

Statewide Preschool Program

Parent Handbook

2010 - 2011

Program Policies and Procedures



*Algona Community School District
Bertha Godfrey and Seton Elementary Schools
Algona, Iowa 50511
515-295-3586 - Bertha Godfrey
515-295-3509 - Seton*

Preschool Policies and Procedures

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Statewide Preschool Program Program Policies and Procedures

I. WELCOME TO OUR STATEWIDE PRESCHOOL PROGRAM QPPS 10.1

The program's goal is to provide a high quality preschool program meeting each child's needs, including children with disabilities and those from a diverse background. The preschool provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new skill development. It is a setting where children feel safe, respected, and cared for. This is an opportunity for all three-year and four-year-old children to take part in planned, active learning experiences to build their readiness skills. The preschool program has adopted and meets the Iowa Quality Preschool Program Standards, administered by the Iowa Department of Education. The Iowa Early Learning Standards are used to guide expectations for the children and instructional practices.

II. MISSION, PHILOSOPHY, AND GOALS QPPS 10.1

Mission:

The mission of Statewide Preschool Program, a partnership of school staff, parents, and community, is to prepare students to be life-long learners who can become successful, productive future citizens, and compete anywhere in the world. This will be accomplished by recognizing the value of each individual and promoting academic and personal growth in a challenging and caring environment.

Preschool Philosophy of Education:

We believe:

- ♦ Student learning is the most important element of our society.
- ♦ Students learn best in a safe and caring environment.
- ♦ Innovative learning activities and various teaching strategies enhance learning.
- ♦ Respect for diversity develops tolerance within the school and our society.
- ♦ Effective learning produces life-long skills.
- ♦ Leaders never lose sight of best practice.
- ♦ Teaching the importance of citizenship benefits the school and the community.
- ♦ Productive discipline incorporates control, consistency, and care.
- ♦ Memorable and enjoyable activities foster learning.
- ♦ School, home and community cooperation facilitates and reinforces learning.

Goals for Children:

- ♦ Children will show competency in social/emotional, physical, cognitive, and language development skills.
- ♦ Children will be enthusiastic and curious learners.
- ♦ Children will be safe and healthy.

Goals for Families:

- ♦ Families will feel welcome in the classroom and school.

- ♦ Families will work with the school in a meaningful partnership to help their children be better prepared to learn to read and write.
- ♦ Families will advocate for their children.

III. ENROLLMENT

Equal Educational Opportunity

It is the policy of the Algona Community School District and the Statewide Preschool Program not to discriminate in its education programs or educational activities on the basis of sexual orientation, race, creed, religion, sex, age, color, national origin, gender identity, marital status or disability. Students are educated in programs, which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Students who feel they have been discriminated against are encouraged to report it to the school district Equity and Affirmative Action Coordinator, Dave Kerkove, and he can be reached at 515-295-3586. Inquiries may also be directed in writing to the Director of the region VII Office of Civil Rights, US Department of Education, 310 W. Wisconsin Ave., Ste. 800, Milwaukee, Wi, 53203-2292, (414) 291-1111, or the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, (515) 281-5294. Procedures and levels are outlined in district policy for resolving complaints and are available upon request from the superintendent's office.

Eligibility

Children must be three years of age for three year-old program or four years of age for four year-old program prior to September 15th of the current school year. Pre-registration will begin in the spring of the year. Registration materials are available from the Bertha Godfrey Elementary School secretary or the secretary at Central Administration, or from the secretary at the Seton Elementary School. Final registration will occur at the back-to-school registration time in August.

Hours *

The Statewide Preschool Program operates on the following schedule:

AM Preschool is from 8:30 (Seton starts at 8:20 am) to 11:15 am. There are no AM classes if school is two hours late.

PM Preschool is from 12:30 (Seton starts at 12:10 pm) to 3:15 pm. There are no PM classes if there is a 1:15 pm or earlier dismissal. There will be PM class if there is a 2:15 or later dismissal.

3 year-old first session program will meet on Monday and Thursday mornings; the second session will meet Tuesday and Friday mornings. Three year-old program at Seton is held on Tuesdays and Thursdays with a morning session and another session in the afternoon.

4 year old AM program will meet Monday, Tuesday, Thursday, and Friday mornings.

4-year-old PM program will meet Monday, Tuesday, Thursday, and Friday afternoons.

* Program hours and days of classes subject to change due to enrollment numbers.

The preschool will follow the Algona Community School District calendar. Please check the attached calendar for closing due to holidays, staff development, and other related closings. Seton's preschool will follow the Bishop Garrigan calendar.

Students do not attend on Wednesdays. This allows for parent meetings and home visits, planning time for the teaching staff on a weekly basis, and collaboration with community agencies.

Admission Criteria

Statewide Preschool Program is an early childhood education facility organized to serve the needs of the community of Algona and surrounding communities. It is committed to providing equal care and attention to all children. The Statewide Preschool Program extends enrollment to children ages of three and four.

Children must be at least three (three year-old program) or four (four year-old program) by September 15. All foster children are eligible. Children must have a complete application to be considered for preschool and are accepted according to established guidelines. They must have a Certificate of Immunizations before they are admitted. Physical and dental examinations are recommended.

Admission Procedure:

Follow the steps below:

1. Complete the enrollment forms and emergency information.
2. Have your child's physician fill out an original Certification of Immunizations.
3. Any other forms required for enrollment.

Making friends, learning unfamiliar routines and trusting new adults are a tremendous task for a young child. Filling out all of the paperwork may seem time consuming and unnecessary, but it enables our staff to help your child make an easy transition and ensure a positive, secure experience.

Current Tuition Fees

There is a fee for 3-year-old 2-day program (Monday & Thursday or Tuesday and Friday mornings). **

No charge for 4-year-old 4-day program (Monday, Tuesday, Thursday, and Friday mornings)

No charge for 4-year-old 4-day program (Monday, Tuesday, Thursday, and Friday afternoons)

** Fees are subject to change. Check with the office for current tuition fee for 3 year-old preschool.

Waiting List

The Statewide Preschool Program may maintain a waiting list established on a first come, first served basis. When a space becomes available, the administrator contacts families that are first on the waiting list. The district may give enrollment preference to children from low-income families.

Dismissal Policy

The center has a right to dismiss a child if the child:

- is continually abusive to other children, staff, or property
- endangers their safety or the safety of others
- is habitually unresponsive to adult direction
- uses foul or abusive language or actions to other students or teachers
- if the parent fails to pay their billed fees

The parent will be notified by the administrator, if situations occur that could eventually lead to a dismissal if not remedied. This contact will be documented in writing.

If the problem continues to occur, a conference will be held and a behavior plan will be established between the parent and the preschool center to correct the situation.

If the plan does not succeed, the preschool center will give one-week notice of the termination of services to the child.

Late Payment Policies (three year-old program only)

All accounts are supervised by the school's central office, and all payment arrangements must be approved by the administration. If a payment is not made as agreed, your account is considered delinquent; this is grounds for termination of services. Please talk to a staff member, administrator, or the district superintendent if there are extenuating circumstances or if you would like to discuss payment arrangements.

Scholarships Available (three year-old program only)

Preschool tuition scholarships are available through PAK Empowerment for children from a wide range of family incomes who attend the Statewide Preschool Program. Please visit with the administrator if you would like to inquire about this scholarship. Students who fail to attend preschool on a regular basis may lose scholarship funds. Those receiving a PAK Empowerment scholarship are required to complete a lengthy PAK Empowerment questionnaire during the school year.

Withdrawal

Parents are asked to give the preschool two weeks notice of withdrawal. This enables the preschool to prepare your child and his/her friends for the transition and to fill the resulting vacancy. When withdrawing from the preschool, any tuition is due during the two-week notice period.

Address, Telephone Number, and Email Changes

Please notify the Bertha Godfrey or Seton main office with any address, home telephone number, work telephone number, cellular telephone number, or email changes as soon as they occur. This is essential in being able to contact a parent in case of an emergency. The Bertha Godfrey office number is 295-3586. The Seton number is 295-3509.

General Information QPPS 5.1 10.4

Within the first week after a child begins the program, health records that document the dates of service shall be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the Iowa Department of Health.

The maximum class size is 18 to 20 children in each session based on square footage of the current location. A teaching staff-child ratio of at least 1:10 will be maintained at all times to encourage adult-child interactions and promote activity among children. The elementary principal will maintain a current list of available substitutes for both the teacher and teacher assistant. Should one of the teaching staff need to temporarily leave the room, the teacher will call the elementary office and the principal will arrange for coverage of the classroom to maintain the staff-child ratio. **QPPS 10.4**

Inclusion (Children with special needs)

The preschool program provides all children, including those with disabilities and unique learning needs. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff are aware of the identified needs of individual children and are trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for teachers, students, other children and their families. The preschool facilities meet the Americans with Disabilities Act (ADA) accessibility requirements. The local Prairie Lakes AEA 8 office provides

additional services to our special needs population who meet the qualifying guidelines for services. Services provided include occupational therapy, physical therapy, speech, or hearing impaired services.
QPPS 8.3 and 9.10

IV. A CHILD’S DAY

Who Works In The Preschool QPPS 10.2

Program Administrator The Bertha Godfrey Elementary School principal is designated as the program administrator supervising the preschool program. The principal meets all qualifications described in the Iowa Quality Preschool Program Standards.

Teacher A full-time teacher licensed by the Iowa Board of Educational Examiners and holding an early childhood endorsement is assigned to the preschool classroom. **QPPS 6.3**

Teacher Associate

A full time or part time teacher associate in the classroom carries out activities under the supervision of the teacher. The teacher associate will have specialized training in early childhood education.

QPPS 6.4

School Nurse

The preschool will have the assistance of the school nurse. The current nurse at Bertha Godfrey is employed by the Kossuth County Regional Hospital and is a certified RN, and is recertified every three years. The nurse at Seton is a volunteer nurse who is also an RN. The nurse will maintains student health records by updating them quarterly, and attends to the health needs of the students while they are at school. The nurse is available for parent consultation when necessary. **QPPS 10.10**

Support Staff

Prairie Lakes AEA 8 support staff provide resources and assistance to the teacher and classroom upon request to help all children be successful in the preschool setting. Such staff may include: early childhood consultant, speech and language pathologist, social worker, occupational therapist, physical therapist or others.

Preschool Teacher	Mrs. Tricia Wartick	Bertha Godfrey
Preschool Teacher	Mrs. Sue Salz	Seton
Preschool Teacher	Mrs. Zoe Fett	Bertha Godfrey
Preschool Teacher	Mrs. Wendi Meister	Seton
Preschool Teacher	Mrs. Sara Curtis	Bertha Godfrey
Preschool Teacher Associate	Mrs. Dana Ingalls	Bertha Godfrey
Preschool Teacher Associate	Mrs. Jill Torpy	Bertha Godfrey
Preschool Teacher Associate	Mrs. Deb Kollasch	Seton
Preschool Teacher Associate	Mrs. Liz Buscher	Seton
Preschool Teacher Associate	Mrs. Kris Landolt	Bertha Godfrey
Preschool Teacher Associate	Mrs. Martie Besch	Bertha Godfrey
Preschool Teacher Associate	Miss Megan Lucas	Bertha Godfrey
Algona School Superintendent	Mr. Marty Fonley	Algona
Program Administrator	Mr. Dave Kerkove	Algona
President	Mr. Gene Meister	Bishop Garrigan
Seton Administrator	Mrs. Kathee Froehlich	Seton

Daily Activities

A consistent daily schedule is planned to offer a balance of learning activities. Learning is both formal and informal. Play is planned for every day. Listening is balanced with talking, group activities with solitary time, indoors with outdoors, quiet play with noisy play. Your child will have the opportunity for the following types of activities every day:

Sample Daily Schedule:

School Arrival
Bathroom Break
Calendar
Work time and Centers (blocks, fine motor, etc.)
Bathroom Break
Snack
Story Time and Free Time
Outside Time
Bathroom Break
Dismissal

Lesson plans for each week are developed at least one week in advance and may be posted in the classroom showing how these activities are incorporated into the daily schedule. Weekly notes will be sent home to families in children's backpacks and electronically, if parents desire.

Curriculum QPPS 2.1 - 2.3

Curriculum is a framework for learning opportunities and experiences. It is a process by which learners obtain knowledge and understanding, while developing life skills. It is continually revised and evaluated to make learning fun and exciting.

It is the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and life styles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnic origin, religion, and physical disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural nonsexist society.

QPPS 1.7

The Creative Curriculum Model is used by the Statewide Preschool Program to assist our teachers in planning a classroom and outdoor environment. A wide variety of learning materials with curriculum goals in mind are provided so that no matter where the children choose to play, they are learning. The materials are all at the children's access level in containers or on hooks so children can get them independently and also are able to put the materials away again. Children learn through direct, hands-on experiences with people, objects, events, and ideas. The Statewide Preschool staff, which understand how children develop and how to scaffold the important areas of learning in the preschool years offer guidance and support. Activities are adapted to meet the developmental level of all the children.

The environment is organized into a variety of interest areas, which might include: blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and movement, cooking, computers and outdoors. These areas support children's development.

A daily schedule is planned and the teacher arranges the day to best meet the needs of that group of children. A large part of the child's day is spent in play. This is because preschool children learn best by exploring, experimenting and creatively using their imagination. Through play, children also learn to make choices, learn to share, practice language, express emotions and develop muscles and coordination.

Other parts of the day will include: tooth brushing, group time, music/movement time, story time, outdoor time, breakfast, lunch and snack/rest time where applicable.

The Creative Curriculum is consistent with the Iowa Quality Preschool Program Standards and guidelines for developmentally appropriate practice. The Creative Curriculum is the leading curriculum model used by early childhood programs. The Algona Bullpup Preschool also aligns curricula with the Iowa Preschool Early Learning Standards. **QPPS 2.1, 2.2**

Child Assessment QPPS 4.1, 4.2

Guiding principles:

It is the school district's belief that assessment of young children should be purposeful, developmentally appropriate, and take place in the natural setting by familiar adults. The results will be used for planning experiences for the children and to guide instruction. Assessment will never be used to label children or to include or exclude them from a program. A family's culture and a child's experiences outside the school setting are recognized as being an important piece of the child's growth and development. All results will be kept confidential, placed in each child's file, and stored in a secure filing cabinet.

Children will be assessed by the components of the Creative Curriculum Model and by:

- Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
- Early Literacy Individual Growth and Development Indicators (IGDIs) are given at the beginning, middle, and end of the year to monitor the growth of early literacy skills.
- Child portfolios are organized by the teaching staff and include the assessments, observational data, and child work samples collected on an on-going basis.
- Families are asked to contribute information about their child's progress. Young children often show different skills in different settings. Working together, the teaching staff and families can gather a complete picture of a child's growth and development.

The information from the above is used in the following ways:

- To provide information about children's needs, interests, and abilities in order to plan developmentally appropriate experiences for them;
- To provide information to parents about their children's developmental milestones;
- To indicate possible areas that requires additional assessment.

QPPS 7.3, 7.5

Assessment information will be shared formally with families during Parent Teacher Conferences in November and March. The preschool teacher will communicate weekly regarding children's activities and developmental milestones. Informal conferences are always welcome and can be requested at any time.

If, through observation or information from the Creative Curriculum assessments, the teacher feels that there is a possible issue related to a developmental delay or other special need, she will communicate this to the family during a conference, sharing documentation of the concern. Suggestions for next steps may include the following, with the knowledge and consent of the parents:

- The teacher requests assistance from the district problem solving team as an early intervention process. This team engages in problem identification, plan interventions, provide support, and make outside resources available to those individuals requesting assistance. The problem solving team is available and functional for all students and teachers in the building.

- A request made to Prairie Lakes Area Education Agency for support and additional ideas or more formalized testing.

The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated. **QPPS 7.4**

If a child is determined to need special accommodations, those accommodations are included in the materials, environment, and lesson plans for that child. Examples include sign language and visuals for children with hearing impairments or language delays and behavior plans for children whose behavior does not respond to the typical strategies used by teaching staff in the classroom.

Program Assessment

The Statewide Preschool Program implements the Iowa Quality Preschool Program Standards. We will receive a verification visit in the future to confirm we are meeting these standards. Administrators, families, staff, and other routinely participating adults will be involved annually in a program evaluation that measures progress toward the program's goals and objectives. The annual evaluation process includes gathering evidence on all areas of program functioning, including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. A report of the annual evaluation findings is shared with families, staff, and appropriate advisory and the district's school board. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

Supervision Policy QPPS 9.2

Before children arrive at school, the preschool teacher will complete the following daily safety checklist indoor and outdoor:

- All safety plugs and electric outlets covered, heat/AC, water temperature, and toilets, etc. in working order.
- All cleaning supplies/poisons out of children reach and stored properly.
- Classroom and materials checked for cleanliness/broken parts, etc. including playground.
- Supplies checked - first aid kit, latex gloves, soap, paper towels, etc.
- Daily monitoring of environment - spills, sand, etc. Other serious problems reported to head custodian.
- Upon arrival, each child is observed by the teacher for signs of illness or injury that could affect the child's ability to participate in the daily activities.

No child will be left unsupervised while attending preschool. Staff will supervise primarily by sight. Supervision for short intervals by sound is permissible as long as teachers check every two to three minutes on children who are out-of-sight (e.g. those who can use the toilet independently, who are in the library area, etc.)

Child Guidance and Discipline (QPPS 1.11)

Teaching staff will equitably use positive guidance, redirection, planning ahead to prevent problems. They will encourage appropriate behavior through the use of consistent clear rules, and involving children in problem solving to foster the child's own ability to become self disciplined. Where the child understands words, discipline will be explained to the child before and at the time of any disciplinary action. Teaching staff will encourage children to respect other people, to be fair, respect, property and learn to be responsible for their actions. Teaching staff will use discipline that is consistent, clear, and understandable to the child. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn taking.

Challenging Behavior (QPPS 1.2, 1.8, 1.9, 1.10)

The teaching staff in the preschool is highly trained, responsive, respectful, and purposeful. The teachers anticipate and take steps to prevent potential challenging behaviors. They evaluate and change their responses based on individual needs. When children have challenging behaviors teachers promote pro-social behavior by:

- interacting in a respectful manner with all children.
- modeling turn taking and sharing as well as caring behaviors
- helping children negotiate their interactions with one another and with shared materials.
- engaging children in the care of their classroom and ensuring that each child has an opportunity to contribute to the group.
- encouraging children to listen to one another and helping them to provide comfort when others are sad or distressed

Teaching staff will guide children to develop self-control and orderly conduct in relationship to peers and adults. Children will be taught social, communication, and emotional regulation skills. If a child displays persistent, serious, and challenging behavior, the teaching staff, parents, and AEA support staff will work as a problem solving team to develop and implement an individualized plan that supports the child's inclusion and success.

Aggressive physical behavior toward staff or children is unacceptable. Teaching staff will intervene immediately when a child become physically aggressive to protect all of the children and encourage more acceptable behavior.

Permissible Methods of Discipline:

For acts of aggression and fighting (biting, scratching, hitting) staff will set appropriate expectations for children and guide them in solving problems. This positive guidance will be the usual technique for managing children with challenging behaviors rather than punishing them for having problems they have not yet learned to solve. In addition, staff may: (1) Separate the children involved; (2) Immediately comfort the individual who was injured; (3) Care for any injury suffered by the victim involved in the incident.; (4) Notify parents or legal guardians of children involved in the incident; (5) Review the adequacy of the teaching staff supervision, appropriateness of program activities, and administrative corrective action is there is a recurrence.

Prohibited Practices

The program does not, and will not, employ any of the following disciplinary procedures:

1. harsh or abusive tone of voice with the children nor make threats or derogatory remarks.
2. physical punishment, including spanking, hitting, shaking, or grabbing.
3. any punishment that would humiliate, frighten, or subject a child to neglect.
4. withhold nor threaten to withhold food as a form of discipline.

Water activities QPPS 5.9, 9.15

We have a water table in the classroom for children to stand and play with their hands in the water. During water play children are involved in active experiences with science and math concepts. Children with sores on their hands are not allowed to participate with others in the water table to ensure that no infectious diseases are spread. Children are not allowed to drink the water during water play activities. When the activity period is complete, the water table is drained and refilled with fresh water before a new group of children comes to participate. Outdoor water play is limited to tubs and buckets or containers as well as the water table. We do not participate in swimming pool activities. Staff will supervise all

children by sight and sound in all areas with access to water in tubs, buckets, and water tables. Water will be changed during the am and pm classes for health and safety reasons.

Snacks/Foods and Nutrition (QPPS 5.12- 5.21)

Attitudes about food develop early in life. The food children eat affects their well-being, their physical growth, their ability to learn, and their overall behavior. We have an opportunity to help children learn about foods, to enjoy a variety of foods from their own culture and others, and to help them begin to appreciate that their bodies need to be strong, flexible, and healthy. Eating moderately, eating a variety of foods, and eating in a relaxed atmosphere are healthy habits for young children to form.

Children attending the AM session may choose to have breakfast before class begins. A snack is served two hours after breakfast has ended. Children attending the PM session are served a snack at a regularly scheduled time. Two food groups will be represented at each snack time as outlined in USDA guidelines. A written snack menu is posted in the classroom and available to families. All menus are kept on file for review by a program consultant. The preschool serves a wide variety of nutritional snacks, and encourages children to expand their tastes by at least trying a portion of the food offered. Homemade treats may not be given at school. Only store purchased wrapped treats or fruit/vegetables may be used. We strongly encourage healthy nutritious snacks.

Clean, sanitary drinking water is made available to children throughout the day. Staff discards any foods with expired dates. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served. The preschool will follow the CACFP (Child and Adult Care Food Program) guidelines regarding food and healthy diet.

For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider should provide the program in an individualized care plan prepared in consultation with family members and specialist involved in the child's care. Children with food allergies shall be protected from contact with the problem food. With family consent, the program posts information about the child's allergies in the food preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day. Program staff will keep a daily record documenting the type and quantity of food a child consumes when any child with a disability has special feeding needs and provide parents with that information.

High-risk foods, often involved in choking incidents, will not be served. Also, food with an expired date will not be served to children. The staff will check all food and food packages for expiration dates and discard food past the expiration date.

The school district does not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages as a punishment, nor will teaching staff ever threaten to withhold food as a form of discipline.

Outside Play and Learning QPPS 5.5, 5.6 9.5-9.7

We have daily opportunities for outdoor play as the weather permits and provided the weather air quality and environmental safety conditions do not pose a threat. This allows children the opportunity to develop their large muscle skills, get exercise, and be active. Sometimes we spend longer getting bundled up than we spend outside. We use the Child Care Weather Watch guidelines produced by Healthy Child Care Iowa to determine if the Wind Chill Factor or Heat Index is safe for outdoor play.

In cases when we cannot go outside (due to weather conditions) children are given the opportunity to use indoor equipment for similar activities inside and are supervised at the same level as outdoor equipment. For example, tumbling mats may be offered for upper body activities or rolling across the mat.

In order to make sure that your child can play comfortably outside it is important to dress him according to the weather. When it is cold outside he needs a warm coat, mittens or gloves and a hat (labeled with your child's name). For the warmer days dressing your child lightly is just as important. For those in-between days dressing your child in layers is a practical idea.

Program staff will complete the National Program for Playground Safety's Suggested General Maintenance Checklist on a weekly basis.

Clothing, Labeling, and Supplies

Your child will be learning through creative, active play that can sometimes be messy. Your child should wear comfortable, washable clothing as well as rubber-soled and closed-toe shoes to school. While we encourage the use of paint smocks or shirts during art projects, we can't guarantee that spills or stains will not occur. Clothing should be free of words, graphics, or pictures that are profane, immoral, illegal, or disruptive in nature. All families are asked to provide an extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes. Due to safety concerns, backpacks should fit the child as inappropriate size backpacks can cause back trauma over time.

A list of school supplies will be distributed at back to school registration.

Also, it is a good idea to send an extra set of clothes for your child to change into in case of spills, accidents or after wet play.

Toilet Learning (QPPS 5.7)

Toilet learning is an important time in a child's development. For children who are unable to use the toilet consistently, the following procedures are in place:

1. Diapering will only be done in the designated diaper area. Food handling will not be permitted in this diapering area. Toilet changing area will be separated by a partial wall or separated by at least 3 feet from other areas.
2. Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standards: Standard 5, Criteria 7:
 - Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
 - Staff check children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours. Diapers are changed when wet or soiled.
 - Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
 - At all times, caregivers have a hand on the child if being changed on an elevated surface.
 - Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
 - Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use.

- Diapering and Gloving posters will be posted in the changing area showing procedures through the use of visuals and words. These procedures are used by the program administrator to evaluate teaching staff that change diapers.
3. Potty chairs will not be used due to the risk of spreading infectious diarrhea.
 4. All families are asked to provide an extra set of clothing for their child in case of an “accident” or messy play. Please clearly label the clothing with your child’s name to reduce the possibility of mistakes.

Objects From Home (i.e. toys, etc.)

Because the preschool program provides ample toys and learning materials for your child, we ask that you children not bring toys from home to preschool. Please do not allow children to bring gum, candy, money, or toy guns to school. The program cannot be responsible for lost or broken toys brought from home. It is very difficult for a child to share his/her toy and even harder to understand if it is broken or lost.

Weapon Policy

No student shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any real weapon or a look-alike weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school building or other buildings or premises used for school functions, whether or not any person is endangered by such actions. "Look-alike weapon" means any item that resembles or appears to be a weapon; *i.e., squirt guns, water rifles or pistols, slingshots, toy guns, toy grenades and other similar items including knives, etc.* Violation may result in a student suspension/expulsion.

Classroom Animals and Pets (QPPS 5.26)

No live animals are to be in the Statewide Preschool Program classrooms at any time.

If you, as a parent or legal guardian, want to bring your family pet to share with your child’s classroom you are welcome. However, all animals must remain outside the school buildings during the visit. The preschool teacher ensures that the animal does not create an unsafe or unsanitary condition. The animal would appear to be in good health and have documentation from a veterinarian or an animal shelter to show that the animal is fully immunized (if the animal should be so protected) and suitable for contact with children. The teacher would ensure staff and children practice good hygiene and hand washing when coming into contact with the animal and after coming into contact with the animal. Teaching staff supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals.

Any children allergic to the pet will not be exposed to the animal. Reptiles are not allowed because of the risk for salmonella. The classroom teacher is responsible for checking requirements have been met.

Birthdays QPPS 5.13

Birthdays are an important and significant event in the life of a child. They afford the opportunity for children to be given special recognition. Accordingly, students who wish to bring healthy treats for the class on their birthday may do so. Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. Those who have summer birthdays are welcome to choose a school day to celebrate with their class. Invitations to parties outside of school that do not include the entire class will not be distributed at school.

V. COMMUNICATION WITH FAMILIES (QPPS 1.1, 7.5)

The program will promote communication between families and staff by using written notes as well as informal conversations or e-mail. Families are encouraged to send written notes with important information so all the staff who work with the child can share the parent's communication. Teaching staff will write notes for families no less than weekly. Staff will use these notes to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Parents are encouraged to maintain regular, on-going, two-way communication with the teaching staff in a manner that best meets their needs - email, in person, notes, or phone calls.

Open Door Policy

Parents and legal guardians are always welcome to visit the preschool classroom. As a safety feature, all parents and visitors will check in at the elementary school office. Visitors are asked to please use discretion with regard to bringing babies and toddlers to school as young children may disrupt class sessions. Parents are encouraged to volunteer in the classroom. We also encourage you to get prior approval from the teacher before volunteering just in case a special activity is planned.

Arrival and Departure of Children (QPPS 10.11)

All motor vehicle transportation provided by parents, legal guardians or others designated by parents or legal guardians will include the use of age-appropriate, and size-appropriate seat restraints as per Iowa Code.

When bringing your child to school, we ask that you park your car in the designated parking areas and turn off the engine before entering the building. Please hold your child's hand as you enter the building to decrease the possibility of an accident. Parents or legal guardians must either accompany children to the classroom at the beginning of the day or leave their child in the care of one of the teaching staff. No child will be permitted to leave the building without an adult. **Please do not arrive before the usual starting time – the teachers need time to prepare for the day. When you pick up your child, please be prompt. Please come early enough to enjoy watching what your child is doing during that time of the day.**

All parents will be asked to complete a pick up/drop off permission card. Cards will be kept up to date. Any changes to the card must be done in writing or phone call. Anyone picking up a child at the center must be listed on the pick up/drop off card. Please send a written note to or make a phone call to your child's teacher to notify us of changes in pick-up.

In the interest of students' safety, parents/guardians/authorized individuals are requested to report directly to the classroom when picking up their child rather than waiting in the car. Likewise, when a student returns to the building following an absence during the school day, the adult should stop in the classroom and inform the teacher about a special circumstance regarding the absence.

If your child rides the YMCA daycare school bus to school, teaching staff will go to each bus as it arrives to greet and assist the student off the bus. At dismissal, teaching staff will accompany each student to the bus and assist the student onto the bus.

When all children have arrived, teaching staff at the preschool will record attendance for the day. Throughout the day each time children transition from one location to another, i.e. classroom to outdoor,

the teacher will be responsible for counting the number of children whenever leaving one area and when arriving at another to confirm the safe whereabouts of every child at all times.

Transportation

Transporting preschool children is available to parents. We can transport 4-year-old children on Algona buses in the morning to preschool for our 8:30 am start, if they ride with an older school age sibling. Parents may need to get their child to one of the district's designated pickup points. There is no Algona Community School District transportation provided for the 11:30 am dismissal. Parents will need to make arrangements for transportation for the 11:30 am dismissal. The Algona Community School District does not provide transportation to preschool for the afternoon session. However, it will provide home transportation at the 3:15 pm dismissal time for four year-olds who is accompanied by an older sibling. Parents may need to pickup their child after school at one of the designated drop-off locations. There is no school transportation for 3 year-olds.

The local YMCA daycare center will provide bus transportation via their purple bus to and from the YMCA daycare center located at Bryant Elementary School. The YMCA daycare center is open from 6 am to 6 pm.

The following policy has been established for children transported to and from preschool including field trips:

Transportation Policy

1. All children attending the preschool center will not be transported until a parent/guardian make arrangement with the district's transportation director during back-to-school school registration in August.
2. Children should be dressed and ready when the bus arrives. Each family will receive a copy of the current route and approximate times that the bus will be arriving. Please allow a ten to fifteen minutes variance in the scheduling.
3. Parents/guardians must notify the Algona Community School Bus Barn (295-5481) or the Seton Elementary School (295-3509) if the child is not riding the bus.
4. If no one comes out, after waiting two minutes the bus will leave.
5. If there is to be a change in pick-up and delivery, WRITTEN NOTICE must be given to the driver one day in advance, if possible. Not all changes will be approved. It will depend on how it changes the established bus route.
6. In case of emergency, call the center to let them know if a child is to be left elsewhere.
7. NO toys on the bus.
8. NO food or drinks are allowed on the bus.
9. If discipline problems arise, the teacher will contact the family to discuss possible solutions.

Please make sure your child goes to the bathroom before getting on the bus.

Bus Discipline Policy

Our philosophy is:

- The bus is part of your child's school day.
- All children can behave appropriately and safely while on the school bus.
- No child's behavior will interfere with the safety of other children on the bus or the performance/safety of the bus driver or bus aide.

To accomplish this, the following guidelines will be used:

- Children will sit with their backs against the seat and their feet in front of them.
- Children will be asked to use “inside” voices on the bus. (conversation is encouraged)
- Children will keep all body parts and objects inside the bus.
- Children will keep their hands, feet, and book bags to themselves.
- Children will not use inappropriate language and/or rude gestures (such as name calling, teasing, etc.)
- No one will damage the bus in any way.

If a child chooses not to follow a guideline, then one or more of the following consequences will be applied.

1. Bus driver will give a verbal warning.
2. Parents/guardians will be informed of child’s behavior and a contact record will be completed as documentation of the conversation.
3. A meeting will be held to include parents/guardians and all appropriate personnel.
4. If suspension of bus privileges occurs, parents/guardians will be responsible for transporting their child.

The Algona Community Schools will provide school bus transportation for 4 year-old preschoolers, if an older sibling is also riding. Parents or legal guardians may request transportation at enrollment, indicating the pick up and drop off address, the name of the responsible person at that address, and emergency contact information for all parties involved. Parents or legal guardians are asked to keep their information current by reporting changes to the preschool teacher or elementary school secretary. All information will be updated at least quarterly by teaching staff.

For children who have special needs for transportation, the facility will use a plan based on a functional assessment of the child’s needs related to transportation that is filled out by the child’s physician. This plan will address special equipment, staffing and care in the vehicle during transport. Any accommodations indicated in the child’s Individualized Educational Program will be implemented as described.

Field Trips

An important learning opportunity can take place in the form of a field trip that is relevant and reinforces what has been taught in the classroom. The Algona Community School District buses or Seton buses are used for these field trips. Parents will be informed of each field trip through a newsletter and signs posted in the classroom well in advance. A parent or legal guardian must sign a general field trip consent form at back-to-school registration. A reminder about an upcoming field trip will be sent home prior to the trip. Please let the preschool teacher know if you do not want your child to participate in a particular field that is planned. Adult family members are asked to volunteer to go on these trips to provide increased supervision and adult/child ratios. A notice posting the dates, time of departure, time of return, and the destination location will be posted prominently at least 48 hours before the field trip. Each child will be assigned to an adult for every part of the trip. Before every trip, the teaching staff will instruct children and all adults using the bus about the 10-foot danger zone around the vehicle where the driver cannot see.

During the field trip, all children will wear identifying information that, for children, gives the program name and phone number. A first aid kit, emergency contact information, and emergency transport authorization information for the children in the group will be taken on all trips. Children will be counted

every 15 to 30 minutes while on a field trip. Children may only use a public restroom if they are accompanied by a staff member. Children will never be left alone in a vehicle or unsupervised by an adult.

Attendance

Students who are enrolled for classes in the Statewide Preschool Program are expected to be in school for the full session and are expected to be punctual in their arrival and departure. Students are not expected to be absent any more than is necessary for health reasons or appointments. Irregular attendance interferes with the progress of your child and others as teachers find themselves taking class time to repeat information and make adjustments for those students who have been absent. Please call the elementary office with the reason for an absence no later than 8:30 A.M. if your child for the morning session and by 12:30 for the afternoon session. For safety's sake, if a student is absent without notification, the school secretary/teaching staff will attempt to contact the family to verify the child's absence from school. The phone number at Bertha Godfrey Elementary School is 515-295-3586. You may reach the Seton Elementary School by calling 295-3509.

Ethics and Confidentiality

Staff follow an important code of ethics to guide their involvement with children and families. It is essential to protect the confidentiality of all information concerning children and their families. Maintaining a professional attitude includes being responsive to the needs of children and their families while balancing the need for confidentiality. Children are people who deserve respect. One way we demonstrate this respect is to refrain from talking about the children in their presence unless the child is part of the conversation and to refrain from labeling a child negatively or positively. No information about any particular child shall be shared with another child's parent. We continually strive to model such qualities as patience, tolerance, cooperation, acceptance, understanding of others, and enthusiasm for children as well as for other adults.

All teaching staff will receive training on ethics and confidentiality as part of their orientation.

Children's Records

Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have a legitimate educational interest are allowed to access a student's records without the parent's permission. Parents may access, request amendments to, and copy their child's records during regular office hours. Parents may also file a complaint with the United States Department of Education if they feel their rights regarding their child's records have been violated. For a complete copy of the school district's policy on student records or the procedure for filing a complaint, contact the board secretary at our Central Administration office. The number is 515-295-3528. Those attending Seton should contact the Seton main office at 295-3509.

Parents or guardians will be asked to sign a release of information form should they or the school request information be shared with another agency, stating to whom the information is to be released, the reason or purpose for the release of information, when it expires, and ways the parents can withdraw permission if they choose to do so.

Preschool Advisory Committee QPPS 7.2

The Statewide Preschool Program has a preschool advisory committee composed of parents, school staff, and other community members interested in the preschool program. This group meets monthly to

quarterly to provide feedback on services that meet children and family needs. They also serve as a sounding board for new ideas and services. Please let the preschool teacher or building administrator know if you are interested in being part of the Preschool Advisory Committee.

Grievance Policy QPPS 7.6

Open and honest communication between families and the preschool program is an essential component of a high quality early childhood program. We want you to be confident that your child is being well cared for and is having a quality experience. If there is ever a time you have a concern regarding your child, we want to encourage you to address your concern to your child's teacher or building administrator. If additional help is needed, either party may ask for the assistance from the Program Administrator, Mr. Dave Kerkove. He can be reached at 295-3586.

If you have a concern regarding some aspect of the program or policy, please contact the building principal, or the program administrator for the preschool. If you remain dissatisfied, you may contact the Superintendent of the Algona Community School District or the president at Bishop Garrigan.

As part of our program assessment, in the spring of each year, we also provide you with a family questionnaire to evaluate our program. This information helps us to assess how the program is meeting the needs of families and children, as well as to identify strengths and weaknesses.

VI. FAMILY INVOLVEMENT QPPS 7.1, 7.2

Statewide Preschool Program encourages families to be very involved in their child's education by observing their children during the day when possible and meeting with staff. Family members are welcome to visit at any time during class sessions.

Teachers and administrators use a variety of formal and informal ways to become acquainted with and learn from families about their family structure and their preferred means of child-rearing practices and communication; and information about their socioeconomic, linguistic, racial, religious, and cultural backgrounds as they wish to share. Families are surveyed in enrollment paperwork and through other questionnaires during the year regarding their family, beliefs, and preferences. **Home visits** are conducted at the beginning of the school year and during the year. Home visits will be scheduled during back-to-school registration in August. Program staff communicate with families on at least a weekly basis regarding children's activities and developmental milestones, shared care-giving issues, and other information that affects the well-being of their children. Family teacher conferences are held in both the fall and spring, as well as when either party requests. At least one Family Night is held during the year.

Statewide Preschool Program values the time spent talking and interacting with families and developing strong, reciprocal relationships. As the teacher learns from the families' expertise regarding their child's interests, approaches to learning, and developmental needs, goals for your child's growth and development can be incorporated into ongoing classroom planning. Families are encouraged to share any concerns, preferences or questions with the preschool teacher or administration at any time.

Although in-person daily contact cannot be replaced, preschool staff also rely on notes home, emails, phone calls, newsletters, and bulletin boards as alternative means to establish and maintain open, two-way communication.

Statewide Preschool Program invites you to become involved in one or all of the following ways, and welcomes other ideas as well.

1. Support your child's daily transition to school by sharing information about your child's interests and abilities. Keeping the teacher informed of changes and events that might affect your child allows the teacher to be more responsive to your child's needs.
2. Attend family meetings.
3. Return all forms, questionnaires and so on promptly.
4. Attend Family/Teacher conferences in the Fall and Spring semesters.
5. Take time to read the family bulletin board.
6. Check your child's backpack each day.
7. Participate in field trip activities.
8. Share some of your talents in your child's class through activities such as: reading or storytelling, cooking, art, music, sewing, crafts, hobbies, your profession, or artifacts from trips you have taken.
9. Share any of your families' cultural traditions, celebrations, or customs.
10. Help prepare snack and enjoy it with your child.
11. Read all the material sent home with your child.
12. Come to play.
13. Help with special events. Helping takes many different forms such as preparation of materials at home, making telephone calls, preparing or posting flyers, recruiting other volunteers, collecting donations or prizes, run errands, setup before the event, or clean afterwards.
14. Serve on the Preschool Advisory Committee.
15. Add to the monthly newsletter or organize it.

The school district will, to the extent possible, provide full opportunities for meaningful participation of the families with children with limited English proficiency, families with children with disabilities, including providing information and school reports in an understandable and uniform format and, including alternative formats on request, and, to the extent possible, in a language families understand.

The school district believes that families should be supported in making decisions about services that their children may need. The teaching staff will provide information to families about available community resources and assist as requested in helping the family make connections.

Non-discrimination Statement

It is the policy of the Algona Community School District not to discriminate on the basis of race, national origin, creed, sex, sexual orientation, age, marital status, or physical disability in its education programs, activities, or employment policies as required by Title VI or VIII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and the Federal Rehabilitation Act of 1973.

Home Visits

Home visits are made prior to the start of school. This is an opportunity for the preschool teacher to get to know you, your child, and your family and for you to begin to create a partnership between home and school in order to best meet your child's needs. This is a great time for you to share what makes your family unique, how you prefer to communicate with the teacher, and share your knowledge about your child's interests, approaches to learning, and developmental needs. You can help the teacher understand what your goals are for your child and whether you have any concerns you'd like addressed. Parents are encouraged to share these preferences, concerns, and questions at any time with either the classroom

teacher or administrator. Home visits will be scheduled at the back-to-school registration in August. If you are unable to attend registration, the preschool teacher will call to set up a home visit date and time.

Family Teacher Conferences

The preschool program will have formal family teacher conferences at the same time as the elementary school - fall and spring. The teacher will send home a sheet before the conference asking you to consider what new skills you see your child developing at home or in the community, to think about what you'd like more information about the classroom, and whether you have new or different goals for your child. During the conference the teacher will share results of classroom assessments and samples of your child's work. Together you can make a plan to continue to encourage your child's growth and development.

Family Night

Family night is an opportunity for you and your family to come to school to participate in fun as well as educational activities. Based on results from a family survey, the teaching staff will select a topic for the evening. With help from family volunteers, the night will be planned to meet the needs of the children and families in the classroom. We do invite parents and children from other preschools in the area, as well as parents and children from Head Start.

Transitions QPPS 7.9, 7.10

Home-school connections are crucial to the transition to kindergarten or any other program, such as special education. The child's family provides the consistency and continuity necessary for a young child to be successful. Making a change from one program to another can sometimes be difficult for a young child whether the transition is within the same building or in another location. Teaching staff will partner with the family to make the transition as smooth as possible by connecting family members with the next program's staff. Preschool staff will provide information about enrollment policies and procedures, program options, and arrange for a classroom visit whenever possible. Kindergarten Roundup is held each year in March. Notification of roundup is sent home to all eligible kindergarten aged students.

VII. HEALTH AND SAFETY

Statewide Preschool Program is committed to promoting wellness and to safeguard the health and safety of children and adults who participate in our program. In order to provide a safe and secure environment for every child and adult, we follow guidelines required by the Quality Preschool Program Standards, regulatory agencies and pediatric authorities in the field.

Physical Exam

Physical examinations are recommended.

Health and Immunization Certificates QPPS 5.1

All preschool children must submit documentation of proper immunization prior to enrolling in preschool. As per Iowa State Department of Health, children must have received the following vaccinations. All children must have their immunizations up to date and cards turned in before starting school. Religious exemption is available if necessary.

4 Vaccines of DtaP or DTP

- 3 Vaccines of Polio
- 1 Vaccine of MMR (measles, mumps, rubella)
- 3 Vaccines of Hib or 1 after 15 months of age
- 3 Vaccines of Hepatitis B (not required for at preschool, but required at the Kindergarten level.)
- 1 Chicken Pox (varicella)
- 4 Prevnar

Dental Exam

All enrolled preschool children are encouraged to have a dental examination to ensure proper dental health. Students entering kindergarten are now required to have a dental exam prior to enrollment. See appendix for Certificate of Dental Screening. Tooth-brushing instruction is required if two or more meals are provided to preschool children. Tooth-brushing is not required if the only food provided is a snack. However, staff may provide tooth-brushing instruction as part of the health instruction.

Caring for an Injured Child

Staff is trained in First Aid and CPR and will treat minor injuries on the spot. An incident report will be completed and, if necessary, the parent will be notified based on the seriousness of the injury.

For more severe injuries requiring medical attention, the child will be taken to the designated hospital while the parents and family physicians are being notified.

If an injury results in spilling of blood or any other body fluid, staff will wear gloves and clean up appropriately while keeping other children out of reach.

Insurance

The preschool is aware that when there is a large group of children playing together there may be some accidents. Thus, the school encourages parents to have insurance. The state of Iowa does offer insurance through its HAWK-I insurance program with low premium insurance options for families that cannot afford regular insurance costs. See the school administrator for an I-HAWK brochure.

Blood Borne Pathogens

In accordance with regulations governed by OSHA, all persons handling any item contaminated with body fluids will wear rubber gloves. For example: changing diapers, clothing soiled with urine, stool, vomit or blood.

Head Lice

Head lice are a common occurrence in schools. Any student found to have lice would be excluded from school from the end of the school day until after the first treatment with an appropriate pediculocide and removal of nits.

Policy Regarding Head Lice

1. If a child is found to be infected, the parent is notified to come and take the child home and is given instructions for treatment.
2. Child may return to school the next day after appropriate treatment is completed.

Health and Safety Records

Health and safety information collected from families will be maintained on file for each child in the school nurse's office. Files are kept current by updating as needed, but at least quarterly. The content of the file is confidential, but is immediately available to administrators or teaching staff who have consent from a parent or legal guardian for access to records; the child's parent or legal guardian; and regulatory authorities, upon request. **QPPS 10.10**

Child Health and Safety Records will include: **QPPS 5.1**

1. Results of health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results;
2. Current emergency contact information for each child, that is kept up to date by a specified method during the year;
3. Names of individuals authorized by the family to have access to health information about the child;
4. Instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes);
5. Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions; conditions that require regular medication or technology support; and **QPPS 10.14**
6. Supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs. Staff implement a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

General Health and Safety Guidelines

- All staff must be alert to the health of each child, known allergies, or special medical conditions.
- Under the supervision of the preschool teacher, all staff must be alert to the whereabouts of all children. Systems are in place for accounting for children at regular intervals, especially during periods of transition.
- All staff are to follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections.
- All staff are familiar with evacuation routes and procedures.
- All teaching staff complete "Occupational Exposure to Bloodborne Pathogens" annually.
- At least one staff member who has a certificate of satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times. **QPPS 5.4**

Illness Policy and Exclusion of Sick Children QPPS 5.3

For the health and safety of all the children, it is mandatory that sick children not be brought to school. If your child has any of the following symptoms during the night, he or she will not be admitted the following morning for the safety of the other children.

- fever greater than 100 degrees F

- vomiting
- diarrhea
- pink eyes with drainage
- cough with congestion and excessive nasal discharge

The center's established policy for an ill child's return:

- Fever free for 24 hours
- Chicken pox: one week after onset (or when lesions are crusted)
- Strep: 24 hours after initial medication
- Vomiting/Diarrhea: 24 hours after last episode
- Conjunctivitis: 24 hours after initial medication or when without drainage

Upon arrival at school, each child is observed by teaching staff for signs of illness or injury that could affect the child's ability to participate comfortably in the daily activities. Children will be excluded when a child is not able to participate comfortably; if the illness requires more care than staff are able to provide without compromising the needs of the other children in the group; or if keeping the child at school poses an increased risk to the child or to other children or adults with whom the child will come in contact.

When a child develops signs of an illness during their day at preschool, parents, legal guardians, or other person authorized by the parent will be notified immediately to pick up the child. For this reason, please be sure that we have current, accurate phone numbers for you, your authorized emergency contact person and your child's pediatrician. In the meantime, we will provide the child a place to rest until the parent, legal guardian or designated person arrives under the supervision of someone familiar with the child. If the child is suspected of having a contagious disease, then until she or he can be picked up, the child is located where new individuals will not be exposed.

Please notify staff if your child has been or is exhibiting any of these for a know reason, such as being on an antibiotic, recently received a tetanus shot, etc. other than illness: such as diarrhea from medication or fever from immunization. Please alert your preschool center staff so they can work through the situation with you. You may still need to take your child home if the condition becomes severe.

Your child must also stay home for at least 24 hours after the doctor prescribes a medication for a contagious infection. Check with your physician or call the school nurse if you are not sure.

Reporting Communicable Diseases QPPS 5.4

Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that the families should implement at home. The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur. A communicable disease chart will be sent home at the beginning of the school year.

Medication Policies and Procedures QPPS 5.10

Administering Medications

If your child's condition requires that a staff member give prescribed medications or treatments, you must bring it in the original container from the pharmacy or doctor's office. You can ask your pharmacist to divide the prescription so as to have a container at home and one to be left at the preschool center. The various pharmacies in Algona will provide you with two bottles if you ask for them. State that one container is to be kept at school. The container must be clearly marked with the child's name, frequency and amount to be given. You must fill out a signed "School Medication Authorization and Instruction Form" prior to staff giving medication. A form is available at your child's school main office.

Please give all medication to the main office, nurse, or to the preschool staff. Children must not handle medicines. This includes all prescription medication as well as any over the counter medications (ointments, creams, cough drops, inhalers, pain relief medication) that your doctor has ordered and authorized. Medication is kept either in the main office or the nurse's office.

Be sure the office, nurse, or preschool teacher understands the directions to follow in administering medication and knows if the medication needs to be refrigerated.

The preschool center will designate one person to be responsible for giving medications to your child. Each time a medication or application is given, the person administering will record time and sign their name on a form kept for your child's record. Medicine is dispensed by the school nurse or the building secretary. In some cases, the preschool teacher or the principal may also dispense medication.

Over the Counter Medications

Over the counter medications will only be given with a statement from your doctor. If your doctor suggests a non-prescription medication, the doctor must sign a statement giving the name, dosage and frequency of the medication to be used. A "School Medication Authorization and Instruction Form" with parent signature is also required. Medication must be in its original container.

Cleaning and Sanitization QPPS 5.12 and 9.11

The facility will be maintained in a clean and sanitary condition. When a spill occurs, the area will be made inaccessible to children and the area will be cleaned immediately.

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Toys and surfaces will be disinfected using the proper non-toxic solution. To disinfect, the surfaces will be sprayed until glossy. The bleach solution will be left on for at least 2 minutes before it is wiped off with a clean paper towel, or it may be allowed to air dry. Machine washable cloth toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion must be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used. **QPPS 5.24**

Staff will be trained in cleaning techniques, proper use of protective barriers such as gloves, proper handling and disposal of contaminated materials, and information required by the US Occupational Safety and Health Administration about the use of any chemical agents.

Routine cleaning will be supervised by the preschool teacher and will follow the Cleaning and Sanitation Frequency Table in Section III, page 47 of the QPPS manual. A checklist will be completed as indicated in the table.

Facility cleaning requiring potentially hazardous chemicals will be scheduled when children are not present to minimize exposure of the children. All cleaning products will be used as directed by the manufacturer's label. Nontoxic substances will be used whenever possible.

Hand Washing Practices QPPS 5.8

Frequent hand washing is key to prevent the spread of infectious diseases. Teachers teach children how to wash their hands effectively. Posters of children using proper hand washing procedures are placed by each sink. The program follows these practices regarding hand washing:

- Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
- Hand washing is required by all staff, volunteers, and children when hand washing reduces the risk of transmission of infectious diseases to themselves and to others.
- Staff assist children with hand washing as needed to successfully complete the task.

Children and adults wash their hands:

- upon arrival for the day;
- after diapering or using the toilet (use of wet wipes is acceptable for infants);
- after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit);
- before meals and snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry);
- after playing in water that that is shared by two or more people;
- after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals; and

Adults also wash their hands

- before and after feeding a child;
- before and after administering medication;
- after assisting a child with toileting; and
- after handling garbage or cleaning.

Proper hand-washing procedures are followed by adults and children and include

- using liquid soap and running water;
- rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water).

Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute, for hand washing in any situation listed above.

- Staff must wear gloves when contamination with blood may occur.
- Staff do not use hand-washing sinks for bathing children or removing smeared fecal material.

In situations where sinks used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

First Aid Kit QPPS 9.13

A first aid kit is located in the preschool classroom. It is inaccessible to children, but readily available for adult use. It is fully equipped according to guidance from Healthy Child Care Iowa. Following each use of the First Aid kit, the contents will be inspected and missing or used items replaced immediately. The First Aid kit will be inspected monthly. The first aid kit is taken to the outdoor play areas as well as on field trips and outings away from the site.

Fire Safety QPPS 9.14

A fire extinguisher is installed in the preschool classroom with a tag indicating its annual service date. The fire alarm system is serviced annually. Smoke detectors, fire alarms, and carbon monoxide detectors are tested monthly. A written log of testing dates and battery changes is maintained and available upon request. Fire drills are conducted monthly and recorded on a log.

Fire and Tornado Drills QPPS 10.13

In compliance with the Iowa Department of Education, the children will participate in two mandated building-wide fire drills, and tornado drills each semester. The Statewide Preschool Program will conduct monthly drills within their setting so students completely understand the necessary safety procedures.

Medical Emergencies and Notification of Accidents or Incidents QPPS 10.13

The Algona Community School District has in place a "Safety Procedures Booklet" that describes the following situations and procedures to follow:

- Emergency phone numbers
- Fire procedures
- Utility Failures (electric power failure, water line break, gas line break)
- Severe weather
- Bomb threats
- Physical Threats/Armed Intruder
- Evacuations
- Crisis Intervention Plan, Crisis Intervention Steps, and Media Procedures
- Accidental Injury or Illness procedures for life threatening and non-life threatening situations
- School crisis team members and a checklist to use
- List of CPR/First Aid experienced persons in each building

This booklet will be easily accessible to staff. The booklet will be reviewed by each staff member at the beginning of each school year and when changes are made to it.

In the event that your child receives a minor, non-life threatening injury during their time at preschool, our teacher will assess the situation and apply first aid as needed. Minor cuts and scrapes will be treated with soap and water and bumps will be treated by applying ice to the injured area. Any major incident or injuries will be documented on an injury form and a copy will be kept in the main office. A copy may be given to the parent so they are aware of the incident.

All staff will have immediate access to a telephone or the intercom system that allows them to summon help in an emergency. The telephone numbers of the Fire Department, Police Department, Hospital, and Poison Control will be posted by the phone with an outside line. Emergency contact information for each child and staff member will be kept readily available. The list of emergency telephone numbers, and

copies of emergency contact information and authorization for emergency transport will be taken along anytime children leave the facility in the care of facility staff.

Emergency phone numbers will be updated at least quarterly. Emergency phone numbers will be verified by calling the numbers to make sure a responsive, designated person is available.

Inclement Weather

In the event that the Algona Community Schools must be closed due to bad weather, we will notify school patrons by radio as we have in the past. KLG 92.7 in Algona will be the official station with all school closings and early dismissals. Preschool morning class will not be in session if school is delayed for 2 hours. There will be no preschool classes on days when school is dismissed before 1:15 pm for staff development days.

Protection From Hazards and Environmental Health QPPS 9.12, 9.16, and 9.17

Staff will protect children and adults from hazards, including electrical shock, burns, or scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping.

The preschool classroom building has been tested for lead, radon, radiation, asbestos, fiberglass, and other hazards that could impact children's health with documentation on file. Custodial staff maintains the building's heating, cooling, and ventilation systems in compliance with national standards for facility use by children.

The program maintains facilities so they are free from harmful animals, insect pests, and poisonous plants. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility and in a manner that prevents skin contact, inhalation, and other exposure to children.

Smoke Free Facility QPPS 9.19

In compliance with the Iowa Smokefree Air Act of 2008, the Algona Community School District buildings and grounds are smoke free. A "No Smoking" sign meeting the law's requirements is posted at the entrance to the preschool classroom building to inform people that they are entering a non-smoking place. No smoking is allowed on the school grounds or within sight of any children.

Child Protection Policies QPPS 10.8, 10.16, 10.19

The health and well being of every child in our care is of the utmost importance and the protection of children is our responsibility. An applicant or volunteer for temporary or permanent employment with the preschool program involves direct interaction with or the opportunity to interact and associate with children must execute and submit an affidavit of clearance from any and all crimes against a child or families. In addition no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children.

The program has written school board policy for reporting child abuse and neglect as well as procedures in place that comply with applicable federal, state, and local laws. The policy includes requirements for staff to report all suspected incidents of child abuse, neglect, or both by families, staff, volunteers, or others to the appropriate local agencies. Staff who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is

proven that the report is malicious. All teaching staff complete “Mandatory Reporter: Child and Dependent Adult Abuse” at least every five years and within six months of employment.

The school district does not tolerate employees physically, or sexually abusing or harassing students. Students who are physically or sexually abused or harassed by an employee should notify their parents, legal guardians, teacher, principal, or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical or sexual abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations. The school district has designated the superintendent as the Level 1 investigator and can be reached at 515-295-3528. The alternate investigator is the Kossuth County Sheriff Department and may be reached at 515-295-9471.

Custodial Rights

The Statewide Preschool Program complies with all court-mandated custodial orders.

Staff must release a child to either biological parent, unless we have a copy of the custody order or court document on file. If there is no court document available and if there is any doubt that the child should leave with the parent, staff may choose to call the custodial parent/guardian/entity and/or the police department. It is in the best interest of the child that parents notify us immediately of any family changes that could be a potential problem. We are bound by confidentiality policies not to discuss or give out information on children to anyone else, but we do ask parents confide in us when necessary.

Substance Abuse

Persons under the influence of drugs or alcohol will not be permitted on the premises of the Algona Community School District or the Seton Elementary School. At no time will children be released to a person under the influence of alcohol or drugs.

Volunteers QPPS 10.15, 10.17

Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the teacher, the elementary principal, or our office secretary if you would like to be a school volunteer. For safety’s sake, if a volunteer will be working with children, he/she will be expected to execute and submit an affidavit of clearance from any and all crimes against a child or families. In addition no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children. If a volunteer works more than 40 hours per month with children, he/she will also need to provide a current health assessment, not more than one year old.

VIII. Staff QPPS 10.15 - 10.20

General Information

The Algona Community School District has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. The policies outline nondiscriminatory hiring procedures and policies for staff evaluation. Policies detail job descriptions for each position, including reporting relationships; salary scales with increments based on professional qualification, length of employment, and performance evaluation; benefits; and resignation, termination, and grievance procedures. Personnel policies provide for incentives based on participation in professional development opportunities. The policies are provided to each employee upon hiring.

Hiring procedures include completion of the following checks: criminal-record check, free from history of substantiated child abuse or neglect check, education credentials, verification of age, completion of high school or GED, personal references and a current health assessment.

Health Assessment

The preschool program required all paid preschool staff and for all volunteers who work more than 40 hours per month and have contact with children to have an initial employment physical as required by the Iowa Department of Education. A current health assessment (not more than one-year-old) is received by the program before an employee starts work or before a volunteer has contact with children. Capacities and limitations that may affect job performance

Confidential personnel files, including applications with record of experience, transcripts of education, health-assessment records, documentation of ongoing professional development, and results of performance evaluation, are kept in a locked filing cabinet in the main office.

First Aid/CPR Certification

Employees will be required to complete the necessary First Aid and CPR certification requirements as outlined by the QPPS.

Orientation QPPS 6.2

Employees must know their role and duties. New preschool teaching staff will be required to participate in an initial orientation program that introduces them to fundamental aspects of the program operation including:

- Program philosophy, mission, and goals;
- Expectations for ethical conduct;
- Individual needs of children they will be teaching or caring for;
- Accepted guidance and classroom management techniques;
- Daily activities and routines of the program;
- Program curriculum;
- Child abuse and reporting procedures;
- Program policies and procedures;
- Iowa Quality Preschool Program Standards and Criteria;
- Regulatory requirements.

Follow-up training expands on the initial orientations.

Staffing patterns and schedule QPPS 10.4

The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing for Iowa's Quality Preschool Program Standards of maintaining an adult/child ratio of at least 1:10 at all times. The program administrator will maintain lists of current substitutes for both the preschool teacher and the preschool teaching assistant in case of absence. If one of the teaching staff needs to temporarily leave the classroom, the person will call the elementary office to arrange for coverage in order to maintain the adult/child ratio.

Staff are provided space and time away from children during the day. Should staff work directly with children for more than four hours, staff are provided breaks of at least 15 minutes in each four-hour period. In addition, staff may request temporary relief when they are unable to perform their duties.

Staff development activities QPPS 6.6, 10.15

Personnel policies provide staff time for participation in professional development opportunities. All teaching staff continuously strengthen their leadership skills and relationships with others and work to improve the conditions of children and families within their programs, the local community, and beyond. Teaching staff are encouraged to participate in informal and formal ways in local, state, or regional public-awareness activities. They may join an early childhood group or organization, attend meetings, or share information with others both at and outside the program.

Teaching staff will be informed of professional development activities provided by Child Care Resource and Referral, the local Empowerment areas, local school district, and the area education agency. Staff are expected to attend all staff trainings and meetings throughout the year. Trainings will focus on early childhood topics relevant to the program and community.

Evaluation and Professional Growth Plan QPPS 6.5, 6.6

An appropriate building or program administrator evaluates all staff members at least annually. Staff also evaluate and improve their own performance based on ongoing reflections and feedback from supervisors, peers, and families. From this, they develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development.