

East Marshall Little Mustangs Preschool

Program Handbook
2024-25



EAST MARSHALL
COMMUNITY SCHOOL DISTRICT

INSPIRE • PREPARE • ACHIEVE

East Marshall Elementary
201 E. Weissenburger Street
Laurel, Iowa 50141
(641) 476-3342

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I. Welcome to the East Marshall Little Mustangs Preschool Program (IQPPS: 10.1)

The East Marshall Little Mustangs Preschool Staff is dedicated to providing a high-quality preschool program where our young students have opportunities to explore, observe, and experiment in a safe learning environment. Preschoolers are encouraged to ask questions, make conclusions, and develop independence. It is the mission of the East Marshall Community Schools to instill a passion for learning to INSPIRE and to PREPARE students to ACHIEVE!"

East Marshall Community School District participates in the Statewide Voluntary Preschool Program. The program's goal is to provide a high quality preschool program meeting each child's needs. Large group, small group, and center activities will stimulate a child's cognitive, social, emotional, and physical growth. Throughout the school year the children will develop skills while learning about themes meaningful to their lives. In our program, we continuously meet the developmental needs of the children as they develop skills and require new challenges throughout the year. Our preschool program has adopted the Iowa Quality Preschool Program Standards (IQPPS) and The Creative Curriculum.

East Marshall Little Mustangs Preschool Program is located in the East Marshall Elementary building. The address is: 201 E. Weissenburger Street, Laurel, Iowa 50141. The phone number is 641-476-3342. In compliance with the Iowa Smoke free Air Act of 2008, East Marshall school buildings and grounds are smoke free. No smoking is allowed on the school grounds or within sight of any children. (IQPPS: 9.15)

II. Mission, Philosophy, Learning Principles, and Goals (IQPPS: 10.1)

It is the mission of the East Marshall Community Schools to instill a passion for learning to INSPIRE and to PREPARE students to ACHIEVE. Our preschool program will guide young learners in the areas of social, emotional, physical, cognitive, and language development.

Philosophy

The East Marshall Preschool Program serves as a model and sets standards for the community regarding quality developmentally age appropriate care for young children in an educational setting.

We Believe:

- All children learn and succeed
- Instructional leadership is essential.
- Each student is unique and has unlimited potential.
- Quality education is focused at the classroom level.
- The curriculum is organized, current, and sequential.
- The students are becoming technologically literate.
- The school is constantly in a state of development and change.
- All students need and want the effects of rules and regulations, the results of which are: structure, fairness, and consistency.
- All students have positive reinforcement.
- Teaching skills to children is application and outcome-based and provided for carryover into life-long learning.
- Both students and staff have learned to understand and use technology.
- Learning to use computers and other technologies is becoming a basic skill necessary for all students.

School Values of East Marshall CSD:

- The educational programs are multicultural and non-sexist in nature and provide a global approach to learning.
- All students are treated fairly based on their needs and have equal opportunities to gain an education.
- All students have equal access to appropriate educational services.
- The school is responsible to provide a comprehensive educational program designed to enhance the development of the whole child.
- The students of our district are citizens of the world and will be provided a global education.
- All students are taught learning skills, communication skills, and higher order thinking skills.
- All students are taught so that they will be able to use technology as a tool in the application of daily life-long learning.
- The infusion of technology begins at a young age with basic awareness and progress sequentially throughout elementary, middle, and high school.

Community Development

- The East Marshall Community School seeks to encourage community service projects at all levels and has examined the feasibility of requiring community service for graduation.
- The East Marshall Community School has community volunteers to mentor/assist students.

Communications

- The East Marshall Community School has improved communication between the home, the school, and the community.
- Employees of the East Marshall Community School regularly make positive parent contacts.

Student Development

- The East Marshall Community School has examined the feasibility of establishing a parent/teacher/student committee to develop standards for student discipline.
- The East Marshall Community School has examined the need to establish support groups at all grade levels for the students and community members with special needs.

III. Enrollment

East Marshall Equal Educational Opportunity (IQPPS: 7.2, 8.3, 9.10)

East Marshall Community School District does not discriminate based on race, color, creed, religion, national origin, sex, gender identity, age (for employment), disability, marital status (for programs), sexual orientation, physical attributes, physical or mental ability or disability, ancestry, political party preference, military affiliation, socioeconomic status, or familial status in its educational and 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, Anthony Ryan, tryan@e-marshall.k12.ia.us, 204 W. Center Street, Gilman IA, 50106, (641) 498-7481, or the Director of the Office for Civil Rights U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL., 60661-7204, Telephone (312) 730-1560. Fax: (312) 730-1576, Email: OCR.Chicago@ed.gov

Eligibility

Children must be four years of age on or before September 15th of the current school year to be eligible for the preschool program. Children who are 5 years old on or before September 15th of the current school year are NOT eligible for the 4 year-old program. Pre-registration will begin in the spring. Registration materials are available from the elementary secretary. Final registration will occur before the first day of school in the fall.

The following items are required for each preschooler's health file:

- 1) Acceptable proof of identity listing the date of birth. This could be a Certificate of Immunization or a physical form signed by a practitioner. The parent could also bring in a birth certificate to show school staff.
- 2) Certificate of Immunization must be received prior to the first day of school (form printed by medical provider.)

Inclusion (IQPPS: 9.4 and 9.10)

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

IV. Staff Information

Our preschool teachers are full-time teachers licensed by the Iowa Board of Educational Examiners that hold an early childhood endorsement. Our educational associates meet the required qualifications for Iowa Quality Preschool Program Standards. At least one preschool staff member is certified in pediatric CPR and First Aid.

Program Administrator: The elementary principal is designated as the program administrator supervising the preschool program. The principal meets all qualifications described in the Iowa Quality Preschool Program Standards. (IQPPS: 10.2)

Teacher: A full-time teacher licensed by the Iowa Board of Educational Examiners and holding an early childhood endorsement is assigned to the preschool classroom. (IQPPS: 6.2)

Teacher Associate : A full time teacher associate in the classroom carries out activities under the supervision of the teacher. The teacher associate will have specialized training in early childhood education. (IQPPS: 6.3)

School Nurse: The preschool will have the assistance of the school nurse each day from 8 a.m. - 1 p.m. After 1 p.m, nursing tasks will be assigned to a designated staff member. Additional staff are designated and certified to administer medication under the authority of the principal and in consultation with the registered nurse. The nurse is a licensed RN and is relicensed every three years. She maintains student health records by updating them quarterly and attends to the health needs of the students while they are at school. She is available for parent consultation when necessary.

Support Staff: Central Rivers AEA 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.

Personnel Policies (IQPPS: 10.11, 10:12)

The East Marshall 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; salary scales with increments based on professional qualification, length of employment, and performance evaluation; benefits; and resignation, termination, and grievance procedures. 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, and personal references.

Confidential Personnel Files, including applications with record of experience, transcripts of education, health-assessment records, documentation of ongoing professional development, and results of performance evaluation, are kept in a locked filing cabinet in the East Marshall District Office.

Staff Orientation (IQPPS: 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

The employee's immediate supervisor should provide the new employee with a review of the employee's responsibilities and duties. The Director of Finance will explain payroll procedures, employee benefit programs and accompanying forms to the employee.

Staffing Patterns and Schedule (IQPPS: 10.13)

The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing for Iowa's Quality Preschool Program Standards of maintaining an adult/child ratio of at least 1:10 at all times.

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

Staff Development Activities (IQPPS: 6.4, 6.5)

The teachers and teacher associates are involved in professional development related to early childhood, special education, assessment, and behavior.

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.

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 opportunities and meetings throughout the year. Training opportunities will focus on early childhood topics relevant to the program and community.

Evaluation and Professional Growth Plan (IQPPS: 6.6, 10.14)

All staff are evaluated at least annually by an appropriate supervisor. Staff also evaluate and improve their own performance based on ongoing reflections and feedback from supervisors, peers, and families. From this, they develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development.

V. General Information**Class Size**

A teaching staff-child ratio of at least 1:10 will be maintained at all times to encourage adult-child interactions, promote activity among children, and ensure safety.

Attendance

Students 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. Please call the elementary office, 641-476-3342, with the reason for an absence no later than 8:30 a.m.

Late Arrivals

School begins at 8:15 a.m. Students arriving after this time will be counted tardy, and parents/guardians will need to bring the preschooler into the main office.

Early Dismissal/Cancellation Procedures

In the event of school postponements or cancellations due to inclement weather, road conditions, etc. the following radio and TV stations will be notified:

KGRN Grinnell, AM 1410 WHO TV (Chan. 13)

KDAO Marshalltown, AM 1190 WOI TV (Chan. 5)

KFJB Marshalltown, AM 1230 KCCI TV (Chan. 8)

Every effort will be made to have announcements on the air before 6:00 a.m.

If weather conditions necessitate an early dismissal (severe heat, winter storms, etc.) during the day, an announcement will be made on the above stations.

Information will also be posted on our East Marshall CSD website: <https://www.emmustangs.org/>

Families may also sign up for weather and school alerts on the East Marshall CSD website <https://www.emmustangs.org/>.

Then click on the “Students & Parents” tab and go down to “Iowa School Alert Sign Up”.

Breakfast/Lunch/Milk Accounts

The school offers a nutritious breakfast and hot lunch for all children. Students may also bring sack lunches. Pop in sack lunches is not allowed. Your child may purchase milk. Water is also available to all students during breakfast and lunch.

East Marshall Community School has an automated lunch system. Once the balance in the account reaches -\$5.00 or -\$5.00 for EACH person on the family account, your child will not be allowed to have breakfast and at lunch will be given a cheese (or similar) sandwich. Contact will be made with the family the day before this happens. Please make every effort to keep your child’s account in good standing.

In cases where parents feel their children will qualify for free or reduced priced meals: Applications are available in the elementary office for free or reduced lunches. Free and reduced lunch guidelines are based on family income. All applications are confidential.

Food stamp households who received a letter from the Department of Human Services during the 1st week of August need only sign the letter and bring it to the school. All other applicants must personally make arrangements in the school office before free or reduced price meals will be granted.

Parents who completed an application last year must complete a new application this year to establish eligibility for children to participate in the school’s free or reduced breakfast/lunch program. Parents should file a completed application prior to the beginning of school. Application forms are also available on our web page at www.emmustangs.org.

Snacks/Foods/Nutrition (IQPPS: 5.9-5.17)

Children attending Little Mustangs Preschool may choose to have breakfast in the cafeteria before class begins. Breakfast is offered to students from 7:30 a.m. until 8:15 a.m. A snack is served at a scheduled time each afternoon that is at least two hours after lunch but not more than three hours apart. Staff will keep in mind the dietary requirements and restrictions when making snack choices. Snack time is an opportunity for your child to share socially, practice manners and experience a variety of foods. (IQPPS: 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, 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.

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. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served. (IQPPS: 5.9, 5.11, 5.14)

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 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. (IQPPS: 5.12, 5.13, 5.15, 5.16)

High-risk foods, often involved in choking incidents, will not be served. For children younger than four years, these include hotdogs, 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. (IQPPS: 5.15)

Field Trips

Field Trips are part of the East Marshall Little Mustangs Preschool Program. Community involvement will be an important factor in planning field trips. Parents will be notified in advance when a field trip is planned. Parent volunteers may be needed and encouraged to participate.

Birthdays (IQPPS: 5.9, 5.10, 5.13, 5.17)

Birthday parties are a wonderful experience for a child. A child's self-esteem is developed in celebrating that special day. We love to recognize children on their birthday, or the day closest to your child's birthday. If your child has a birthday during the summer, we can celebrate your child's "half" birthday at school. Your child may bring a special treat for his or her classmates, but it is not required. Please double check with your child's teacher if there are any children with special food restrictions. Also, please let your child's teacher know about your plans to bring birthday treats in advance. Please follow the district's current guidelines and send prepackaged, pre wrapped treats. Homemade treats are prohibited and will not be served.

Birthday Invitations

From time to time students bring invitations for birthday parties or other social events to school to distribute to classmates. Children are welcome to distribute invitations at school as long as everyone in the classroom is invited. If some children are excluded, parents should mail the invitations instead of having their child bring them to school. If you need an address, you can contact the elementary secretary at 641-476-3342 to inquire if parents have given permission for their address to be shared for birthday invitations.

Pets

Students may share their non-dangerous pets with classmates during school time, if parents obtain prior approval from their child's teacher. Parents must bring the animal to school and take it home right after the sharing time. Teaching staff supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals.

The preschool teacher ensures that the animal does not create an unsafe or unsanitary condition. The teacher would ensure staff and children practice good hygiene and hand washing after coming into contact with the animal. Any children allergic to the pet will not be exposed to the animal. Reptiles are not allowed because of the risk for salmonella.

Personal Property

Students are discouraged from bringing toys or other objects from home unless the teacher has given them permission. The school cannot assume responsibility for the loss or damage of items brought from home or for any personal property at school.

Toilet Training (IQPPS: 5.5)

We understand that toilet training is an important time in a child's development. We also understand that children have accidents, especially when they are highly engaged in an activity. A child is never punished for wetting, soiling, or not using the toilet. We encourage families to work on toilet training before your child enters preschool. No child will be turned away for being unable to use the toilet consistently.

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 located in the classroom bathroom.
2. Staff will follow all diapering guidelines:
 - 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.
 - 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.
 - Diapering and Gloving posters are 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.

Clothing

Each child will be learning through creative, active play that can sometimes be messy. Your child should wear comfortable and washable clothing, as well as rubber-soled and closed-toe shoes to school. 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.

Transportation and Bus Expectations

The East Marshall CSD will provide school bus transportation for preschoolers who are on a district route or a pick up location in the district. Preschoolers will have a tag on their school bag that indicates the bus they ride. Parents or legal guardians are asked to keep their information current by reporting changes to the teacher, secretary, and transportation director. The Bus Barn's number is 641-479-2790. Please plan to call in advance if you are going to make a change in your child's transportation.

Bus Expectations

Transportation is a privilege, not a right. East Marshall Community School strives to ensure that every student has a safe ride to and from school. This ride will be as free from intimidation, harassment, and threat as humanly possible. Good conduct of all students is required while waiting for the bus and while traveling to and from school. The privilege of transportation is granted contingent upon proper behavior. A student's eligibility to ride may be suspended or revoked for violation of the school's policy for bus behavior. Revocation of a student's bus riding privilege is not considered an exclusion, expulsion, or suspension from school. Students that are involved in serious or repeated incidents of unacceptable conduct on the bus will have their riding privileges suspended or revoked.

The East Marshall school board and staff expect the following behaviors or skills from bus riders:

1. Students are to wait at the designated site at the designated time for the bus to come to a complete stop. Riders will exit and enter through the right front door. Students should pass no closer than 10 feet in front of the bus when arriving or exiting the pick up/drop off site. Students should look both ways crossing the road and depart only from the designated point unless specific written permission has been displayed.
2. While on the bus, aisles should be kept clear by students. Students should not open windows without permission and if permission is given, students should not extend anything out the open window, including throwing anything out of the bus.
3. Respectful and responsible conduct is expected from students while on the bus. Students may carry on normal conversation.
4. The bus driver is in charge of the bus, and students are to obey promptly. Bus drivers may assign seats, as the driver deems necessary.
5. Students are not to leave their bus seat while the bus is in motion. Students are to keep their feet off the bus seats. If students damage bus seats or other equipment, they will be required to reimburse the district to repair/replace the damaged property. When students depart the bus, there is to be no pushing, shoving or crowding of other riders.
6. Waste containers are available on buses. Students should put any waste in the containers daily.
7. Shooting or throwing of any object on a school bus is not permitted. The use or possession of alcohol, tobacco or look alike substances is prohibited on school buses.

VI. A Child's Day (IQPPS: 2.6)

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

Class Times

Preschool classes meet for six hours and forty-five minutes each day, two days per week. Children attend either the Monday/Thursday session or Tuesday/Friday session. Students do not attend on Wednesdays. This allows for parent meetings, planning time for the teaching staff, professional development opportunities, and collaboration with community agencies. East Marshall Preschool follows the East Marshall CSD school calendar; except the preschoolers will not begin until after Labor Day due to home visits.

Session: 8:15 a.m. - 3:00 p.m.

Sample Daily Schedule of Activities: (IQPPS: 9.3 and 9.4)

- *Choice of free play activity as children arrive*
- *Large group gathering on the carpet for cognitive and language skills*
- *Interest areas in individual settings and/or small groups with projects, stories, puzzles, blocks, manipulatives, games, science/math, dramatic play, art, books, and sensory table*
- *Clean up, use restroom and wash hands, and the children prepare/serve nutritious snack*
- *Large group gathering on carpet for finger plays, songs, creative dramatics or stories*
- *Large motor activities outside or inside*

Each day, preschoolers will have choice time among the different interest areas or centers. They will have the opportunity to self-select where they might like to play and work. Examples of interest areas may include: art, science, writing, library, blocks, dramatic play, sensory table, toys and games. Materials are rotated to reflect curriculum and accommodate student interests and skill levels. (IQPPS: 2.4, 9.3, 9.4)

The staff will support children to build friendships by entering into, sustaining, and enhancing play. Teaching staff also assist children in resolving conflict by helping them identify feelings, describing problems, and trying alternative solutions. (IQPPS: 1.5 and 1.6)

Outside Play and Learning (IQPPS: 5.4, 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. We use the guidelines in the East Marshall Elementary Handbook to determine whether or not we will go outside. The outdoor play area is arranged so that staff can supervise by sight and sound. This allows children the opportunity to develop their large muscle skills, get exercise, and be active.

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.

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 child 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.

If your child wears sandals or dress shoes to school, please send a pair of sneakers so the teachers can help your child change his/her shoes before going outside.

Sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher will be applied to your child's exposed skin (only with your written parental permission to do so). We will also use an insect repellent containing DEET (only with your written permission) no more than once a day to protect your child from insect bites when the public health authorities recommend its use.

Rest Time

Young children need a certain amount of "rest time/quiet time" to ensure they are not overwhelmed by daily routines. Please provide a rest mat for your child. A cuddle buddy and blanket is okay to bring for rest if your child needs these. Please label all rest items. Classroom toys and pillows may not be used for rest/quiet time. Please take home your child's blanket every week for laundering or as necessary. The length of nap time will be one hour for preschoolers.

Water Activities (IQPPS: 5.7, 9.14)

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

VII. Curriculum and Assessment (IQPPS: 2.1-2.30, 8.3)

Curriculum is a framework for learning opportunities and experiences. It is a process by which learners obtain knowledge and understanding, while developing life skills. It is continually revised and evaluated to make learning fun and exciting. The curriculum goals and objectives will guide planning and instruction.

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

The preschool program uses *Creative Curriculum*, a research and evidence based comprehensive curriculum that nurtures the unique strengths, interests, and needs. The Creative Curriculum features inquiry, exploration, and discovery and includes four domains: physical, social/emotional, cognitive, and language. A family's culture and the child's experiences outside the school setting are recognized as being an important part of the child's growth and development.

Child Assessment (IQPPS: 4.1, 4.2, 4.8)

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

Children are assessed in the following ways:

- *GOLD Objectives for Development and Learning* are aligned with the Iowa Early Learning Standards. It records student progress in all developmental areas during 3 checkpoints throughout the school year. Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
- *IGDIs Assessment* (Individual Growth & Development Indicators) provides helpful information three times a year about children's growth in the areas of early literacy and early numeracy measures that can guide intervention decisions.
- Child portfolios are organized by the teaching staff and include the assessments, observational data, and child work samples collected on an on-going basis.
- Families are asked to contribute information about their child's progress and help set goals. 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.
- A teacher developed skills checklist sheet is used to guide the teacher's instruction and to communicate strengths and learning goals to families.

Preschool staff meet in a Professional Learning Community (PLC) to plan two times a month. The information from the above is used in the following ways: (IQPPS 2.5)

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

Assessment information will be shared formally with families during Parent Teacher Conferences twice a year. Informal conferences are always welcome and can be requested at any time. (IQPPS: 7.3)

If, through observation, 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, sharing documentation of the concern. Suggestions for next steps may include the following, with the knowledge and consent of the parents:

- The teacher requests assistance from the Problem Solving Team as an early intervention process. This team engages in problem identification, planning interventions, providing support, and making outside resources available to those individuals requesting assistance. The team is available and functional for all students and teachers in the building.
- A request made to Central Rivers Area Education Agency for support and additional ideas or more formalized testing may be made based on student response to interventions and supports.

The preschool teacher would 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.

Program Assessment

East Marshall Little Mustangs Preschool implements 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 is 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.

VIII. Child Guidance and Discipline (IQPPS: 1.7, 1.8, 1.9, 3.4, 3.5)

Teaching staff will use positive guidance, redirection, and planning ahead to prevent problems. They will encourage appropriate behavior through the use of consistent, clear rules and by involving children in problem solving to foster the child's own ability to become self disciplined. Positive Interventions and Supports (PBIS) is used at East Marshall Elementary. Staff focus on teaching children about showing RRight behaviors of being Respectful, Responsible, and Thoughtful.

The East Marshall School District is committed to having an inspiring academic atmosphere. East Marshall is using Mustang STRONG in correlation with Positive Behavior Interventions and Supports (PBIS) to develop students' positive behavior and create a healthy learning environment.

What is PBIS?

PBIS is a process for creating a safer and more productive learning environment where teachers can teach and all students can learn. It enhances the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students.

What is Mustang STRONG?

Mustang STRONG are core values at East Marshall Elementary.

Supportive

Thoughtful

Respectful and Responsible

Optimistic

Neighborly

Growth Minded

Goals for student success are:

1. To teach students appropriate behavior options
2. To provide opportunities to practice these skills
3. To recognize students for appropriate behaviors
4. To assist students in determining and utilizing appropriate behaviors
5. To reduce behaviors that may harm or show disrespect toward themselves, staff, other students, or school property.

The purpose of discipline is to help children learn ways of behaving that are acceptable to themselves and to others. With very young children, this usually means setting limits for their safety, the safety of others and the safety of property. Young children need to be reassured that the people who care for them will guide and protect them. All behavior has a reason, and it is part of our behavior management to find out the cause of the behavior before setting a program to help a child deal with those difficult times.

East Marshall staff members have been trained in Crisis Prevention Intervention (CPI). No discipline shall be severe, humiliating, or frightening. No discipline shall be associated with food, rest, or toileting. Spanking and any other form of physical punishment is prohibited. Teachers facilitate the development of self-control in children by using positive guidance techniques such as

modeling and encouraging expected behavior, redirecting children to a more acceptable activity, and setting clear limits for the benefits and safety of all children. In the event that the unacceptable behavior is not resolved, a child's teacher will contact his/her parent(s).

Behavior (IQPPS: 1.2, 1.3 1.4 1.7, 1.8, 1.9, 3.2, 8.2-8.4)

The teaching staff in the preschool is highly trained, responsive, respectful, and purposeful. Staff will build relationships with each child through engaging in meaningful conversations. Staff will respond to children's questions and requests.

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. (IQPPS: 3.6, 8.2-8.4)

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: (IQPPS: 1.3 -1.4)

For acts of aggression and fighting (biting, scratching, hitting) staff will set appropriate expectations for children and guide them in solving problems. This positive guidance will be the usual technique for managing children with challenging behaviors rather than punishing them for having problems they have not yet learned to solve. In addition, staff may: (1) Separate the children involved; (2) Immediately comfort the individual who was injured; (3) Care for any injury suffered by the victim involved in the incident; (4) Notify parents or legal guardians of children involved in the incident; (5) Review the adequacy of the teaching staff supervision, appropriateness of program activities, and administrative corrective action 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. Neither withhold nor threaten to withhold food as a form of discipline.

IX. Communication with Families (IQPPS: 1.1, 4.9, 7.4, 7.5, 7.6)

The preschool 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 or call with important information. Teaching staff will write notes for families no less than weekly. Staff will use these notes to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Monthly newsletter will describe the activities that happened throughout the month, what to expect in the upcoming month and any reminders. Behavior issues, successes, activities, injuries, illnesses and any special needs of your child will be given on a daily basis as needed.

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. Parents are welcome to make suggestions and bring up any concerns to the teacher or administration.

Arrival and Departure of Children (IQPPS: 10.9)

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.

Parents or legal guardians must leave their child in the care of one of the teaching staff that is outside at arrival and dismissal times. No child will be permitted to leave the building without an adult.

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

If you will be picking up or dropping off your preschooler outside of the drop off and pick up times, parents/guardians/authorized individuals are requested to report directly to the office.

If your child rides the school bus to school, teaching staff will greet and assist the students as needed. At dismissal, teaching staff will accompany each student to the bus and assist the student onto the bus.

Grievance Policy

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 encourage you to address your concern to your child's teacher. If additional help is needed, either party may ask for assistance from the elementary principal.

If you have a concern regarding some aspect of the program or policy, please contact the elementary principal at 641-479-3342. If you remain dissatisfied, you may contact the Superintendent of East Marshall Community School District.

X. Family Involvement (IQPPS: 7.1-7.7)

Family Involvement is a very important part of your child's educational experience. We want to work together to provide your child with the best educational experience. The school district will, to the extent possible, provide full opportunities for meaningful participation of the families with children with limited English proficiency, families with children with disabilities, including providing information and school reports in an understandable and uniform format and, including alternative formats on request, and, to the extent possible, in a language families understand.

The school district believes that families should be supported in making decisions about services that their children may need. The teaching staff will provide information to families about available community resources and assist as requested in helping the family make connections. (IQPPS: 7.5-7.7, 8.1)

Parents are invited to join a preschool family advisory committee that meets at least annually to share program improvement ideas.

Home Visit

Home visits will be conducted at the beginning of the school year, giving the preschool staff a chance to meet and get to know your child. It is an opportunity for parents to share information about their child with the teachers, and a time for the teacher to share a little about the classroom. Home Visits are scheduled at your convenience. These visits are not meant to be an inconvenience for the family and require no prior planning on the family's part.

Open House

There will be an open house before the start of the school year. Parents and preschoolers are encouraged to attend to familiarize themselves with the classroom, the elementary building, and the preschool staff. This is a great time to bring in school supplies and sign up for conferences.

Conferences

Parent/Teacher conferences are scheduled two times during the year, once during the fall and again in the spring. This is a chance to discuss your child's progress towards academic and social skills. At the conference the teacher will provide a written progress report. This progress report is based upon ongoing assessment procedures that will be shared with you. Our preschool staff is always interested in your input regarding your child's development so that we can work together to plan a program that best meets the needs of your child.

Family Night

There will be a family night held during the school year for preschool families. This is an opportunity for you and your family to come to school to participate in fun as well as educational activities. The teacher will provide information to parents regarding educational items that are imperative to the program such as curriculum and literacy.

Volunteers (IQPPS: 7.2)

East Marshall Community School District recognizes the valuable resource it has in the members of the school district community. When possible and in concert with the education program, members of the school district community may be asked to make presentations to the students or to assist employees in duties other than teaching.

Volunteers within the district are held to the same high standards of behavior as school employees and may be subject to background checks prior to interacting with the students in a volunteer capacity.

Preschool Family Advisory Committee and Early Childhood Team (IQPPS: 7.2, 10.15)

We believe it is important to operate as a team and work with stakeholders to ensure East Marshall Little Mustang Preschoolers are getting the best quality of education possible. Therefore, we have a Preschool Family Advisory meeting, with family representatives. The committee will discuss preschool topics including curriculum, home visits, parent education, and family resources. This group can provide feedback and assist in designing family surveys and analyzing feedback from parents to improve the quality of our program.

We also coordinate with community providers throughout the year to discuss common goals and curriculum for students. These community providers may include, but are not limited to daycare providers in the East Marshall Community School District, Central Rivers AEA, and our preschool staff.

Transitions (IQPPS: 7.5-7.7)

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

XI. Health and Safety (IQPPS: 5.1)

Health and Safety Records (IQPPS: 10.8)

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

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 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

General Health and Safety Guidelines

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

(IQPPS: 5.2)

- In terms of space, there is a minimum of 35 square feet per child in the primary indoor activity areas. (IQPPS: 9.9)

Supervision

Our preschool staff will be responsible for making sure all indoor/outdoor environments are safe for children. No child will be left unsupervised while attending preschool. Children will be supervised primarily by sight. Supervision for short intervals by sound is permissible as long as teachers check frequently on children who are out of sight (such as those who can use the toilet independently). Staff will make every reasonable effort to protect the children in their care from hazards. Each preschool classroom provides at least 35 square feet of usable indoor space per child. There is a daily safety checklist available in each classroom. (IQPPS: 3.7, 9.2)

Illness Policy and Exclusion of Sick Children

Learning is the last thing on the mind of a sick child. If your child is not feeling well, please keep him/her at home. Children should be fever-free (temperature below 100.4 F) and symptom-free (including vomiting and diarrhea) without medications such as Tylenol or ibuprofen for 24 hours before returning to school following an illness. This includes students who are sent home from school early due to illness.

We realize that this may inconvenience families, but it is better for the child in the long run. If your child will not be attending school for any reason, please notify the East Marshall Elementary office at 641-476-3342 by 8:30 that morning. We ask that you report what symptoms your child is out with in order to track the number and types of illnesses that are circulating. This is for the safety of the children.

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.

If your child has any one of the following conditions, contagious disease or condition, fever over 100.4 degrees F, vomiting or diarrhea, and/or accident requiring medical attention, parents will be contacted. If a parent or guardian cannot be reached at that number, the person listed as the emergency contact is called next. Emergency people listed should be easily contacted and live/work within close proximity of the East Marshall Community School District. If you will be out of town for an extended period of time and/or if your child is to be supervised by another adult, please notify the preschool staff.

Please be sure that we have current, accurate phone numbers for you and your authorized emergency contacts. 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, the child will be located where other students will not be exposed until she or he can be picked up.

Reporting Communicable Diseases (IQPPS: 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 occur.

Administration of Medication to Students (IQPPS: 5.8)

Some students may need prescription and nonprescription medication to participate in their educational program. When administration of the medication requires ongoing professional health judgment, an individual health plan will be developed by the licensed health personnel, the student, and the student's parents.

Medication Policy

All medications administered at school must be in accordance with the following rules:

Medications taken at school and dispensed by a school official must be sent in the original bottle or packaging with the correct label.

A registered nurse is assigned access to medication and authority to administer medications according to school policy. Additional staff are designated and certified to administer medication under the authority of the principal and in consultation with the registered nurse.

Prescription Medications

Any new prescription medications or prescription medications being brought in at the beginning of the school year require a letter from the prescribing physician, who has seen and treated the individual for the current condition. This documentation must be on file at the school before any medication will be given. Letters may be faxed to the school at (641) 476-3904.

The letter must include the prescriber's name, student's name, name of medication, dosing schedule, and start date and end date (if applicable). This can also be fulfilled by having the prescriber complete and sign the East Marshall Community School Request for Giving Medicine at School card. Parent or Guardian signature will still be required for any medication.

Medications must be brought to school in a container provided and labeled by the dispensing pharmacist. Prescription medications must include a current label with detailed instructions on the specific time and dosage that it is to be given. Pharmacists will supply you with an extra-labeled container for medications that will be stored at school

When a medication needs to be refilled, a labeled sealable envelope containing a note regarding which medication needs refilled will be sent home with the student. Empty medication bottles will be sent home with the student.

Over the Counter Medications

If a child needs to take any medication not prescribed by the child's medical physician (i.e. aspirin, cold tablets, cough drops, etc.) his/her parent/guardian must complete a medication procedure card before any medication will be given during school. Over the counter medications (cough drops, Tylenol, Advil, etc.) must be brought to school in the original container or packaging. Loose pills or cough drops not sent in original packaging will not be administered or returned to the student.

Natural Remedies and Supplements

Natural remedies and supplements will not be administered at school. The Iowa Department of Nursing states that a school nurse is not able to determine the appropriateness; safety; possible side effects or toxic effects of the substance; the appropriate dose for a child of a specific age, weight, and body surface area; and treatment of overdose.

Transportation of Medications

We strongly encourage a parent to bring in any new or refilled medications to the school. However, we do understand that this is not always possible. In the event that a parent is unable to bring in the medication, we ask that the school nurse be notified in advance via phone call or email of a medication being transported to school by the student. Please specify the student's name, the date, the name of the medication and the number of pills or amount of liquid being transported on the envelope label. Seal the envelope and instruct your child to promptly deliver the envelope directly to the nurse or preschool teacher when they arrive at school. The nurse will count the pills or measure the liquid to ensure that no medication is unaccounted for. The school nurse will check in and document all medications brought into the school.

Record of Administration

Each time a medication is administered, it is recorded and includes the student's name, date, time, and signature or initials of the person administering.

Security

All medications are secured in a designated, locked storage unit. Exceptions to this policy are students who require self-administration of asthma medications or require rapid access to an EpiPen.

End of School Year

At the end of the school year, parents will be notified if the student has medication still at school. It is strongly encouraged that a parent comes to the school to pick up the medication. In the event that a parent is unable to come pick up the medication, the parent will be notified and the medication will be sent home with the student in a sealed envelope.

Cleaning and Sanitization (IQPPS: 5.18, 5.19)

The facility will be maintained in a clean and sanitary condition. Routine cleaning will be supervised by the preschool teacher and will follow the Cleaning and Sanitation Frequency Table. 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.

Facility cleaning during high illness times of the year will be completed as determined necessary and will be scheduled in collaboration with custodial, nursing, and administrative staff.

Hand Washing Practices (IQPPS: 5.6)

Frequent hand washing is key to prevent the spread of infectious diseases. Preschool staff 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

Adults also wash their hands

- Before and after feeding a child
- Before and after administering medication
- After assisting a child with toileting
- 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 20 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)

First Aid Kit (IQPPS: 9.12)

A first aid kit is located in the preschool classroom next to the door. Following each use of the First Aid kit, the contents will be inspected and missing or used items will be replaced immediately. The first aid kit is taken to the outdoor play areas as well as on field trips and outings away from the preschool site.

In the event that your child receives a minor, non-life threatening injury during their time at preschool, the teacher will assess the situation and apply first aid as needed. Minor cuts and scrapes will be treated with soap and water and bumps will be treated by applying ice to the injured area. Any incident or injuries will be documented on an accident report form and a copy will be given to the parent within 24 hours of the incident. If needed, a phone call will be made to advise the parents of injuries.

Safety (IQPPS: 9.13, 10.10)

Emergency evacuation plans are posted by exits. 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 and tornado drills are conducted monthly and recorded on a log.

The telephone numbers of the Fire Department, Police Department, Hospital, and Poison Control will be posted by each phone. Emergency contact information for each child and staff member will be kept readily available. The list of emergency telephone numbers, and copies of emergency contact information will be taken along anytime children leave the preschool in the care of staff.

Protection From Hazards and Environmental Health (IQPPS: 9.11)

Program staff protect children and adults from hazards, including electrical shock, burns, 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. The program uses the techniques known as Integrated Pest Management (IPM) so that the least hazardous means are used to control pests and unwanted vegetation.

Child Protection Policies (IQPPS 10.7, 10.12)

The health, well-being, and protection of every child is of the utmost importance. An applicant or volunteer for temporary or permanent employment within the preschool program must execute and submit to a background check.

Child Abuse by a Staff Member (IQPPS 10.7)

Physical or sexual abuse of students, including inappropriate and intentional sexual behavior, by employees will not be tolerated. Employees found in violation of this policy will be subject to disciplinary action. The definition of employees for the purpose of this policy includes not only those who work for pay, but also those who are volunteers of the school.

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.

Mandatory Reporting (IQPPS 10.6)

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.

Licensed Teachers are mandatory reporters of child abuse and required by law to report incidents of alleged child abuse to the Department of Human Services. If the mandatory reporter believes the child is in immediate danger, the local law enforcement agency shall also be notified.

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.