New London Community Schools

We Guide. We Challenge. We Motivate. We Learn.



Clark Cubs Preschool Parent Handbook 2026-2027

Clark Elementary School
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Preschool Policies and Procedures
Table of Contents

I. Welcome to Clark Cubs Preschool
II. Mission, Philosophy, and Goals for Children and Families
III. Enrollment
- **Equal Educational Opportunity 5**
- **Eligibility 6**
- **Hours 6**
- **General Information 6**
- **Inclusion 6**

IV. A Child's Day
- **Preschool Personnel 6**
- **Daily Activities 7**
- **Curriculum 8**
- **Child Assessment 8**
- **Progress Reports 9**
- **Program Assessment 9**
- **Supervision Policy 10**
- **Child Guidance and Discipline 10**
- **Challenging Behavior 10**
- **Permissible Methods of Discipline 11**
- **Prohibited Practices 11**
- **Water Activities 11**
- **Snacks/Food and Nutrition 13**
- **Outside Play and Learning 13**
- **Clothing 14**
- **Toilet Learning 14**
- **Objects From Home 15**
- **Weapon Policy 15**
- **Classroom Animals and Pets 15**
- **Birthdays 15**

V. Communication with Families
- **Arrival and Departure 16**
- **Transportation 16**
- **Field Trips 16**
- **Attendance 17**
- **Ethics and Confidentiality 17**
- **Children's Records 17**
- **Grievance Policy 17**

VI. Family Involvement

- **Home Visits 19**
- **Parent/Teacher Conferences 20**
- **Transitions 20**
- **Helpful Hints & Ideas for Preschool 20**

VII. Health and Safety

- **Health and Immunization Certificates 21**
- **Health and Safety Records 21**
- **General Health and Safety Guidelines 22**
- **Health Screenings 22**
- **Illness Policy and Exclusion of Sick Children 22**
- **Should My Child Stay Home 23**
- **Reporting Communicable Diseases 24**
- **Medication Policies and Procedures 24**
- **Cleaning and Sanitation 26**
- **Hand Washing Practices 26**
- **First Aid Kit 27**
- **Fire Safety 27**
- **Medical Emergencies and Notification of Accidents or Incidents 28**
- **Inclement Weather 28**
- **Protection from Hazards and Environmental Health 29**
- **Asbestos Notification 29**
- **Smoke-Free Facility 29**
- **Child Protection Policies 30**
- **Substance Abuse 30**
- **Volunteers 30**

VIII. Staff

- **General Information 31**
- **First Aid and CPR 31**
- **Orientation 31**
- **Staffing Patterns and Schedule 32**
- **Staff Development Activities 32**
- **Evaluation and Professional Growth Plan 32**

I. Welcome to Clark Cubs Preschool QPPS 10.1

New London's preschool was awarded the Statewide Voluntary Preschool Program Grant in 2014. The program's goal is to provide a high-quality program that meets each child's needs, including children with disabilities and those from diverse backgrounds. Our 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 students 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 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: We guide. We challenge. We motivate. We learn.
The Clark Cubs' Preschool provides children with:

- A loving and caring environment in which children can feel safe
- A variety of opportunities for learning
- A freedom to exercise their abilities and potential
- A challenging environment that promotes learning
- Materials and resources suited to their individual stages of development

Philosophy:
By utilizing the approach of a developmentally appropriate program of learning, we provide each individual the opportunity to develop physically, emotionally, socially, and intellectually as a whole person. We believe that interaction with other children in a stimulating environment is vital for success in life. Each student's curiosity and natural love of learning will act as the impetus to their learning process. We will provide a challenging environment with a variety of opportunities for learning and encourage our students to use their freedom to exercise their abilities and potential.

The New London Early Childhood/Special Education Program recognizes the importance of early intervention for young children, especially those with disabilities. The early years are the “sweet spot” in a child’s education, which provide an opportunity for educators to have the greatest impact on a child. These early years also are the perfect time for educators to minimize and, in many cases eliminate the adverse effects of learning difficulties or negative environmental conditions upon a child. Early intervention is critical for the maximum growth and development of high-risk children and young students with learning difficulties. Services that enroll children with disabilities and nondisabled children are considered to be inclusionary programs. Integrated programs create physical, social, and academic opportunities for the community environment. More young children eligible for special education services are being educated in regular community-based settings or natural early childhood environments with necessary support.

Young children who qualify for special education are entitled to a free and appropriate public education (FAPE). Legislation also requires that young children who are eligible for special education be served to the maximum extent appropriate with children who do not require special education. Our moral obligation is to meet all our students' needs in the least restrictive environment (LRE).

Goals:

1. To serve children with disabilities in a setting that is the least restrictive to his/her early life
2. To provide individualized and small group activities to facilitate children’s development
3. To promote active engagement in learning, independent functioning, and mastery of their environment
4. To advance children’s social development
5. To increase children’s generalized application of skills
6. To prepare children for participation in their community
7. To support the achievement of family goals

III. Enrollment

Equal Educational Opportunity
Nondiscrimination Policy
Applications for admission and employment, students, parents of elementary and secondary students, employees, sources of referral of applicants for admission and employment, and all unions of professional organizations holding collective bargaining or professional agreements with the New London Community School District, are hereby notified that the institution does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in its

programs and activities. Any person having inquiries concerning New London Community School District's compliance with the regulations implementing Title VI, Title IX, or Section 504 is directed to contact Mr. Steven McAllister, New London Community School, 106 West Wilson Dr, New London, Iowa 52645, 319-367-0513. Mr. Chad Wahls, New London's Affirmative Action Coordinator working out of the superintendent's office, has been designated by the school district to coordinate the institution's efforts to comply with the regulations in Civil Rights, U.S. Dept. of Education, regarding the institution's compliance with the regulations in implementing Title VI, Title IX, and Section 504. Inquiries may also be directed in writing to the Director of the Region VII Office of Civil Rights, U.S. Department of Education, 310 W. Wisconsin Ave., Ste. 800, Milwaukee, WI, 53203-2292, (414)291-1111, or the Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, (515)281-5294.

Eligibility

Children must be four years old before September 15 of the current school year to attend the four-year-old program. Children with an IEP will be admitted to the program at three years of age. Pre-registration will begin in the spring of the year. Pre-registration materials are available at parent information night and in the elementary office. Registration for all of the students will be held in July.

Hours

Monday, Tuesday, Wednesday, and Thursday from 8:15-11:15 or 12:15-3:15

General Information QPPS 5.1 10.4

Within six weeks after a child begins the program, health records that document the dates of service shall be submitted showing the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics.

The maximum class size is 20 children in each session based on the square footage of the classroom. A teaching staff-child ratio of 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 the teacher assistants. Should one of the teaching staff need to temporarily leave the room the teacher will contact the elementary office and the principal will arrange for coverage of the classroom, if needed, to maintain the staff-child ratio.
QPPS 10.4

Inclusion

The preschool program provides for all children, including those with disabilities and unique learning needs. Modifications are made to the environment and staffing patterns in order to include children with special needs. Staff is aware of the identified needs of the individual children and is 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 accessibility requirements. **QPPS 9.10**

IV. A Child's Day

Preschool Personnel QPPS 10.2

Todd Palmatier: The elementary principal is designated as the program administrator supervising the preschool program. The principal meets all of the qualifications described in the Iowa Quality Preschool Program Standards.

Riley Hopp: The teacher is licensed by the Iowa Board of Educational Examiners and holds an Early Childhood and Early Childhood Special Education teaching License, as well as a Master's in Early Childhood Education. **QPPS 6.3**

Brenna Jacobs: A teacher assistant in the classroom carries out activities under the supervision of the teacher. The teacher assistant received her paraeducator endorsement through GPAEA and receives specialized training in early childhood education. **QPPS 6.4**

Lindy Williams: The preschool will have the assistance of the school nurse. The current nurse is a certified RN who also holds her Bachelor's Degree in Nursing, and attends to the health needs of the students while they are at school. She is available for parent consultation when necessary. **QPPS 10.10**

GPAEA Support Staff: Great Prairie AEA staff provides resources and assistance to the teacher and classroom upon request to help all children to be successful in the preschool setting. Such staff may include: an early childhood consultant, speech and language pathologist, social worker, occupational therapist, physical therapist, or others

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, and quiet play with noisy play. Your child will be exposed to math exploration, reading readiness, comprehension, colors, alphabet letters and sounds, written language conventions, scientific observation, phonemic awareness, early literacy, shapes, pre-writing skills, and thinking skills. Your child will have the opportunity for the following types of activities every day:

Large group activities, self-directed play, snacks, reading, computers, small group activities, outdoor activities, and individual activities. Younger students have opportunities for learning center experiences, including art, science, writing, games and puzzles, book center, blocks, wheel toys, pretend play, sand, and water play.

Lesson plans for each week are prepared, showing how these activities are incorporated into the daily schedule. Staff will consult with students to discover their interests and which activities they would like to participate in when planning lessons and activities.

It is the policy of our preschool that the content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles open to women as well as men in our society. One of the objectives is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnic origin, religion, and physical disability. The preschool program 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, non-sexist society.

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, exciting, and effective.

It is the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity of the United States and the variety of careers, roles, and lifestyles open to women as well as men in our society. One of the objectives is to reduce stereotyping and eliminate bias on the basis of sex, race, ethnic origin, religion, and physical disability. The preschool 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, non-sexist society. **QPPS 1.7**

The preschool program uses **Creative Curriculum**, a research-based, comprehensive curriculum designed for early childhood and endorsed by the Iowa Department of Education and GPAEA. It is based on studies familiar and meaningful to young children, such as Homes and Families, Animals, Five Senses, Transportation, and the Farm. It provides children with an opportunity to learn in a variety of ways: play, problem-solving, movement, art, music, drawing, writing, listening, and storytelling. Suggestions for modifications and adaptations are an integral part of the curriculum. The preschool also uses **Handwriting Without Tears** as its handwriting curriculum. **Really Great Reading's Launchpad** is an additional program, which is aligned with the

Kindergarten curriculum, and is used to introduce letter names and letter sounds.
QPPS 2.1, 2.2

Child Assessment QPPS 4.1, 4.2
The school district believes that the assessment of young children should be purposeful, developmentally appropriate, and take place in a natural setting by familiar adults. The results will be used for planning experiences for the children and to guide instruction. Assessments will never be used to label children, include them, 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 setting.

Children are assessed in the following ways:

1. **Creative Curriculum Preschool Progress Report** is modified to align with the Iowa Learning Standards. Creative Curriculum records student progress in all developmental areas at the beginning, middle, and end of the year.
2. **Observational data** provides an ongoing anecdotal record of each child's progress during daily activities.
3. **Child Portfolios** are organized by the teaching staff and include assessments, observational data, and child work samples collected on an ongoing basis.
4. **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 above is used in the following ways:

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

Progress Reports QPPS 7.3, 7.5
Assessment information will be shared formally with families during Parent/Teacher Conferences in the fall and spring. In addition, the Creative Curriculum Progress Report will be sent home at the end of each checkpoint period (fall, winter, and spring). The preschool teacher will communicate frequently regarding children's activities and developmental milestones. Informal conversations are always welcome and can be requested at any time.
If, through observation or information on the Creative Curriculum Progress Report, or other means of assessment, the teacher feels that there is a possible issue related to a developmental delay or other special need, she/he 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:

1. The teacher requests assistance from the building's At-Risk teacher, GPAEA Special Education team, and the building's staff. This team will engage in problem identification, plan, and document interventions, and collect and analyze data gathered from interventions. This team is available and functional for all students and teachers in the building.
2. The preschool teacher, teacher assistants, and the family will all be important members of the team.

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 then included in the materials, environment, and lesson plans for that child. Examples include visual schedules for students on the Autism spectrum, behavior plans for children whose behavior does not respond to typical strategies used by the teaching staff, and whatever accommodations and modifications are outlined in the IEP.

Program Assessment

Clark Elementary's preschool implements the Iowa Quality Preschool Program Standards. Administrators, families, and staff 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 in 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 will be shared with families, staff, and appropriate advisory and governance boards. The program will use 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 teachers will complete the following daily safety checklist indoors and outdoors:

- All safety plugs covered, heat/AC, water temperature, toilets, etc. in working order.
- All cleaning supplies/poisons are out of children's reach and stored properly.
- Classroom and materials checked for cleanliness/broken parts, etc., including the playground.
- Supplies checked- first aid kit, latex gloves, soap, paper towels, etc.
- Daily monitoring of the environment- spills, sand, etc. Other serious problems will be reported to the 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 daily activities.

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

Child Guidance and Discipline QPPS 1.11

Our teachers use the Early Childhood Positive Behavior Instructional Support Program (PBIS). Teaching staff will equitably use positive guidance, redirection, and 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. 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, 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 is highly trained, responsive, respectful, and purposeful. The teachers anticipate and take steps to prevent potentially challenging behaviors. They evaluate and change their responses based on individual needs. When children have challenging behaviors, teachers promote pro-social behavior by:

1. Interacting in a respectful manner with all children.
2. Modeling turn-taking and sharing as well as caring behaviors.
3. Helping children negotiate their interactions with one another and with shared materials.
4. Engaging children in the care of their classroom and ensuring that each child has an opportunity to contribute to the group.
5. 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 relation 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 preschool administrator will work as a 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 becomes 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 correction action if 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 or threaten to withhold food as a form of discipline
5. Lock a child in a room, closet, or other device.
6. Use mechanical restraints.
7. Punish a child due to illness, lack of progress in toilet training, or in connection with rest.

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 at the water table to ensure that no infectious diseases are spread. Children are not allowed to drink 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. We do not participate in swimming pool activities. Staff supervise all children by sight and sound in all areas with access to water in tubs, buckets, and water tables.

Snacks/Food 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, 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 are served a snack at a regularly scheduled time. The center serves a wide variety of nutritional snacks through family contributions, and encourages children to expand their tastes by at least trying a portion of the food offered.

We will provide snacks for all of our preschool kids. We will send home a calendar, each month, with the planned snack for the day. Please look over the calendar with your preschooler; the kids will be asked to try the snacks, but not forced to eat anything if they aren't hungry or do not like the snack. We will happily take any donations of pre-packaged snacks if you wish to help out; however, you are not required to bring snacks.

When it is your child's birthday (or half birthday due to summer birthdays), you are more than welcome to send a snack such as cupcakes, cookies, etc. They unfortunately cannot be homemade and are also required to be pre-packaged/purchased or bakery-made. It is up to you if you would like to provide a birthday treat or a regular snack.

Children will be offered milk cartons during snack time. This will be charged to your child's lunch account. If your child prefers water every day or most days, please send a small, reusable plastic cup with their name on it.

Each month, a snack list will come home on the back of the snack schedule. You may drop a snack off with the elementary office or send it to another student. Please make sure you provide utensils, if they are needed for the snack you have sent.

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. We do keep extra snacks on hand in case a student does not bring a snack.

For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider should provide the program with an individualized care plan prepared in consultation with family members and specialists 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 the 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.

The program does not use food 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. When our kids participate in outdoor play, they will only play in an area that is fenced in and developmentally appropriate for preschool students. This allows children the opportunity to develop their large muscle skills, get exercise, and be active. 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 allowed 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 your child according to the weather. When it is cold outside, your student 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.

There are areas on the playground for children to be in the shade and still be active. We encourage you to bring a hat or other clothing for your child to wear as another protection from the sun. It is recommended that parents apply sunscreen at home for protection if they wish their child to have sunscreen applied. In addition, families may want to apply insect repellent.

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

Clothing

In our classroom, we will do a lot of learning through play. Please send your child in clothes that they will be comfortable in. Your child will be learning through creative, active play that can sometimes be messy. Because so many learning activities will take place outdoors, please dress your child in weather-appropriate. When winter months hit, always send a heavy coat, hat/ear muffs, gloves, snow pants, and boots. Please label everything.

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. We do ask children to bring an extra set of seasonal clothing that will be kept in the classroom in case of emergency. Your child may have an accident or spill, and we want to be prepared.

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, i.e., the bathroom across from the office with a fold-down changing table. Food handling will not be permitted in this diapering area.
2. Staff will follow all diapering guidelines outlined in the Iowa Quality Preschool Programs Standards: Standard 5, Criteria 7:
3. 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.
4. 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.
5. Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
6. At all times, caregivers have a hand on the child if being changed on an elevated surface.
7. 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.
8. 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.
9. 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 who change diapers.
10. Potty chairs will not be used due to the risk of spreading infectious diarrhea.
11. 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

Because the program provides ample toys and learning materials for your child, we ask that you limit items brought from home. If your child brings an "attachment" item from home, we ask that it is small enough to fit inside his/her backpack or cubby. 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.

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.

Classroom Animals and Pets QPPS 5.26
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, we request that you approve the visit with your child's teacher prior to the date. The 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 will 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 of Salmonella. The classroom teacher is responsible for checking to see that 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 treats for the class on their birthday may do so. Food that comes from home for sharing must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. The teacher will provide families with a list of foods suggested for snacks. Those who have summer birthdays will also be celebrated during the school year. 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
Parents are encouraged to maintain regular, ongoing, two-way communication with the teaching staff in a manner that best meets their needs- e-mail, in-person, notes, or phone calls.

Arrival and Departure of Children QPPS 10.11
All motor vehicle transportation provided by parents, legal guardians, or others designated by the parents or legal guardians will include the use of age-appropriate and

size-appropriate child safety seat restraints. Please do not enter the building when it is time for your child's dismissal or drop-off unless it is an early pick-up – go to the elementary office. We will have the class lined up at the preschool doors closest to our room at their dismissal time. When your child is at the door and we wave you in, please get out of your vehicle to meet and take your child. This is to ensure your child's safety. The same rules go for when you drop your child off at school. Form a car line or wait outside the preschool doors for teachers to take your children into the school. When dropping off your child, again, please bring them right to the door when we wave you in. Thank you for understanding and keeping our kids safe! We will begin allowing students into the building at 8:00 and 12:05, which is 10 minutes early to accommodate a "soft start" while students all trickle in so we can be entirely ready for learning at 8:15 and 12:15. This may take a while the first few weeks, but once we get the hang of pick up and drop off, the process will move more quickly. If your child goes to New London Child Care Center after class, we will make arrangements with the daycare to have them picked up or walk them over ourselves.

Transportation

The school will be providing bus service to the school for the students in the morning session, and will also be providing buses home for the kids in the afternoon session. Transportation between the sessions will be the responsibility of the parents. Should you be interested in having your child ride the school bus, please make sure you contact Mrs. Heinold, the school secretary, at 367-0507 and let her know you'd like to be on the bus list.

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 New London Community School District buses are used for these field trips. Parents will be informed of each field trip through a letter sent home well in advance. A parent or legal guardian must sign an informed consent form for each trip. A letter stating the dates, time of departure, time of return, and destination location will be included. Each child will be assigned to an adult for every part of the trip, and if there are five or more children, a minimum of one additional staff member over the required ratio shall be provided. 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.

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 periodically while on a field trip. Children may only use a public restroom if a staff member accompanies them. Children will never be left alone in a vehicle or unsupervised by an adult.

Attendance
Students who are enrolled for classes in the Clark Cubs Preschool are expected to be in school for the full session and are expected to be punctual in their arrival and departure. Students are expected to attend school regularly and be absent only as necessary for health reasons or appointments. Please call the elementary office to report your child's absence. Absences will be recorded upon notification from the parents.

Ethics and Confidentiality
The staff follows 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.

Children's Records
Student records containing personally identifiable information are confidential. Only persons, including employees, who have a legitimate 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 in the high school administration office.

Parents or guardians will be asked to sign a release of information form should they or the school request that 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
One of the functions of the New London School Improvement Advisory Committee (SIAC) is to serve as an advisory committee for the Clark Cubs Preschool. The SIAC committee is composed of parents, school staff, and other community members interested in New London Community Schools. This group meets to provide feedback on services that meet children's and families' needs. They also serve as a sounding board for new ideas and services.

Grievance Policy QPPS 7.6

Open and honest communication between families and the 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 with your child's teacher. If additional help is needed, either party may ask for assistance from the elementary principal, Todd Palmatier.

If you have a concern regarding some aspect of the program or policy, please first contact Riley Hopp, the preschool teacher. If you remain dissatisfied, you may contact the Principal, Mr. Todd Palmatier, and then the Superintendent, Mr. Chad Wahls.

As part of our program assessment, in the spring of each year, we will provide you with a family questionnaire to evaluate our program. This information helps us 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

Clark Cubs Preschool encourages families to be very involved in their child's day by observing their children during the day when possible and meeting with staff. Family members are welcome to visit at any time during the day, but are asked to check in at the central office.

Teachers and administrators use a variety of formal and informal ways to become acquainted with and learn from our families about their family structure, preferred means of child-rearing practices, 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. Our preschool staff will communicate with families regularly regarding children's activities, developmental milestones, shared caregiving issues, and any other information that affects the well-being of the kids. Parent/Teacher conferences are held both in the fall and spring semesters, as well as when either party requests.

Clark Cubs Preschool 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 teacher or principal at any time.

Although in-person daily contact cannot be replaced, our staff also relies on notes, home, e-mails, phone calls, and bulletin boards as alternative means to establish and maintain open, two-way communication.

Clark Cubs Preschool 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 the center by sharing information about your child's interests and abilities.
2. 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.
3. Return all forms, questionnaires, and so on, promptly.
4. Check your child's bag each day.
5. Participate in field trip activities.
6. 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.
7. Share any of your family's cultural traditions, celebrations, or customs.
8. Read all the material sent home with your child.

It is the policy of the New London Community School District and the Clark Cubs Preschool not to illegally discriminate based on race, color, national origin, gender, disability, religion, creed, age, marital status, sexual orientation, gender identity, and socioeconomic status in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the district's Equity Coordinator, Superintendent, 106 West Wilson Dr., 319.367.0512, superintendent@nlcsd.org.

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

The preschool 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.

Home Visits

Family relationships are so essential in the development of young children. Involvement in your preschooler's education will only assist in their learning success. This is the first year your child will be a part of the Clark Elementary family, and we are so excited to welcome them! By creating a bond with our students and their families, we believe that their future at Clark will be a bright one. 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 would like addressed. Parents are encouraged to share these preferences, concerns, and questions at any time with either the classroom teacher or administrator.

Parent/Teacher Conferences

The preschool program will have formal parent/teacher conferences in the fall and spring. During the conference, the teacher will share the results of classroom assessments and samples of your child's work. Together, a plan will be made to continue your child's growth and development.

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. Teaching staff will provide information about enrollment policies and procedures, programs, and options, and arrange for a classroom visit whenever possible.

Helpful Tips & Ideas for Preschool Parents

We realize that preschool can be bittersweet for parents – It's wonderful to see your child ready to learn and participate in a more structured school environment rather than daycare or at-home play, yet it can also feel like your child is growing up quickly. Make the best of this experience! It is an exciting time for both you and your child! Please consider the following tips that we recommend and appreciate:

1. Be confident and positive about your child entering preschool! If you are excited for this transition, they will be too! If preschoolers hear how sad Mom and Dad are that they are going to school, it can make our new student feel overly nervous or even guilty. Make it an experience they look forward to!
2. Prepare your child prior to dropping them off on the first day of school about what to expect.
3. Encourage your child to talk with you about preschool. Make it a routine to tell each other about your day.
4. Follow routines at home to ready them for school. Consistency is so important for preschoolers!
5. Always say goodbye. In the beginning weeks, you may need to remind them that you'll see them later.
6. Prepare your child for any changes in routine (pick-ups, drop-offs, etc.)
7. Reinforce discipline policies from school to home and talk with your child about how they can correct their behavior in the future.
8. A very important tip – a good rule to follow for drop-off (especially in the beginning weeks) is "one hug, one kiss, one goodbye". Prolonging goodbyes tends to make the process more difficult for parents, students, and teachers alike.

VII. HEALTH AND SAFETY

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

Health and Immunization Certificates QPPS 5.1

Within six weeks after a child begins the program, health records that document the dates of service shall be submitted showing the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics. A signed Iowa Certificate of Immunization will be provided to the preschool by the parents. A current physical will be required upon admission to Clark Cubs Preschool. The physical will be recorded on the standardized physical exam form provided in the registration packet. All immunization cards and physical forms must be filled out completely.

When a child is overdue for any health services, parents, legal guardians, or both must provide evidence of an appointment for those services before the child enters into the program, and as a condition of remaining enrolled in the program, except for immunization, for which parents are using the religious exemption.

Health and Safety Records

Clark Cubs Preschool health and safety information collected from families will be maintained on file for each child in the central office. Files are kept current by updating as needed. 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. Current information about any health insurance coverage required for treatment in an emergency
2. 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
3. Current emergency contact information for each child, which is kept up-to-date during the year
4. Names of individuals authorized by the family to have access to health information about the child
5. 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)
6. 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 that require regular medication or technology support) **QPPS 10.14**
7. 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 implements 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

1. All staff must be alert to the health of each child, known allergies, or special medical conditions.
2. Under the supervision of the 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.
3. All staff are to follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections.
4. All staff are familiar with evacuation routes and procedures. All teaching staff complete "Occupational Exposure to Bloodborne Pathogens" annually.
5. 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**

Health Screenings
Preschool staff will coordinate with local agencies to administer health screenings, including oral health screenings, hearing screenings, and developmental screenings. All preschoolers will participate in these screenings during the school day, and results will be documented and available to parents as part of their child's file. Parents will be notified of dates and times of screenings before their child's participation.

Oral Health Policy QPPS 5.11
Students will be taught and practice good oral hygiene through tooth brushing at school. While we won't brush our teeth at Preschool, students will be taught about good oral hygiene practices, and each child will be issued a toothbrush by local agencies to take home.

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 the center. 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.

- Elevated temperature (100 degrees or greater)
- Acute cold, sore throat, or persistent cough
- Vomiting, nausea, or severe abdominal pain
- Repeated diarrhea
- Pus-like discharge from the nose or eyes, or red or inflamed eyes/lids

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

- Fever-free (without the aid of medication) 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 the last episode
- Conjunctivitis: 24 hours after initial medication or when without drainage

Should my child stay home from school?
Only children who are feeling healthy should attend school. Please adhere to the following guidelines when determining if your child should attend school:

1. Children who are vomiting or have diarrhea should not attend and should be without symptoms for <u>24 hours</u> before returning to school.

2. Children with a temperature of 100.0 degrees or above should not attend. The child's temperature must be normal for 24 hours before returning to school.
3. Children who have been prescribed antibiotics for contagious diseases such as strep throat, tonsillitis, bronchitis, or pneumonia should not return to school until they have taken the medication for 24 hours.
4. Children who have been gone three days or more will need a doctor's note explaining the nature of their illness, or the absences will be considered unexcused.

The nurse should be notified of any health-related circumstances or concerns regarding your child. Any health information you may give the nurse can be used to better take care of your child when they visit the nurse's office.
The nurse follows the above guidelines when determining if a child should be sent home. Any child leaving school for health reasons, without the nurse's permission, will be unexcused. **It is very important that we have an alternate or emergency phone number that is accurate and working, to call if the parent(s) cannot be reached.**

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 daily activities. Children will be excluded when a child is not able to participate comfortably; if the illness requires more care than staff can 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 the center, parents, legal guardians, or other persons 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. **It is very important that we have an alternate or emergency phone number that is accurate and working, to call if the parent(s) cannot be reached.**

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 families should implement at home. The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, contacted those

authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

Medication Policies and Procedures QPPS 5.10

Policy: The school will administer medication to children with written approval from the parent and an order from a health provider for a specific child. Because the administration of medication in the school is a safety hazard, medication administration will be limited to situations where an agreement to give medicine outside preschool hours cannot be made. Whenever possible, the first dose of medication should be given at home to see if the child has any type of reaction.

Procedure: The school nurse coordinates and/or administers medication during school hours only if the parent or legal guardian has provided written consent and the medication is available in an original, labeled prescription or manufacturer's container that is child-resistant. Any other person who would administer medication has specific training and a written performance evaluation, updated annually by a health professional on the practice of the five right practices of medication administration: (1) verifying that the right child receives the (2) right medication (3) in the right dose (4) at the right time (5) by the right method with documentation of each right each time the medication is given. Medication errors will be controlled by checking and recording these five right practices each time medication is given. Should a medication error occur, the Regional Poison Control Center and the child's parents will be contacted immediately. The incident will be documented in the child's record at the school. For prescription medications, parents or legal guardians will provide the school with the medication in the original, child-resistant container that is labeled by a pharmacist with the child's name, the name, and strength of the medication, the date the prescription was filled, the name of the health care provider who wrote the prescription, the medication's expiration date, administration, storage, and disposal instructions. Over-the-counter medications will be administered with the parents' or guardians' written permission. Medication will be given only one day without a signed parental permission form on file, with a note or phone call from the parent. This procedure will safeguard your child against overmedication and possible unforeseen reactions. Physicians' medication orders may be emailed to the nurse at lindy.williams@nlcsd.org. Instructions for the dose, time, method to be used, and duration of administration will be provided to the teaching staff in writing (by a signed note or a prescription label) or dictated over the telephone by a physician or other person legally authorized to prescribe medication. This requirement applies both to prescription and over-the-counter medications. Medications will be kept at the temperature recommended for that type of medication, in a sturdy, child-resistant container that is locked and prevents spillage. Medication will not be used beyond the date of expiration on the container or beyond any expiration date of the instructions provided by the physician or other person legally permitted to prescribe medication. Instructions that

state that the medication may be used whenever needed will be renewed by the physician at least annually. A medication log will be maintained by the school staff to record the instructions for giving the medication, consent obtained from the parent or legal guardian, the amount, the time of administration, and the person who administered each dose of medication. Spills, reactions, and refusal to take medication will be noted on this log. Sample forms are available in the elementary office.

Cleaning and Sanitization QPPS 9.11

The preschool 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 or materials 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 daily using a nontoxic solution. To disinfect, the surfaces will be sprayed until glossy. The disinfectant 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 conducted by the staff 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 to 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 preventing 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 complete the task.

Children and adults wash their hands:

1. Upon arrival for the day;
2. After diapering or using the toilet;
3. After handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood, or vomit);
4. Before meals and snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry);
5. After playing in water that is shared by two or more people;
6. 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:

1. Before and after feeding a child;
2. Before and after administering medication;
3. After assisting a child with toileting;
4. After handling garbage or cleaning.

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

1. Using liquid soap and running water;
2. Rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around jewelry, and under fingernails; rinsing well;
3. 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 washing in any situation listed above.

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

In situations where sinks are 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 classroom and in the outdoor play area. 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. A First Aid Kit is prepared by the school nurse before each field trip.

Fire Safety QPPS 9.14

A fire extinguisher is located in the center with a tag indicating its annual service date. The fire alarm system is serviced annually. Smoke detectors and fire alarms are tested monthly. Emergency drills are conducted and documented in accordance with State law and are available upon request.

Medical Emergencies and Notification of Accidents or Incidents QPPS 10.13

1. The Clark Cubs Preschool has in place an "Emergency Procedures Guide" that describes the following situations and procedures to follow:
    a. Emergency phone numbers
    b. Fire procedures
    c. Tornado procedures
    d. Severe weather
    e. Bomb threats
    f. Physical Threats/Armed Intruder
    g. Evacuations
    h. Crisis Intervention Plan, Crisis Intervention Steps, and Media Procedures
    i. Accidental Injury or Illness procedures for life-threatening and non-life-threatening situations
    j. School crisis team members and a checklist to use
    k. List of CPR/First Aid experienced persons in each building

This booklet and first aid kit will be posted by the classroom door. The booklet will be reviewed by each staff member at the beginning of each school year and when changes are made to it.

If your child receives a minor, non-life-threatening injury during their time at preschool, staff 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 incident or injuries will be documented on a form, and a copy will be given to the parent within 24 hours of the incident.

All staff will have immediate access to a device 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 near each 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, 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 twice a year. Emergency phone numbers will be verified by calling the numbers to make sure a responsive, designated person is available.

Inclement Weather
We will follow New London Community School's cancellations and delays.
If school must be canceled due to inclement weather, we will make every possible effort to alert parents and guardians through the media. Listen to local radio stations or local TV stations for possible alerts (KILJ 105.5 FM, KBUR 1490 AM, the district's Facebook page, and text alerts). Check www.nlcsd.org or the school's Facebook page for cancellation and delay updates, as well.

If a two-hour delay should occur, the morning preschool session is canceled for the day. If school is canceled at midday, the afternoon preschool session is canceled for the day.

Protection from Hazards and Environmental Health QPPS 9.16, 9.17
Program staff 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 has been tested for lead, radon, radiation, asbestos, fiberglass, and other hazards that could impact children's health, with documentation in the file. Custodial staff maintain 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.

Asbestos notification
Asbestos has been an issue of concern for many years. The Asbestos Hazard Emergency Response Act of 1986 (AHERA) was designed to determine the extent of asbestos concerns in schools and to act as a guide in formulating asbestos management policies for schools. The school district facilities have been inspected by a certified asbestos inspector as required by AHERA. The inspector located, sampled, and determined the condition and hazard potential of all materials in the school facilities suspected of containing asbestos. The inspection and laboratory analysis records form the basis of the asbestos management plan.

A certified management planner has developed an asbestos management plan for the school district, which includes: notification letters, training for employees, a set of procedures designed to minimize the disturbance of asbestos-containing materials, and plans for regular surveillance of the materials. A copy of the management plan is available for inspection in the office.

Smoke-Free Facility QPPS 9.19

In compliance with the Iowa Smoke-Free Air Act of 2008, the Clark Cubs Preschool building and grounds are smoke-free. A "No Smoking" sign meeting the law's requirements is posted at the entrance to the building to inform people that they are entering a nonsmoking 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 and must execute and submit an affidavit of clearance from any crimes against a child or family. 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, director, 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.

Substance Abuse
Persons under the influence of drugs or alcohol will not be permitted on the premises of the New London Community School District. 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 lives of the children. Please contact the teacher or principal if you would like to be a 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 crimes against a child or family. 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 New London 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 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 a history of substantiated child abuse or neglect, education credentials, verification of age, completion of high school or GED, personal references, and a current health assessment.

Confidential personnel files, including applications with records 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 director's and Superintendent's office.

First Aid and CPR QPPS 10.14

Staff are trained in pediatric first-aid and CPR. An adult with current pediatric first-aid training certification will be on-site at all times. (Training includes providing rescue breathing, management of a blocked airway, and any special procedures that physicians of enrolled children have documented that the children require).

Orientation QPPS 6.1

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

1. Program philosophy, mission, and goals;
2. Expectations for ethical conduct;
3. The individual needs of children they will be teaching or caring for;
4. Accepted guidance and classroom management techniques;
5. Daily activities and routines of the program;
6. Child abuse and reporting procedures;
7. Program policies and procedures;
8. Iowa Quality Childcare Program Standards and Criteria;
9. Regulatory requirements.
10. Follow-up training expands on the initial orientations.

The employee's immediate supervisor should provide the new employee with a review of the employee's responsibilities and duties. The employee will also learn about payroll procedures, employee benefit programs, and accompanying forms. Regular employees ineligible for the school district's group health plan will be given information regarding where they can obtain health care or health care insurance.

Staffing Patterns and Schedule

The preschool program complies with staff regulations and certification requirements. Our program follows requirements for staffing as outlined in Iowa's Quality Preschool Program Standards, of maintaining an adult/child ratio of 10:1 at all times. The program administrator will maintain a list of current substitutes for both the preschool teacher and the preschool teaching assistant in case of absence. If one of the teaching staff members needs to temporarily leave the room, the person will call the elementary office to arrange for coverage should their temporary absence affect the 10:1 adult/child ratio. Staff are provided space and time away from the children during the day. Should staff work directly with children for more than four hours, staff are provided breaks of at least 15 minutes every four hours. 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 incentives based on 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, and the Area Education Agency. Staff are expected to attend all staff training and meetings throughout the year. Training will focus on early childhood topics relevant to the program and community.

Evaluation and Professional Growth Plan QPPS 6.5, 6.6

All staff are evaluated by the appropriate supervisor. Staff also evaluate and improve their 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 create their continuous professional development.