

Sergeant Bluff-Luton Community School
District Preschool
&
SWVPP Community Partner
Handbook



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WELCOME, MISSION AND VISION

Welcome: QPPS 10.1 Sergeant Bluff-Luton Preschool was awarded the Statewide Voluntary Preschool Program grant in 2010 as a result of the Preschool Advisory committee's and the communities dedicated work. 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 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.

Mission: QPPS 10.1 Sergeant Bluff-Luton Preschool & SWVPP Community Partners work in collaboration and partnership with Sergeant Bluff-Luton Community Schools to prepare students to become responsible citizens in today's world.

Vision: QPPS 10.1 Sergeant Bluff-Luton Preschool & SWVPP Community Partners welcome all students to a place where:

We Believe:

- 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.
- 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 competence 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.

II. ENROLLMENT

Equal Education Opportunity: The Sergeant Bluff-Luton Preschool & SWVPP Community Partners work in collaboration and partnership with Sergeant Bluff-Luton Community Schools does not discriminate in its policies or programs on the basis of age, color, creed, national origin, race, religion, marital status, sexual orientation, gender identity, attributes, physical or mental disability, ancestry, political party affiliation, political belief, socioeconomic status, or family status. Inquiries concerning the application of Title IX, Section 504 or Title VI may be referred to the Title IX Coordinator, Sarah Konopasek (712.943.5563) or to Section 504 Coordinator, Dr. Jill Brown (712.943.4235) at 201 Port Neal Road, Sergeant Bluff, IA 51054.

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. Washington 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 Sergeant Bluff-Luton Community Schools Superintendent.

Eligibility: Children must be three or four years of age prior to September 15th of the current school year. Pre-registration for preschool will begin in the Spring of the year, with final registration occurring in the Fall.

- Entitled individuals to Special Education will attend preschool as determined at their initial IEP meeting.
- English Language Learners are eligible to begin preschool on their 3rd birthday.
- Each student will need to submit the following:
 - proof of birth (Birth certificate preferred)
 - a current immunization record
 - current physical (these may not be more than 1 year old)

These documents **MUST** be submitted before any student is assigned to a preschool classroom.

Hours:

Classes meet for approximately three hours (either morning or afternoon) four-days a week. Weekly planning time for the teaching staff and collaboration with community agencies occurs on Wednesdays. The preschool follows the Sergeant Bluff-Luton Community School calendar throughout the school year.

AM Session: 8:15-11:00

PM Session: 12:30 - 3:15

When school runs on late start there will not be an **A.M.** preschool session for that day.

When an early out occurs there will not be a **P.M.** session for that day.

Tuition:

- 3 Year Old \$15/session
 - Scholarships for qualifying 3 year old families may be available; see preschool director for information.
 - Checks should be made payable to the SBL Preschool, or pay online through the Infinite Campus parent portal.
 - All monthly payments are due in advance. Payments are due no later than the 20th of the month, for the following month.
 - Tuition shall be paid for the entire month. It will not be prorated because of a student's absence due to illness, vacation, or occasions when preschool is closed due to snow days or other emergencies.
 - If no payment arrangement has been made, the child may lose his/her space in class.
- 4 Year Old Class - qualifying students attend with free tuition through the State Iowa Quality Preschool Programs.

Class Size: QPPS 10.4 The maximum class size is 18 children in each session based on square footage of the current location. If space allows, 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 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 office and the principal will arrange for coverage of the classroom to maintain the staff-child ratio.

Inclusion: QPPS 1.7, 2.4, 9.10 Sergeant Bluff-Luton Preschool & SWVPP Community Partner is welcoming to all children. Children who qualify for Special Education Services will have their needs met through the preschool program held in the SBL Primary School. 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 accessibility requirements.

It is the policy of the preschool program that teaching staff counter potential bias and discrimination by, treating all children with equal respect and consideration, initiating activities and discussion that build positive self-identity and teach the value of differences, intervening when children tease or reject others providing models and visual images of adult roles, differing abilities and ethnic or cultural backgrounds that counter stereotypical limitations and avoiding stereotypes in language references.

Program Assessment QPPS 10.15 Sergeant Bluff-Luton Preschool & SWVPP Community Partners implement the Iowa Quality Preschool Program 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 are shared with families, staff, and appropriate advisory and governance boards. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

III. A CHILD'S DAY

Who Works In the Preschool: QPPS 6.2, 6.3, 10.2, 10.3 Administration The program administrator has the educational qualifications and personal commitment required to serve as the program's operational and pedagogical leader.

Teachers The program employs and supports a teaching staff that has the educational qualifications, knowledge and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests. Teachers hold an Iowa teaching license issued by the Iowa Board of Educational Examiners (BOEE) and must hold an early childhood AND early childhood special education endorsements.

Assistant Teachers-teachers aids/Associates The program employs and supports a teaching staff that has the educational qualifications, knowledge and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests. Assistant Teachers-teacher aids/associates (staff who implement program activities under direct supervision) have a high school diploma or GED and:

- 50 percent of Assistant Teachers-teachers aids/associates have at least a Child Development Associate Credential (CDA) or equivalent:
- 100 percent of Assistant Teachers-teachers aids/associates who do not have at least CDA are enrolled in a program leading to a DA or equivalent, are actively participating in the program and are demonstrating progress toward the CDA or equivalent
- College level coursework is from regionally accredited institutions of higher education and may include distance learning or online course work. If there is only one Assistant Teachers-teachers aids/associates, then either of the requirements can be met.

Support Staff NWAEA 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.

Daily Activities: QPPS 2.6 A consistent daily schedule is planned to offer a balance of learning activities. Learning is both formal and informal. The schedule provides children learning opportunities, experiences, and projects that extend over the course of several days. Play is planned for every day. Listening is balanced with talking, large and small group activities, with solitary time, indoors and outdoors, quiet play with noisy play.

Family Communication: QPPS 7.3, 7.4 Program staff communicate with families on at least a weekly basis regarding children's activities and developmental milestones, shared caregiving issues and other information that affects the wellbeing and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means. Program staff inform families about the program's systems for formally and informally assessing children's progress.

Curriculum: QPPS 1.7, 2.1, 2.5, The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the areas: social, emotional, physical, language and cognitive (early literacy, early mathematics, science, technology, creative expression and appreciation for the arts, health and safety and social studies).

Child Assessment: QPPS 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8, 4.9, 7.3, 7.4, 7.5 *Guiding principles:* It is the preschool'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. Assessment information will be shared formally with families during Fall/Spring Parent Teacher Conferences and at the end of the school year. Informal conferences are always welcome and can be requested at any time. All results will be kept confidential, placed in each child's file, and stored in a secure filing cabinet.

Children are assessed in the following ways:

- *The Creative Curriculum Gold Assessment* is modified to align with the Iowa Early Learning Standards. It records student progress in all developmental areas at the beginning and end of the year.
- Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
- 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.
- Progress reports are provided three times a year (Fall, Winter, and End-of-Year).

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 require additional assessment.
- Teaching teams meet weekly to interpret and use assessment results to align curriculum and teaching practices to interests and needs of children.

If, through observation or information on the *Creative Curriculum Gold Assessment*, the teacher feels that there is a possible issue related to a developmental delay or other special needs, 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:

- An informal classroom intervention
- More formalized intervention through the use of the MTSS (Multi Tiered System of Support) process and the Primary School START Team..
- A request can be made to NWAEA or Early Childhood Team for support, additional ideas or more formalized testing. The preschool teacher can assist in arranging for developmental screening and referral for diagnostic assessment when indicated.

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.

Supervision Policy: QPPS 3.7, 9.2, 9.3, 9.10, 9.11, 9.12 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 are 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 the environment - spills, sand, etc. Other serious problems are 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 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 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 2.7 Teaching staff will equitably use positive guidance, redirection, planning ahead to prevent problems and the Classroom Behavior Management Plan (The SBL Way Expectations). 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. When 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 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 prosocial 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 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) Have aggressive child take a Think Time; (5) Aggressive child returns to the situation and is guided in working out the problem in a non-violent way; (6) Notify parents or legal guardians of children involved in the incident; (7) Review the adequacy of the teaching staff supervision, appropriateness of program activities, and administrative corrective action is there is a recurrence.

Prohibited Practices Per Iowa code, no corporal punishment shall be used. The program does not, and will not employ any of the following disciplinary procedures:

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

Water activities: QPPS 5.7, 9.14 We have a water table occasionally in the classroom and outside for children to play with their hands. 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 from the water play activities/areas. When the activity period is complete, the water table is drained and refilled daily with fresh water. 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 supervise all children by sight and sound in all areas with access to water in tubs, buckets, and water tables.

Snacks/Foods and Nutrition: QPPS 5.7, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17 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 are served a snack at a regularly scheduled time. 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.

All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines. Clean, sanitary drinking water is made available to children throughout the day. Staff discards any foods with expired dates. The program documents compliance and any corrections that it has made according to the recommendations of the program's health consultant, nutrition consultant, or a sanitarian that reflect consideration of federal and other applicable food safety standards. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served.

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 a 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. For all children with disabilities who have special dining needs, program staff keep a daily record to document the type and quantity of food a child consumes and provide families with that information.

High risk foods, often involved in choking incidents, will not be served. For children younger than four years, these include hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.

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 5.4, 9.5, 9.6, 9.7, 9.8 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 to determine if the Wind Chill Factor or Heat Index is safe for outdoor play. We use weather.com when checking the temperature. 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.

There are areas on the playground for children to be in the shade and still be active. We encourage you to pack a hat or other clothing for your child to wear as another protection from the sun. Due to the number of children and types of allergies to various sunscreens, we encourage you to apply sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher to your child's exposed skin before they arrive at preschool. We also encourage the use of an insect repellent containing DEET to protect your child from insect bites when the public health authorities recommend its use.

Clothing: QPPS 5.4 Your child will be learning through creative, active play that can sometimes be messy. It is important that the children feel comfortable playing, sitting on the floor, and using art materials without worrying about their clothes. Your child should wear comfortable, washable clothing as well as rubber-soled and closed-toe shoes to school. Flip flops and cowboy boots are sometimes difficult to maneuver in. While we encourage the use of paint smocks or shirts during art projects, we can't guarantee that spills or stains will not occur. Little girls who wear dresses or skirts are asked to wear shorts underneath so they may sit comfortably on the floor. 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. Also, remember that clothing needs to be easily taken off and then put back on for those fast trips to the bathroom. Clothing that tends to cause difficulty are belts, bib overalls, clothing with back zippers or bodysuits. In order to make sure that your child can play comfortably outside it is important to dress him/her 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.

Toilet Learning: QPPS 5.5 *We encourage children who enter our program to be toilet trained. We teach the toileting process through SBL Way's explicit instruction. Toilet learning is an important time in a child's development. We encourage the children to be able to take care of themselves. Children should wear clothes that allow them to undress easily for greater independence. The explicit instruction is teaching them to wipe, flush, and wash/dry their hands.*

Occasionally a child has an accident. Depending on the severity of it and if the child has a change of clothes with them, we can take care of it, otherwise the parent/child care provider may be called to bring a change of clothes, -pick the child up if three accidents have occurred within a short period of time (the on-site nurse makes this decision), or if the child needs a bath/shower (the child may return).

For children who are unable to use the toilet consistently, the following procedures are in place:

- Diapering will only be done in the designated diaper area or in the restrooms. Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day. Food handling will not be permitted in these diapering areas.
 - 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.
 - For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit.
- 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.
 - It is the responsibility of the parent/family to provide toileting supplies. The classroom teacher will notify parents when supplies run low.
 - Potty chairs will not be used due to the risk of spreading infectious diarrhea.

Objects from Home PLEASE, PLEASE, PLEASE do not allow your child to bring toys or costume jewelry from home unless the child is bringing it as part of their schedule Show & Share item. Favorite toys can become broken, misplaced or cause disagreements between the child who owns the toy and those who would like to own the toy!

Weapon Policy Student possession of a dangerous weapon at school could result in: suspension; expulsion; referral to police/juvenile authorities. Dangerous weapons are defined by the Iowa Code as follows: IOWA CODE 702.7 702.7 Dangerous weapon. A “dangerous weapon” is any instrument or device designed primarily for use in inflicting death or injury upon a human being or animal, and which is capable of inflicting death upon a human being when used in the manner for which it was designed, except a bow and arrow when possessed and used for hunting or any other lawful purpose. Additionally, any instrument or device of any sort whatsoever which is actually used in such a manner as to indicate that the defendant intends to inflict death or serious injury upon the other, and which, when so used, is capable of inflicting death upon a human being, is a dangerous weapon. Dangerous weapons include but are not limited to any offensive weapon, pistol, revolver, or other firearm, dagger, razor, stiletto, switchblade knife, knife having a blade exceeding five inches in length, or any portable device or weapon directing an electric current, impulse, wave, or beam that produces a high-voltage pulse designed to immobilize a person. [S13, §4775-1a; C24, 27, 31, §12936; C35, §12935-g1, 12936; C39, §12935.1, 12936; C46, 50, 54, 58, 62, 66, 71, 73, 75, 77, §695.1, 695.2; C79, 81, §702.7] 88 Acts, ch 1164, §1; 2008 Acts, ch 1151, §1

Pets or visiting animals shall be in good health and have documentation from a veterinarian or an animal shelter to verify that the animals are fully immunized (if the animal should be so protected). Teaching staff shall supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals. *Any child allergic to such a pet or animal shall not be exposed to the pet or animal.*

IV. COMMUNICATION

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. 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.

Arrival and Departure of Children: QPPS 10.9

All motor vehicle transportation provided by parents, legal guardians or others designated by parents or legal guardians are required by Iowa Law to include the use of age-appropriate and size-appropriate restraints. When bringing a child to school, parents are asked to park their car in the parking lot and turn off the engine before entering the building. Parents are asked to hold their child’s hand as they enter the building to eliminate the possibility of an accident. Parents or legal guardians shall 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 shall be permitted to leave the building without an adult.

Other than parents or legal guardians, only persons with prior written authorization shall be allowed to pick up a child from the school. Anyone who is unfamiliar to staff, including authorized individuals, shall be asked to present photo identification before a child is released to them.

- **For safety reasons, children cannot arrive at school until 5 minutes before their class is to begin. Staff have other duties and are not available to supervise your child. There will be a “Please Wait” stop sign on the outside door. When it is time for the children to enter the building, a teacher will come to the door, remove the sign and greet the children.**

This policy is to give us another standard of safety for our teachers and students. As is our policy ALWAYS, parents have total access to their children. So you may come at ANY time of the day to see your children and are ALWAYS welcome. We hope that you will support us with this policy and will see it as another measure of safety that we are taking in the care of your children.

You must walk your child into the building, please hold your child's hand to decrease the possibility of an accident. It is not permitted to drop them off at the preschool outside the door. ***You must make some sort of contact with a teacher so they are aware that your child has arrived.***

If your child rides the SRTS (Siouxland Regional Transit System) van to/from an in-home private daycare, they will be picked-up/dropped off at their designated area and assisted by a preschool staff member.

No child will be permitted to leave the building without an adult. All legal parents/guardians will be allowed to pick up their children unless there is custody or restraining documents on file stating otherwise. Other than parents or legal guardians, only persons with prior written/phone authorization (Parent Consent Form) will be allowed to pick up a child from the school. If your child will be picked up by someone else, a teacher will need a note with the student's name, the name of the person that will be picking them up, the date, and the parent's signature. A phone call to the Primary School office with the same information may be made also. Anyone who is unfamiliar to staff, including authorized individuals, will be asked to present photo identification and student ID number prior to a child's release.

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.

Attendance Students who are enrolled for classes at the Sergeant Bluff-Luton Preschool or SWVPP Community Partner 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 Primary School office with the reason for the absence no later than 8:30 A.M. if your child is in 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.

Statewide Voluntary Preschool Program Compulsory Attendance: A four-year-old child enrolled in the Statewide Voluntary Preschool Program (SWVPP) is of compulsory attendance age unless the child's parent submits written notice to the district of the intent to remove the child from the program (Iowa Code 299.1A) This allows districts to remove children not regularly attending from the program's enrollment roster. It is also intended to offer districts language to promote and communicate an expectation of consistent attendance in the preschool program. Districts are encouraged to clearly communicate the SWVPP program schedule and expectations for attendance at the time of registration and enrollment. Inform families of local attendance policies, including potential consequences for unexcused absences. Record attendance and include this information in the district's state reporting.

Transportation Sergeant Bluff-Luton CSD in partnership with Siouxland Regional Transportation System (SRTS) will transport to or from a home daycare under these conditions.

For the safety of the student, the following guidelines must be followed:

- Stops must be at the same location. Irregular days or alternating days cannot be accommodated and will be the responsibility of the parents and/or daycare.
- SRTS will only transport to and from daycares within Sergeant Bluff-Luton CSD boundary.
- Daycare's responsibility is to ensure each child is safely at the bus stop and is assisted to the daycare provider's location from the bus stop.
- The child must be at the stop at least five (5) minutes before the scheduled stop.

For children who have special needs for transportation, Sergeant Bluff-Luton CSD will provide the transportation. The IEP (Individualized Educational Program) plan will address special equipment, staff and care in the vehicle during transport. Any accommodations indicated in the Child's IEP will be implemented as described.

Open Door Policy QPPS 7.1, 7.2 Parents and legal guardians are always welcome to visit the preschool classroom. We do ask that you refrain from visiting during the first and last two weeks of school, or on days prior to or just after school holidays. ***Parents have unlimited access to their children at the school/center during the school's/center's hours of operation unless restricted by a court order.*** If you would like to visit a class, please arrange a time with the teacher. As a safety feature all parents and visitors will check in at the Primary 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. Photo identification will be required for any visitor to the classroom. District policy is that these classroom visits be no longer than 2 hours in length.

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. We try to walk to our field trips when possible. Sergeant Bluff-Luton Community School vehicles are used also at times for our field trips. Parents will be informed of each field trip through a newsletter and signs posted in the hallway well in advance. An all inclusive general field trip sign up was included in the registration forms you completed. Adult family members are asked to volunteer to go on these trips to provide increased supervision and adult/child ratios. Before every trip, the teaching staff will instruct children and all adults on field-trip and/or bus safety. Each child will be assigned to an adult for every part of the trip.

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 frequently 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.

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. All teaching staff will receive training on ethics and confidentiality.

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 in the administration office or the Primary School principal.

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 parents can withdraw permission if they choose to do so.

Preschool Advisory Committee: QPPS 7.2 Sergeant Bluff-Luton Preschool & SWVPP Community Partner have members on the District Advisory Committee composed of parents, school staff and other community members interested in SBL educational programs. This group meets 2 times per year (fall and spring) to learn programs and services that meet children and family needs. They also are a sounding board for new ideas and services.

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. If additional help is needed, either party may ask for assistance from the Primary School Principal. If you remain dissatisfied, then contact the Superintendent of Sergeant Bluff-Luton Community Schools.

V. FAMILY

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. Program staff communicate with families regularly regarding children's activities and developmental milestones, shared caregiving issues, and other information that affects the well-being of their children. Parent-Teacher conferences are held in both the fall (home visit) and spring on the school year, as well as when either party requests. Through the Parent-Teacher Organization (PTO) at least one family activity is held during the year.

Sergeant Bluff-Luton Preschool & SWVPP Community Partners 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 relies on notes home, emails, phone calls, newsletters, and bulletin boards as alternatives to establish and maintain open, two-way communication.

Sergeant Bluff-Luton Preschool & SWVPP Community Partners 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, etc. 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 snacks 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, photography, setup before the event, or clean afterwards. The preschool program 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 preschool program believes that families should be supported in making decisions regarding 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 This is an opportunity for the preschool teacher to get to know you, your child, and your family and for you to develop 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.

Meet the Teacher Night (Primary School Open House) Meet the teacher night is scheduled before school begins to allow families to come in and have their children meet the teachers and become familiar with the classroom. Children will learn where their cubbies are and become familiar with the classroom. This is also a time to drop off supplies prior to the first day of school.

Parent-Teacher Conferences The preschool program will have formal parent-teacher conferences in the fall (home visit) and spring of each school year. The teacher will send home a questionnaire which parents are encouraged to complete; the questionnaire is used as a guide during the conference/home visit. The teacher will also share classroom observations, assessments and samples of your child's work.

PTO Family Activity Opportunities The PTO provides a variety of family activities throughout the school year. These opportunities are for you and your family to come to school and in the community to participate in fun as well as educational activities. With help from volunteers, these activities are planned to meet the needs of the children and families in the classrooms.

Transitions QPPS 7.7 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. Sergeant Bluff-Luton Preschool & SWVPP Community Partner staff along with Sergeant Bluff-Luton Kindergarten Team work collaboratively during the Spring Kindergarten Round-up. A kindergarten parent information night is held in the Spring of each year. Preschool staff will provide information about enrollment policies and procedures, program options and arrange for a classroom visit when necessary outside of the Kindergarten Round-up. All students who will be 5 by September 15th of the current year, are eligible to attend Kindergarten Round-up in the Spring.

VI. HEALTH AND SAFETY

Sergeant Bluff-Luton Preschool & SWVPP Community Partner 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, the mandated guidelines from Quality Preschool Program Standards, regulatory agencies and pediatric authorities in the field are followed.

General Health/Immunization Information: QPPS 5.1 Within six weeks 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 American Academy of Pediatrics.

- The program must follow the requirements for enrollment related to immunizations established by the Iowa Department of Public Health [IAC 641-7]. When a child is overdue for any routine health services, parents, legal guardians, or both provide evidence of an appointment for those services before the child's entry into the program and as a condition of remaining enrolled in the program, except for immunization for which parents are using religious/medical exemption.

General Health and Safety Guidelines: QPPS 5.2, 5.6, 10.10

- 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.

Health and Safety Records: QPPS 5.1, 10.8 Health and safety information collected from families will be maintained on file for each child at the preschool. 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.

Child Health and Safety Records will include:

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, that is kept up to date by a specified method 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; conditions that require regular medication or technology support;
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 implement a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program;
8. If a child has an epi pen or emergency medication that must be kept at the preschool, the expiration date will be documented so that the family can be notified and they can be replaced prior to expiration.

Illness/Injury and Returning to School: QPPS 5.3 For the health and safety of all the children, it is mandatory that sick children not be brought to school. 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, the school nurse shall attempt to notify the parents according to the information on Infinite Campus/Parent Portal. If the student is too ill to remain in school, the student will be released to the student's parents or, with parental permission, to another person directed by the parents. 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.

While the School District nor its Community Partners are responsible for treating medical emergencies, employees may administer emergency or minor first aid if possible. The school will contact emergency medical personnel, if necessary, and attempt to notify the parents where the student has been transported for treatment.

If your child has any of the following symptoms during the night he or she will not be admitted the following morning/afternoon for the safety of the other children

- Fever greater than 100 degrees F* - Children must be fever free for 24 hours before they return without the use of fever reducing medication.
- Vomiting - Child must be free from vomiting for 24 hours before returning
- Diarrhea or blood in stools - Child must be free from diarrhea for 24 hours before returning
- Pink eye (Conjunctivitis) with drainage-Child may return 24 hours after initial medication, unless it is determined by a health care provider that it is viral and a note from the doctor stating such
- cough with congestion and excessive nasal discharge
- Strep: 24 hours after initial medication
- Symptoms and signs of possible severe illness until medical professional evaluation finds the child able to return. Symptoms and signs of possible severe illness may include,-lethargy, uncontrolled coughing, difficulty breathing, wheezing, or other unusual signs for the child.
- Persistent abdominal pain
- Mouth sores, unless a health care provider determines the child is noninfectious.
- Rash with fever or behavior change, until a health care provider determines these symptoms do not indicate a communicable disease.
- Head lice, no exclusion from school We do request treatment as soon as possible
- Scabies, after first treatment has been completed
- Tuberculosis, until a health care provider states that the child is on appropriate therapy and can attend preschool.
- Impetigo, until 24 hours after treatment has been initiated.
- Pertussis, until 5 days of appropriate antibiotic treatment has been completed
- Mumps, until 5 days after the onset of gland swelling or until symptoms have resolved whichever is longer
- Hepatitis A virus, until 1 week after onset of illness, jaundice, or as directed by the health care provider
- Chicken pox, one week after onset or when lesions are crusted over
- Measles, until 4 days after onset of rash
- Rubella, until 7 days after onset of rash
- Unspecified respiratory tract illness
- Shingles, keep areas covered if possible, no exclusion from school if blisters can be covered

- Herpes simplex, until crusted

Reporting Communicable Diseases: QPPS 5.3 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 have occurred.

Accident Reports-Minor In the event that your child receives a minor, non-life threatening injury during their time at preschool, our teacher/school nurse 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 an Accident Report and a copy will be given/sent home to the parent within 24 hours of the incident.

Medication Policies and Procedures QPPS 5.8 Policy: The Sergeant Bluff-Luton nurse will administer medication to children with the written approval of the parent and an order from a health provider for a specific child. Because administration of medication at 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 teacher, Sergeant Bluff-Luton CSD nurse or designee 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; and administration, storage, and disposal instructions. Instructions for the dose, time, method to be used, and duration of administration will be provided to the teaching staff by a signed parent note and a prescription label.

For over-the-counter medications, parents or legal guardians will provide the medication in a child-resistant container. The medication will be labeled with the child's first and last names; specific, legible instructions for administration and storage supplied by the manufacturer; and the name of the health care provider who recommended the medication for the child.

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 and/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 of the instructions provided by the physician or other person legally permitted to prescribe medication. Instructions which 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, 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.

Inclement Weather

- Cancellation due to bad weather will be determined by following Sergeant Bluff-Luton School announcements on television and radio.
- When the Sergeant Bluff-Luton CSD is canceled due to bad weather, preschool will also be canceled.
- When the public schools have a **two hour late start**, morning classes are canceled.
- When the public school has an **early out** due to bad weather we will cancel the afternoon class if possible prior to the start of preschool.
- If you feel weather conditions are unsafe, please use your own judgment in determining whether or not your child should attend preschool that day.
- We will follow Sergeant Bluff-Luton school calendar in regards to making up snow days.

Cleaning and Sanitization: QPPS 5.6, 5.18, 5.19 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 a non-toxic solution. 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. 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.

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. Non Toxic substances will be used whenever possible.

Hand Washing Practices QPPS 5.6 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 which 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 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 9.12 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 the Iowa Department of Public Health. 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 kit is taken to the outdoor play areas as well as on field trips and outings away from the site.

Fire Safety: QPPS 9.13 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.

Disaster Preparedness and Emergency Evacuation: QPPS 10.10

- Fire and/or Tornado -- monthly practice of an evacuation procedure
- Code Yellow/Code Red -- once per semester

Medical Emergencies and Notification of Accidents or Incidents: QPPS 10.10 Sergeant Bluff-Luton Preschool & SWVPP Community Partners have in place safety procedures that describe 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
- List of CPR/First Aid experienced persons in each building
- Chemical Spills
- Intruders
- Lost or missing child

Protection from Hazards and Environmental Health: QPPS 10.5 Program staff protects 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 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. This program may also use a technique known as Integrated Pest Management (IPM) so that the least hazardous means are used to control pests and unwanted vegetation.

Smoke Free Facility: QPPS 9.15 In compliance with the Iowa Smokefree Air Act of 2008, Sergeant Bluff-Luton Preschool & SWVPP Community Partners 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.

Child Protection Policies: QPPS 10.6, 10.7, 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 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 three 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, or 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 Level 1 and Level 2 investigators; contact the Program Administrator for details.

Teachers are required by law to report suspected child abuse and neglect to Iowa Department of Human Services under Iowa Code Section 232.69. This code requires that every employee of a licensed child care or preschool facility who, in the course of employment, reasonably believes a child has suffered sexual abuse, physical abuse, mental injury, child prostitution, denial of critical care, bestiality in the presence of a child, the presence of an illegal drug in the child or the person responsible for the care of a child and in the presence of the child, manufactures a dangerous substance or is in possession of a dangerous substance shall immediately report the suspected abuse directly to the Department of Human Services.

Substance Abuse: Persons under the influence of drugs or alcohol will not be permitted on the premises of Sergeant Bluff-Luton Preschool & SWVPP Community Partners. At no time will children be released to a person under the influence of alcohol or drugs.

Volunteers: QPPS 10.11 Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the teacher 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.

VII. Staff General Information: QPPS 10.11, 10.12 Sergeant Bluff-Luton Preschool & SWVPP Community Partners have 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.

Confidential personnel files, including applications with a record of experience, transcripts of education, health-assessment records, documentation of ongoing professional development, and results of performance evaluation, are kept in locked filing cabinets in the administration office of all Sergeant Bluff-Luton CSD.

Orientation: QPPS 6.1 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.

See Staff Orientation Checklist.

The employee's immediate supervisor should provide the new employee with a review of the employee's responsibilities, duties, payroll procedures, benefit information if applicable and other accompanying forms needed for employment. .

Staffing patterns and schedule: QPPS 10.4, 10.13, The preschool program is in compliance with staff regulations and certification requirements. Our program follows the requirements for staffing set by Iowa's Quality Preschool Program Standards and/or DHS in maintaining the appropriate adult/child ratio. The program administrator and/or Primary School Principal will maintain lists of current substitutes for both the preschool teacher and instructional associates in case of absence. If one of the teaching staff needs to temporarily (i.e.meeting, emergency) leave the classroom, the person will let the program administrator or Primary School Principal know to arrange for coverage in order to maintain the adult/child ratio.

Staff is 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 (i.e. dealing with a student with a challenging behavior) when they are unable to perform their duties.

Staff development activities: QPPS 6.4, 6.5

Personnel policies provide for 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 in and outside the program.

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 6.6, 10.14 All teaching staff members are evaluated for the purpose of improving their professional performance based on ongoing reflection and feedback from supervisors, peers, and families. They develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development. Teaching staff are also formally evaluated every three years using the Iowa Teaching Standards and Benchmarks as the foundation for this review.

Instructional associates/paraprofessionals are evaluated annually, and are encouraged to attend all relevant training regarding and related to the young learner.