- Observing proper hand washing procedures to prevent spread of germs
- Observing proper surface sanitation procedures around mealtimes and diapering
- Ensuring that staff members who are ill stay home
- Providing your children with a rest time each day which contributes to a healthy body
- Posting exposure notices for parents when we are notified of communicable illness in the center
- Observing universal precaution procedures when handling bodily fluids.

### **Safety and Emergency Policies:**

Parents/guardian shall provide in writing to the Center a phone number of two persons who can be reached in case of an emergency when we are unable to reach the parents/guardian.

In case of minor accidents, the child will receive basic emergency care by staff that are first aid certified. The parents will be notified of the accident in writing. A copy of the accident report is filed in the child's center record folder.

In the case of medical or dental emergency or more critical accident, the child will receive basic emergency care according to the abilities of the staff. An attempt will be made to notify the parents/guardian immediately. In the event that the parents/guardian cannot be reached the emergency contact will be notified and the child's personal physician or dentist will be notified and his/her instructions will be followed. If the physician is not available, 911 will be called and the child will be taken by ambulance to a local hospital should this be necessary. **The parents/guardian will be responsible for all payments of medical fees for the care of their child.** Center staff cannot transport children to the hospital, only ambulance service can. If a child were to be transported a staff member with whom the child is comfortable, would accompany him/her if parents aren't available.

In the case of fire, or tornado the children will be taken to designated safe areas. They will be supervised at all times by center staff. Fire and tornado drills are conducted monthly in accordance with licensing regulations. These drills are recorded in the center monthly safety log. Designated safe areas for tornado drills are Lewis Hall Room 159 and 165. Designated safe areas for fire drills are trees in field to the south end of Lewis Hall.

### **Field Trips:**

Children from the center may participate in a variety of field trips. Upon enrollment, parents complete a permission form allowing their child to participate in these activities. On campus field trips can occur weekly and may include walks to campus places or activities such as the library for stories or the campus woods for nature walks.

Field trips off of the IWCC campus will be announced in the center newsletter as well as by parent notification. Children generally participate in off-campus field trips two to three times per semester. Travel for off-campus field trips will be by college van or bus. **All children less than 5 years old who participate in off-campus field trips will require a federally approved child restraint seat provided by their parents. These seats will be secured in the college van for the trip and will be returned to parents after the trip. Drivers for field trips include paid college faculty and staff; the college has copies of the driver's licenses for these persons, and has run background checks on their driving records.** Staff carry first aid kits as well as emergency notification cards for each child on field trips off of the campus.

### **Outdoor Play:**

Children will play outside daily, including the winter season, as weather permits. Please, make sure your child has appropriate clothing depending on the weather. A child who is well enough to come to the center is usually well enough to be able to play outside. Children will go outside daily when the temperature is above 15° F or below 105° F. Wind chill and heat index factors will be taken into account in determining outdoor play safety.

## Clothing:

- Play at the ECE Center is active, and occasional messy children should wear in comfortable, washable play clothes and shoes. Each child will need an extra change of clothes clearly labeled with his/her name. This change of clothing can be left at school. Soiled clothing will be sent home to be replaced with clean clothes the next day. Parents should check this supply regularly to ensure that it fits and is appropriate for the seasonal weather.
- In the winter, please make sure your child has the necessary clothing to go outside. If your child wishes to play in the snow they must have boots, snow pants, coats, mittens/gloves, hat/hood, or scarves and extra shoes to change into when coming inside. Please dress your child warmly. PARENTS are asked to clearly label all clothing with child's name. Mittens and boots all start to look the same; labeling assists staff in returning items to proper owners.
- In the summer, children should have swim clothes, and a towel for water days.

## Routines of Daily Care

### Toilet Learning and diapering:

Toilet learning is not required before children enroll in the center. Staff will work with parent to assist with the process when the child is ready. When a child is toilet learning, parents should make sure that the clothing worn can be handled independently by the child. Parents will supply diapers and wipes for their child. Please label diapers and wipe containers with the child's name. Parents should check the check child's supply of diapers regularly and replenish as needed. Staff will record on daily report sheets if children are in need of diaper or wipes.

### Meals, Snacks, and Food Preparation:

The ECE Center participates in the USDA Child and Adult Care Food Program. (CACFP) Weekly menus are posted on the parent bulletin board. We make every attempt to provide a variety of nutritious menus for the children. **Children will only be allowed food substitutions for medical or religious reasons with written doctor or religious authorization. This is in compliance with CACFP guidelines. Lunch count is called in by 9:00 a.m. This assists us in using an accurate meal count. If your child will not be in the center for a scheduled lunch please notify us by 9:00 a.m.** Parents may bring in special treats for snack for birthday celebrations. Please discuss this with a staff member in your child's room prior to bringing in a treat. Parents are encouraged to consider low sugar treats for birthday celebrations.

### Arrival and Dismissal Information:

**PLEASE CALL YOUR CHILD'S CLASSROOM IF YOUR CHILD IS ABSENT FOR ANY REASON.**

Each child attending the center must be accompanied into the center by a parent or someone given custody of the child that day. The child should not be left until his presence is acknowledged by the center staff. We want to make sure that the child is safely within the building and in the care of the center personnel before the accompanying parent/adult leaves.

You may temporarily park your car in the visitor's spaces in front of the center when arriving to drop off or pick up your child. **Parents must sign in/out upon arrival and departure so we have record of children's attendance.** Each child has a mailbox in this area for messages, notes, and billing. Please check your child's mailbox daily.

**The center will close at 5:30 p.m. each day. Parents who are late to pick up their child due to an emergency, PLEASE call 325-3270. Parents who are late to pick up their child may be assessed a late fee of \$5.00 for every 5 minutes after 5:30. This will be charged to cover staff expenses. The center clock will be the official time.**

We reserve the right to add a fee for early arrivals and late departures. We also reserve the right to dis-enroll children whose parents are habitually late to pick them up.

## **Center Closing**

When the college closes for inclement weather, the center will be closed. Local media outlets will be notified in case of bad weather closure. Should the college close after a day of classes has begun, the center will also close. Parents are expected to pick up their children as soon as possible when such closings are announced. Parents can contact the college information line at 325- 3700 for information on school closure.

## **Family Involvement**

The Iowa Western ECE Center maintains an open door policy for families. You are welcome to visit the center at any time. We ask only that you consider your child's temperament and stage of development before visiting him/her. Sometimes children can separate easily from a parent once a day; sometimes twice may be more difficult.

The observation room is open to parents during center hours - 7:00 A.M. - 5:30 P.M. This room can also be used while waiting for your child to finish meals, snacks or group time. The observation room is a valuable teaching tool for students enrolled in the program. The room is used by students, staff and visitors. It allows us to get a realistic view of children's activities as they continue to play without interruptions.

The Early Childhood Resource Library, located in the Early Childhood Program, contains activity packs for families to do at home which are both fun and educational. Books, pamphlets, and video/audio tapes addressing parenting and discipline techniques are also included. Credit and non-credit parenting classes are offered at IWCC for parents who would like support in parenting or seek additional information and experience regarding the guidance and discipline techniques used in the child care center. The center sponsors at least one parent education workshop each year.

Monthly newsletters will be sent home. Parents should regularly check mailboxes and bulletin boards for information about program events. Each classroom maintains a bulletin board with information specific to that room. Each child has a mailbox in his/her classroom for distribution of newsletters, important notices and monthly billing statements.

We believe that children benefit from a supportive partnership between center and family. We invite parent input, concerns and suggestions through our Family Advisory Board. If you have any concerns, please discuss them with the staff and/or director.

Families are also encouraged to complete the Parent Participation by staff Questionnaire upon enrollment. This information will be used by staff for family involvement in the program.

## **Parent Teacher Conferences**

Formal parent teacher conferences regarding children's development and activities at the center will be offered at least once each semester parents and/or teachers may request a conference at any time to discuss concerns or observations about their child.

Center staff will utilize anecdotal records and other observation techniques to chart children's development, learning and interests. This information is used to plan activities and curriculum in the center. This information in the anecdotal records will be shared with parents at Parent Teacher Conferences or daily as needed.

## **Assessments**

Each area of development; Social, Emotional, Cognitive and Physical, is considered through planned activities that allows each individual child to develop these skills. Each child will be assessed by collecting anecdotal notes on these developmental areas. These assessments will be shared with parents at conferences and at an as needed basis. The Developmental Milestones Collection Form will be used as a tool to collect the data to be shared with the parent/ parents.

## Family Advisory Board

The Family Advisory Board consists of parents of children enrolled in the center. The Board offers ideas and suggestions on center policy. The Board also organizes family get together for the center. Membership is open to any parent/guardian of an enrolled child. The director of the center and college lab faculty are ex-officio members. The Family advisory Board meets once a semester during the fall and spring semesters.

## Confidentiality Statement

The records kept on families enrolled at the center are confidential. Staff may not share information on file with others without written permission from a parent or guardian. Information received while in the performance of duties, either written or verbal, shall also be considered confidential and shall be treated the same as written information contained in the child's file. Staff are reminded that information regarding a child cannot be shared with other agencies such as AEA without the written consent of the child's parent or guardian. Staff members who do not maintain the confidentiality of children's information can be dismissed from employment.

## Communicable Disease

### A note to Parents:

Communicable diseases spread easily in childcare, preschool, and school environments. When children enter such group situations, their associations with other children are greatly increased in number. Contacts are closer and more prolonged. Parents should know that most of the common diseases of childhood usually begin with innocent-appearing symptoms, quite like those of the common cold. It is only after a few days that the more telltale symptoms appear, other members of the family may be infected and incubation the disease. If a disease appears in a family, the parents should notify the center that their child has that specific disease. If this is one, the staff will be on the alert for other cases. Sometimes prompt action of the staff will enable the physicians of the community to take preventive action to stop the spread of disease. Diseases are reported by the center to the Iowa Department of Public Health or the County Public Health Department. The Department, by watching the "big picture" is often able to prevent much suffering of our children. **Reporting of disease is important. Please do your part to make it complete, timely and useful.**

### Methods of disease transmission:

The childhood diseases are usually spread by direct contact or indirectly via the respiratory or alimentary routes. Direct contact means touching one person by another, such as walking hand-in-hand, kissing or any other instance where skin comes in contact with skin. Indirect contact includes handling of objects such as pencils, apples, handkerchiefs, papers or desks freshly contaminated by an infected person. Airborne spread on the other hand, does not require touching or handling of persons or things. The germs are breathed in by another. The infected person may have left the room or program/school long before the airborne transmission interval is rather brief.

### Rules to prevent the transmission of the disease:

1. **Wash hands frequently** with soap and water, particularly after toilet and before eating.
2. **Cover nose and mouth** when sneezing or coughing. Use handkerchief of tissue.
3. **Stay home when ill.** Contact your doctor.

Concise descriptions and recommendations for exclusion of cases from school.

## Communicable Disease Chart

<b>Disease</b>	<b>Usual Interval</b>	<b>Main Symptoms</b>	<b>Minimum Exclusion</b>
* Immunization is available	between exposure and first symptoms of disease		
<b>*Chicken Pox</b>	13 to 17 days	Mild symptoms and fever. Pocks are blisterly. Develop scabs, mostly on covered parts of body.	7 days from onset of pocks or until pocks become dry.
<b>Conjunctivitis (Pink Eye)</b>	24 to 72 hours	Tearing, redness and puffy lids, eye discharge.	Until treatment begins or Dr. approves re-admissions.
<b>Erythema Infectiosum (5<sup>TH</sup> Disease)</b>	4 to 20 days	Usual age 5 to 14 years-unusual in adults. Brief prodrome of low-grade fever followed by Erythema (slapped cheek) appearance on cheeks, lace-like rash on extremities lasting a few days to 3 weeks. Rash seems to recur.	After diagnosis, no exclusion.
<b>*German Measles (Rubella)</b>	14 to 23 days	Usually mild. Enlarged glands in neck and behind ears. Brief red rash	7 days from onset rash. Keep away from pregnant
<b>*Hemophilus Meningitis</b>	2 to 4 days	Fever, vomiting, lethargy, stiff neck and back.	Until physician permits return.
<b>Hepatitis A</b>	Variable-15 to 50 (Avg. 28 to 30 days)	abdominal pain, nausea, usually fever Skin and eyes may or may not turn yellow.	14 days from onset of clinical disease and at least 7 days from onset of jaundice.
<b>Impetigo</b>	1 to 3 days	Inflamed sores, with pus.	48 hours after antibiotic therapy started or Dr. permits return.
<b>*Measles</b>	10 days to fever; 14 days to rash	Begins with fever, conjunctivitis, runny nose, cough, then blotchy red rash	4 days from onset of rashred rash.
<b>Meningococcal Meningitis</b>	2 to 10 (Commonly 3 to 4) days.	Headache, nausea, stiff neck fever.	Until physician permits return.
<b>*Mumps</b>	12 to 25 (Commonly 18 days)	Fever, swelling and tenderness of glands at angle of jaw.	9 days after onset of swollen glands or until swelling disappears.

Continued...

<b>Disease</b>	<b>Usual Interval</b>	<b>Main Symptoms</b>	<b>Minimum Exclusion</b>
* Immunization is available	between exposure and first symptoms of disease		
<b>Pediculosis (Head/ Body Lice)</b>	7 days for eggs to hatch	Lice and nits (eggs) in hair.	24 hours after adequate treatment to kill lice and nits.
<b>Ringworm of Scalp</b>	10 to 14 days	Scaly patch, usually ring shaped, on scalp.	No exclusion, no swimming, gym or contact sports.
<b>Scabies</b>	2 to 6 weeks initial exposure; 1 to 4 days re-exposure	Tiny burrows in skin caused by mites.	Until 24 hours after treatment.
<b>Scarlet Fever Scarlatina Strep Throat</b>	1 to 3 days	Sudden on-set, vomiting, sore throat, fever, later fine rash (not on face). Rash usually only with first infection.	24 hours after antibiotics started and no fever.
<b>*Whooping Cough (Pertusis)</b>	7 to 10 days	Head cold, slight fever, cough, characteristic whoop after about 2 weeks.	5 days after start of antibiotic treatment.

**Readmission shall include written permission from the health officer, physician or attending physician, before any child is readmitted to the center/preschool following any disease which requires exclusion, not mere absence.**

**Enrollment in Iowa Western ECE Center  
constitutes an understanding of the following expectations.**

**Parents' Expectations of the program:**

Parents may expect that:

1. Their child will be cared for in a safe, supportive environment
2. They are invited to visit the program at any time
3. They may visit with the Director or On Site Leader about concerns related to their child or the program
4. They will be regularly informed about program activities by the staff
5. They will regularly be informed of developmental milestones data collected on their child by anecdotal notes.

**Program's Expectations of the parents:**

IWCC expects that parents will:

1. Pay fees on time
2. Keep the child's records up-to-date
3. Pick up child on time; signing the child in and out
4. Follow health policies of the program
5. Contact the program if your child will not be attending on a scheduled day. You will be charged a \$2.80 fee if you fail to notify the center of your child's absence by 9:00 a.m.
6. Pay attention to any communications from the program regarding their child's behavior, and cooperate in efforts to bring about improvements in the situation

**Children's Expectations of the program**

Children may expect:

1. To have a safe, supportive, and caring place to grow
2. To use all the program equipment, materials, and facilities
3. To be treated with respect
4. To receive nurturing care from staff members who are actively involved with them