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Dear Parents and Preschoolers,

Welcome to the Janesville Child Development Center!

We appreciate your interest in the Center and the programs we offer. 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. It will also let you know what we 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 give us a call at school or email us. We 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 any time. We welcome the opportunity to talk to you about the "good things" that are happening here. Plus, we would love to meet and get to know you and your child.

Sincerely,

Sarah Adolphs, Preschool Teacher sarah.adolphs@janesvilleschools.net

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IQPPS 1.1

Janesville Consolidated School District Vision IQPPS 10.1

Develop contributing citizens and life-long learners.

JCSD Mission Statement IQPPS 10.1

Grow your mind, serve others, inspire by example. Today, tomorrow, always.

Philosophy IQPPS 1.6, 3.15, 3.16, 3.17, 3.18, 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 his/her experiences which will extend and challenge their 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 oneself. 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.

Purpose

The purpose of the program is twofold.

- 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.

Latch Key

Janesville Consolidated School District offers a Before & Afterschool program (Latch Key), which is offered to children 3 years of age through 5th grade. The times for this program are 6:45 a.m.-8:05 a.m. before school and 3:15 p.m.-5:30 p.m. after school. For further information, contact the JCSD office (319-987-2581).

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.

In order to work toward continuous improvement, an [annual survey](#) will be shared with families and responses evaluated by program faculty, staff and administration to identify areas of strength and needed improvement.

Physical Skills IQPPS 2.8, 2.9

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 outdoor opportunities are not possible, the program provides similar activities inside. They will cut, color, pound nails at the workbench, use play dough, do puzzles, pegs, etc. to develop fine-motor skills.

Social Skills IQPPS 1.5, 3.5

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, bullying, and stereotyping. The children will learn turn taking, problem solving techniques, expressing one's self in a positive way using their words to communicate, to persist when frustrated, and playing cooperatively.

Intellectual Skills

To provide experiences that contribute 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 fairly.

Relationships IQPPS 1.2, 1.4, 7.5

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 with each child will occur on a regular basis. Teaching staff will promote prosocial 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 IQPPS 5.1, 10.8

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

1. In order to register, parents must contact the school and register online. This is on a first come first serve basis. A waitlist will be established once classes are full. Closer to the start of school parents are asked to register on Infinite Campus by completing intake forms, and signing a consent form for emergency medical care for their child. These steps guarantee a spot in the time slot requested. If a request is made to switch classes, it may result in a student being put on a waiting list.
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.

Registration Timeline

The Center offers a M-F full day program from 8:15-3:25 for children that are 4 years of age by Sept. 15. This includes preschool in the morning with extended care in the afternoon. There is also a MTTH preschool only class. This is from 12:00-3:25.

For the children that are 3 years old by Sept. 15, the center offers a MTTH full day program. This includes preschool in the morning with extended care in the afternoon. The time is from 8:15-3:25. There is also a preschool only class which is offered from 12:00-3:25. Registrations for these classes will be taken on a first come basis using the following timeline:

September 1st (1 year prior to attending) Open for Janesville School District children to enroll.

October 1st (1 year prior to attending) Open to any student wishing to enroll.

Priority for morning preschool spots will be given to children who are also using the extended care program. Extended care is not offered in the morning.

Transitional Program/Early 5 Will only be a consideration if there are spots available in the full day four year old program. Final decisions on eligibility are at the discretion of the district.

Preschool Visits IQPPS 7.1

If your child is 3 years of age, he/she will have a Preschool Visit scheduled during the first two days 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 letter the first part of August inviting him/her to come for the visit. Included in that letter will be a list of supplies your child will need for school.

Home Visits IQPPS 7.1

Home visits are required through the four-year-old-grant. It 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. It is a great time to ask any questions you may have. The visits will be held the first few days of school. If you wish not to have a home visit, or you prefer to meet at a different location, please let the teacher know. Your child will receive a letter the first part of August reminding you of this visit. It will also have a list of the school supplies your child will need.

Non-Discriminatory Policy IQPPS 1.7, 3.3, 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. You can get this information by calling the school office, 319-987-2581. Teaching staff are active in identifying and countering any teaching practices, curriculum approaches, or materials that are degrading with respect to gender, sexual orientation, age, language, ability, race, religion, family structure, background, or culture.

Health and Safety Records IQPPS 5.1

Health and safety information is collected and kept on file for each student. Files should be updated with any new and pertinent information as needed. All student health records are confidential and maintained in a secure location. Preschool teachers, the school nurse and administration will have access to these records as needed.

Illness/Medications IQPPS 5.6, 5.7, 5.8

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.

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 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 IQPPS 5.3, 10.5

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. The school has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

According to the Iowa Department of Health, Children should be Excluded for the Following Conditions IQPPS 5.3

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 diarrhea 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. Coli 0157:H7, two negative stool cultures are required to be 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 the 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, a child can go back to child care five days after the start of symptoms or until symptoms are gone, whichever is longer.
20. Hepatitis A virus, until one week after the 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 IQPPS 5.9, 5.10, 5.11, 5.16

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 cold lunch from home as long as it has an ice pack and it is nutritional. Students bringing cold lunch may purchase milk from the school. Your child's name and date must be written on their lunch. Be sure to notify the staff about any food allergy your child may have. Menus are posted in the Center and 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. Some families qualify for reduced rates or free meals. Information on this can be obtained by calling the Janesville School. These meals are prepared according to the USDA and the CACFP guidelines ensuring that they are nutritionally balanced.

Preschool Snacks IQPPS 5.13, 5.15

The preschool children enjoy a snack at each session. Milk or water is provided. Parents may volunteer to help provide snacks, otherwise they will be provided by the center. The children take great pride and enjoyment in being responsible for and sharing snacks with their class. Parents will have an opportunity to volunteer to bring snacks throughout the year. 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 packages, carrots with dip, celery with a jar of peanut butter, string cheese, and meat sticks to give you some ideas. 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 post 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, we will celebrate it on their half birthday. 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. Monthly tuition is due promptly at the first of each month. The monthly fees are based on the total number of days in the 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 your child's teacher or taken to the office. After the 10th of each month, a late fee will be assessed if payment has not been made. You WILL NOT receive a bill since you pay a set amount every month. There is no end of the year statement 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 Joy Anderson at 319-267- 2594 or contact the Center to see if you qualify.

Age Requirements

A child must be three years of age by September 15 in order to enroll in the 3 year old preschool program. A child must be four years of age by September 15 in order to enroll in the 4 year old preschool program. A child is eligible for the Latch Key program through the 5th grade.

Discipline IQPPS 1.3, 3.2

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. If significant student discipline is necessary, it will be handled by School Board Policy.

Behavior IQPPS 1.8, 1.9, 3.5, 3.6

Teaching staff will help children manage their behavior by guiding and supporting children. 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. In case of an emergency/weather closing, tuition will not be refunded.

Hours of Operation

For Latch Key children, the Center will be open from 6:45 a.m. to 8:05 a.m. and then again from 3:15 p.m. to 5:30 p.m. Preschool children riding the bus, walking to school, or being dropped off may come into their classrooms between 8:05-8:15. The 3 year-old full day is from 8:10-3:15 (Monday, Tuesday, Thursday). The 4 year-old full day is from 8:10-3:15 (Monday-Friday). The 3/4 year-old afternoon class is from 12:00-3:20 (Monday, Tuesday, Thursday).

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 two hours, preschool will begin at 10:05. 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 seen on KWWL-TV (channel 7). It will be on the KWWL website and the Janesville School Facebook page. 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 after school if it is within the regular route of the Janesville Consolidated School District. However, parents are responsible for picking their child up in the middle of the day.

Field Trips

Field trips are a part of our program. The trips vary each year. However, some have included the Gallagher-Bluedorn Performing Arts Center, Pumpkin Farm, & Kid's Kingdom. 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 Cons. School bus as our means of transportation. This means there are no seatbelts.

Arrival and Departure IQPPS 10.9

All preschool arrival and departures will take place on the Northside of the building at the preschool entrance. If your child arrives after 8:15, they must enter through the front office. 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. Afternoon preschool children will be dropped off at the preschool entrance.

Curriculum IQPPS 2.1, 2.2, 2.4, 2.5, 2.6, 3.8, 3.11, 3.17, 3.18, 4.2, 8.3

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.

Language IQPPS 2.10, 2.11

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.

Early Literacy IQPPS 2.12, 2.13, 2.14, 2.15

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 fingerplays. 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.

Handwriting IQPPS 2.14, 2.15

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.

Mathematics IQPPS 2.16, 2.17, 2.18, 2.19, 2.20

Children are provided with 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 IQPPS 2.21, 2.22, 2.23

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/non living 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. The children will be given numerous opportunities to collect data and organize it to sort, classify, graph, count, measure, and compare various objects. Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.

Social Studies IQPPS 2.29, 2.30

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. They will engage in discussions about fairness, friendship, responsibility, authority, and differences. Children are provided varied opportunities and materials to learn about the community in which they live. 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 or the lunchroom.
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.

Art , Drama, Music IQPPS 2.26

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 IQPPS 2.27, 2.28, 5.4, 9.11, 9.12

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. Children will learn how to protect against cold, heat, sunburn, and insects. If you want your child to wear sunscreen and/or insect repellent, it must be provided by the parents. The children will develop safety rules for our classroom. There will be various discussions on the importance of 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. 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 tooth brushing.

Fully equipped first-aid kits are readily available and maintained for each group of children. Program staff protect children from visible hazards.

Teachers and school staff follow the recommendations of the NAEYC for cleaning and sanitizing classrooms. These practices are outlined below and include the person or persons responsible for each.

CLEANING, SANITIZING AND DISINFECTING FREQUENCY TABLE

FOOD AREAS		
AREA	FREQUENCY	PERSON(S) RESPONSIBLE
Food preparation areas	Clean and then sanitize before and after each use	Classroom faculty and staff
Eating utensils and dishes	Clean and sanitize in the dishwasher before and after each use	Kitchen staff

Tables and high chairs	Clean and sanitize before and after each use	Custodians, classroom faculty and staff
Countertops	Clean after each use Clean and sanitize daily	Classroom faculty and staff
Food preparation appliances	Clean after each use Clean and sanitize daily	Kitchen staff
Mixed use tables	Clean and then sanitize before serving food	Classroom faculty and staff
Refrigerator	Monthly	Classroom faculty and staff
TOILET AND DIAPERING AREAS		
Changing tables	Clean and then disinfect after each use	Classroom faculty and staff
Handwashing sinks and faucets	Clean and then disinfect daily	Custodians
Countertops	Clean and then disinfect daily	Custodians
Toilets	Clean and then disinfect daily	Custodians
Diaper pails	Clean and then disinfect daily	Custodians
Floors	Clean and then disinfect daily with a damp mop and floor disinfectant	Custodians
CHILD CARE AREAS		
Door and cabinet handles	Clean and then disinfect daily	Classroom faculty and staff
Floors	Sweep or vacuum, then damp mop daily	Custodians
Carpets and large area rugs	Daily: Vacuum when children are not present; clean with a carpet cleaning method consistent with local health regulations and only when children will not be present until the carpet is dry Monthly: Wash carpets at least every three months or when soiled	Custodians
Machine washable toys cloth toys	Launder weekly	Classroom faculty and staff
Dress up clothes	Launder weekly	Classroom faculty and staff
Play activity centers	Clean daily	Classroom faculty and staff
Drinking fountains	Clean and disinfect daily	Custodians

Computer keyboards	Clean and then sanitize after each use with wipes	Classroom faculty and staff
Phone receivers	Clean daily	Classroom faculty and staff
Bed sheets and pillowcases	Launder weekly	Families
Cribs, cots and mats	Clean weekly when used for the same child daily, otherwise between children	Classroom faculty and staff
Blankets	Launder weekly	Families

*All sanitizing should be done using cleaner safe for food contact

*Anything listed daily should be done at the end of the day, in addition to whatever else is listed

Toileting Procedures IQPPS 5.5

For children who are unable to use the toilet consistently, the program makes sure that:

For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit.

Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.

Staff check children for signs that diapers or pull-ups are wet or contain feces at least every two hours when children are awake and when children awaken. Diapers are changed when wet or soiled. Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.

Each changing area is separated by a partial wall or at least three feet from other areas that children use and is used exclusively for one designated group of children. For kindergartners, the program may use an underclothing changing area designated for and used only by this age group.

At all times, caregivers have a hand on the child when being changed on an elevated surface.

In the changing area, staff post changing procedures and follow changing procedures. These procedures are used to evaluate teaching staff who change diapers.

Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding. Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly

using a hands-free device (e.g., a step can). Containers are kept closed and are not accessible to children. Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.

TOILETING CHECKLIST IQPPS 5.5

GET ORGANIZED

- Wash your hands.
- Gather what you need:
- Non-absorbent, disposable paper or pad
- Fresh diaper
- Clean clothes (if necessary)
- Plastic bag for soiled items
- Disposable wipes
- Gloves
- Diaper cream, removed from the container and placed on a disposable tissue
- Put on disposable gloves.

CARRY CHILD TO DIAPERING AREA

- Avoid contact with clothing soiled with urine or stool.
- Gently place the child on the diapering surface.
- Always keep a hand on the child.
- Remove the child's clothes, shoes and socks as needed.
- Place soiled clothing in a plastic bag and close securely to send home. Do not rinse.

CLEAN THE CHILD

- Remove stool and urine from front and back.
- Use a fresh wipe or dampened paper towel with each front to back cleaning.
- Place soiled wipe or paper towel in plastic-lined, hands-free, covered trash receptacle.
- If disposable paper is used, fold from the front over any spills under the child.

REMOVE SOILED DIAPER

- Immediately put disposable diapers in a plastic-lined, hands-free, covered trash receptacle.
- Put soiled reusable diapers and/or soiled clothes in a plastic bag and close securely for sending home.
- Remove gloves and dispose immediately.

PUT A CLEAN DIAPER ON THE CHILD

- Slide a fresh diaper under the child.
- Use tissue to apply needed diapering cream. Discard tissue in plastic-lined, hands-free, covered trash receptacle.
- Adjust and fasten the child's diaper.
- Finish clothing child.

WASH CHILD'S HANDS

- Take the child to the sink. Hold the child and wash the child's hands with soap and water.
- If the child can stand, assist as necessary to wash their hands in the child hand washing sink.
- Return the child to the supervised area.

CLEAN, RINSE and DISINFECT THE DIAPERING AREA

- If paper liner is used, dispose of paper liner in a plastic-lined, hands-free, covered trash receptacle.
- Spray and wipe the entire diapering area with detergent solution.
- Rinse with water.
- Spray the entire diapering area with a disinfecting solution.
- If pad is used, spray both sides of the pad and the changing table surface with detergent solution. Rinse with water. Spray both sides of the pad and changing table surface with disinfecting solution. Follow disinfect instructions for length of time disinfectant should remain on the surface to sanitize.

WASH YOUR HANDS

- Put cleaning and disinfecting solutions away.
- Wash your hands.
- Record diaper change, diaper's contents and any problems in daily log.

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 IQPPS 2.24, 2.25

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 tablets, 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, video, and audio will be limited to developmentally appropriate programming. Technology will be used to extend learning within the classroom and to integrate the curriculum.

Physical Environment IQPPS 9.1, 9.3, 9.4, 9.5, 9.7, 9.9, 9.10

Physical environment is an 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 IQPPS 3.1, 3.9, 3.12, 5.17

The Center schedule provides time to learn by exploration, experimentation, and discovery. Our program is predictable yet flexible and responsive to the individual needs of each child. 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. Here is an example of our daily preschool routine, however it will vary slightly from classroom to classroom:

Arrival

Opening

Center Time (Child's Choice)

Music/Movement

Large Motor Activity

Snack

Unit time/Literature

Large Motor Activity

Wash hands, bathroom, games

Lunch

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, 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.

The extended care program offered in the afternoon 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. Extended care staff will provide more detailed information.

Assessment/Parent-Teacher Conferences IQPPS 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 7.3

The curriculum goals and objectives guide the teachers' ongoing assessment of the children's individualized progress. 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 assessments, formal assessments (Teaching Strategies Gold, IGDI), 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 that is used is the GOLD Assessment. Some of the information gathering is done 1:1 with the teacher and student or in a small group. Parents will receive a report 3 times during the year to show their child's progress. The 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 twice a year to discuss the report and any concerns you may have.

The children who are 4 years old are also given an assessment called IGDIs. This assessment covers rhyming, letters, letter sounds, vocabulary, and what doesn't belong with a group of objects. This assessment is given 3 times a year in a 1:1 setting with the teacher and student. The results of this assessment will be shared with the parents.

Assessment results are housed electronically in Teaching Strategies GOLD and in Renaissance MyIGDIs. These results are kept confidential and are only shared by the classroom teacher with the associate supporting in the classroom as needed to support individual instruction, parents and the preschool teaching team, instructional coaches and administration during data PLCs. Results printed for a student's cumulative file are stored in a locked office area accessible to administration and office personnel.

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. The teaching staff is available daily either in person, email, or by phone. A child's assessment is confidential between staff and parents only unless consent is given.

Sharing IQPPS 2.10

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 of any kind are not allowed because of the risk for salmonella infection.

Newsletter and updates IQPPS 7.4

JCSD has a Facebook page that is updated regularly and contains helpful information and announcements. A classroom newsletter is put out monthly. This will be in your child's folder 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 IQPPS 5.4

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. If a parent wants their child to wear sunscreen or insect repellent, written permission is required and sunscreen and insect repellent needs to be provided by the parents.

Items from Home

Each child attending preschool will need the supplies listed in the teacher's letter to your child in August. Let us know if your child needs help in this area. There are supplies available. We ask that children leave money, candy, gum, jewelry, and other small objects and toys at home.

Parental Access Policy

Parents have an unlimited access right to their child. If you are entering the school during the school day, you must enter through the front office. If you have any questions at any time about your child or the program, please contact your child's teacher. 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, etc. These opportunities are open to all families. If a parent or guardian has experience or interest in a particular classroom theme this is a great

opportunity for volunteering. A great place to learn about upcoming events and themes is our newsletter.

Fire Emergencies IQPPS 9.13, 10.10

Emergency plans for fire shall be written and posted by each exit. Fully working fire extinguishers, fire alarms, and carbon monoxide detectors are installed in each classroom. 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 IQPPS 10.10

Children will proceed to the designated Tornado Safety Area 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.

Bomb Threat Procedures IQPPS 10.10

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 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 IQPPS 10.10

Students and staff will utilize the A.L.I.C.E. steps (Alert, Lockdown, Inform, Counter, Evacuate) in the event of an active intruder. We will review and practice the steps with students and staff. Communication will be sent out prior to the practice when such a drill will be completed. 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. The school doors are 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 IQPPS 10.10

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 IQPPS 9.15

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 /Training IQPPS 3.7, 5.2, 5.19, 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. At least one staff member certified in Pediatric First Aid and Pediatric CPR is present with each class of children. This is an annual training provided by the district for preschool faculty and staff.

To maintain developmentally appropriate teaching staff-child ratios within group size, two certified adults will be kept in the classroom if the numbers are above 8 for the 3 year olds and 10 for the 4 year olds. This will facilitate adult- child interaction and constructive activity among children.

Special Services IQPPS 4.2, 4.3, 7.6, 7.7, 8.1, 8.2

You may wish to take advantage of special services, which are available to children enrolled in the Center. The following services are available through Central Rivers AEA: 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 needs or wants for their child.

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. Central Rivers AEA 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).
3. Regional Child Care Nurse Consultant (319-291-2413)
4. Child Care Resource and Referral: Joy Anderson (877-216-8481)
5. Poison Control (800-222-1222).
6. Community Based Services of Bremer County (319-352-2990)
7. Report Child Abuse (800-362-2178)

The school can support connecting families with these resources. Information about these resources will be shared at conferences. If you would like more information at any time, please contact your child's teacher or the program administrator.

Mandatory Reporting of Child Abuse IQPPS 10.6

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.

Thank you for choosing the Janesville Child Development Center for your child's educational and social development. We look forward to working with your family to create the best experience for your child's school journey.