

IMPACT MODEL  
AND PARENT HANDBOOK

---

2021



## DUBUQUE DREAM CENTER

1600 White St.  
Dubuque, Iowa 52001  
563-845-7591

[rmcclellan@dbqdream.org](mailto:rmcclellan@dbqdream.org)  
[DubuqueDreamCenter.org](http://DubuqueDreamCenter.org)

© 2021 Dubuque Dream Center. All Rights Reserved. All material in this manual was researched and developed by the Dubuque Dream Center. No part of this handbook may be reproduced or used in any manner without written permission of the Dubuque Dream Center, except for the use of quotations in a book review.

# CONTENTS

## 3 Dubuque Dream Center (DDC) Organizational Chart

### GENERAL

---

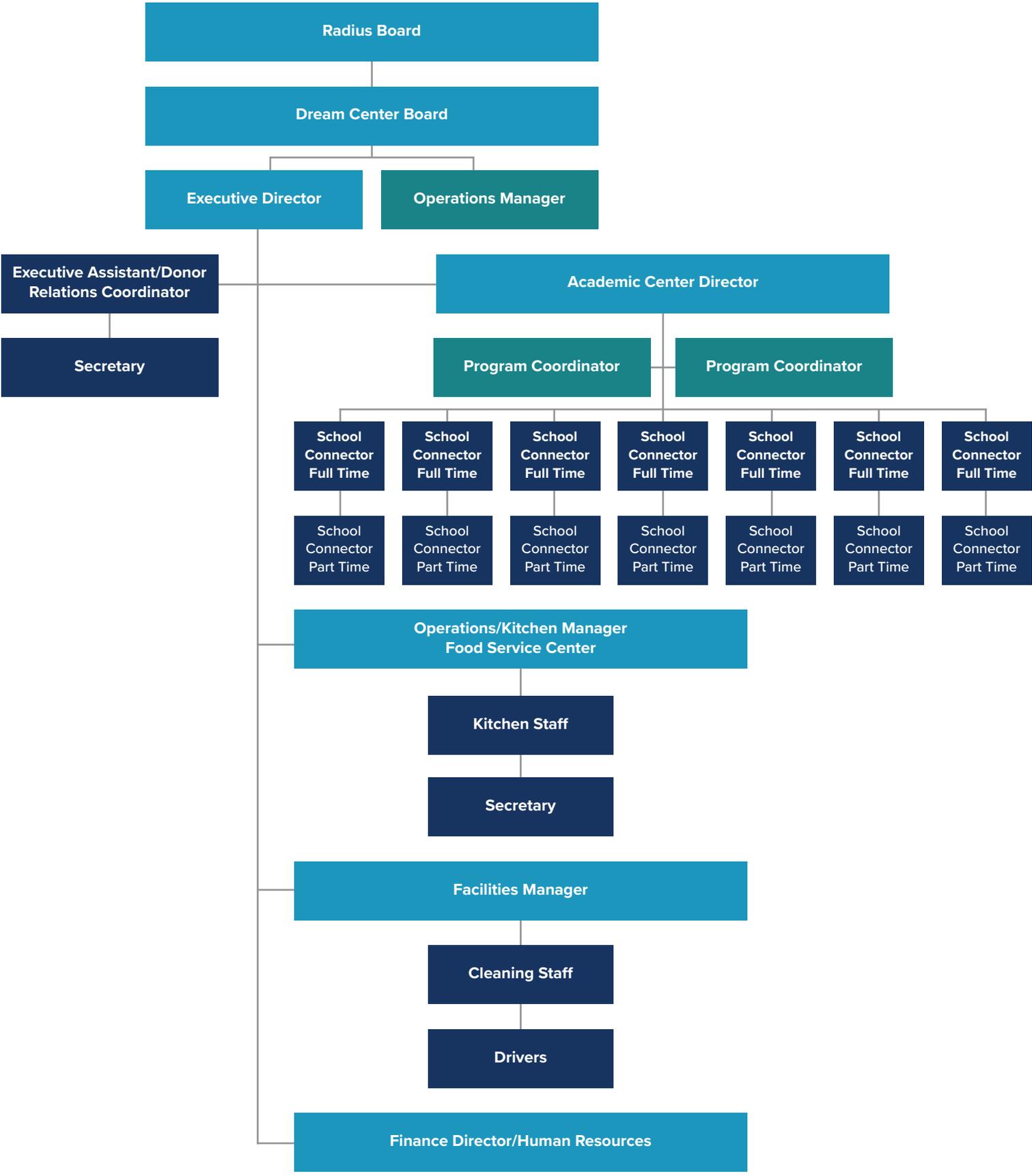
- 4 History
- 4 Mission Statement
- 4–5 Student Needs Assessment
- 6 Program Development Phases

### PROGRAMS AND OPERATIONS

---

- 7 Dream Center Programs and Impact Model
- 7–8 Academic Center and Academy
  - 9 Transportation
  - 9 Affordable and Quality Childcare
- 9–10 Students Served
  - 11 Registration Process
  - 12 DDC Program Schedule
- 12–13 DDC Program Structure
  - 13 League vs Tournament Team
  - 13 DDC Benefit Highlights
  - 13 DDC Program Value and Cost
  - 14 DDC Youth Development Staff
  - 14 DDC School Connectors
  - 15 DDC Strengthening Families Services
- 15–17 DDC Youth Career Development and Employment Program
  - 17 DDC Measurable Outcomes
  - 18 DDC Character Development & Behavior Management Strategies
- 18–20 Family/DDC Staff Relationship
- 20–25 Student Safety Policies
- 25–29 Health Promotion
- 29–30 Nutrition and Food Service
- 30–33 Emergency Procedures
  - 33 Dissemination of Student Records
  - 34 Tuition Policies
- 34–35 Student Sponsors and Scholarships
  - 35 New Family Orientation
  - 36 How I can Help
  - 37 Organization Impact Models
  - 38 Sources
  - 39 Parent Handbook Acknowledgement

GENERAL



## HISTORY

The Dubuque Dream Center was established in July 2013 to build on Dr. Kings Dream by embracing, empowering, and unifying our community across racial and socioeconomic lines.

The Dream Center is structured to provide programs that address the social, academic, and economic needs of youth and families in a coordinated, systematic structure.

## MISSION STATEMENT

The mission of the Dubuque Dream Center is to Impact Youth, Strengthen Families, and Building Community.

## STUDENT NEEDS ASSESSMENT

### Low Reading and Math Proficiency Scores

Reading and math proficiency data from Dubuque Community Schools since 2010-2019 reveals a significant disparity among scores for low income and minority students.

A study conducted by the University of Iowa Urban and Regional Planning revealed that Dubuque experienced a significant shift in youth population in 2000-2010 with an increase in non-white children by 124.3%. Dubuque's Title 1 Schools experienced the highest minority increase.<sup>1</sup>

While 70.5% of Dubuque students in 2015 were proficient in reading by 3rd grade, and 69.1% in math, only 33% of African American students were proficient in reading by 3rd grade and 25% in math.

The National Campaign for Grade Level Reading notes that reading proficiency by third grade is the most important predictor of high school graduation and career success.<sup>2</sup>

This local data and national assessment influenced the Dubuque Dream Center Youth Impact Goals and Outcomes that were established in 2016.

Our goals is for the percentage of the students we serve to mirror the District average of 70% or more proficiency in reading and math, support and prepare our students to graduate from High School, and prepare our students to successfully enter college or a career.

### Shortage of Affordable & Quality After School Care

An essential service to combat poverty is removing barriers to accessible and affordable childcare, that can prevent residents from entering the workforce and taking classes to train for high-demand careers.

From 2014 to 2019, Dubuque County experienced a decrease of 60 licensed day care providers — a 27% decline that equates to a loss of 876 childcare spaces.<sup>3</sup>

During that time frame, the number of children younger than 6 living in Dubuque County increased by 1% and the percentage of families with such children in which all parents were working increased from 79% to 82%, according to data from Iowa Child Care Resource & Referral.

Childcare centers report that they struggle to find qualified workers to meet licensing requirements, preventing them from expanding, according to Kristin Dietzel, vice president of workforce solutions for Greater Dubuque Development Corp.

“So we have this perfect storm where we have a shortage of child care workers and we’re experiencing a shortage of child care slots,” she said.

“We’ve had people decline jobs in our community because they couldn’t find adequate childcare,” Dietzel said. “Or we’ll have one spouse start working and the other one can’t enter the workforce because of that childcare barrier.”<sup>4</sup>

“For Dubuque, a healthy community means equitable access to childcare and child development,” Duster said.

The Dubuque Dream Center seeks to provide quality and affordable care to children of working families, on the foundation of our academic, college, and career development model for the youth we serve. The Dream Center seeks to support the present workforce and develop the future workforce.

### Shortage of Quality Spark Activities for low income children.

Search Institute, a research center for youth development, has developed a concept called “sparks”: the interests and passions young people have within them that light a fire in their lives and express the essence of who they are and what they offer to the world.<sup>5</sup>

Search Institute has repeatedly found that students with sparks and the support for developing them have better results on both developmental and academic outcomes.

Two of the most commonly identified sparks for students are sports and arts, yet these programs are usually among the most vulnerable when school districts must reduce costs.

Search Institute research indicates that bolstering these programs would improve students’ connections to their sparks, and in turn lead to greater school success.

The following themes emerged from several studies conducted by Search Institute and its partners of over 13,000 students in grades 5 through 12:

Helping young people identify their sparks, and providing them opportunities to pursue and develop those sparks, are important additions to the more overtly “academic” steps schools take to promote students’ success.

Sparks promote healthy, positive development and contribute to psychological well-being and resilience. Students with sparks engage in fewer risk-taking behaviors, such as substance use or violence or unsafe sexual behaviors. They are less depressed, less worried, and more satisfied with their lives overall.

Young people who have deep interests and are supported by family, friends, school, and community in the development of those passions have more interpersonal communication and friend-making skills, more empathy and understanding of others’ feelings, and a better ability to work in teams.

The Dream Center organizes our “sparks” through a program model that reinforce academic and character development and also provides opportunities for students to be supported by family, friends, school, and the community. Our Model is implemented through our Club Sports and Performing Arts activities.

### Prevent Student Suspensions and Arrest

2017-2018 data from the Iowa Department of Human Rights reported that School Suspensions for White youth decreased 10%, while suspensions for African American youth increased by 49.4%.<sup>6</sup>

African American youth comprised 31.5% of the suspensions. A variety of research connects youth involvement in the school discipline process with involvement in the juvenile justice system.

Suspensions for physical fighting without injury and disruptive behavior increased for African American and other Youth of Color yet decreased for White youth.

Criminal Complaints for White females decreased 62.3%, while complaints for African American females increased 41.1%. 48.5% of allegations for White youth were simple misdemeanors, while 60.5% of the same allegations were for African American youth. (2018 Dubuque County Juvenile Justice Report)

(See article “Tilling the Field: Lessons about Philanthropy’s Role in School Discipline Reform” and “Breaking Schools’ Rules,” a report published in 2011 by the Council of State Governments’ (CSG) Justice Center and the Public Policy Research Institute at Texas A&M University).

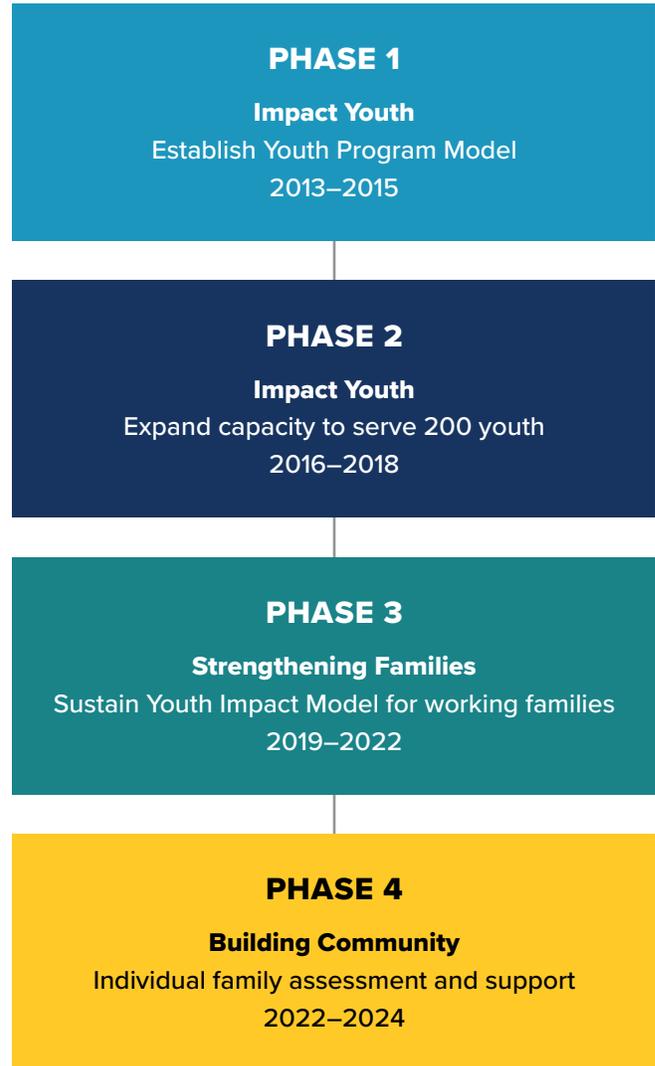
The Dubuque Dream Center is a great option for youth and working families of all backgrounds; however, the Dream Center also serves as an After School and Summer Prevention option to keep students active, safe, supervised, and having fun during non-school hours where youth are most at-risk of engaging in high risk behaviors or encountering law enforcement, that can lead to poor performance during school hours, criminal records, and cycles of generational poverty.

## PROGRAM DEVELOPMENT PHASES

### Mission

The Dubuque Dream Center was established in 2013 to Impact Youth, Strengthen Families and Building Community.

The Dubuque Dream Center Complete 4 Phase Model is strategically planned to be established by 2024.



## DREAM CENTER PROGRAMS AND IMPACT MODEL

Many of us are aware of the traditional philosophy “**It takes a Community to raise a child.**” Dr. Peter Benson has authored a research-based system that encompasses this traditional philosophy known as Search Institutes 40 Developmental Assets.<sup>7</sup>

Designed to minimize risk factors and increase protective factors while focusing on asset building rather than liability management. Search Institutes 40 Developmental Assets are divided initially into two categories, External Assets and Internal Assets.

**External Assets** establish appropriate boundaries and connect the family, school, and neighborhood to encourage responsible behavior and also help youth use their time constructively in structured activities & programs.

**Internal Assets** focus on character development. Instilling values, increasing skills in social competencies like decision making and conflict resolution, instilling a sense of positive identity, and value in education. Coupled together, external and internal assets help young people grow into healthy adults.

This system is the model of the Dubuque Dream Center strategy to Impact Youth we call **In Your Life Mentoring**.<sup>®</sup>

In Your Life Mentors are Connected Caring Adults who are Unified in Purpose to build Assets in Youth designed to build strong Children. Missions can serve as a natural strategy that unify communities.

The Dream Center mobilizes parents, teachers, and Dream Center School Connectors to Influence Character Development and Academic Outcomes of each Individual D.D.C. student.

Individual needs assessments, goal setting, and action plans are conducted for each student to determine the best action steps to influence the individual goals and outcomes for each student.

**Dream Center Mission goals and outcomes** are paired with **Individual goals and outcomes** when defining Dream Center successful Impact and Outcomes.

As Dubuque becomes increasingly diverse, we believe our mission reflects the trends of community growth, needs and demographics.

The Dream Center ultimately is designed to impact our community through providing a myriad of services addressing needs of youth and their families. Our Mission is to Impact Youth, Strengthen Families and Build Community.

*(See Character Development, Academic Center, & Activity Guides)*

## ACADEMIC CENTER AND ACADEMY

The program model and curriculums the Dream Center utilizes to Impact Youth are provided through our Academic Center and Academy in partnership with Dubuque Schools. The Dream Center Program portion of our Impact Model is structured in 3 areas of Youth Development: Character Development, Academic Achievement & Academy Activities.

### Character Development

- **Meal Mentoring:** School Connectors strategically engage and socialize with youth during mealtime to intentionally build relationships and reinforce values through a model called Developmental Relationships by Search Institute.
- **Character Development Curriculums:** C.E.F. (Child Evangelism Fellowship & Discipleship), social & emotional development strategies, & Character Development curriculums are provided during meal mentoring time to instill values and address issues such as conflict and anger management, anti-bullying, hygiene, dealing with peer pressure, trauma informed coping strategies, cultural competent topics relevant to low-income and urban communities.

**Healthy Meals:** The Dream Center provides a healthy meal each program day during the school year and summer. Meal guidelines, resources, and structures are provided through USDA Federal Grant funds and guidelines. Supper is provided during the school year and breakfast, lunch, and supper is provided during the summer. As food insecurity is a major reality in

the demographics served at the Dream Center, our Food Service is essential to the success of student and family impact.

### Academic Center

The D.D.C. Academic Center is our program station that influences student academic achievement goals and outcomes. Through our Academic Center the D.D.C. **continues the school day curriculum** to provide students with the additional support they need to progress towards reading and math proficiency, high school graduation, and college or career readiness (see our Youth Career Development Program Outlook).

A key part of effectiveness in improving student academic achievement is the creation of individualized plans for every student made in partnership with the Dream Center Academic Center Coordinator, D.C. School Connectors, Parents, & the Dubuque Community Schools. D.C. “School Connectors” and volunteers are trained in reading prescriptions and math improvement strategies utilized by District educators to continue teaching strategies and programs applied to students during the school day.

Lexia and S.T. Math are the Core Academic Curriculums from the Dubuque School District utilized for School Aged Children at the Dream Center. (See Academic Coordinator for more details).

### Activity Academy

The D.D.C. Academy is designed and structured to influence student motivation towards Academic and Character Development goals and outcomes. The D.D.C. Academy provide students with best practice training and development from college educated and certified instructors.

Our Best-Practice Dream Center Academy program model is based on Search Institute’s research and identification that students with “**Sparks**” and related developmental support have better results on both developmental and academic outcomes. A “spark” is defined as “an interest and/or passion young people have within them that light a fire in their lives and express the essence of who they are and what they offer to the world.” The two most commonly identified

sparks for 66% of more than 13,000 students surveyed nationally were sports and arts.<sup>8</sup>

Spark Activities provide performance and competition opportunities that teach youth respect for authority and peers and responsibility that includes character values such as discipline.

Dream Center Academy Sparks also assist students in making connections to school, community culture, academic achievement, and character development.

**The Dream Center presently offers Club Basketball and Performing Arts structured programming, that includes Dance, Choir, and Instruments.**

The Dream Center long term goal is to expand “Sparks” offered and student demographics served. Students are required to meet a standard of school and Dream Center attendance, reduced office referrals or suspensions, and academic achievement standards to continue participation in competition or performance opportunities offered through the Dream Center Academy.

**Our Club Basketball Program offers the following benefits:**

- Certified Coaches
- Stages Player Development System & Prep for High School or College
- Local Leagues & Tournaments
- NCAA Certified Tournaments for High Level Players
- Player Profiles for College Recruits

**Our Music & Performing Arts Program offers the following benefits:**

- Certified Trainers & Coaches
- Stages Artist Development System & Prep for High School or College
- Local Performances & Showcases
- Artist Profiles for Marketable Skills & Exposure

### Youth Career Development and Employment Program

Middle & High School age D.D.C. students have an opportunity to participate in our Youth Career Development and Employment Program.

*(See Youth Career Development Program description on pages 15–17 for more information)*

## TRANSPORTATION

The Dream Center offers transportation to children in need from school sites or home. Parents are required to fill out our transportation and needs assessment form to qualify for transportation (See Transportation Packet for more information).

## AFFORDABLE, QUALITY AFTER SCHOOL CARE OPTION FOR WORKING PARENTS

- The Dubuque Dream Center can serve as an Affordable and Quality care option for children of working families.
- Although the Dubuque Dream Center is an Academic and Academy Program Model, the D.D.C. meets State Requirements as a Licensed Childcare Center for school aged youth K-6th grade and serves youth year-round After School and Summer.

## STUDENTS SERVED

- D.D.C. serves 10 students per grade.
- D.D.C. seeks to keep a 1:10 staff to student ratio.
- D.D.C. serves students K-6th for year-round care option for working families.
- D.D.C. presently serves all K-12th school age students in our holistic program model.
- D.D.C. enrolls/registers students based on their D.D.C. Spark or Interest.
- The Dubuque Dream Center primarily serves students from Dubuque Title 1 Schools that are identified as below reading and math proficiency; however, the Dream Center is available to students and families of all Demographics.

### GIRLS BASKETBALL

Grade	Staff	Max #
Kindergarten	School Connector/Coach	10
1	School Connector/Coach	10
2	School Connector/Coach	10
3	School Connector/Coach	10
4	School Connector/Coach	10
5	School Connector/Coach	10
6	School Connector/Coach	10
7	School Connector/Coach	10
8	School Connector/Coach	10
9	School Connector/Coach	10
10	School Connector/Coach	10
11	School Connector/Coach	10
12	School Connector/Coach	10

### BOYS BASKETBALL

Grade	Staff	Max #
Kindergarten	School Connector/Coach	10
1	School Connector/Coach	10
2	School Connector/Coach	10
3	School Connector/Coach	10
4	School Connector/Coach	10
5	School Connector/Coach	10
6	School Connector/Coach	10
7	School Connector/Coach	10
8	School Connector/Coach	10
9	School Connector/Coach	10
10	School Connector/Coach	10
11	School Connector/Coach	10
12	School Connector/Coach	10

**GIRLS AND BOYS PERFORMING ARTS**

Grade	Staff	Max #
Kindergarten	School Connector/Coach	10
1	School Connector/Coach	10
2	School Connector/Coach	10
3	School Connector/Coach	10
4	School Connector/Coach	10
5	School Connector/Coach	10
6	School Connector/Coach	10
7	School Connector/Coach	10
8	School Connector/Coach	10
9	School Connector/Coach	10
10	School Connector/Coach	10
11	School Connector/Coach	10
12	School Connector/Coach	10

**Enrollment by Grade**

The D.D.C. enrolls students to participate in programming by grade. Students participate in D.D.C. programs with other students in similar grades. Although students are enrolled by grade, the D.D.C. assesses and develops each Individual student based on their Developmental STAGE in their Academic and Activity progress. We believe that each child is an individual who develops at an individual rate.

**Accommodations of Special Needs**

The D.D.C. believes in providing opportunities to everyone including children that may have some special needs requirements providing reasonable accommodations.

D.D.C. will require a copy of a care plan such as IFSP or IEP to determine the needs of the child and necessary preparation. Often children will not have a diagnosed need therefore, D.D.C. will work closely with the child’s physician, health consultant, AEA, and therapists. All policies and procedures remain the same including our policies for misconduct.

Once a care plan has been established, the plan will be written, reviewed, and updated annually or as necessary to address changes. The plan will be maintained with the child’s confidential records.

**Student to Staff Ratio Best Practice and Model**

The Dream Center seeks to apply Best Practice models to influence staff retention and student impact. This requires providing livable and competitive wages to qualified staff and low student to staff ratio’s for student impact. The Dream Center utilizes Childcare Licensing standards and an organization called Friends of Children for Best Practice Model guidelines for Dream Center staff.

- Child Care Licensing Standards<sup>9</sup>
- Friends of Children Model<sup>10</sup>
- Low student ratio’s result in higher impact
- Livable wages and competitive salaries increase quality staff retention and student impact<sup>11</sup>

**Programs Offered by Grade**

**• K–6th (Year-round & full days)**

- Quality & Affordable Afterschool & Summer Care for children of working parents
- Non-school days and Early Dismissals
- Academic Center
- Club Sports
- Music & Performing Arts
- Healthy Meals
- Character Development

**• 7th–8th (Year-round & half days)**

- Academic Center
- Club Sports
- Music & Performing Arts
- Healthy Meals
- College and Career Readiness Employment Program
- Character Development

**• 9th–12th (summer only & half days)**

- Academic Center
- Club Sports
- Music & Performing Arts
- Healthy Meals
- College and Career Readiness Employment Program
- Character Development

## REGISTRATION PROCESS

### Students qualify and register for Dubuque Dream Center programming through the following process:

- Referrals from school administrators or teachers.
- Online registration.
- According to student interest in a D.D.C. Activity (this supports student motivation).
- Student and parent(s) attend D.D.C. orientation before their child can be officially enrolled and placed in Dream Center programming.
- Student/Parent completes D.D.C. Student Profile Assessment & Questionnaire.
- Individualized student goals and outcomes are established by student, parent, teacher, and in coordination with D.D.C. model and staff team.
- Student fee payment source is determined and processed (CCA, Student Sponsor, or parent direct pay).
- Parent agrees to Parent Partnership Pledge & Handbook.

### Enrollment & Withdrawal

As part of Orientation, parents will be given a packet of paperwork to be completed prior to enrollment.

The packet includes:

- Parent Handbook of policies and procedures; and Parent Partnership Pledge
- Child/Student Safety Guide
- Character Development Guide/Expectations Handbook
- Academic Center Guide/Expectations Handbook
- Activity Guide/Expectations Handbook
- Academic Waiver
- USDA Forms (Federal Government required information for food service)
- Childcare Registration Card
- Physical and Immunization forms
- Fee Payment Agreement Form (Childcare Assistance or Student Sponsor form if needed)
- Special needs children need an Individual Family Service Plan
- Transportation forms

All paperwork must be completed prior to establishing your child's first day at D.D.C. Periodically parents will be asked to update these forms. Failure to update the required forms by deadline could result in temporary suspension of a child's enrollment at D.D.C. until required forms are complete.

For a child to remain enrolled it is also expected that account balances be paid in full or requirements for CCA or Student Sponsor support complete prior to the beginning of an upcoming session.

If a family needs assistance completing the necessary paperwork, a D.D.C. representation will assist or connect parents to the relevant resource for support.

D.D.C. prohibits discrimination against its families, employees, or applicants for employment on the bases of race, color, national origin, age, disability, sex, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status.

If you will be withdrawing from D.D.C., we ask that parents submit a 30-day written notice to your child's School Connector/Coach or via email of your intended last day.

### Absences

We become concerned when a child does not arrive at his/her scheduled time or is absent without advanced notice. Parents, please make sure that you contact your child's School Connector/Coach as soon as possible if your child will be absent or late due to illness, doctor appointment, vacation, or a change in your schedule.

### Early Pick Up

If a parent needs to pick up a student early from program, we request that parents attempt to inform the School Connector/Coach 1-2 days prior. This allows for Coaches and Instructors to plan for student absence and provide make up plans to student for missed instruction.

If there is an unforeseen emergency, where a 1-2-day notice is not possible, contacting the School Connector or D.D.C. office as early as possible is appreciated.

## DREAM CENTER PROGRAM SCHEDULE

### School Year

#### Monday–Thursday:

- Before School: 6:30–8:00 A.M.
- After School: 3:00–6:30 P.M.

#### Friday:

- Before School: 6:30–8:00 A.M.
- After School: 3:00–5:30 P.M.

#### Saturdays (as scheduled)

### Summer

#### Monday–Friday:

- Early drop off option: 6:30A.M.
- 9:00 A.M.–4:30 P.M.

#### Saturdays (as scheduled)

### Grades

(See specialized schedule documents for each grade)

- **K-6th** (Year-round & full days)
- **7th-8th** (Year-round & half days)  
(as scheduled by coaches)
- **9th-12th** (summer only & half days)  
(as scheduled by coaches)

*\*Before School and early drop off summer options are designated for parents in need. Q & A forms are provided during student registration and intake process to determine families that qualify for this option. There is an additional fee for this option.*

### Late Pick Up

All children must be picked up by 5:00pm in summer & 6:30 pm in school year. Families who pick up after these times will be charged a late pick up fee of \$1.00 per minute per child. The Department of Human Services will be contacted for children not picked up on time (Families who need later pick up time for the summer can request this option but will be charged an additional fee for additional staff needs).

## D.D.C. DAILY PROGRAM STRUCTURE

Dubuque Dream Center programs are structured by stations.

Youth rotate hourly to the Academic Center, Spark Activity, and our Meal Mentoring station.

During the summer program, field trips are included to our Program Stations.

The Dream Center provides certified para's or teachers from the Dubuque Community Schools,

Dream Center staff titled School Connectors, and community volunteers to implement our program structure.

### Holidays

#### The Dubuque Dream Center is closed:

- New Year's Day
- Memorial Day
- Independence Day (closed all week)
- Labor Day
- Thanksgiving
- The day after Thanksgiving
- Christmas Eve
- Christmas Day
- MLK Day

### Facility

Dubuque Dream Center Facility Structures are designed to meet the needs of our Holistic Program Structure.

Our facility is designed as an Academic Center and Program Academy. Similar to school structures, the Dream Center has **classrooms** designed to continue the School Day Curriculum and prepare student for High School and College.

Our **Cafeteria and Food Service Center** is designed to serve meals to students each program day after school and breakfast, lunch, and supper during the summer.

Our activity spaces include our **Gymnasium** for sports training and fun activities, our **Dance, Choir, Production, and Instrument rooms** for performing arts training,

and our **Fitness Room**, for health and wellness fitness training, that includes Boxing or MMA.

**All visitors** must enter through the front doors and page the office to be let in. **Parents and authorized pick up persons will receive a code to check children in or out of the Dream Center.**

## LEAGUE VS TOURNAMENT TEAM

All D.D.C. students will have equal opportunity for participation, training, and fun on our Club Basketball Teams.

However, students will be trained and assessed to determine their level of development. This System of Development is called STAGES.

Stages allow coaches to measure whether a student is at a Developmental or Advanced STAGE in their skill set for each activity.

Player Development Assessments through STAGES will determine whether a player participates in Leagues or Tournaments. Students that are at Developmental Stages will participate in Leagues only. Players at Advanced Levels will participate in Leagues & Tournaments.

### Developmental Level

- Players that are at Developmental Levels means a player is still learning the basic skills and how to apply those skills in a competitive game situation.
- Parents and players will receive visual updates that help parents and players visibly understand the STAGE their child is at presently and what is needed to progress towards the necessary skills to execute the basics and advance towards Tournament Team levels and prepare for High School.

### Advanced Level

- Players that are at Advanced Levels means a player has the ability to execute basic skills in a competitive game situation.
- Parents and players will receive visual updates and examples to assist in understanding the skills necessary to be identified as an Advanced Level Player.

*\*All 1st & 2nd Grade Players are League Teams only.*

*(See Dubuque Dream Center Basketball Activity Guide for more information)*

## DREAM CENTER BENEFIT HIGHLIGHTS — ONE STOP SHOP FOR YOUTH DEVELOPMENT

- Quality & Affordable Afterschool & Summer Care for children of working parents
- Non-school days and Early Dismissals
- Individual Academic Goals and Plans in partnership with Community Schools
- Development in Specialized Activity by Certified Coaches
- Developing Spark in Student Activity
- Keeping kids active and productive year-round
- Local Leagues and Tournaments
- Traveling, AAU, and NCAA Certified Tournaments
- Local Performances & Showcases
- Transportation
- Healthy Meals
- College and Career Readiness Employment Program
- Character Development
- Range of School age children served K-12th
- Low Staff to Student Ratio for Impact
- Trained Youth Development Mentors
- Positive Peer Friendship Focus

## PROGRAM VALUE AND COST

- \$4,000 per child
- \$1,250.00 Session 1 (September – December)
- \$1,250.00 Session 2 (January – May)
- \$1,500 Session 3 (June – August)

## DUBUQUE DREAM CENTER YOUTH DEVELOPMENT STAFF

Qualified and Quality Staff are a national challenge for Youth Development and Childcare Centers. The Dubuque Dream Center is committed as an essential function and focus of our organization to recruit, retain, and train Quality and Qualified Staff to enhance student impact.

### Academic Center Director

The D.D.C. Academic Center Director has a master's in education and works as a Teacher in the Dubuque Public Schools. Our Academic Center Director works at the Dream Center after school during the school year and full time during the summer.

### Program Coordinators

Dream Center Program Coordinators oversee and provide accountability for Program Outcomes, School Connectors, and students in their department. Program Coordinators have Education, Social Work, Sports Management, or special skills educational background such as Music and Performing Arts.

### School Connectors

Dream Center staff are called School Connectors. School Connectors are the Dream Center Youth Development Staff or District School Teachers who are also responsible for overseeing youth academic, activity, and character development outcomes. School Connectors supervise and instruct youth at 3 Stations: Academic Center, Club Sports or Music & Performing Arts Activity, & Meal Mentoring.

### Kitchen Manager

The Dream Center Kitchen Manager has extensive experience in professional food service and kitchen Code Requirements. The Dream Center Kitchen Manager oversees the USDA Grant and Healthy Meal Plan Requirements. As food insecurity is a major reality in the demographics served at the Dream Center, our Food Service and Kitchen Manager is essential to the success of student and family impact.

### Counselors

The Dream Center plans to partner with School or Brain Health Counselors beginning 2023-24.

## SCHOOL CONNECTORS

**Description:** Dream Center staff that serve as Individual **In Your Life Mentors** and coaches are called School Connectors. School Connectors are the Dream Center activity sports and music and performing arts coaches who are also responsible for overseeing and implementing youth academic and character development outcomes. School connectors supervise and instruct youth at each program station.

Each School Connector is responsible for a Team. A Team is a Sports Team or Music and Performing Arts Team such as a Dance Team or Choir. Our goal is to have a 1:10 ratio of School Connector per students for quality impact.

The Dubuque Dream Center has part-time and full-time School Connectors. D.D.C. seeks to hire District School Teachers or Paraprofessionals as part-time School Connectors. Part-time School Connectors work after school during the school year and full day during the summer.

Full-time School Connectors oversee Dream Center programming after school and summer. Full-time School Connectors conduct school visits during the school day to support teachers and D.D.C. students at local schools.

### D.D.C. School Connector Profile

- Character and values consistent with D.D.C. mission
- Education and professional background in field of Youth Development
- Passion for Child and Youth Development
- Professional history of responsibly, punctuality, and work ethic
- Organizational skills
- Contributes to positive workplace environment
- Willingness to grow professionally and utilize D.D.C. Model to Impact and Development youth
- Passion, background, and experience in a D.D.C. Activity Area

## DDC STRENGTHENING FAMILIES SERVICES

- 5 Day week school year and summer Quality Childcare for Working Families.
- College and Career Readiness Programming to impact youth and reverse trends of Generational Poverty.
- **Annual Family Events** that bring together students, families, and the community through entertainment, family friendly activities, food and fun in order to support and enhance the focus of building relationships and community.

### Connection to Family Support Services

Family support services give parents and other family members the opportunity to take advantage of D.D.C. family assistance services in order to complete our mission of Impacting Youth, Strengthening Families, and Building Community. As families are strengthened, youth are further impacted.

As the D.D.C. transitions into our Strengthening Families stage, youth and families are registered in a dual intake system where youth are registered for D.D.C. programs and parent/guardians have an option of completing a family assistance intake process.

Families are connected to services that provide GED, Adult Literacy, Computer Training, job and career training, food assistance, shelter, clothing, or other human needs assistance. These services and resources are not all provided by the D.D.C., but the D.D.C. will serve as a Connector to assist and direct families to the organizations or resources that meet their immediate and primary needs. D.D.C. Strengthening Families Phases are planned to be implemented in the Fall of 2021.

## YOUTH CAREER DEVELOPMENT AND EMPLOYMENT PROGRAM

Middle & High School age D.D.C. students have an opportunity to participate in our Youth Career Development and Employment Program.

Through the Dream Center Youth Career Development and Employment Program, we focus on the future to impact generational poverty by developing the future workforce.

Our Youth Career Development and Employment Program benefits from our early school age feeder system. Youth enrolled in Dream Center programming are students who have been identified by teachers, counselors, or administrators based on academic, social and emotional development needs during their elementary ages, K-6th.

Students enrolled in our Youth Career Development program have been participants in Dream Center programming during early childhood ages, having discipline and character development values instilled and are now middle or high school students.

Students have the option to enroll in our Youth Career Development and Employment program from grades 8th-12th at this time.

7th grade students are prepped through our Transitional High School, College and Career Development Summer Classes.

Students enrolled will receive an individual career assessment, soft skills development, and job & career readiness training in partnership with Local Colleges.

Students can earn Employment opportunities and a stipend through a partnership with Dubuque Works and Private Donors.

Soft skills provide a critical foundation for success at school and work. Nationwide, 62% of business decision-makers have more difficulty recruiting candidates with soft skills than technical skills.

55% of Dubuque-area employers consider work ethic a major skills gap; 50% cite communication skills.

Additionally, 90% of decision-makers believe soft skills are developed more easily in early childhood than later in life.

Sources: Greater Dubuque Dev. Corp; Iowa Policy Project, American Enterprise Institute (2016); Zilliak et al (2008); Care@Work Better Benefits Survey, Project HOPE Childcare Needs Assessment; in-person interviews; Child Care Aware, Child Care Partnership Project Employer Toolkit.

### Student Enrollment

Dubuque Dream Center partnerships and resources only allow a maximum of 20 students to enroll for our Youth Career and Employment Program at this time.

### Partners

Students enrolled will receive training and employment experience in partnership with Dubuque Works, North East Iowa Community College (NICC) Career Pathway Coordinator, and our Dubuque Dream Center Youth Career Coordinator(s).

Local high schools, colleges or business partners will provide training for properly filling out job applications, resume building workshops, Soft skills etiquette, SAT & ACT prep.

Students will gain skill development and on the job training and experience through summer employment opportunities and earning a stipend for their work through Dubuque Dream Center Program Departments in partnership with Dubuque Works and Private Donors.

Local colleges, or professional experts will also partner by providing financial literacy and business management introductory classes.

### Services

After surveying D.D.C. students and parents, reviewing data from Future Ready Iowa, and available local partnerships, we determined that our youth career development program will include an individual step by step plan and Career Training options as follows:

- Career Assessment
- Soft Skill Development
- Job and Career Readiness

- Financial Literacy and introductory business classes and account management
- Carpentry: Home Repair and Support
- Culinary/Foods
- Teacher Education
- Sports Management
- Basics of Mechanics; Engineer
- Office and Administration
- Technology Skill Development
- Health or Medical Field
- Entrepreneur and Business Best Practices
- ACT/SAT Preparation

### Youth Career Development Program Steps

1. Individual career assessment.
2. Soft Skills education and assessment.
3. Soft Skills development and training through Employment and Training Program.
4. Job & career readiness training through evaluations and assessments.

D.D.C. Youth Career Development Model and Curriculum are determined through ongoing research and assessments to determine Best Practices for academic, technical and soft skills training and development needed for our present and future workforce.

### Career and College Credit Benefits

Students will receive certificates and scholarships. These awards will provide essential value to each student who participates and completes the Youth Career Development Summer Program annually in the following aspects:

- Serves as a documented reference for potential future employers.
- Adds to an ongoing Professional Portfolio.
- Record for D.D.C. Youth Career and Employment Development System.
- Scholarships to be used towards College or future Career.

**Goals and Outcomes**

- 80% of students successfully complete Youth Career Development Summer Program.
- 80% of students demonstrated soft skills through Dream Center Youth Summer Employment opportunities that are measured and tracked.
- Have 80% of students earn a Certificate of Completion.
- 50% or more of students earn Scholarship Funds towards College or Career.
- 70% or more of students retain employment throughout Youth Career Program.
- 90% or more of students graduate High School.
- 80% of H.S. Seniors enter college or career in their related field of interest.
- 100% of Alumni Give Back to D.D.C. through volunteer or marketing efforts.

**How we Measurement Outcomes**

In partnership with Dubuque Community Schools, the Dubuque Dream Center SHARE OUTCOMES by utilizing the School District’s Academic, College, and Career Measuring Systems to tract goals and progress of students served at the D.D.C.

**DUBUQUE DREAM CENTER MEASURABLE OUTCOMES**

**Long Term Outcomes: 7-10 years**

- All D.C. Students demonstrate Social and Emotional skills that prepare them for Academic and Career Success
- All D.C Students Graduate from High School
- All D.C. High School Graduates demonstrate College or Career Readiness

**Midterm Outcomes: 4-7 years**

- 70 % of DC students AT Reading Proficiency by 4th Grade
- 70% of DC students AT Reading Proficiency by High School Graduation
- 70% of DC students AT MATH Proficiency by High School Graduation

**Dubuque Dream Center Student Outcome Indicators at School**

- 70% of DC students PROGRESSING towards Reading Proficiency by end School
- 70% of DC students PROGRESSING towards Math Proficiency by end School Year
- 70% of DC students meeting Reading Proficiency Growth Target by end School
- 70% of DC students meeting Math Proficiency Growth Target by end School Year
- 70% of students receiving 9 or less absences from school
- 70% of students receiving 0 school suspensions
- 70% of students meeting school office referral requirement
- 70% of students receiving 3.0 GPA or above (MS Only)

**Student Outcome Indicators at Dream Center**

- 70% of DC students complete required hours of Lexia and S.T. Math instructions
- 70% of students receiving 0 DC suspensions
- 70% of students receive 9 or less absences from DC
- 70% of DC students meeting R&R Expectations

## D.D.C. CHARACTER DEVELOPMENT & BEHAVIOR MANAGEMENT STRATEGIES

- The D.D.C. primary strategy for Managing the Behavior of students we serve is focusing on **Developmental Relationships** and Character Development.
- Our initial focus is applying conflict prevention strategies through Intentional Relationship Building Strategies (Definition of Developmental Relationships), Instilling values and character in D.D.C. students we serve through Developmental Relationships, **Character Development Curriculum**s, and proper supervision.
- However, in the event D.D.C. School Connectors or Staff need to utilize **Behavior Management Strategies**, our D.D.C. Staff are training in Department of Education Behavior Management Strategies designed to deescalate highly emotional student outburst and maintain a safe culture and environment for all students, staff, and volunteers.
- **R & R's and Respect Reminders** are the D.D.C. motto to assist in student Behavior Management, rewards, and consequences. Respect, Responsibility, and Represent are what we seek to instill and Remind all students as representatives of D.D.C.
- As students demonstrate respect and responsibility students are rewarded with what we call **Dream Center Bucks**. D.C. Bucks are not actual or real money. D.C. Bucks are tied to a rewards and point system where student can earn virtual "Bucks" or points that can be accumulated towards earning prizes, snacks, or awards at the end of each program session.
- Participation and **Playing Time** through our Club Sports and **Performance Opportunities** through our Performing Arts activities are another strategy coaches utilize to reward and hold students accountable to our D.D.C. academic and character development expectations.
- **End of Session Awards** are provided to recognize the hard work and accomplishments of our D.D.C. students, staff, volunteers, and parents. Awards can also serve

as a motivation for students to meet Academic and Character Development Expectations. Each student that completes the D.D.C. session will minimally receive a participation award. We conduct two annual End of Session Award Ceremonies, one in December and June.

*(See our D.D.C. Character Development and Behavior Management System for more information)*

## FAMILY/D.D.C. STAFF RELATIONSHIP

Healthy and positive relationships between D.D.C. staff and parents are a top priority and intentional focus for the D.D.C.

The D.D.C. encourages parents to contact their child's School Connector or D.D.C. Administrators regarding any suggestions, concerns, or support needed.

The D.D.C. has established a Parent Focus Group to provide a formal and organized platform for parents to be informed, provide suggestions, address concerns, and support the growth and development of the D.D.C.

All parents are welcome to join the committee or attend the meetings.

There is a reciprocal responsibility of the family and caregiver to observe, participate and be trained in the care that each child requires. Involved, non-custodial parents have access to the same developmental and behavioral information given to the custodial parent, if they have joint legal custody, permission by court order, or written consent from the custodial parent.

Caregivers should informally share with the family information about their child's needs and activities. Children's experience in childcare will be most beneficial when parents and caregivers develop feelings of mutual respect and trust.

A family enrolling a child with special needs will need to provide the center with a copy of the child's Individual Family Service Plan to assist the center and School Connectors.

If a parent or guardian has a concern, they should contact their child's School Connector to set up a meeting with the School Connector and Program Coordinator.

Situations that can't be addressed by a School Connector or Coordinator such as tuition questions will require a meeting with our Program Director and D.D.C. Administrative Assistant. Parents can see the Program Director or Administrative Assistant regarding and questions or concerns at any time via a scheduled meeting, phone call, or email.

### Parent Code of Conduct

- Parents or designated pick up persons are expected to be respectful to our staff and children.
- Matters that are not resolved by School Connectors must be addressed to the Program Coordinator or Academic Center Director.
- Shouting is not allowed.
- Profanity is not allowed.
- Persons shouting, using profanity, or engaged in disruptive behavior will be asked to leave and may be dismissed from our center. This may result in the dismissal of a child from the program.
- Parents should conduct themselves appropriately at activity competitions or performances

*(See Activity Policies for more information).*

*Violation of the parent code of conduct may result in termination of care with no notice.*

### Parent Visits

Parents may visit their child at the D.D.C. at any time. We have an "open door" policy, which means parents are encouraged to drop in anytime during our hours of operation.

However, if your child is in their Activity Station during a parent visit, we ask that parents wait outside the activity area until activity is complete to avoid instruction disruption during training and instruction.

When parental contact is prohibited, the parent that has custody of the child must provide D.D.C. with a written court order documenting the restriction.

If the restricted parent would arrive at our program, the court order would allow us to receive police intervention while asking that parent to leave.

If no court order is on file at D.D.C., then we can inform the custodial parent that the restricted person is at D.D.C., however we cannot physically stop the person from taking the child.

### Communication

D.D.C. uses the following forms of communication:

#### D.D.C. Website

- All D.D.C. Parents will receive monthly updates on our D.D.C. website that will provide information and updates regarding program and activity schedules and upcoming events

#### Emails

- D.D.C. School Connectors will provide monthly email updates to parents with reminders and highlights relevant to their child's team or activity.
- Direct emails will be sent by School Connectors to provide parents reminders and updates regarding session registrations and important information.
- D.D.C. utilizes an electronic communication tool that requires an email address of each parent that would like to receive email communication regarding D.D.C. special events and organization information.

#### Letters and Flyers

- Letters and/or flyers will be provided to D.D.C. students by School Connectors to take home to parents regarding:
  - Session registrations
  - Special events and activities
  - Important updates and information
  - Upcoming Awards Ceremonies

#### Text

- D.D.C. utilizes a text alert system. The system may be used to alert parents to cancellation of activities and emergencies. Please submit your cell phone carrier (Verizon, US Cellular, etc.) and cell phone number to participate in this system.

### Phone Calls

- Phone calls are encouraged if parents have questions or want additional information on how your child is doing. Naptime is between 12:00pm and 2:00pm daily and is an ideal time for parents to call their child's teacher.

### Direct Mailing

- Direct mailing may be utilized as an extra step to ensure families get important information or forms related to the following:
- Session registrations
- Special events and activities
- Important updates and information
- Upcoming Awards Ceremonies

### Personal Connections

- The D.D.C. conducts an Individual Orientation and Intake System with each New Student and Family that registers for D.D.C. programs. The D.D.C. provides morning or evening schedule options for Orientations and Intakes.
- The D.D.C. will organize 1 on 1 student and family Intakes with any student or family who has not conducted a 1 on 1 D.D.C. Intake.
- The D.D.C. Individual student and family Intakes are designed to assess and communicate to students and parents the Individual Academic, Activity and Character Development goals and needs of each student, as well as gather information regarding any support the D.D.C. can provide to the parents or family of the students we serve.
- Parents are encouraged to stop in at the D.D.C. and speak directly with their child's School Connector/ Coach at the beginning or end of any program day, with any questions, clarification or update needs.
- Any concerns or matters that require more in-depth conversations, parents should schedule a meeting outside program time with their child's School Connector/Coach.
- D.D.C. School Connectors and teachers may contact some parents to partner during Parent-teacher conferences. These partnerships are designed to coordinate student academic progress and individual goals.

## STUDENT SAFETY POLICIES

The D.D.C. takes the safety of your children seriously and as a top priority in our organization.

### The Following are D.D.C. Child Safety Policies Highlights:

- We maintain state mandated adult to child ratios at all times.
- Whenever possible, more than one adult is present in a classroom or activity with students.
- Employees meet state mandated training requirements including First Aid and CPR, Mandatory Reporting of Child and Dependent Adult Abuse, and Universal Precautions.
- Tornado, Fire, additional safety drills recommended by Homeland Security and the State Fire Marshall's office are conducted each session.
- Indirect care employees move throughout the building and are available to assist with students at any time.
- Bathroom and Supervision policies and guidelines are designed and instructed to provide safety, proper privacy, and supervision for the safety of all children. Adults are instructed not to utilize bathrooms at the same time as children.
- The Dubuque Dream Center annually review our Student Safety Policies to understand all the systems and safety precautions the D.D.C. has in place and annually assess and update as needed to keep your child safe.
- All employees are required to read this manual and are given an orientation to become familiar with D.D.C. Child Safety policies and procedures.
- Parents are encouraged to drop in at any time.

*(See additional D.D.C. child safety policies for more information)*

### Supervision

- D.D.C. School Connectors & Coaches directly supervise students by sight and sound at all times.
- D.D.C. staff should not supervise or instruct any student of any age without another adult volunteer or staff present.
- If supervision or instruction is done in view of our D.D.C.

camera's, D.D.C. staff or volunteers may supervise or instruct a student for the designated time authorized by a Supervisor.

- Active and positive supervision involves:
- Knowing student attendance at each station
- Knowing each child's abilities and tendencies
- Establishing clear and simple safety rules
- Being aware of potential safety hazards
- Standing in a strategic position
- Scanning play activities and circulating
- Focusing on the positive rather than the negative to teach a child what is safe for the child and other children.
- These precautions are designed to reduce the risk of inappropriate student behavior, a student wandered off or ending up missing for any reason.

If a student is noticed to be missing, the D.D.C. School Connector will ask for the support of other Staff or Administrators to find the child.

Administrators and Staff will conduct an extensive search of the facility or designated areas that include classrooms, offices, bathrooms, dining areas or other designated areas if the search involves an offsite field trip, activity, or event.

After an extensive search is complete, and the child is not found, the parents and police will be notified.

The Director will notify the DHS Childcare Licensing Consultant that a child is missing.

A DHS and possible Law Enforcement investigation, the circumstances, and the safety level of the child when s/he was found will determine what future actions will be taken as it relates to the D.D.C. Organization and Staff involved.

### Offsite Field Trips

- D.D.C. students will be permitted to participate in offsite activities with written approval by a parent.
- D.D.C. School Connectors will regularly count students on a scheduled basis, at every transition, and whenever leaving one area and arriving at another, to confirm the safe whereabouts of every child at all times.

- Appropriate adult to child ratios will be met during all hours of operation, including onsite and offsite activities, and field trips, following precautions for specific areas and equipment.

### Offsite Contact

“OUTSIDE CONTACT” is defined as any type of ongoing contact outside of the Dream

Center between Staff/Volunteer and youth (individually or in small groups).

This includes any type of direct contact between 1 Staff/Volunteer and 1 youth (“1-1 Contact”).

- Staff/Volunteers should NOT exchange ANY personal contact information with ANY youth unless they have gone through our D.D.C. Screening and Contact process.
- Only Screened Volunteers and D.C. Staff/Interns are allowed to go through this process to have Outside Contact with youth.
- In order for a Staff/Volunteer to have any Outside Contact with a youth (visits, phone calls, emails, letters, online chats, text messaging, etc.), they must:
- Get the approval of their D.D.C. Coordinator and Direct Supervisor.
- The D.D.C. Coordinator will get the specific written permission from the youth's parent.
  - This permission slip must give detailed Contact Specifications that the parent is agreeing to permit between this Staff / Volunteer and their child.
- The D.D.C. Coordinator will also inform the parent of who they should contact if they become concerned about any of the communication between their child and the Staff/Volunteer.
- The Staff/Volunteer's Supervisor needs to keep this permission slip in the appropriate file at the D.D.C. (the original in the youth's file and a copy with the Staff/Volunteer's file).

### Non-Center Activities

If a D.D.C. student needs to leave the center for an activity at another location (e.g. swimming lessons, doctor appointments, and other activities),

a permission form will need to be completed by the parent indicating who will be transporting/supervising the activity, if it is not a parent or guardian, and the time frame that the child will be away from the center.

Our center will not assume responsibility for the child once they leave our care. Upon return to our center a child must be signed in and taken to his or her Station at which point we will resume responsibility for the child.

### Under the influence

When a parent or authorized person arrives at D.D.C. to pick up a child and is obviously under the influence of drugs or alcohol, the employee must immediately notify the Director or On-Site Supervisor.

The Director or On-Site Supervisor will tell the person that they do not seem to be in a condition to care for the child and an alternate person will be contacted.

If the individual takes the child anyway the Director or On-Site Supervisor will remind the person that they could be arrested for child endangerment if they take the child. The police will be called to report that an intoxicated person has left our program with a child. We will give them a description of the vehicle, the license plate number, the direction they went and the address of the child's residence. Parent(s) will also be notified.

### Release of Children

D.D.C. uses the following procedure to prevent children from leaving the program with unauthorized persons:

When a child is enrolled at D.D.C., a registration card must be completed. This form lists at least two local people, other than the parent(s), who has permission to pick up the child. No other person(s) will be allowed to pick up a child unless written or verbal permission is given. Parent(s) may add or remove names from this list at any time.

*NOTE: Children will not be allowed to leave the center with someone who is under the age of 14.*

If a child will be picked up by someone listed on the registration card, D.D.C. would like to be notified verbally or in writing as to who will be coming but the child will be released to anyone listed on this form even without prior notification.

When someone arrives at D.D.C. to pick up a child, a teacher/coach or administrator may ask for a photo I.D., if person identifies themselves as someone listed on the registration card but is not recognized by D.D.C. staff. If the photo ID verifies the name of someone listed on the registration card, then the child will be released to that person.

If someone arrives at D.D.C. to pick up a child and they are not listed on the registration card, and D.D.C. has not been notified verbally or in writing that this person is to be picking up the child, the child will not be released until permission can be obtained and identification can be verified.

As D.D.C. employees get to know and recognize family members and friends, those individuals will not always be required to show a photo ID. They should however always be prepared to show a photo ID in the event that a new employee does not recognize them.

Employees are always encouraged to ask for photo identification from anyone picking up a child that the employee does not recognize. That may at times include parents.

### Pick up/drop off Procedure

- Without exception, everyone who enters and exits the facility must use the sign-in/sign-out procedure. The authorized person will enter their identification number in the computer and check the child in/out when entering the building.
- The computer will document the initials of the authorized person and time in and out of the facility.
- Individuals authorized to take a child who is receiving care in the facility out of the facility's supervision are listed in the child's file along with that person's contact information, and relationship to the child.
- No child will be released to anyone who is not positively identified by the teacher/coach who is supervising the child.
- At pick up the authorize person will pick up the student from the check in/cafeteria or Station Area.

### Access to Children

Only persons who have been granted access to D.D.C. secure building are permitted to move about the building without an escort. This may include all employees, authorized pick-up persons, authorized professionals who are working directly with specific children and some vendors. Anyone else will be escorted through the facility by a D.D.C. staff member. All adults, including parents and authorized pick-up persons, are monitored by D.D.C. staff. Children are supervised by sight and sound at all times by a D.D.C. staff.

### Visitor Access

One of our primary goals is to provide a safe learning environment for all our students. Our center does not allow any person into the D.D.C. facility that is not a staff member or volunteer who has had a record check and approval to be involved with D.D.C. students to have “unrestricted access” to children for whom that person is not the parent, guardian, or custodian. “Unrestricted access” means that a person has contact with a student or is directly responsible for D.D.C. student programming.

Staff members will limit to the best of their knowledge and ability the people allowed on the property when children are present. It will be limited to authorized persons who include D.D.C. employees, volunteers, and parents/custodians of the children enrolled. Any other person on the property will be closely supervised and monitored by one or more of the authorized persons depending upon the reason the person is on the property. “Supervision” will require one or more staff members to remain with the person at all times and “monitoring” will entail watching what the person is doing and controlling their access to the area where the children are present. The Academic or Program Coordinator will be responsible for the supervising and monitoring unless another staff member is requested by the Academic or Program Coordinator to fulfill this responsibility. If there is a conflict of interest the Academic, Program Coordinator, or an authorized D.D.C. staff member will fulfill this responsibility.

Any persons who are listed on the sex offender registry shall only have access with written permission from the director relating to their own minor child coming to and leaving the D.D.C.

They will only be allowed to enter the building by buzzing at the entry door. They must stop by the office to obtain assistance from the director or administrative assistant to take their child to a station or locate their child and will remain at the center only for the time reasonably necessary to drop off and/or pick up their own minor child with supervision.

### Mandatory Reporter

Reporting of Suspected Child Abuse, Neglect or Exploitation, the D.D.C. will report to the Department of Human Services, as required by state and local laws, of any instance where there is reasonable cause to believe that child abuse, neglect, or exploitation may have occurred. Failure to report any suspected case of abuse could result in revocation of D.D.C.’s license, immediate termination or suspension of employment and/or individuals could be criminally charged for failing to report.

D.D.C. employees must participate in two hours of training on mandatory reporting of child and dependent adult abuse within the first six months of employment and every five years thereafter to comply with licensing requirements.

Section 232.69 of the Iowa Code requires that every employee of a licensed day care or preschool facility who, in the course of employment, reasonably believes a child has suffered sexual abuse, physical abuse, mental injury, child prostitution, denial of critical care, bestiality in the presence of the child, manufactures a dangerous substance or is in possession of a dangerous substance shall immediately report the suspected abuse directly to the Department of Human Services.

Section 232.70 of the Iowa Code requires that each report made by a mandatory reporter, as defined in Section 232.69, shall be made both orally and in writing. The oral report must be made by telephone or otherwise to the Department of Human Services. If the person making the report has reason to believe that immediate protection of the child is advisable, that person shall also make an oral report to an appropriate law enforcement agency. The written report must be made to the Department of Human Services within 48 hours after the oral report.

By law, the oral and written reports shall contain the following information, or as much thereof as the person making the report is able to furnish: a. the names and home address of the child and his parents or other persons believe to be responsible for his care; b. the child's present whereabouts if not the same as the parent's or other person's home address; c. the child's age; d. the nature and extent of the child's injuries, including any evidence of previous injuries; e. the name, age and condition of other children in the same home; f. any other information which the person making the report believes might be helpful in establishing the cause of the injury to the child, the identity of the person or persons responsible for the injury, or in providing assistance to the child; and g. the name and address of the person making the report.

#### Legal sanctions for failure to report are as follows:

Any mandatory reporter who knowingly and willfully fails to report a suspected case of child abuse is guilty of a simple misdemeanor. 2. Any mandatory reporter who knowingly fails to report is civilly liable for damages proximately caused by such failure (Legal Reference 232.75). Any mandatory reporter who, in good faith, makes a report of child abuse or participates in the investigation of a child abuse has immunity from any liability, civil or criminal. Records and/or information pertaining to the abuse may be released to the child abuse investigator without release required in other situation (Legal Reference 232.73).

Dear parents: The people who care for your child have a special status under the law. They're mandatory reporters. They don't really report "child abuse". What they must report is their suspicion that someone may have purposely hurt your child. They have no choice under the law. Trained investigators decide whether or not abuse actually took place. All children get bumps, bruises and scrapes as a part of growing up. It is important however that you tell your child's teacher/coach about any unusual injuries or conditions. Sincerely,  
Child Care Consultant

**To Report Child Abuse Anytime, Call: TOLL FREE STATEWIDE (1-800-362-2178). You may call collect.**

#### What is child abuse and neglect?

- Physical abuse (Legal definition – Iowa Code 232.68 (21)) - “any non-accidental physical injury, or injury which is at variance with the history given of it, suffered by a child as a result of the acts or omissions of a person responsible for the care of the child.”
  - Possible Indicators – frequent injuries explained as “accidents,” unusual bruises, welts, burns, fractures, or bite marks.
- Sexual Abuse (Legal definition – Iowa Code 232.68 (2d)) – “commission of any sexual offense with or to a child as defined by Chapter 709, Section 726.2, or section 728.12, Subsection 1, as a result of the acts or omissions of the person responsible for the care of the child.” Abuse acts include anal, oral, or genital intercourse; fondling private parts; and indecent exposure. Also, any acts or omissions which allow, permit or encourage the child to engage in child prostitution or pornography.

#### Possible Indicators<sup>12</sup>

- Torn, stained or bloody underclothing
- Experiences pain or itching in genital area
- Has venereal disease
- Cluster of behaviors, including: poor relationship with other children, appears withdrawn, engages in delinquent acts, or runs away
- Denial of Critical Care (Legal definition – 232.68 (2c)) – “failure on the part of a person responsible for the care of a child to provide for the adequate food, shelter, clothing or other care necessary for the child's health and welfare when financially able to do so or when offered financial or other reasonable means to do so.”

#### Possible Indicators – (Occurring in patterns)

- Child is often not clean, is tired, has no energy
- Clothes are dirty or wrong for the weather
- Comes to school without breakfast, no lunch money
- Seems to be alone too often
- Child may be demanding or unusually shy; behind developmentally for his/her age in physical, emotional or intellectual development
- Children left alone, and not old enough to handle this responsibility

### Abuse Allegations against an Employee

If an employee is being investigated for an abuse allegation by DHS, D.D.C. administration will take the following steps:

- Cooperate with and review the allegation statements with the DHS investigator;
- Take action concerning the employee's work status. The specific action will depend on the individual situation but will likely fall within one of the following options:
  - The employee may continue working during the allegation investigation, with or without modifications to job duties/responsibilities.
  - The employee could be suspended with pay until the investigation is complete.
  - The employee could be suspended without pay until the investigation is complete.

## HEALTH PROMOTION<sup>13</sup>

The enrollment packet contains all the health forms that D.D.C. requires and is kept in each individual child's confidential file.

Parents are responsible for reporting to D.D.C. any changes to these health forms when they occur. Parents will be asked to update these forms at least annually. The packet includes:

- Names, phone numbers, and addresses of the child's physician and dentist
- Name of the local hospital the child should be taken to in the event of an emergency
- Consent to obtain emergency medical care, along with current insurance information
- A current physical record or health assessment
- A current immunization record that meets Iowa's immunization laws for childcare documented on an Iowa Immunization Certificate is required for all children in our care including Hepatitis B. Parents must update their child's immunizations in our records as the child receives them.
- D.D.C. requires that each child have a routine physical at least annually by the child's healthcare provider that includes the administration of required immunizations.

- Upon enrollment or diagnosis, children who have special health care needs such as food allergies, seizures, or asthma must have an emergency action plan completed by their healthcare provider on file. The action plan will be updated at least annually.

### Admission & Exclusion from program due to illness

Criteria for Excluding Children Who Are Acutely Ill or Injured:

- Ability to Participate: The student's condition prevents the student from participating comfortably in activities at all stations.
- Need for More Care: The condition requires more care than teachers/coaches can provide without compromising the needs of the other students.
- Risk to Others: Keeping the student in care poses an increased risk to the student or other students or adults with whom the child comes in contact as defined in Managing Infectious Diseases in Child Care and Schools.
- D.D.C. will make the final determination when a student is able to return to the program.

### Part I: Admission and Permitted Attendance

Children with the following conditions **may be permitted** to attend D.D.C. programs if they can:

- Participate in the usual daily activities with other students in every station.
- Coaches are not leaving regular station duties and instruction to care for the ill child.

Students with the following conditions may be permitted to attend:

- Students with the following respiratory illnesses may be asked to stay home to recover but may return to D.D.C. programs following recovery. These illnesses include - the common cold, croup, bronchitis, pneumonia, respiratory syncytial virus (RSV) and otitis media (ear infection).
- Children who are carriers of an infectious disease in their stool or urine that can cause illness, but who have no symptoms. Exceptions include Shigella or Salmonella typhi.
- Children with conjunctivitis (pink eye) who have a clear, watery eye discharge and **do not** have any fever, eye pain, or eyelid redness.

- Children with a rash, but no fever or change in behavior.
- Children with cytomegalovirus (CMV) infection, parvovirus B19, HIV or carriers of Hepatitis B.
- Shingles (herpes zoster), children shall keep sores covered by clothing or a dressing until sores have crusted.
- Children with influenza may return to D.D.C. when the child feels well enough.
- Children with Methicillin-resistant Staphylococcus aureus (MRSA) **do not** need to stay home as long as the wound is covered, and drainage is contained.
- Children who have ringworm. Children with ringworm should **not** go to the gym, swimming pools or play contact sports. Treatment may take at least four weeks
- Children with viral meningitis may return to D.D.C. when the child feels well enough.
- 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.
- Persistent abdominal pain (continues more than two hours) or intermittent pain associated with fever or other signs or symptoms.
- Mouth sores with drooling, unless a health care provider determines that the child is noninfectious.
- Rash with fever or behavior change, until a health care provider determines that these symptoms do not indicate a communicable disease.
- Erythema infectiosum (5th Disease), keep child at home if fever is present.
- Pink eye (conjunctivitis) with purulent discharge (defined as pink or red conjunctiva with white or yellow eye discharge), child may go back to D.D.C. when all symptoms are gone.
- Scabies, until after the first treatment.
- Tuberculosis, until a health care provider or health official states that the child is on appropriate therapy and can attend care.
- Impetigo, until 24 hours after the child started medicine from the health care provider.
- Strep throat or other streptococcal infection, until 24 hours after antibiotics are started.
- 15) Varicella-Zoster (Chickenpox), until all sores have dried and crusted.
- Pertussis, until five days of appropriate antibiotic treatment have been completed or 21 days of cough if no antibiotics are given.
- Mumps, child can go back to D.D.C. five days after start of symptoms or until symptoms are gone, whichever is longer.
- Hepatitis A virus, until one week after start of symptoms.
- Measles, until four days after onset of rash.
- Rubella, until six days after onset of rash.
- 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 D.D.C. Children

#### Part II: Exclude Children with Following Conditions<sup>14</sup>

To ensure the overall health and safety of all the children, we ask that you not bring your child to D.D.C. if one or more of the following exists:

- The illness prevents the student from participating comfortably in D.D.C. activities in all stations.
- The illness results in a greater need for care than teachers/coaches can provide without risking the health, safety, and supervision and instruction of other students.
- The child has one of the following, unless medical evaluation by a health care professional indicates that you can include the child in the D.D.C. activities:
  - 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.
  - Symptoms and signs of possible severe illness like:
    - Lethargy that is more than expected tiredness,
    - Uncontrollable coughing,
    - Unexplained irritability, fussiness, or persistent crying
    - Difficult breathing
    - Wheezing
    - Other unusual signs for the child.
- Blood in stools not explainable by dietary change, hard stools, or medication that may cause gastrointestinal damage such as ibuprofen, naproxen, or aspirin.

with mild cases who do have control of their mouth secretions may not have to be excluded.

- Meningitis (bacterial), child may return to childcare 24 hours after starting antibiotics.

D.D.C. will notify the Dept. of Public Health when a child or employee have a diagnosed reportable illness. The list of reportable illnesses can be located at:

[wwwn.cdc.gov/nndss/conditions/notifiable/2017](http://wwwn.cdc.gov/nndss/conditions/notifiable/2017)

### Part III: Illness or Injury while in D.D.C.

If a student becomes ill while at D.D.C. and it is determined that the student should be excluded:

- Call 911 if appropriate
- Conduct First Aid or CRP steps if appropriate
- Contact immediately the parent, legal guardian, or other person authorized by the parent
- Care for the student apart from other students
- Student will be cared for by Academic Center or Program Coordinator until parents arrive.
- Give appropriate attention and supervision until the parent picks the child up
- Give extra attention to hand washing and disinfecting surfaces
- Use Universal Precautions
- An illness or Incident report will document the onset of the illness or Incident

### Medication Administration<sup>15</sup>

We will administer medication, prescription or over the counter, with the written authorization from the parent or guardian as well as from the prescribing physician.

All medication will be stored in a locked container in the Admin office. We will make every effort to give medication as scheduled but circumstances may cause the time to be later than specified.

Medication will be administered by employees trained in medication administration. If possible, we request that medication be scheduled outside of D.D.C. program.

D.D.C. will not administrate the first dose of medication. All medication needs to go home at the end of the period of time designated on the permission slip. Medication left at the center 10 days past the permission slip expiration will be discarded. To ensure compliance

with DHS and Health Department regulations the following procedures must be followed:

**Over the Counter Medication:** Must come in original container and must not have expired. Medication must have written dosage for the age of child being given the medication. If bottle states it is for 2 years and older you must have a physician statement of dosage for children younger than 2 years. Questions about this please see the Academic or Program Coordinator.

**Prescription Medication:** The prescription medication must be brought to D.D.C. in the original labeled prescription container. For long-term medication, do not send more than one month's supply. Parent permission forms must be signed prior to administering the medication.

We will not give medication with verbal permission. Permission forms must be renewed every 30 days. We will not supply any medications such as Tylenol or teething gel.

Devices (Epi Pen, nebulizer, inhaler): Parent or health care provider will provide written instructions on indications for use that include signs and symptoms that medication is needed. The parent will demonstrate the use of the device and special care after use to all staff who will be using the medication.

The D.D.C. will take extra precaution and assessments before agreeing to administer Prescription Medications. We advise all parent/guardians to administer Prescription Medications outside of D.D.C. program.

### Hand Washing Procedure

Children and employees will wash their hands using the following method:

1. Turn on water to a comfortable temperature.
2. Moisten hands with water and apply liquid soap to hands.
3. Rub hands together vigorously until a soapy lather appears, and continue for at least 20 seconds. Rub areas between fingers, around all nail beds, under fingernails, jewelry, and back of hands. Rinse hands under running water until they are free of soap and dirt and turn off water.
4. Dry hands

### Hand Washing Assistance

Teachers/coaches will provide guidance and practice opportunities to students to review proper handwashing techniques.

Students will either use a child size sink or stand on a safety step at a height that allows the child to reach the running water if needed.

### Situations that Require Hand Washing

All employees, volunteers, and students will wash hands at the times indicated below and at additional times as needed.

- Upon arrival for the day
- Before and after the following situations:
  - Handling food or eating any meal
  - Feeding a child
  - Giving medications
  - Playing in water that is used by more than one person (swimming pools)
- After the following situations:
  - All sports, music & performing arts, field trips, games, all activities.
  - Using the restroom or assisting a child in the restroom
  - Handling bodily fluids (e.g. mucus, blood, vomit, sneezing, open wounds or sores)
  - Handling uncooked food (especially raw meat and poultry)
  - Handling animals
  - Cleaning or handling the garbage
  - Playing outdoors

### Cleaning Schedule

D.D.C. uses the following cleaning schedule to maintain a clean facility:

- Daily cleaning
  - Countertops, tables, floors, doors, and handles.
  - Carpets and large rugs (vacuumed daily, carpet cleaning as needed).
  - Sanitize utensils, surfaces and equipment for all activities.
  - Sanitizes toilets, sinks, faucets daily or more often if needed.

- Sanitize food preparation and service surfaces before and after use.
- Weekly cleaning
  - Uniforms (uniforms are cleaned more often as needed).
  - All materials, towels, and equipment as needed.
  - Sanitize coat rack areas, storage spaces, etc.

Additional cleaning and maintenance will be done as needed and all cleaning schedules may vary according to need and soiling.

### Tobacco use and prohibited substances

Tobacco, alcohol, and illegal drugs are prohibited on D.D.C. property, including D.D.C. vehicles, at all times. Smoking areas for employees will be designated.

### Injury

D.D.C. employees are trained in First Aid and CPR. If a child becomes injured the following steps will be taken:

1. An employee will assess the injury
2. First aid will be administered as needed.
3. If there is a series injury, staff will assess the need to call 911 and notify a parent or guardian.
4. If the injury is more than a minor bump or bruise, D.D.C. will make the decision to notify a parent or guardian.
5. The teachers/coaches will complete an accident report about the injury and the care given.
6. In the event of a dental emergency the child's dentist and parents will be contacted immediately. Emergency medical services may also be called if needed.

Accident/Incident reports are completed to document any incident that occurs at D.D.C. or as part of a D.D.C. activity that has the potential to leave a mark on the child's skin or if a mark is noticed during the day and an explanation has not been discussed between the parent and the teacher/coach when the child arrives at D.D.C.

D.D.C. will make every effort to report injuries but when students play or participate in an activity not every injury is reported by the student or noticed by the teachers/coaches. The parent will be asked to sign the report

and retain a copy. The original is kept at D.D.C. in the students file.

### First Aid Kits

D.D.C. maintains at least one readily available first aid kit wherever children are in care or in stations. This includes one for field trips, outings, competitions, or events away from the center.

In addition, a first aid kit will be in each vehicle that is used to transport children to and from D.D.C. Each kit will be a closed container for storing first aid supplies, accessible to employees at all times but out of reach of children. First aid kits will be restocked after use, and an inventory will be conducted at least monthly.

### Emergency Healthcare Need

Upon enrollment or diagnosis, children who have special health care needs such as food allergies, seizures, or asthma must have an emergency action plan completed by their healthcare provider on file. The action plan will be updated at least annually.

D.D.C. employees are trained in First Aid and CPR.

If a child becomes seriously ill the following steps will be taken:

1. An employee will assess the symptoms based on the emergency action plan.
2. First aid will be administered as stated in the plan.
3. If the action calls for administering emergency medication a supervisor will notify a parent or guardian. If a parent cannot be reached a designated emergency contact person will be called.
4. If the action plan requires life-saving medication, 911 will be called immediately.
5. A supervisor will remain with the child and provide care until EMS arrive.
6. The teacher/coach or supervisor will complete an illness report about the illness and the care given.

### Medical Emergencies

When an immediate response is required the following emergency procedures will be utilized:

1. First aid will be administered, and the emergency response team will be called if needed (911)

2. An employee will ride with the child by ambulance, if allowed to do so, to a local hospital or health care facility and will stay with them until a parent or guardian arrives.
3. The parent will be called as soon as possible. If a parent cannot be reached a designated emergency contact person will be called.
4. We will share with the medical personnel the contact information of the doctor, dentist, and hospital provided by the parent at registration including permission to obtain medical care.

## NUTRITION AND FOOD SERVICE

D.D.C. serves snack and supper each program day during the school year and breakfast, lunch, snack, and supper during the summer.

There is no additional charge for meals or snacks. D.D.C.'s kitchen staff prepares all of the meals and snacks to meet the State of Iowa's Child & Adult Care Food Program standards and represent different cultures.

D.D.C. works hard to make mealtimes an enjoyable learning experience.

Students are often served family style so that students can learn respect and responsibility and School Connector/Coaches can build relationships and instill values.

All children are encouraged to try each food on their plate. If a child does not like something or is not hungry, a clean plate is not mandatory, and the child is not forced to try something that they dislike.

Children are not rushed to finish their meal and food is never withheld as a disciplinary tactic. Menus are posted on the parent link on the D.D.C. website. Serving times are consistent with daily schedule station plans also posted on parent link of D.D.C. website.

Snacks and treats for special events and birthdays need to be store purchased and individually packaged. Please

see the Academic or Program Coordinator before sending a birthday cake or cupcakes for birthdays.

A doctor's note must be provided to serve milk other than those specified, and it must meet the nutritional guidelines of the Child and Adult Food Program.

School Connectors eat with the children and model trying a variety of foods, values that represent respect and responsibility and utilize Developmental Relationship strategies to impact students.

Parents will inform School Connectors/Coaches of dietary changes and fill out the required paperwork for documentation.

### **USDA and Dubuque Dream Center Nondiscrimination Statement**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence

Avenue, SW Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov). This institution is an equal opportunity provider.

### **Dietary Modifications**

If dietary modifications are required based on a child's medical needs, D.D.C. will modify or supplement the diet on a case by case basis in consultation with the parents and the child's health care provider. Food from home is discouraged but if it must be brought the food must be stored in a container to maintain its temperature and given to the cook or a Director. Any meals brought by the parents must meet all the nutritional requirements for the intended meal and any leftovers will be discarded every day. For any questions concerning meals brought from home please contact the Academic or Program Coordinator. In addition, food will only be given at your child's scheduled mealtimes. Children with special dietary needs will need an Allergy Action Plan completed by the physician on file.

## **EMERGENCY PROCEDURES<sup>16</sup>**

### **Center Evacuation**

In an emergency situation, the children and employees will remain in designated safe areas on D.D.C.'s property unless instructed to leave by emergency personnel. D.D.C. employees will evacuate the children from the building using the fire evacuation plan or we will follow the specific instructions from the public officials who may be directing the evacuation. Transport of the children will occur only if it is unsafe to remain on the center's property. If it is deemed unsafe to remain on center property, the children will be taken to the Steeple Square southside of the center to await pick up by an authorized person. If necessary, the children will be taken to a designated local school. A continual effort will be made to notify parents through cell phones and notification will also be made through local radio stations. Before leaving the center the director or Administrative Staff on site will take the fieldtrip first aid kit, emergency book, and a cell phone.

### **Labeled Emergency Exits**

Emergency exits are clearly identified and visible at all times. The exits for escape are arranged or marked so

the path to safety outside is unmistakable. As soon as children can learn to recognize exit signs and pathway markings, they will benefit from having these paths of escape clearly marked. Adults who come into the building as visitors need these markings to direct them as well.

### Access to Exits

An exit to the outside or a common hallway leading to the outside is directly accessible from every room. If it is necessary to pass through another room for direct access to the outside, the other room will not have a barrier or door that can be latched to prevent access through it. No obstructions will be placed in the corridors or passageways leading to the exits.

### Fire/Fire Drills

Session fire drills are required and are utilized by D.D.C. to train the employees and children how to respond quickly to a fire in an organized fashion. Fire escape routes are posted in every room with clearly marked maps and written instructions. Indirect care employees are assigned to help specific classrooms that have non-mobile children to evacuate the building. An administrator will check every classroom to make sure all children have evacuated safely.

When the fire alarm rings, the caregivers/School Connectors in each room will gather the children together, along with the attendance sheets and then check the door to the hallway. If the door is not hot, the caregivers will then check the designated escape route for fire. If the route is clear, the caregivers will then quickly escort the children to the designated outside meeting area. Exit routes are illuminated with battery powered emergency lights.

In the event of a real fire, employees will be given further directions by the fire department or D.D.C. Director on where to take the children. The Director will use the enrollment information and D.D.C. Staff cell phones to contact parents if we are unable to return to the building. If able to connect to the text alert system, we will send a mobile message to families.

If the escape route(s) is blocked, the caregivers will stuff blankets or towels at the base of the doors, keep the

children on the floor below the rising smoke, remove curtains, open windows and wait for further assistance in escaping the building.

If a group is offsite at an activity, event or field trip when an actual fire would occur, then an employee would be designated to contact the group and keep them in a safe place until it is safe to return to the building.

### Tornado Drills/Severe Weather/Shelter in Place

Session tornado drills are required and are utilized by D.D.C. to train the employees and children how to respond quickly to a tornado in an organized fashion. Designated safe areas are posted in every classroom with clearly marked maps & written instructions. Indirect care employees are assigned to help specific classrooms that have non-mobile children or children using adaptive equipment to move to their designated safe area. An administrator will check every classroom to make sure all children arrive in their areas safely.

The designated safe areas at D.D.C. are the hallways surrounding the gym, interior rooms such as the restrooms and closets. The teachers and School Connectors in each room need to check the instructions posted in their classroom to see which room has been designated as their safe area.

Tornado drills will be announced over the intercom. The statement employees and children will hear is, "This is a tornado drill. "At that time, the teachers/School Connectors are to take the children, along with the attendance clipboard to their designated safe area. Everyone will remain in the safe area and sing children's songs or read books to keep the children calm until informed that the drill is complete.

In the event of a real tornado, everyone will stay in the designated safe area until instructed that it is safe to come out and that weather conditions have improved. If the building has been hit by a tornado, children will be evacuated away from the structural damage and into the Jackson park area as quickly as possible and follow instruction from emergency personnel.

If a group is at indoor activity, event or field trip when lightning is sighted, or the city sirens initiate a tornado warning, School Connectors will follow instructions at

that particular site and will not leave that location. If group is on an outdoor activity or field trips, the School Connector will bring the children to the D.D.C. site or closest safe site.

### Earthquake

In the event of an earthquake, D.D.C. employees will take the children to the doorways of their classrooms, since these are the most structurally sound points in the building. Any doorway, including closets, is appropriate. An adult should remain with the children in each doorway. Employees may also instruct the children to crawl under the tables in the class or dining rooms to protect them from falling debris.

Children will be asked to squat in the doorways and hold onto the doorframe or each other. The adult should use encouraging words and remind the children to hang on even if objects would fall around them.

After the movement of the building and ground stops, employees will comfort and count the children. Children will be escorted outside to a safe area, either in the playground or a parking lot and remain outside until the building is checked for safety and stability. If transportation to a city designated safe area is necessary, we will use D.D.C. vehicles to transport the children and employees.

### Flood

In the event of a flood, either internal or external, D.D.C. will be evacuated until such time that the building is safe to occupy. If parts of the building are safe to occupy, we will continue to provide care to as many children as possible.

### Bomb Threat

In the event that Dream Center should receive a bomb threat the following procedure will be followed:

- The employee that answers the phone will listen to the caller very carefully and get as much information as they can by asking questions such as, "Where is the bomb?" and "What time will it go off?" They will pay close attention to the background noises during the call and determine whether the caller is a male or female, young or old.

- The building will be evacuated immediately and as quickly as possible, in an orderly manner.
- The call will be reported to the police department and we will follow their instructions on where the children should be relocated to.
- Children's parents will be contacted by using a mobile phone and emergency numbers.

### Chemical Spills

If an employee observes spilled chemicals in the building or on D.D.C. grounds, that person will determine if the chemicals have a noxious odor or fumes. If so, that person needs to alert the employees to remove any children from the area until the spill is cleaned. Employees should wear gloves and use paper towels to clean the spill. Place the used paper towels in a plastic bag and seal it. If the chemical spill is too large or is releasing a lot of irritating fumes, then the employee needs to call the local Fire Department and request the Hazardous Materials Intervention Team.

### Power Failure

In the event the D.D.C. loses all power, the D.D.C. will utilize back up battery operated lights, flashlights, or candles. D.D.C. has a gas stove and gas water heater, therefore we would still be able to prepare food for the children and the children would be able to wash their hands & faces. If the utility company indicated that the power will be out for an extended period of time and we cannot keep the building at a comfortable temperature, we would close the facility until the power is reinstated.

### Abduction

D.D.C. has a policy that requires employees to report unfamiliar individuals that seem to be watching the program or asking about certain children that attend. If we notice individuals in a vehicle, we bring the children inside, lock the doors and call the police. (See Code Red)

In the event that a child would be abducted while attending our program either from the center, activity, event or while on a field trip an employee will immediately report the abduction to police and call the child's parents. Employees are instructed to attempt to

get a physical description of the person abducting the child as well as a possible description of the vehicle, license number, and direction it appeared to be heading. Administration would also notify the DHS Licensing Consultant of the abduction.

### Code Red/Lockdown

In an effort to protect all of the children that utilize D.D.C. programs, we have a plan in place to reduce the chance of children being removed from D.D.C. without authorization or from being harmed by an intruder. In any instance when we feel the safety of children is in question, the employees would be notified through our intercom system that Code Red is now in effect.

The following steps are followed during a Code Red:

1. All children must leave the designated areas and return to the safety of the building.
2. The security code system on the doors will be disabled so that all doors will be locked to anyone trying to enter.
3. The Dubuque Police will be contacted.
4. An administrator will supervise the admittance of any individuals entering the facility.

### Inclement Weather/Blizzard

When the area is experiencing inclement weather and/or blizzard conditions, D.D.C. puts the safety of the children and employees above all else. If a snow or ice storm starts while D.D.C. is open, parents will be contacted to pick up children early or at a designate time. D.D.C. will remain open until 6:30pm or earlier if all children have left for the day.

As a general rule, D.D.C. does not close as inclement weather approaches. However, we will close if it is determined that weather conditions will not allow D.D.C. to achieve mandated adult to child ratios and/or will not allow us to keep the driveways and sidewalks clear and safe for walking.

The decision as to whether or not to close is made by 6:00am. If the weather is bad or questionable and you

are wondering if D.D.C. is closed, please call D.D.C. before leaving home. The automated phone system, our D.D.C. Facebook post, and D.D.C. website will indicate if D.D.C. is closed. If the system is busy keep trying because many employees and parents will be checking.

Please note that if D.D.C. is closed for the day, full time employees scheduled for the day will be paid their scheduled work hours.

[dia.iowa.gov/health-facilities/emergency-preparedness](http://dia.iowa.gov/health-facilities/emergency-preparedness)  
[homelandsecurity.iowa.gov](http://homelandsecurity.iowa.gov)

## DISSEMINATION OF STUDENT RECORDS

Parents of students in the care of D.D.C. may review their student's file and obtain copies of that file, within a 2-week prior request time frame.

The parent/guardian who is interested in reviewing records is requested to schedule a time to review the file with Academic or Program Coordinator.

The following persons, agencies, and organizations may have restricted access to student records without prior written consent of the parents. Any other access to student files/records shall be only upon written consent or upon court order or legally issued subpoena.

1. Government officials who have the authority to review records.
2. In connection with an emergency.

*Note: Student files are reviewed, and inappropriate or impertinent materials removed periodically.*

## TUITION POLICIES

- A \$100.00 non-refundable deposit will be required per child for registration. This deposit will be used as part of the session program fee.
- Tuition is due on the first working day of the program session. Tuition payments will only be paid by auto debit from a checking or savings account. An authorization form is required for each family.
- Children must arrive by 3:45 pm during school year and 9:30am in summer to participate in our program. Exceptions will be allowed for medical appointments. Please notify your child’s School Connector/Coach if your child has an appointment, will be absent, or late for any reason.
- Returned Tuition Express for non-sufficient funds will be assessed a \$30.00 fee.
- When paying in advance, families with more than one child enrolled in the center will receive a 2.5% discount on tuition.
- Military personnel will receive a 1% discount on tuition for children of any age when all tuition policies are followed.
- No discounts will be provided for family vacations. Students should not miss more than 2 consecutive weeks of program. If a student misses more than 2 weeks without prior approval from School Connector/Coach, the student will be placed on waiting list and it not guaranteed reentry into program by next session.
- If for any reason you are planning to withdraw your child, the parent must give a thirty-day written notice to your School Connector/Coach.
- Students exceeding 3 unexcused absences in a D.D.C. session or school semester will be automatically suspended from D.D.C. program and meeting must be scheduled between parent, school teacher, and D.D.C. staff to consider student readmission. Readmission is not guaranteed.

### Subsidized Child Care Policies

D.D.C. accepts childcare assistance from the Iowa Department of Human Services Child Care Assistance and Promise Jobs. Families wishing to enroll using

subsidized care must follow all center policies including the policies for subsidized care. D.D.C. is a private center and we reserve the right to terminate care if D.D.C. policies are not followed.

- The center enrolls a limited number of students per grade. Speak to the D.D.C. Academic Coordinator to ensure there is an opening.
- Any scheduled times or sessions that are not subsidized will be charged to the parent and must be paid before the week of attendance.
- Co-pay amounts must be paid the week of program on or before Friday. This will be required before the student returns the following week.
- Students cannot attend program sessions without written approval from the subsidizing agency.
- If you want to start before written approval from the subsidizing agency you must pay in advance and you will be refunded when the agency pays for the time you have already paid.
- It is the parent’s responsibility to sign the verification of attendance form every two weeks.

### DUBUQUE DREAM CENTER TUITION SEPTEMBER 2021–AUGUST 2021

Session 1	Session 2	Session 3	Annual
Sep–Dec	Jan–May	Jun–Aug	Sep–Aug
After School	After School	Summer	School Year & Summer
K-6th	K-6th	K-6th	K-6th
\$1,250	\$1,250	\$1,500	\$4,000

## STUDENT SPONSORS AND SCHOLARSHIPS

Families who do not qualify for financial assistance from D.H.S. and need financial assistance can apply for our D.D.C. Student Sponsorship Program.

Students who are approved for our Student Sponsorship program can receive support from a Community Sponsor that serves as a Scholarship for students to enroll in the Dubuque Dream Center.

The following process must take place for students to qualify to receive a D.D.C. Sponsor:

- Student Sponsors must be confirmed.
- Funding from Student Sponsor must be available in the D.D.C. Sponsor Account.
- Parent must have properly fill out D.H.S. paperwork and process to determine qualifications for D.H.S. assistance.
- Parent must have properly filled out all D.D.C. required paperwork that includes required paperwork to confirm financial support needed for a D.D.C. Student Sponsor.
- Student must maintain D.D.C. Academic and Character Development expectations to retain annual scholarships.
- Students must communicate and provide updates to Student Sponsor regarding program progress, with the assistance of D.D.C. Staff.
- Parent must agree to communication and marketing system to provide updates to Student Sponsors by D.D.C. Donor Relations and Marketing Team.

*(See Dream Maker Student Sponsorship packet for more information)*

## NEW FAMILY ORIENTATION

The following check list will be used when registering a new family. The steps include:

- Family fills out online registration.
- Parent is contacted for student and parent orientation if there are program openings.
- Parent is contacted for student and parent waiting list open house if interested.
- Teacher or school administrator recommendation or reference is received.
- Orientation and Tour of D.D.C. programs and stations are scheduled.
- Follow up call/email to answer questions
- Family submits the deposit and all necessary paperwork. All forms must be received to schedule a start date.
- Parent/Guardians can shadow their child during the first (2) two program days to assist the child in transitioning to D.D.C. programs, School Connectors, and teammates. Most students take several weeks to adjust to new structure, friends, and coach/mentors.

### ORIENTATION TOPIC

Description	Outline
Review completed paperwork for registration	<ul style="list-style-type: none"> <li>• Registration card</li> <li>• Physical or health assessment</li> <li>• Iowa Certificate of Immunization</li> <li>• Transportation Authorization</li> <li>• Parent Handbook Signature Page</li> <li>• Tuition Express form</li> <li>• Session tuition and hours review</li> <li>• Overview of handbook</li> <li>• Student/Parent Assessment</li> </ul>
Review check in/out process	<ul style="list-style-type: none"> <li>• Demonstrate clock in/out process</li> <li>• Review check in/out process</li> </ul>
Tour	<ul style="list-style-type: none"> <li>• Tour All D.D.C. Program Stations</li> </ul>
Introduce key staff members	<ul style="list-style-type: none"> <li>• Meet Coordinators</li> <li>• Meet School Connectors</li> <li>• Meet Administrators</li> </ul>
Discuss forms of communication	<ul style="list-style-type: none"> <li>• Website</li> <li>• Email updates</li> <li>• Others</li> </ul>
Review Program Schedules	<ul style="list-style-type: none"> <li>• After School Stations</li> <li>• Summer Stations</li> <li>• Leagues and Tournaments</li> <li>• Showcases and Performances</li> <li>• End of Session Awards</li> <li>• Fundraisers</li> <li>• Parent Focus Group</li> </ul>
Academic and Program Coordinator Review	<ul style="list-style-type: none"> <li>• Goals and Outcomes</li> <li>• Expectations</li> <li>• Parent Partnership</li> <li>• Support System</li> </ul>
Spark Review	<ul style="list-style-type: none"> <li>• Goals and Outcomes</li> <li>• Stages Student Development</li> <li>• Activity Handbook</li> </ul>
Character Development System	<ul style="list-style-type: none"> <li>• Developmental Relationships</li> <li>• Character Development</li> <li>• Behavior Management</li> </ul>
College and Career Readiness Program	<ul style="list-style-type: none"> <li>• Review</li> <li>• Goals and Outcomes</li> <li>• Benefits</li> </ul>
Equipment Needs	<ul style="list-style-type: none"> <li>• Practice Attire &amp; equipment</li> <li>• Uniforms</li> <li>• Summer Swim Wear</li> </ul>
Child Safety Policies	<ul style="list-style-type: none"> <li>• Review Safety Highlights</li> </ul>
Support Intake	<ul style="list-style-type: none"> <li>• Parent Support and Resources</li> </ul>
Volunteer Opportunities	<ul style="list-style-type: none"> <li>• Parent Committee</li> <li>• Program options</li> <li>• Application Process</li> </ul>
Schedule Highlights & Start Dates	<ul style="list-style-type: none"> <li>• Start date</li> <li>• Parent/student transition dates</li> <li>• Important upcoming dates</li> </ul>

## HOW CAN I HELP

### Volunteers

We enjoy having volunteers join our Academic Center, Meal Service, Spark Activities, or other relevant skill sets at the Dubuque Dream Center.

All volunteers must be at least 16 years of age.

If you would like to volunteer take the following initial step:

#### Section I-Volunteer Application Process

- Online Application (go to [dubuquedreamcenter.org](http://dubuquedreamcenter.org))
  - Move cursor to “Get Involved” and Click on “Volunteer Opportunities”
  - Fill out online application and submit.
- An Administrator will contact you to set up an Interview and Organization Overview following a background check.
- If you are volunteering as part of a group or organization, the Interview and Organization Overview process will be scheduled and take place in a group setting format.
- The date and time of the Interview and Organization Overview is determined by availability of Administrators and Volunteer Prospect.
- Our background checks will determine whether or not there is a conviction of any law in any state or any record of founded child abuse or dependent adult abuse in any state. All volunteers must pass both state and national criminal record & child and dependent adult abuse registry checks.
- Whether or not there is a communicable disease or other health concern that could pose a threat to the health, safety or well- being of the children.
- All volunteers must be informed of their responsibility as a mandatory reporter of child abuse.

### Sponsor a Child or Team

Dream Maker & Dream Team System

#### Dream Maker:

**\$4,000** Supports one student through a FULL YEAR of Dream Center Programming (includes holistic services such as Continued School Day Curriculum, Healthy Meals, Skill/Character Development and more!).

**\$2,500** Supports one student through a 9-MONTH school year session of Dream Center Programming.

**\$1,500** Supports one student through a SUMMER session of Dream Center Programming (includes full day structured programming and transportation).

**\$500** Supports one student’s enrichment activities for a FULL YEAR of Dream Center programming (includes athletic tournament/league expenses, field experiences, performing arts equipment).

**\$150** Supports one student’s Academic & Character Development Curriculum for a FULL YEAR (includes classroom materials and supplies).

#### Dream Team:

The Dream Team is composed of a group of dedicated donors who have pledged to donate **\$1,500** or more annually for 3-5 years. The Dream Center’s goal is to have **\$200,000** pledged each year.

#### Academic Scholarships:

Students in the Dream Center Program have the opportunity to receive academic awards if they achieve both school and Dream Center outcomes. Outcomes are in the areas of attendance, behavior, and improved academics.

**Attendance:** Dream Center students are expected to not miss more than 9 school days and attend the Dream Center 85% of the offered program days.

**Behavior:** In the area of behavior, students are expected to not have any school or Dream Center suspensions and meet the office referral requirement for their grade level. For example, a 3rd grader is expected to have 6 or less office referrals and an 8th grade student is expected to have 2 or less per year.

**Academics:** Middle school students to receive a GPA of 3.0 or above.

## ORGANIZATION IMPACT MODELS

### Community Impact Philosophy

King Center

<https://thekingcenter.org/>

LA Dream Center

<https://www.dreamcenter.org/>

Search Institute

<https://www.search-institute.org/>

### Character Development Model

Search Institute

<https://www.search-institute.org/>

CEF

<https://www.cefonline.com/>

### Academic Achievement Model

Search Institute

<https://www.search-institute.org/>

Adopt-A-School Initiative

<https://churchadoptaschool.org/>

Campaign for Grade Level Reading

<https://gradelevelreading.net/>

### Activities Model

Search Institute

<https://www.search-institute.org/>

Better Basketball

<https://betterbasketball.com/>

Directing a Church Children' Choir 101

<https://www.ashleydanyew.com/about>

DanceTeacherWeb

<https://www.danceteacherweb.com/en/>

### Student/Staff Ratio and Staff Impact Model

Friends of the Children Portland

<https://friendspdx.org/>

## SOURCES

- <sup>1</sup> [https://ir.uiowa.edu/cgi/viewcontent.cgi?article=1013&context=urban\\_iisc](https://ir.uiowa.edu/cgi/viewcontent.cgi?article=1013&context=urban_iisc)
- <sup>2</sup> <https://gradelevelreading.net/>
- <sup>3</sup> <https://iowaccrr.org/resources/files/Data/FY19/5%20year%20trend%202014-2019/FY19%20Dubuque%20Trend.pdf>
- <sup>4</sup> [https://www.telegraphherald.com/news/tri-state/article\\_70514a5e-a0e3-5bf2-8ea7-bff2498f6551.html](https://www.telegraphherald.com/news/tri-state/article_70514a5e-a0e3-5bf2-8ea7-bff2498f6551.html)
- <sup>5</sup> <https://www.search-institute.org/>
- <sup>6</sup> <https://humanrights.iowa.gov/sites/default/files/media/2018%20Dubuque%20Data%20Report.pdf>
- <sup>7</sup> <https://www.search-institute.org/>
- <sup>8</sup> <https://www.search-institute.org/>
- <sup>9</sup> <https://www.daycare.com/iowa/>
- <sup>10</sup> <https://friendsofthechildren.org/>
- <sup>11</sup> <https://friendsofthechildren.org/how-it-works>
- <sup>12</sup> Vickie Brandenburg. Lion Heart Early Learning. Parent Handbook 2019-20
- <sup>13</sup> Vickie Brandenburg. Lion Heart Early Learning. Parent Handbook 2019-20
- <sup>14</sup> Vickie Brandenburg. Lion Heart Early Learning. Parent Handbook 2019-20
- <sup>15</sup> Vickie Brandenburg. Lion Heart Early Learning. Parent Handbook 2019-20
- <sup>16</sup> Vickie Brandenburg. Lion Heart Early Learning. Parent Handbook 2019-20

PARENT HANDBOOK ACKNOWLEDGEMENT

I have received an orientation to the D.D.C. Academic Center and Academy and have had an opportunity to meet with Administrators and Staff to discuss any questions I have.

**Sign Name**

\_\_\_\_\_

**Print Name**

\_\_\_\_\_

**Children's Name/s**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Acknowledgement of Receipt of Parent Handbook Effective September 1, 2021**

The content of this parent handbook may be modified, revoked, suspended, terminated or changed at any time by our center.

Parent Acknowledgement By signing below I acknowledge that I have read and understand the policies contained herein. I have received my copy of the handbook and I understand it is my responsibility to read and comply with the policies and guidelines contained in this handbook and any revisions to it. I have received orientation to the program and have had an opportunity to tour the center, ask questions, and meet staff members.

Received this \_\_\_\_ Day of \_\_\_\_\_, 20\_\_.

**Parent Signature**

\_\_\_\_\_

**Print Name**

\_\_\_\_\_

*For employee use only*

**Employee Acknowledgement**

By signing below, I acknowledge that I have read and understand the policies contained herein. I have received my copy of the handbook and I have had an opportunity to ask questions.

Received this \_\_\_\_ Day of \_\_\_\_\_, 20\_\_.

**Employee Signature**

\_\_\_\_\_

**Print Name**

\_\_\_\_\_