



2019-20 FAMILY HANDBOOK

Growing Hearts, Hands, and Minds since 1973

Mission:

The WSU Children's Center provides early childhood education and care for children and families affiliated with Winona State University and the surrounding Winona community by:

- Providing early education and care for young children and their families.
- Mentoring university students seeking licensure in education and related fields.
- Creating relationships and sharing resources with practicing early childhood professionals in the Winona area.

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www.childrenscenter.com

507-457-2300



By Federal Law and U.S. Department of Agriculture policy, this institution prohibits discrimination.
(For a full civil right statement and contact information, please see the last page of this document.)

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Welcome and Program Philosophy

The WSU Children's Center has provided early education and care programs since 1973, centering on the healthy growth and development of children and their families. The connection between home and school is dynamic during the first years of life, a time when children acquire skills and abilities that shape learning for the rest of their lives. The WSU Children's Center's licensed teachers and trained staff continuously improve the experiences and resources offered to children and families. All families are valued members of the WSU community of learners.

This Family Handbook includes program philosophy, policies, and procedures that ensure your child's education, health, and safety at the WSU Children's Center. We look forward to working with you during these formative years of your child's life.

Our Philosophy

The WSU Children's Center's comprehensive program philosophy for children and their families utilizes research and best practice in the early childhood field to guide the program. Drawing from historical and emerging early childhood theories, we support each child's development by intentionally focusing on the relationships, environment, and activities that shape their lives.

Relationships Strong, caring relationships provide a foundation for healthy social and emotional well-being in young children. Teachers encourage parents/guardians to partner with them to observe and understand their child's emerging interests and skills in the context of home, school, and community. Teachers provide each age group with appropriate interactions to help children feel secure with other people and their surroundings. As children grow, they gain the ability to express and control their emotions, be self-reliant, and form friendships with others. The Children's Center staff nurture and guide children as they acquire these lifelong skills.

Environment Each indoor and outdoor learning space is prepared to invite activity and support developmentally appropriate experiences. Adequate space allows for small and large group interactions essential to the ongoing cognitive and social growth of developing children. Each classroom crafts a daily schedule with routines to engage the individual capacities of the children and uses the environment as a tool for this work.

Activities We believe children's natural curiosity leads classroom learning as they laugh, explore, and expand their understanding of the world. When teachers use their knowledge, observation skills, and information from parents/guardians, they create a classroom climate that encourages social, emotional, cognitive, physical, and aesthetic learning.

The WSU Children's Center is committed to providing an early education and care environment that engages all children and their families during these foundational years of childhood.

General Program Information and Practices

The following agencies provide legal and comprehensive guidelines, under which the WSU Children's Center operates.

- Accredited by the National Association of Education for Young Children (NAEYC),
- Licensed by the State of Minnesota Department of Human Services, and
- 4-Star rated by the Minnesota Parent Aware childcare quality rating system (Note 4-Star is the highest available rating)

The Winona County Department of Environmental Health monitors the site annually to review food service facilities and practices. By participating in the federal Child and Adult Care Food Program (CACFP), the United States Department of Agriculture monitors all parts of our nutrition and food service activities. Classroom teachers meet all licensing requirements of the Minnesota Board of Teaching to maintain a teaching license. Rigorous training required by the MN Department of Human Services ensures that all staff is current in health, safety sanitation, and supervision of young children. A licensor representing the MN Department of Human Services (DHS) conducts an annual license review and renewal is contingent on successfully meeting all DHS requirements for licensure in the State of MN.

Children Served

- 24 Infants (6 weeks to 18 months)
- 28 Toddlers (18 months to 33 months)
- 59 Preschoolers (33 months to kindergarten)
- 45 School Age (kindergarten to 4th grade)
 - 2:15 pm – 5:30 pm Academic Year
 - 7:00 am – 5:30 pm Summer and No School Days

Teacher to Child Ratios

The following ratios are followed according to the age of the youngest child present:

- Infant (6 weeks to 18 months) 1:4
- Toddler (18 to 33 months) 1:6
- Preschool (33 months to kindergarten) 1:10
- School Age (kindergarten to 4th grade) 1:15

Center Staffing Practices

Professional Staff

A teacher with a B.S. in early childhood education or teacher qualified variance from the MN Department of Human Service (DHS) leads each classroom. Intermittent licensed teachers or DHS teacher qualified student staff act as on-call substitute staff when a lead teacher is absent.

WSU Student Involvement in the Classroom

The Center employs students to assist in each classroom, offering them educational opportunities for observation and interaction with young children. Student experiences range from 1-hour observations to 30-hour practicums, 8-week student teaching, or 120-hour internships each semester. Children benefit from the enthusiasm, individual attention, and creativity the students bring to the classroom.

Required training in WSU Children's Center and MN DHS Rule 3 policy and procedure training is required of all student staff and classroom volunteers, as well as the completion of MN DHS background check and fingerprinting clearance and Pediatric First Aid/CPR certification, is mandatory before working with the children.

Employing Student Staff for Personal Use

Parents/guardians often hire student staff to meet their "after hours" childcare needs. University policy prohibits the Children's Center from coordinating these connections. However, individually arranged childcare may occur independently between families and student staff.

Days and Hours of Operation

Children's Center hours of operation are 7:00 a.m. - 5:30 p.m. Monday-Friday twelve months a year. Each class level conducts a developmentally appropriate and NAEYC approved morning program between 9:00 a.m. and 11:30 a.m. A WSU Children's Center calendar with scheduled holiday and Center closings planned for the upcoming year distributed in May of each year. All families are encouraged to participate in the scheduled events sponsored by the WSU Children's Center staff and Parent Advisory Council (PAC). Family engagement is a vital feature of the unique partnership shared between home and school.

Enrollment Procedures

Children may enroll as a full-time or part-time student according to our 2-tiered billing system. A part-time tier provides 29 or fewer hours per week of service, and a full-time tier offers 30 hours or more per week.

An electronic wait list maintains all enrollment requests according to age eligibility and date of application with the following priorities:

1. WSU student parents/guardians enrolled in a WSU undergraduate or graduate degree program
2. Families currently serving in the military or military reserves or veterans
3. Siblings of currently enrolled children
4. Families from the WSU University community (faculty, staff, and administrators)
5. Families from the Winona area community

Before the first day of attendance, a child must have the following forms on file at the Center and participate in a program orientation session with the director or other designated center representative. The list includes:

- Enrollment form with a signed emergency, field trip, media, and data release statements
- Immunization Record
- Emergency Contact Card

- Health summary signed by a physician
- Family Size and Income Data Sheet for the Federal Child and Adult Food Program (CACFP)
- Personal Information Form (PIF) with signed releases (dependent upon a child's age)
- Ages and Stages Questionnaire (ASQ-SE) developmental inventory

As applies:

- Current court documents stating legal and physical custody arrangements
- Individual Education Plan (IEP) or Individual Personal Care Plan (IPCP)
- Medically documented allergies (food, medicine, etc.)

Parent/guardians are responsible for communicating changes in contact information (cell phone, email, address, place of employment) to the WSU Children's Center office manager and their child's teacher. There is a \$50.00 registration fee at the time of enrollment and a \$20 transition fee when a child moves to an older classroom. Each transition requires updated developmental, health, and immunization information for the child. The office manager will adjust all related billing charges to the childcare account.

Please contact the office manager via email at childrenscenter@winona.edu or by phone at 507-457-2300 to report changes in a cell phone, email, or home address, place of employment, custody arrangements, allergy, or medical conditions.

Confidentiality

The Center maintains all confidential information relating to children in secured files in the Center office. Teachers maintain a developmental portfolio recording each child's progress and milestones occurring throughout the year. These files are accessible only to:

- Center administrative and lead teachers
- Federal or state program staff, including the MN Department of Human Services Licensors
- Child's parent(s)/legal guardian(s)
- Upon Child Protection Court Order
- Others as designated by written parent/guardian permissions

Families receive the child's portfolio when the child transitions to kindergarten. The university maintains children's files in a secure online location for a required seven years and shreds or deletes documents when this time has passed.

Parents must give written permission to share information with other agencies/persons. This form is available in the Center office. State privacy law prohibits the sharing of information to protect all families and staff, so we ask that parents/guardians refrain from asking for personal data about other children and families. There may be times when the Parent Advisory Council (PAC) invites families to share personal contact information to contact other Center families to arrange for social or center events; however, this is optional and is not a requirement

Supervision and Release of a Child

We take the security of ALL children seriously and enforce the following to ensure the safety of all children in our care.

- MN state law requires an authorized person completes sign-in and sign- out each time a child arrives or departs from the Center. A programmed orientation for new families provides detailed instructions on the procedure.
- Parents/guardians must have a face-to-face interaction with a staff member and parent upon arrival or at pickup to establish supervision responsibility.
- Never leave children unattended in the building entryway, outside the classroom, or alone in restrooms.
- Never remove a child from the Center without notifying a staff member in the classroom or supervised play area.
- Two authorized adults, other than parents/guardians, must be designated on your child's enrollment form as emergency contacts. All children must arrive and depart with an authorized adult. Parents must provide written or verified verbal permission ahead of time when a person not listed on the registration form will pick up a child from the Center. Documentation of the adult must include the date, child's name, parent's name, and a brief description of the responsible person with a parent or guardian signature on all written documentation.
- Individuals must be 16 years of age or older to be authorized to pick up a child from the Center.
- Unfamiliar authorized adults picking up a child must present a picture I.D.
- Families with court ordered custody schedules must provide the center with current copies of the custody schedule. Only the custodial parent may authorize a child's release. Inform the director of all custodial family issues.
- Staff will not release a child to an adult appearing to be under the influence of drugs or alcohol.

Insurance

The State of Minnesota acts as the insurer for the Center. Individual policy or medical assistance coverage information must be on file for all children and is the primary source of insurance for accidents that occur at the Center.

Parking

Please park in a designated 15-minute parking space outside the 101 W. Wabasha entrance when delivering or picking up children from the WSU Children's Center. Car engines must be turned off during drop-off and pick-up times. Please do not double park when picking up or dropping off children.

Personal Possessions

Please clearly mark all personal possessions with a first name and last initial. Each child should bring the following things to have available at the Center:

- A complete change of seasonal clothing (remember to rotate these periodically as your children continue growing throughout the year)
- A blanket, pillow, and a small favorite sleeping doll or stuffed animal for rest time. Please take items home on Fridays for washing and return them on Monday
- Outerwear appropriate for the weather; children play outside every day (weather permitting)

- Disposable diapers, baby wipes, diaper rash cream, bottles, and training cups as needed with first and last name marked with a permanent marker

NOTE: Please do not bring toys, electronic devices, or books without discussing them with classroom teachers. These items may be difficult to share with other children and sometimes may be disruptive to other classroom activities. Also, the Center is not responsible for lost or damaged items. Teachers may schedule a special share day for children throughout the year.

Special Parental Permission Requests

Written permission is required before a child is involved in research or public relations activities. You will receive a letter explaining the project and your child or family's role in the study. A parent/guardian has the right to decline involvement in any student or faculty-designed project.

Early Childhood Screening and Early Childhood Intervention

Winona Area Public Schools (WAPS) screening and early intervention staff provide support to teachers and families when young children experience developmental challenges. Make an Early Childhood Screening appointment at the WAPS Community Education office by calling (507) 494-0900, or by completing online [www.winona.k12.mn.us/community education](http://www.winona.k12.mn.us/community%20education). All children in District #861 participate in Early Childhood Screening at three years of age. Pre-K classroom teachers will provide parents/guardians with a "Consent to Share" form to allow district personnel to share evaluation results with WSU Children's Center staff. This information is useful and prevents us from repeating many of the activities used by the screening staff to gain developmental details about your child.

Here is some additional information about Early Childhood Screening and how to schedule an appointment for your child after their third birthday.

Call Winona Area Public Schools Community Ed Office:

- 507-494-0900 or
- Register online at www.winona.k12.mn.us

Additional Early Childhood Education resources included in the link below:

<https://education.mn.gov/MDE/dse/early/scr/>

<http://helpmegrowmn.org/HMG/index.htm>

Scheduling, Billing, and Payment Policies

Enrolled families must adhere to the following registration, enrollment contract, tuition, and billing policies established by the Children’s Center. The university requires timely payment of weekly tuition allowing for a two-week window between payments. Please direct all questions regarding tuition bills to the Children’s Center office, 507-457-2300.

Registration and Transition Fee

A \$50.00 registration fee at the time of enrollment and a \$20.00 transition fee at the time of a child’s move to an older classroom. Added fees appear on the family ProCare account at the time of enrollment or transition. *Registration and transition fees are non-refundable and do not apply toward tuition.*

Tuition Structure and Enrollment Contracts

Families receive updated program fee information for the upcoming academic year at the end of the Spring semester (May-June). Each family confirms enrollment by contract at the start of each semester: Fall, Winter, and Summer.

Families have two enrollment tiers to choose from: 29 or fewer hours per week (part time) and 30 hours or more each week (full time). Part-time schedules that exceed the contracted enrollment tier in any given week should expect a charge at the full-time tier the following week

	Part Time 29 or fewer hours per week	Full Time 30 or more hours per week
INFANT	\$150.00	\$195.00
TODDLER	\$146.00	\$187.00
PREK	\$139.00	\$178.00
SCHOOL AGE Summer Rates	\$125.00	\$165.00
After School	1-2 Days/week: \$30.00	3-5 Days/week: \$50.00
School Year Daily Rate (in addition to weekly rate)	Half Day: \$22.00	Full Day: \$33.00

Schedule and Contract Changes

Families requiring a schedule change should discuss them with their classroom. The office manager will confirm the schedule change and send an email confirmation to the family and classroom teacher. The schedule change is in effect when the parent/guardian has signed the Contracted Enrollment Schedule and submitted it to the office manager at least two weeks

before the new schedule goes into effect. The classroom teacher will work to accommodate requests while maintaining the legal structures of the classroom (licensed child capacity and teacher-to-student ratios allowed in the classroom).

The contract established at the beginning of each semester is the base for all billing. Scheduled days may not be “swapped for a different day” should a child be sick on a scheduled day or if a work schedule unexpectedly changes in the family. Last minute schedule changes impact staffing, food, and program decisions resulting in an additional cost to the Center.

If a child is ill, going on vacation, etc. and will miss a regularly scheduled day at the Center, please contact the child’s teacher to be aware of the absence. Weekly billing amount for these absences is unchanged according to the enrollment contract.

Billing Statements and Payment Policies

Billing statements are for the next week of care. Billing statements posted on the family ProCare account reflect weekly charges one week before the provided care. A billing statement is on the family ProCare account. The office manager emails a weekly statement to families with account transactions (charges and payments). The WSU accounts manager reconciles payments by noon on Friday with payment required by the following Monday at noon. Additional charges for a field trip, transition, or registration fees added to the next week’s bill.

Families with unpaid balances have a two-week window of service to pay their account in full.

Late payments result in an email or text message reminder with three days allowed to clear an account. Please contact the office manager or director if you need to discuss your situation or to arrange for an alternate payment schedule. **Failure to keep your account in good standing may result in a suspension of care for your child.** The suspension will remain in effect for up to two weeks or until the account is cleared of past due charges.

Neglecting to pay the balance or make alternative arrangements with the director of the office manager during the two-week suspension period, will result in forfeiture of childcare at the Children’s Center. Reentry requires placing your child’s name on the waiting list.

Families receiving childcare-subsidies from grants, state programs, or private donors, must pay their agreed upon co-pay every week. Parents/guardians will work with the director and office manager to determine the amount of their weekly co-pay. WSU student parents/guardians are eligible for additional financial support through the CCAMPIS grant.

Please refer to billing or third-party payment questions to the office manager at 507-457-2300 or childrenscenter.winona.edu.

Payment Methods

Payment for weekly charges can be made using one of the following methods:

1. **Pay Online:** If you would like to pay online, please contact the Center office for instructions on how to set this up. Email childrenscenter@winona.edu or call: 507-457-2300 to have these sent to you.
2. **Pay by Credit Card:** The WSU cashier’s desk receives payments by calling 507-457-5056 or by visiting in person (209 Maxwell). Visa, Master, or Discover cards are accepted.

3. **Pay by Check:** The WSU cashier's desk accepts checks, bank checks, or money orders by mail to Box 5838; Winona, MN 55987. Check, bank check, or money order accepted on campus at 209 Maxwell Hall.
4. **Pay at the Children's Center Office:** Payments accepted daily between 8:00 a.m.-4:00 p.m. each day at the Children's Center Office or via the secure lock box at the ProCare kiosk between 7:00 a.m. and 5:30 p.m. if nobody is present in the office.

Additional Billing Information

- **Early Drop Off, Late Pick-up, and Failure to Sign Children In/Out:** A \$10.00 charge added per 5 minutes (rounded to the closest five) for child drop-offs and pick-ups occurring before 7:00 a.m. or after 5:30 p.m. will appear on the weekly statement under "Other." Excessive failure to sign a child in or out (3 times per semester) will result in a \$5.00 charge.
- **Sickness and Absences:** Normal contract charges apply for non-attendance days due to illness and other absences.
- **Holidays and Breaks:** The Center closes for all legal holidays and days as noted on the yearly calendar. Prorated charges applied for the week of Thanksgiving Break and the Winter Break in December according to the family contract. Weekly contract charges apply for all other days off.
- **Vacation Days:** There is no allowance for family vacation days. However, families with a full-time contract may choose to drop to a part-time contract during the summer months.
- **Field Trips:** All incurred field trip charges such as transportation, entrance fees, additional staff costs, etc. added to the family account.
- **Holding Fee:** Center director approval required for the following exceptions:
 - A child has an extended illness or family emergency requiring the absence of more than one week.
 - Families enrolled during the academic year but elect to withdraw their child for summer months will be charged a set rate to hold their spot during the summer months.
- **School Age Program Variations During the School Year:** School Age tuition based on a per day charge with the following requirements:
 - a. All school-agers must contract for a minimum base schedule of two afternoons per week during the school year.
 - b. Contract charges apply for non-attendance days due to sickness and other absences such as doctor or dentist appointments. There are no substitutions for absences.
 - c. WAPS professional development days, snow days, or any other school closings, require childcare fees for half-day or full day charges on an "as used" basis and are added to your ProCare account. Families indicate their interest in using the program for these days in September to allow for advance program planning.
- **Withdrawal from Program:** All withdrawals require a two-week written notice.

Summer Program and Enrollment

Summer School-Age requires a full-time (30 hours or more) enrollment contract. Exceptions are allowed when two families enroll on alternating days resulting in a full-time schedule.

Creating Relationships—Home-School Connections

Parent/Guardian – WSU Children’s Center Communication and Family Engagement Opportunities

Intentional communication between parents/guardians and staff is a hallmark of our program. Parent partners in the education and care of young children know their child’s strengths, interests, and needs best. We know that parents/guardians often have questions about their child’s development or progress in the classroom. Communication is at the heart of our program.

- To connect routines, rituals, and transitions between home and school.
- To share information to build mutually beneficial relationships between parents/guardians and teachers. For example, when children are toilet training, need guidance on a persistent behavior like biting, or finding new curriculum ideas that connect to a child’s interests.
- To advocate for ideas that help guide Center decision-making; like facility and program enhancements, policies and practices, or fundraising activities.

Parents/guardians and teachers commit energy toward creating and maintaining an excellent early childhood environment. We encourage your engagement with the Children’s Center community and our involvement supports and enhances the success of your child.

The chart below shows three types of involvement to encourage positive connections that include sharing information between home and school, forming supportive relationships, and becoming involved in Center program decisions.

INFORMATION SHARING (Giving and Receiving)	CHILD AND CLASSROOM RELATIONSHIP BUILDING	PROGRAM DECISION-MAKING AND ADVOCACY
<ul style="list-style-type: none"> ▪ Face-to-face chats before or after school with staff ▪ Classroom communication notebooks ▪ Read daily report forms (infant and toddler) ▪ Daily activity dry-erase board outside each classroom ▪ Get to know student staff ▪ Phone calls or emails ▪ Parent information postings by check-in computer ▪ Newsletters-both Center and weekly classroom emails ▪ Attend family/teacher conferences twice yearly 	<ul style="list-style-type: none"> ▪ Spend time each day talking with your child about school ▪ Read with your child daily ▪ Eat meals together ▪ Use language to describe children’s activities and surroundings ▪ Play with your child and other friends ▪ Volunteer for a task in your child’s classroom (e.g, make a poster, repair a piece of equipment, lead a cooking or other activity, or record a favorite storybook) ▪ Volunteer in your child’s classroom for an activity or fieldtrip ▪ Share a personal resource or talent ▪ Attend Children’s Center Family Events ▪ Arrange play dates between Center families 	<ul style="list-style-type: none"> ▪ Attend a Parent Advisory Council (PAC) meeting or learn about their work (meetings 3rd Tues. of each month – 5:15 p.m. – 6:15 p.m.) at Center. Childcare provided with advance sign-up. ▪ Work on a Center special event (E.G., potluck, fundraiser, classroom events, etc.) ▪ Complete yearly program surveys ▪ Share information and suggestions with the center Director ▪ Attend special topic community programs and conversations ▪ Write a letter to legislatures in support of early education and care for young children

Parent/Guardian Visits

Parent/guardian visits are encouraged anytime during the hours of operation. We often offer volunteer, spectator, and mealtime opportunities for parents/guardians. Staff is strongly encouraged to integrate parent/guardian talents and areas of expertise into the classroom curriculum.

Program Curriculum, Assessment, Inclusion, and Transition Plans

The director reviews the Center Program and Assessment Plan and sends it to the DHS licensor for approval each year. The full program plan is available for review by request in the Center office or email childrenscenter@winona.edu.

Program and Curriculum

Complimenting the diverse cultures and beliefs represented by the families in our program, we support an approach to learning that fosters understanding, celebrates differences, discusses questions about our world and the people who inhabit it. Using the Creative Curriculum and the Minnesota Early Childhood Indicators of Progress (ECIPS) as a framework for planning and assessment, we ensure that children have social/emotional, language, aesthetic, math/science, and motor skill development opportunities. The topics arise naturally from children's interests to provide opportunities for discovery and encourage curiosity about the world.

The classroom environment and a daily schedule allow for active investigation and experimentation with a variety of materials. Typical learning centers include blocks, creative art, dramatic play, library/writing, math/science, sensory, and outdoor play. Children have both free choice and teacher directed opportunities to practice life skills that include hand washing, dressing, and eating.

Following is a list of activities that occur in every classroom throughout the day in a format that matches the developmental capabilities of the children:

- **Activity Time:** Children choose from learning centers--art, math manipulatives, puzzles, science, cooking, language, writing, dramatic play, reading, and block construction.
- **Circle Time:** Children gather for conversation, sharing, stories, or practice new lessons learned throughout the day.
- **Small Groups:** Children divided into groups by age and interest for stories or activities appropriate to the group's abilities.
- **Gym or Outdoors:** Children given the opportunity for large muscle activities through organized games and supervised free play both indoor and outdoor.
- **Snack Time:** Children take turns preparing and setting-up snacks and are encouraged to try unfamiliar foods to expand their experience.
- **Rest Time:** Children nap or have a 30-minute rest time as required by our MN DHS license.

Note: Detailed daily lesson plans are sent electronically by the classroom teacher and posted weekly in each classroom.

Additionally, resources from parents/guardians, the university community, and the greater Winona area are welcome to share a special topic of interest with the children in the classroom. Also, a newsletter is available electronically and in print each quarter.

Inclusion of Children with Special Needs

The Children's Center welcomes children of all abilities in our classrooms. The staff works closely with parents/guardians to help access available resources for children exhibiting special

social or learning needs. New parents/guardians will also be asked to complete a “Consent to Share” form to allow medical and Early Childhood Special Education (ECSE) personnel from Winona Area Public Schools (WAPS) to communicate with Center staff. An Individual Education Plan (IEP) establishes instructional goals for the child in his/her classroom. At the time of referral from Early Childhood Special Education (ECSE), parents/guardians and staff receive additional information about the intervention process. We also use an Individual Child Care Plan (ICCP) when a child has specialized needs not addressed in an IEP.

Special Program Considerations

Pets and Animals: Notification of any pets kept in classrooms or visiting on the premises are announced in advance by the teacher.

Field Trips: Most of our trips consist of neighborhood walks or visits to nearby places. WSU vans, Winona Transit, or a school bus to transport children for school age extended trips. Each vehicle contains the required adult to child ratio and children and approved car seats when traveling by van. All vehicle occupants use an appropriate seat belt or car seat. Staff inform parents/guardians in advance of the date, time, destination, and purpose of each trip and asked to sign a group permission form. We welcome questions regarding the field trip activity.

Swimming and Water Play: Teachers supervise water play closely both indoors and outside. Staff notifies parents/guardians when outdoor play includes the need for swimming suits, towels, or special shoes.

Bike Day: During summer months, preschool and school age children may bring bikes and helmets to the Center for supervised riding. Each site has a designated location for bikes and procedures for securing them. Helmets are required and bikes must return home at the end of each day.

Sunscreen and Insect Repellent: Parents sign a group permission form each summer to allow daily sunscreen application before outside play and insect repellent as needed for the older group field trips. The Center provides unscented and hypoallergenic products unless families complete a medical permission form to provide their own brand of product.

Other: Staff will inform parents/guardians of program variations as they occur in individual classrooms.

Assessment Practices

Carefully observing and recording each child’s developmental progression in his/her portfolio creates a rich picture of each child’s development. This information is shared with parents/guardians through regular conversations and formal conferences twice a year. Student portfolios follow the child as they grow and transition between classroom and age level.

The portfolio sections and contents of each child’s portfolio are labeled and outlined below:

1. Developmental Profile (collected cumulatively over the child’s year(s) at the Center)
 - a. Parent Personal Information Questionnaire
 - b. ASQ-SE – Ages and Stages Questionnaire Social-Emotional
 - c. ASQ – Ages and Stages Questionnaire - Developmental (infants and toddlers)
OR results from school district early childhood screening (preschool)
2. Parent-Teacher Conference Records (collected cumulatively over the child’s year(s) at the Center)

- a. Fall conference record and follow up notes
 - b. Spring conference record (T.S. Gold checkpoints and conference forms)
 - c. Notes from additional conferences throughout the school year
 - d. Documents provided by an agency or medical specialist
3. Anecdotal Records and work samples (records and documents showing drawing, writing, cutting skill progression, etc.)
 4. Previous Years (anecdotal records from earlier years at the center if applicable)

The Individual portfolio works in tandem with the Teaching Strategies Gold electronic assessment portfolio illustrating each child's development through a collection of anecdotal records and work samples. Teachers use these tools to help form individual goals for each child and plan meaningful curricular experiences. The electronic portfolio observations are categorized according to state standards and can be used by teachers to assess both individual and group progress. Through careful review of documents, teachers plan meaningful lessons for each group and the individual child.

In addition to the electronic and paper collections, formal instruments compliment the authentic assessment documents in the portfolio. The screening tools used are the ASQ- Developmental (infants and toddlers), ASQ-SE and PreK Screening results (preschoolers). Teachers trained in the use of these tools outline proper procedures for the set-up, administration, and analysis of screening results — teachers trained in understanding and use this information to inform their curriculum planning and instruction. Teachers and staff will answer questions about the information collected or interpreted with parents/guardians.

Parent-Teacher Conferences

Carefully observed and recorded information about a child's developmental progress will be shared with parents/guardians through daily conversations, portfolios, and formal conferences twice a year. Fall or Spring conferences provide a time for communication between parents/guardians and teachers to reflect on a child's progress and brainstorm strategies that supports the child's growth and success. Conferences are also a time to discuss developmental questions or concerns a parent or teacher may have about a child. Together a decision will determine if further specialists or a medical consultation would benefit the child. A conference sign-up sheet with a variety of time slots posted at least a week before conferences for all families.

Following is a detailed description of our conference and documentation practices:

Before Fall conferences: The office will distribute the purple Pre-Conference Questionnaire to parents/guardians to complete and bring to the conference. This tool helps the teacher learn about the child through the parent's eyes

Fall conferences: Held in October to receive and exchange information between teacher and parent/guardian. This meeting forms the working relationship between home and school by listening to the child's developmental information shared by the parent/guardians and setting goals together for the rest of the school year. Together specific objectives are identified and documented for the semester.

Spring conferences: April conferences serve to examine the developmental growth of the child over the school year. Teachers meet with parents/guardians and use the portfolio to illustrate each child's progress and share a copy of the age appropriate developmental summary.

Parents/guardians will receive a written copy of the child's social, emotional, intellectual, and physical development at the end of each scheduled conference. The completed portfolio is given to the family at the end of a child's enrollment at the WSU Children's Center.

Classroom Transitions

Beginning with home to childcare or school, transitions magnify each time a child moves into a new classroom or onto a school setting (often for kindergarten). The Center staff prepares the family for the uncertainties of transition through careful planning and forming relationships with staff. The philosophy and practices surrounding transitions developed at the Center have grown from these ideas:

- Parents are involved in all discussions and provided with information that helps them work with their child in preparation for new classrooms and teachers.
- Thoughtful staff scheduling that allows children to know the staff in their classroom as well as the staff in their "neighbor classrooms."
- Staff members form teams of support between those that work with the infant and toddler classrooms and those that work with the preschool and school age classrooms. Children are familiar with all adults in the Center, thus minimizing the impact of classroom transitions.
- Children transition with their peers whenever possible

Additionally, we have found that in the infant and toddler rooms we can more fluidly transition children when specific developmental mile markers are reached, like feeding themselves, walking with stability, and taking only one nap in the afternoon. As children age, the school district and state defined age limits of 33 months define pre-K enrollment.

Guiding Behavior and Reporting Maltreatment of Minors

Behavior Guidance Policy

Mutually respectful and trusting relationships are an essential way of life at the WSU Children's Center.

WSU Children's Center staff view behavior as skills taught and learned like any other such as reading or math. Staff guide your child's behavior by word and example and realizes that it is not a developmental expectation that all children immediately understand or follow all expectations. Children need many opportunities and redirections before reaching the realization that the following actions are not desirable behaviors:

- hitting, biting, or physically hurting other children or adults
- teasing, name calling, or excluding children from play
- destroying other children's work or property
- running from the group creating unsafe conditions

As children grow, our classrooms nurture positive behavior and the development of self-help and control skills in many ways. Staff maintain daily routines, set clear limits, redirect classroom activities as needed, and help children develop problem solving strategies. Teachers often involve the children in discussions about respecting other people and property. Teachers help children balance the need for individual expression with the needs and safety of the group.

General Approach to Behavior

Our approach and goals are to guide, model, and teach socially accepted behaviors. We accomplish this by using guidance and discipline techniques that match the age and developmental understandings of the children. Examples of this are:

- Offering multiple sets of the same toy as children begin to understand the concept of sharing
- Setting clear and enforceable limits that match the age of the child
- Modeling acceptable/desirable behavior
- Helping identify emotions and desired emotional responses to classmates and staff
- Recognizing each child's individual needs
- Structuring the environment and schedules to maximize self-regulation
- Recognizing the positive efforts of children
- Anticipating and eliminating potential problems
- Redirecting or questioning behavior before an intervention is needed
- Using proactive timing of staff intervention
- Planning the daily schedule in a way that allows the children a successful mixture of choice and structure
- Using natural and logical consequences
- Restoring order without damaging self-esteem
- Encouraging children to verbalize their feelings, rather than demonstrate them physically
- Encouraging children to use words for solving problems

Behavior Intervention Process

When these techniques are not adequate, and persistent unacceptable behavior occur, teachers will proceed in the following manner:

1. Documenting the child's behavior through dated and signed observation and anecdotal records.
2. If the child continues to exhibit unacceptable behavior, he/she will be invited to choose a separate place in the classroom or play area where he/she has full sight of the teacher and the group activity. If the child requires additional attention, a teacher aide will join the child and assist in any way the child needs or serve as a calming presence until the child is ready to rejoin the group activity. Staff will notify the parents/guardians at pick-up time about the day's events and the classroom teacher will call or email the parents/guardians later that day.
3. If the unacceptable behavior persists across several days, the staff will meet to discuss the behavior, develop, and implement a behavior management plan that meets the individual needs of the child. The teacher shares all the details of the recommendations with the child's parent/guardian.
4. Arrange a meeting with the parent/guardian, teacher, and other identified staff if the behavior persists to determine more supports for the child in managing his or herself in the classroom or Center environment
5. If the child continues to have difficulty managing behavior and continues disrupting class members and routines, the director, or designated adult, will contact the parent/guardian and have him/her remove the child from the program for the remainder of that day.
6. Before the child re-enters the program, a parent/guardian will schedule a conference with staff to discuss the behavior guidance plan and work together on behalf of the child.
7. Continued disruptive behavior may lead to suspension or termination of program enrollment. An alternate program may better serve the child's learning needs.

Toddlers and Biting

Children bite for a variety of reasons. Biting behavior provides clues to how children are feeling, their stage of development, and what they need from their environment to be successful. Young children lack strategies to communicate their feelings and needs effectively and biting becomes a child's way of expressing frustration or feelings to other children and adults.

Developmental Philosophy About Biting:

Biting is, unfortunately, expected when children are in group care and caused by both developmental and emotional factors. Teachers are proactive and approach biting, with concern about the child who has bitten as well as the safety of the bitten child. Current resources on biting are available for staff and parents/guardians, especially toddler-aged children. Teachers are happy to be available to speak with parents/guardians away from the classroom to address this behavior and work together to eliminate it.

Prohibited Behavioral Actions and Interventions

The following actions by staff or among children are not permitted:

- Corporal punishment including rough handling, shoving, hair pulling, ear pulling, shaking, slapping, biting, punching, hitting, and spanking

- Emotional abuse such as name calling, ostracism, shaming, making derogatory remarks about the child or the child's family, or language that threatens, shames or frightens the child
- Separation of the child from the group except as outlined above.
- Punishment for lapses in toilet habits
- Withholding food, light, warm clothing, or medical care as a punishment for unacceptable behavior
- The use of physical restraint other than to physically hold a child where containment is necessary to protect a child or others from harm
- The use of mechanical or physical restraints

Family and Program Staff Differences/Grievance Procedure for Parents

Parents/guardians must speak with the teacher or director when differences arise to resolve disputes and restore communication with one another. Please use email, voicemail, notes, or individual appointments to discuss classroom or personal issues with the teacher or director. The Center uses the NAEYC Code of Ethical Conduct (<https://www.naeyc.org/resources/position-statements/ethical-conduct>) as a tool to help resolve conflicts that do arise.

When a parent/guardian disagrees with the decision made by program administration, the parent/guardian and their authorized representatives may grieve the decision by contacting the Dean of the College of Education, 507-457-5570 or the campus legal office, 507-457-2766.

Reporting Maltreatment of Minors

Teachers and childcare workers are required by Minnesota State Law to report any suspected cases of child abuse and neglect. Any person may voluntarily report abuse or neglect. Report all suspicions of neglect or harm to the MN Department of Human Services at (651)-431-6600.

Definitions of abuse and neglect in Minnesota

Neglect is the most common form of maltreatment:

It is usually the failure of the child's caregiver to:

- Supply the child with necessary food, clothing, shelter, medical, or mental health care, education, or appropriate supervision
- Protect the child from conditions or actions that endanger the child
- Ensure that education is available according to the law
- Exposing a child to certain drugs during pregnancy and causing emotional harm to a child may also be considered neglect

Physical abuse is any bodily injury or threat of harm or substantial damage, inflicted by a caregiver upon a child other than by accidental means. Physical abuse can range from minor bruises to severe internal injuries and death.

Mental injury is harm to the child's psychological capacity or emotional stability evidenced by an observable and substantial impairment of the child's functioning and is considered abuse in Minnesota.

Sexual abuse is the subjection of a child to a criminal sexual act or threatened act by a person responsible for the child's care or by a person who has a significant relationship to the child or is in a position of authority.

Where to Report

If you know or suspect that a child is in immediate danger, call 9-1-1.

Make reports concerning suspected abuse or neglect of children occurring in a licensed facility to the Department of Human Services, Licensing Division's Maltreatment Intake line at (651) 431-6600.

Make reports regarding incidents of suspected abuse or neglect of children occurring within a family to the Winona Department of Human Services at (507) 457-6200 or Winona Police Department at (507) 457-6302.

If your report does not involve abuse or neglect but does involve potential violations of Minnesota Statutes Rules that govern the facility, call the Department of Human Services, Licensing Division at (651) 431-6500.

What to Report

A report to any of the above agencies should contain enough information to identify the child involved, any persons responsible for the abuse or neglect (if known), and the extent and details of the maltreatment and possible licensing violations. For reports concerning suspected abuse or neglect occurring within a licensed facility, the report should include any actions taken by the facility in response to the incident.

Follow-up of an oral report of suspected abuse or neglect includes a written statement to the same agency within 72 hours, exclusive of weekends and holidays.

Center Process for Internal Review and Corrective Action of Reported Abuse and Neglect Cases

Internal or external report of alleged or suspected maltreatment followed by an, internal review of the Children's Center examines the health and safety of children to ensure corrective action if necessary (within 30 days). The internal report includes an evaluation of whether:

- Proper following of related policies and procedures
- The policies and procedures were adequate
- There is a need for additional staff training
- The reported event is like past events with the children or the services involved and there is a need for corrective action by the license holder to protect the health and safety of children in care

Primary and Secondary Person or Position to Ensure the Completion of an Internal Review

The director completes the internal review. If the director is involved in the alleged or suspected maltreatment, the WSU Dean of the College of Education with the advisement of the WSU Affirmative Action Officer will appoint a person responsible for completing the internal review.

Documentation of the Internal Review

The Center documents completion of the internal review and provides this documentation of the upon the DHS commissioner's request.

Corrective Action Plan

Based on the results of the internal review, the Center develops, documents, and implements a corrective action plan designed to correct current lapses and prevent future mistakes in performance by individuals or errors Center policy or procedure.

Staff Training

The Center provides training to all staff related to the mandated reporting responsibilities as specified in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.556). The license holder documents the provision of this training in individual personnel records monitors implementation by staff and ensures that the policy is readily accessible to staff, as specified under Minnesota Statutes, section 245A.04, subdivision 14 in a Staff Handbook.

Family and Staff Program Differences/Grievance Procedures

The procedures outlined on page 16 of this Family Handbook. All parents/guardians receive a copy of these procedures during their initial program orientation session and are available upon request.

Promoting Wellness—Health, Emergency, Safety, Napping, and Nutrition Policies

Health Policies

The health policies maintain, protect, and improve the health of the children in our care, and to reduce the risk of spreading childhood disease and illness. Practice includes close observation of the children, regular hand washing, and requiring children to remain at home when they are ill. A child must feel well enough to participate in all classroom activities which include going outside, eating regular meals, and interacting with other children and adults.

If your child is ill, please call the Center to report both the absence and nature of the illness. This information assists in monitoring the classroom for similar symptoms, activity planning, and staff scheduling. The following policies meet Minnesota childcare licensing rules in conjunction with our health care consultant who reviews all policies annually.

Required Paperwork: Health Care Summary and Immunization Record

Admission to the WSU Children's Center requires a current physical examination summary signed by the child's physician and record of up to date immunizations to be filed in a secure location at the Center. Parents with objections to required immunizations or medical exemptions must submit a notarized statement at the time of enrollment. Each time children change age groups; a new health care summary and updated immunization record are required. (e.g., when infants move to the toddler room).

Medical Conditions Requiring Exclusion from Child Care

Children must stay home if they have any of the following symptoms within the last 24 hours:

- **Fever:** A fever is a warning of illness or infection. Children with a fever over 100 degrees Fahrenheit are required to remain home until fever free for twenty-four hours.
- **Stomachache, Vomiting, Diarrhea:** Children with a stomachache persistent or severe enough to limit his activity must remain home. If vomiting occurs, keep your child home until he/she can keep food down. A child with diarrhea must be symptom free for twenty-four hours before returning to the classroom.
- **Rash and Hives:** A rash may be the first sign of one of many childhood illnesses such as measles or chicken pox. Do not send a child with a rash or hives without confirming the cause with a medical professional.
- **Cold:** Children must remain home with a "heavy cold", or a hacking cough. Also, profuse nasal discharge and drainage from the ear or eye area until symptoms subside and the child can participate actively in their day.
- **Sore Throats:** Seek medical attention and keep the child home when white spots are present in the back of the throat. If your child complains of a sore throat and has no other symptoms, he/she may come to the Center
- **Open Draining Sores:** If your child has any of the following examples, they should remain at home: impetigo lesions that have not dried, pinkeye or conjunctivitis, or a staph infection.
- **Extreme Listlessness:** Children with extreme listlessness should remain home and monitored for dehydration or another serious health concern.

Parent Notification of Ill or Injured Child

Parent/guardians immediately notified to come for the child immediately when a child becomes ill or injured at the Center. Staff trained in Pediatric First Aid/CPR care for the child and an emergency contact called to come for the child when a parent/guardian are unavailable within a reasonable period. **Parents /guardians must maintain accurate and current phone numbers for themselves and all emergency contacts.**

Communicable and Reportable Diseases

Parents/guardians must inform the program staff of diseases or health conditions within 24 hours (including the weekend) exhibited by the child. This information assists in identifying food borne illnesses and other preventable health conditions

The list of situations includes lice, scabies, impetigo, ringworm, chicken pox, foot and mouth disease, or conjunctivitis (pink eye). Children are not permitted back in the classroom until the child has received medical clearance or completed prescribed treatment, as in the case of lice.

The classroom staff notifies parents/guardians with a notice posted on the door and an email that includes symptoms and recommended treatment when exposure occurs in the classroom or Center of the reportable contagious diseases listed above. The director will notify the health authority within 24 hours of receiving a parent's report of exposure to certain types of contagious illness listed on the DHS website.

Special Health Considerations

Children with special health needs, including asthma, seizures, allergies, identified developmental needs, or alternate food plans, must complete an Individual Child Care Program Plan (ICCP) form shared with all adults who work with the child. The teacher or Center provides accommodations to the environment or practices made upon the recommendation of recognized health care professional.

Administration of Medicine

We strongly urge medication to be given during non-school hours.

A parent/guardian must complete a Medication Authorization Form permitting professional staff to administer medication during the day. The list includes prescription, non-prescription, diapering products, sunscreen lotions, insect repellents, lotions, and lip moisturizer, etc.

Send medication sent in an original container with child's first and last name and dose included, and staff will record all administration of medicine on Medication Authorization Form.

Medication Authorization Forms are available in the Center office or from a classroom teacher.

Emergency, Accident, Safety, and Record Keeping Policies

Administration of First Aid

Teachers and Center staff receive training in Pediatric Infant, Child and Adult CPR, and First Aid and certification with renewal every two years.

The center staff follows medical/first aid procedures that include:

- A certified person begins administering first aid
- Other staff member assists as needed by calling emergency medical service, gathering supplies, or help lead first aid procedures.
- Third staff person clears other children from the scene and contacts the director and 911 and WSU Security (507) 457-5000

In the event of a medical emergency requiring Emergency Medical Services (EMS), the director or his/her designee will notify parents/guardians immediately.

Special Situations

If a child has a health condition that requires medical attention or CPR, classroom staff trained to meet the child's individual needs are assigned to this child for all out of classroom activities, including field trips, water play, bike day, and other events.

Conscious Discipline – Safety and Connection Practices

The WSU Children's Center teachers follow Conscious Discipline - a social-emotional learning and classroom management program that highlights the Seven Skills of Discipline of Conscious Discipline. Conscious Discipline integrates classroom management with social-emotional learning, uses everyday events as part of the school curriculum, and addresses the needs of the adult as well as the child to create safety and connection in the classroom. Please visit www.consciousdiscipline.com and look for monthly emails, family engagement learning sessions, and opportunities to view materials available in the Family Resource Room in Helble Hall – Rm. 129.

Following a belief in respect and responsibility, Center staff and children follow the following safety practices:

- Center staff monitors the Center daily for potentially unsafe situations.
- Teachers and children watch for and report hazardous conditions to the director or WSU Facilities.
- All potentially hazardous substances or objects are placed out of children's reach and stored in locked cupboards.
- The kitchen area is off limits to children without an adult.
- Sanitize and monitor all equipment
- Staff and volunteers trained in first aid, choking, suffocation techniques, Sudden Unexpected Infant Death (formerly SUIDS), Abusive Head Trauma (formerly Shaken Baby Syndrome) and blood borne pathogens.
- Traffic safety rules include walking on the sidewalk behind a teacher and observing traffic rules
- Children will always be supervised by sight and sound as appropriate for the age of the child.
- A coded door and visitor sign in monitors all Center entrances. Lock-down protocol procedures are developmentally appropriate and approved by WSU Security and the director. Children may not enter the security code, and parents/guardians are asked not to share the code with children.

Car Seat Use

All children must arrive and depart from the Children's Center in the required car seat and or restraint equipment. The Center follows MN State guidelines for car seat use when transporting children away from the center.

Emergency Phone Numbers

Each classroom posts telephone numbers for emergency medical and dental care, poison control center, fire department, campus security, CMH emergency room, health authority, and licensing division of MN Department of Human Services.

Fire and Tornado Procedures and Prevention

Fire drills occur once per month and tornado drills occur monthly during April through October. Posted evacuation procedures are in each room with designated staff, emergency phone numbers, and marked exits and evacuation routes for fires, tornadoes, and bomb threats.

Inclement Weather and Cancellation Policy

Typically, the Center will close due to weather when WSU closes or when the director deems travel to and from the Center as dangerous. Cancellation decisions are made by 6:00 a.m. and communicated to families and staff via email, the REMIND messaging app for smartphones, text, and posted on the WSU web site. Should the closing occur during the day, parents/guardians will receive a phone call, text, or via our REMIND. ***Please inform the office manager if you prefer a different method of communication from the Center.**

Bomb Threat Procedure

The following procedure follows the WSU policy on bomb threats. After notification of a bomb threat, the WSU security staff immediately evacuates and relocates the children to a nearby location deemed safe. Staff begins contacting families once the children are safely relocated, informing them of the bomb threat at WSU, and asking them to pick up their children in the Cathedral of the Sacred Heart church basement located at 360 Main St. Winona, MN.

Sources of First Aid and Emergency Medical Care.

Call to 911, WSU Security, and parent/guardian. A WSU Children's Center staff member will accompany the child if ambulance transport is required and stay with the child until a parent/guardian or emergency contact arrives at the hospital. Parents/guardians will be responsible for any costs of emergency medical care.

Written Records for Accidents, Injuries, and Incidents

Center staff maintains written records of accidents, injuries, and incidents involving a child enrolled in the program, a staff person, or a visitor. The Accident/Incident Report contains the name and age of the person(s) involved, date and place of accident, injury, incident, type of injury, and who received a report of the event. A duplicate of the report is kept in the child's file.

In case of severe injury or accident, an official accident report is filed with WSU Lega Affairs, and MN Department of Human Services central office in St. Paul, MN. The Center retains copies of all written documentation in Center's files for three years.

Minnesota Department of Human Services Licensing Questions

Direct questions about state licensing practices to the MN Department of Human Services (DHS), Division of Licensing, 651-431-6500.

Napping and Rest Policies

Naptime is part of a young child's daily life and we make every attempt to make our classrooms quiet and comfortable for sleeping. Staff supervises naptime and a daily report is shared with parents/guardians each day (Infant-toddlers receive a written report – pre-K is verbal upon request). The following guidelines frame napping practice by age group.

Infants

Infant parents/guardians are informed about state regulations regarding sleep patterns at program orientation. The teachers encourage parents/guardians to share napping information specific to their child in writing and are frequently asked questions by their classroom teacher, so that home and school are familiar with the child's sleeping patterns. Infants sleep on demand as needed and are monitored by staff while they sleep. No infant is left unattended while sleeping. Infants are removed from their crib when they wake up. The mandatory state policies and procedures guiding our napping practices are summarized below:

- **Confinement Limitation:** A child who has completed a nap or rested quietly for 30 minutes must not be required to remain on a cot or in a crib. Alternate activities provided by trained staff.
- **Placement of Equipment:** Naps in a quiet area physically separated from other children who are engaged in activities that might potentially disrupt a napping child. Cribs placed so that each child's head is a minimum of 3 feet from another child and with clear aisles and unimpeded access for both adults and children on at least one side of each piece of napping equipment. Infants are assigned cribs and use the same crib each day. Cribs and cots must be directly on the floor and must not be stacked when in use.
- **Bedding:** The Center provides Individual crib bedding for each child which is changed and laundered weekly OR as needed if soiled or wet. Infant parents/guardians must wash swaddle sacks or sleepers weekly OR when soiled or wet. The Center will also make these garments available as needed.
- **Crib Standards and Item Placement:** Each child receives a crib with a firm mattress and sheet that overlaps to prevent it from becoming dislodged by pulling on the corner of the sheet. All cribs are certified and meet the current Code of Federal Regulations for safety standards. Certificates are on file in the office. Crib inspections occur monthly according to MN State statues for safety. All crib inspection sheets remain on file in the Center office for three years from the date of inspection. Center staff will not place anything in the crib with the infant except for the infant's pacifier, as defined in Code of Federal Regulations, title 16, part 1511.
- **Reduction of risk of Sudden Unexpected Infant Death Syndrome (SUIDS):** Under Minnesota Statutes, all infants are placed on their back to sleep unless the parent has provided on a signed form approved by the commissioner, a directive signed by the child's physician giving an alternate sleep directive. This form remains on file in the child's cumulative record file in the office once the infant has transitioned to the toddler classroom. There are no exceptions. An infant who independently rolls onto its stomach

after being placed to sleep on its back may be allowed to remain sleeping on its stomach if the infant is at least six months of age or the license holder has a signed statement from the parent indicating that the infant regularly rolls over at home.

- **Children who Fall Asleep Before Being Placed in a Crib:** If a child falls asleep before being placed in a crib, the teacher must move the infant to a crib as soon as practical and safe. When an infant falls asleep while being held, the teacher must consider the supervision needs of other children in the classroom when determining how long to hold the infant before placing the infant in a crib to sleep. The sleeping infant must not be in a position that could block the airway or with anything covering the infant's face.
- **Swaddling Infants:** A swaddled infant must remain on his/her back, and MN DHS Rule 3 prohibits it for any infant who has begun to roll over independently. However, with the written consent of a parent or guardian, the Center may place the infant who has not yet begun to roll over on its own down to sleep in a one-piece sleeper equipped with an attached system that fastens securely only across the upper torso, with no constriction of the hips or legs, to create a swaddle.
- **Before any use of swaddling for sleep:** a written consent form provided by the MN State DHS commissioner permitting the use of swaddling from the parent or guardian is on file. Parents who provide approved swaddle sacks or sleepers must wash them weekly OR when soiled or wet. The Center will also make these garments available as needed.

Toddlers and Preschoolers

Toddlers and preschoolers who are in our care for more than 5 hours each day are required by DHS state statute to offer a child the opportunity to rest for 30 minutes each day. A child who has rested quietly for 30 minutes engages in quiet activities until snack time.

Most classrooms will nap daily sometime between 12:30-3:00 p.m. After lunchtime, children are offered a toilet break or diaper change while children are looking at books, playing with puzzles, or another quiet manipulative activity. Children have a storage basket in their classroom for naptime comforts such as a blanket or stuffed toy. Teachers prepare the nap-room by placing cots throughout the room appropriately separated from each other. Windows have shades drawn, lights dimmed, and soft music playing in the background. Teachers spread out throughout the classroom, assisting children in relaxing as they prepare for naptime.

Upon wake-up children have their diaper changed or are led to the bathroom. Quiet activities are available in the classroom or another program space. When all children are awake, cots are sanitized with a non-toxic spray and placed in a safe storage place.

Specific Naptime procedures:

Placement of Equipment

- Cots placed, so there are clear aisles and unimpeded access for both adults and children on at least one side of each piece of napping and resting equipment.
- Cots must be placed directly on the floor and not be stacked when in use.
- Cots should be arranged in a head to toe fashion so that children's heads are a minimum of three feet apart.
- Cots and cribs may not be used as storage when not in use.

Bedding

- Each child brings bedding from home: blanket, pillow, stuffed animal or doll
- Staff launder bedding when soiled or wet
- Parents/guardians are asked to take bedding items home each week or Friday to launder and return the following Monday

Food Service—Meals, Snacks, and Treats

Food Service

All Center food service meets the federal Child and Adult Care Food Program (CACFP) program and review guidelines. Breakfast, lunch, and afternoon snacks are part of the program. Chartwell's, the WSU dining service caters food service for all meals and snacks. Each classroom posts a monthly menu of meals and snacks. Infants are fed on demand using the agreed upon a combination of food. Menus and the nutritious quality of food is routinely under review.

Food as Part of Curriculum

Meal and snack times, like all parts of the day, are learning opportunities. Children help prepare snacks, set the table, clear the table, and clean up the eating area. Staff sit at tables, eat with children during mealtime and snack to encourage social conversations, and practice using manners with each other. Parents/guardians are always welcome to join classroom meal and snack times.

Food Allergies and Special Request Diets

Parents /guardians should notify the office manager, director, and classroom staff of any food allergies or alternate food plans. An Individual Child Program Plan (ICCP) and a signed document from a medical professional must be on file with the office describing any food allergies and appropriate diet substitutions. Allergies are posted in food preparation areas of the Center so that all staff is aware of restrictions.

Special Celebratory Treats

All birthday or special event treats must be store bought and prepackaged. You may bring mixes for muffins, cupcakes, etc. upon prior arrangement with the classroom teacher. Family members are welcome to stay and participate in the preparation of the treat.

Contact Information			
Main Office-Helble Hall 101 W Wabasha	507-457-2300	Mailing address 108 Sanborn Street	childrenscenter@winona.edu
Director (Interim)	507-457-5368	Karen Sullivan	krsullivan@winona.edu
Office Manager	507-457-2300	Cheryl Vogel	Cheryl.vogel@winona.edu
Helble Hall Classrooms			
Infant I Classroom	507-457-2302	Karen Holte	kholte@winona.edu
Infant II Classroom	507-457-2618	Jessica Merchlewitz	jmerchlewitz@winona.edu
Toddler I Classroom	507-457-2303	Jill Anderson	jianderson@winona.edu
Toddler II Classroom	507-457-2305	Kayla Klee	kklee@winona.edu
Preschool I Classroom	507-457-2304	Cassie Stratton	cstratton@winona.edu
Preschool II Classroom	507-457-2310	Kellian Kronebusch	kkronebusch@winona.edu
Preschool III Classroom	507-457-2306	Chrissa Mueller	cmueller@winona.edu
Voluntary Pre-Kindergarten	507-457-2310	Lynn Hagmann	lhagmann@winona.edu
School Age Classroom	507-457-2310	Tony Reisdorfer	areisdorfer@winona.edu

Nondiscrimination Statement

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WSU Children's Center 2019-2020 Calendar

WSU Children's Center 2019-2020 Calendar



October 2019

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

29 - 31: Parent Teacher Conferences

September 2019

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2: Center Closed (Holiday)
12: Center Potluck Social

August 2019

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5 - 19: Center Closed
19: Open House from 3:30-5:00 p.m.

July 2019

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4: Center Closed (Holiday)

February 2020

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

21: Family Bingo

January 2020

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1: Center Closed (Holiday)
20: Center Closed (Holiday)
23: Family Dance

December 2019

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

23: Center Closed
24-25: Center Closed (Holiday)
27: Center Closed

November 2019

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1-8: Parent Teacher Conferences
11: Center Closed (Holiday)
27 - 29: Center Closed (Holiday)

June 2020

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

12: Center Closed (Prof Dev)

May 2020

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

21: Center Potluck Social
25: Center Closed (Holiday)

April 2020

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

10: Center Closed
20-May 1: Parent Teacher Conferences

March 2020

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

13: Center Closed (Prof Dev)