



🐾 Harris-Lake Park 🐾

🐾 Elementary 🐾

PRESCHOOL HANDBOOK

Providing an environment for ALL students to learn and develop to their maximum potential – mentally, socially, emotionally and physically – so they become lifetime learners and active citizens in our communities.

District website: harris-lp.k12.ia.us

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Approved by the Harris - Lake Park CSD School Board on _____

Preschool Program Policies and Procedures

Welcome to the Harris - Lake Park Elementary Preschool Program (QPPS 10.1)

Harris-Lake Park Community School District was awarded the Iowa Statewide Voluntary Preschool Program Grant in 2008. 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 the Iowa Quality Preschool Program Standards (QPPS), administered by the Iowa Department of Education. The policies and procedures defined in this handbook align to QPPS and are noted within each section.

Staff:

Program Director (QPPS 10.2 & 10.3)

The Harris-Lake Park Elementary Principal and Elementary Instructional Coach are both designated as the program directors supervising the preschool program. The Harris-Lake Park Elementary Principal is a licensed PK-12 school administrator in Iowa and has met all the necessary requirements to supervise an early childhood program.

Teacher (QPPS 6.3)

A full or part time teacher licensed by the Iowa Board of Educational Examiners and holding an early childhood endorsement is assigned to each preschool classroom/session.

Teacher Assistant (QPPS 6.4)

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

Support Staff

Prairie Lakes AEA support staff provides resources and assistance to the teachers and classrooms 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, and physical therapist or others.

Communicating with Staff (QPPS 1.1, 7.5-7.6)

The program will promote communication between families and staff by using written notes as well as informal conversations or email. Families are encouraged to send written notes with important information so all the staff who work with the child can share the parent's communication. Teaching staff may write notes for families. Staff will use these notes to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Parents are encouraged to maintain regular, ongoing, two-way communication with the teaching staff in a manner that best meets their needs - email, in person, notes, or phone calls.

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 parent may ask for the assistance of the program director(s).

General Information

(QPPS 10.15-10.20)

The HLP CSD has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. Hiring procedures include completion of the following checks:

- Criminal records check
- Free from history of substantiated child abuse or neglect check
- Education credentials
- Verification of age
- Completion of high school diploma or GED
- Personal references

Confidential personnel files are kept in a secure location.

Staff Development

(QPPS 6.6, 10.15)

Professional development will focus on early childhood topics relevant to the program. Providers include HLP CSD, Prairie Lakes AEA, and other professional organizations. Staff are expected to attend all staff training and meetings throughout the year. Professional development training includes special education practices and strategies are held throughout the school year.

Mission, Philosophy, and Goals of the Program

(QPPS 10.1)

School Mission:

We believe that all children are capable learners and can accomplish great things when teachers, students, and parents work together in partnership.

Preschool Philosophy:

It is the philosophy of HLP Preschool that children are active learners and that they achieve skills by interacting with their environment. Children learn best when given challenges and are encouraged to problem solve through experimentation with materials in the classroom. Children explore their environment through their senses (seeing, hearing, touching, smelling, and tasting) and using their senses, they learn about their world.

Play provides the foundation for academic or "school" learning. It is the preparation children need before they learn highly abstract symbols such as letters (which are symbols for sounds) and numbers (which are symbols for number concepts). Play enables us to achieve the key goals of our early childhood curriculum. Play is the work of young children.

Equal Educational Opportunity

It is the policy of the Harris-Lake Park Community School District not to discriminate in its educational programs and activities on the basis of race, national origin, color, religion, creed, marital status (for programs), gender, sexual orientation, gender identity, socioeconomic status (for programs), or disability in its educational programs or activities.

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.

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.

Eligibility for the Program

Children must be four years of age prior to September 15th of the current school year. Pre-registration will begin in the spring of the year. Registration materials are available from the elementary secretary. Final registration will occur in the fall.

Class Size and Child-Teacher Ratio (QPPS 10.4)

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

Child Supervision (QPPS 9.2, 9.12)

Before children arrive at school, the preschool staff will complete the following daily safety checklist indoors and outdoors:

- 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, protective gloves, soap, paper towels, etc.
- Daily monitoring of the environment - spills, sand, etc.
- 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). Classrooms are designed and set-up so students remain in staff member's line of sight at all times. Staff members are always fully aware of what children are doing and protect children from possible hazards throughout the classroom, playground and building.

Hours

Classes are conducted in half day programming which allows a AM and PM session. The AM session is from 7:45 - 11:00. The PM session is from 12:30 - 3:20.

Attendance

Students who are enrolled for classes in the HLP Preschool program are expected to be in school for the full session and are expected to be punctual in their arrival and departure. Since space is limited, regular attendance is necessary. Students are not expected to be absent any more than is necessary for health reasons or appointments.

Transitions

(QPPS 7.9-7.10)

Home-school transitions 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 the enrollment policies and procedures, program options, and arrange for a classroom visit whenever possible.

Preschool Curriculum:

(QPPS 2.1-2.3)

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

Creative Curriculum GOLD: The HLP Preschool program uses the Creative Curriculum GOLD which encourages children to be creative and try to solve their own problems; teaching them *how* to learn rather than just *what* to learn. It is our belief that teaching children to be inquisitive problem solvers is a skill that will last a lifetime and will easily translate into learning academic skills. The Creative Curriculum GOLD focuses on the whole child. Every activity, from play to reading, is set-up so that the goals below can be accomplished and your child can be successful in school.

(QPPS 2.1,2.2)

Handwriting Without Tears: The program was developed by specialists to help children write letters in a fun and engaging manner. The child-friendly activities are designed so that all children, regardless of ability, will find success when learning how to write letters. Multi-sensory methods such as songs, activity books, and rhymes are used to encourage children to write.

Goals of the Preschool Program:

Children:

- Children will show competency in social/emotional, physical, cognitive, and language development skills.
- *Social:* To help children feel comfortable in school, trust their new environment, make friends, and feel they are a part of the group.
- *Emotional:* To help children experience pride and self- confidence, develop independence and self-control, and have a positive attitude toward life.
- *Cognitive:* To help children become confident learners by letting them try out their own

ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions, and use words to describe their ideas, observations, and feelings.

- *Physical:* To help children increase their large and small muscle skills and feel confident about what their bodies can do.
- Children will be enthusiastic and curious learners.
- Children will be safe and healthy.

Families:

- Families will feel welcome in the classroom and school.
- Families will partner with teachers, providing information from home on a child's development progress for all assessments.
- 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.

Daily Activities

A consistent daily schedule is planned to offer a balance of learning activities. Learning is both formal and informal. Play is planned for every day. Listening is balanced with talking, group activities with solitary time, indoors with outdoors, quiet play with noisy play. Lesson plans for each week are posted in the classroom showing how these activities are incorporated into the daily schedule. Weekly notes will be sent home to families in children's backpacks and electronically, if parents desire.

Outside Play and Learning

(QPPS 5.5-5.6, 9.5-9.7)

We have daily opportunities for outdoor play as the weather permits and provided the weather air quality and environmental safety conditions do not pose a threat. This allows children the opportunity to develop their large muscle skills, get exercise, and be active. In order to make sure that your child can play comfortably outside it is important to dress him according to the weather. The preschool program only goes outside when the temperature is above 15 degrees. 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. The school does not apply sunscreen or insect repellent so parents are encouraged to apply these, when appropriate, before school.

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

Child Guidance and Discipline

(QPPS 1.11)

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

needs, and learn by taking turns.

Challenging Behavior

(QPPS 1.2, 1.8-1.10)

The teaching staff in the preschools are 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 turns 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. Notify parents or legal guardians of children involved in the incident
5. Review adequacy of the teaching staff supervision, appropriateness of program activities, and administrative corrective action if there is a recurrence.

Prohibited Practices of Discipline:

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

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

Positive Behavior Interventions & Supports - Professional Development for Staff

Preschool staff have received professional development in Preschool Positive Behavior Interventions & Supports (PBIS). PBIS provides an operational framework to ensure that all students have access to the most effective and accurately implemented practices when dealing

with behaviors.

Inclusion of All Children

(QPPS 9.10)

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

Child Assessment

(QPPS 4.1,4.2)

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:

- The *Creative Curriculum Developmental Continuum GOLD* records student progress in all developmental areas at the beginning, middle and end of the year.
- Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
- Child portfolios are organized by the teaching staff and include the assessments, observational data, and child work samples collected on an on-going basis.
- Families are asked to contribute information about their child's progress. Young children often show different skills in different settings. Working together, the teaching staff and families can gather a complete picture of a child's growth and development.

Timeline for the Collection of Developmental Data for Preschool Children

Assessment	Fall	Winter	Spring
Creative Curriculum	X	X	X

The information collected 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 individualize instruction for all children;
- To provide information to parents about their children's developmental milestones;
- To indicate possible areas that require additional assessment.

Assessment information will be shared formally with families during Parent Teacher Conferences in the fall and spring. Informal conferences are always welcome and can be requested at any time.

(QPPS 7.3, 7.5)

If, through observation or assessment, the teacher feels that there is a possible issue related to a developmental delay or other special need, she/he will communicate this to the family. Suggestions for next steps may include, with the knowledge and consent of the parents, a request made to Prairie Lakes Area Education Agency for support and additional ideas or more formalized testing. The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated. 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. **(QPPS 7.4)**

Family Involvement

(QPPS 7.1-7.2, 10.15)

Harris - Lake Park Community School District (HLP CSD) encourages families to be very involved in their child's education by observing their children during the day when possible and meeting with staff. Family members are welcome to visit at any time during class sessions.

Teachers and administrators use a variety of formal and informal ways to become acquainted with and learn from families about their family structure and their preferred means of child-rearing practices and communication. Program staff communicate with families on at least a regular basis regarding children's activities and developmental milestones, shared care-giving issues, and other information that affects the wellbeing of their children. Preschool staff rely on personal contact, notes home, emails, phone calls, newsletters, and bulletin boards as alternative means to establish and maintain open, two-way communication.

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

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

The HLP Preschool Program is dedicated to providing opportunities for parents to assist in making decisions to improve the program. Collaborative and shared decision making is encouraged. Please feel free to contact the classroom teacher or building administrator to provide feedback at any time. With that said, during spring conferences parents will receive a feedback form from our

classroom teachers. This is an annual opportunity for you to provide input on the program. You can share thoughts in person or you can take the form home to fill out and return. All comments will be considered and will be responded to by the building principal.

HLP CSD invites you to become involved in the following ways as well:

- 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.
- Attend family meetings.
- Return all forms, questionnaires and other materials promptly.
- Take time to read the family bulletin board.
- Check your child's backpack each day.
- Share some of your talents in your child's class through activities such as: reading or storytelling, cooking, art, music, etc.
- Share any of your family's cultural traditions, celebrations, or customs.

Snacks/Foods and Nutrition

(QPPS 5.12-5.21)

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

Children are served a snack at a regularly scheduled time. Parents are welcome to provide snacks but you are not required to do so. You are also able to volunteer to provide snacks for others. We will provide snacks for those that do not have any. We believe it is important for children to have a variety of nutritional snacks and we encourage families to help their children expand their tastes by trying different foods.

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.

HLP Preschool and Elementary school is a peanut-free zone to protect all children with peanut allergies. For other special health care needs, food allergies, and 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. 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.

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.

Toileting and Diapering

(QPPS 5.7)

Children are encouraged to be potty trained to attend preschool. For children who are unable to use the toilet consistently or have special needs, the following procedures are in place.

- Diapering will only be done in the designated diaper area. Food handling will not be permitted in this diapering area.
- Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standards: Standard 5, Criteria 5:
 - 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 checks 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 eating.
 - 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 procedures 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 the teaching staff that changes diapers.
- Potty chairs will not be used due to the risk of spreading infectious diarrhea.

Health and Safety

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

Health and Immunization Certificates

(QPPS 5.1)

When 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.

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 exemption.

Health and Safety Records

(QPPS 10.10)

Health and safety information collected from families will be maintained on file for each child in

the office. Files are kept current by updating as needed and at least annually. 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:

- Current information about any health insurance coverage required for treatment in an emergency
- 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
- Current emergency contact information for each child, that is kept up to date by a specified method during the year
- Names of individuals authorized by the family to have access to health information about the child
- Instructions for any of the child's special health needs such as allergies or chronic illness
- Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency
- Supporting evidence for cases in which a child is under-immunized because of a medical condition or the family's beliefs.

General Health and Safety Guidelines

(QPPS 5.4)

- 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
- 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.

Illness Policy and Exclusion of Sick Children

(QPPS 5.3)

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

- Fever greater than 100 degrees F
- Vomiting
- Diarrhea
- Pink eyes with drainage

A child needs to meet the criterion below before returning to school.

- Fever free for 24 hours, without fever reducing medication
- Vomiting/Diarrhea: 24 hours after last episode

Medication Policies and Procedures

(QPPS 5.8, 5.10)

Medications may be given in school if a consent form is signed by the parent and physician and the medication is in the original container. Communicable diseases and chronic conditions, such as diabetes should always be reported to the nurse and teachers.

Safeguards are used with all medications for children:

- Staff administer both prescription and over-the-counter medications to a child only if the child's records indicate that a parent or legal guardian has given permission.
- The record will also include instructions from the licensed health provider who has prescribed or recommended the medication for that child.
- Medications are administered by our nurse. She receives adequate training on an annual basis. The training contains the following:
 - Written performance evaluation updated annually by a health professional on the practice of the six right practices of medication medication:
 - (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. (6) The person giving the medication signs documentation of items (1) through (5) above.
- Medications are stored in a container provided by the pharmacy or healthcare provider. The container will include the child's first and last name, the date the prescription was filled or recommended, the name of the medication or the period of use of the medication, the manufacturer's instructions or the original prescription label that details the name and strength of the medication, and instructions on how to administer and store it.
- All medications are kept in a locked container.

All staff in our HLP Preschool program participate in the course offered by our AEA titled Medication Administration in Iowa Schools every 5 years.

Cleaning and Sanitization

(QPPS 9.11)

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

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Toys that cannot be cleaned and sanitized will not be used

(QPPS 5.24)

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

Routine cleaning will be supervised by the preschool teacher and a checklist will be completed during each cleaning. Facility cleaning requiring potentially hazardous chemicals will be scheduled when children are not present to minimize exposure of children.

Hand Washing Practices

(QPPS 5.8)

Frequent hand washing is key to prevent the spread of infectious diseases. Teachers teach children how to wash their hands effectively. 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
- After handling body fluids
- Before meals and snacks, preparing or serving food, or handling any raw food that requires cooking
- After playing in water that is shared by two or more people
- After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals

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 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

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 handwashing 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.

Emergency Procedures

(QPPS 9.14, 10.13)

All medical and dental emergencies are addressed and sent to the school nurse. The following steps are to be followed as necessary:

1. The student's parent(s) and/or guardian are contacted.
2. Call 911 when the emergency warrants a call.
3. Refer to the district Crisis Plan when necessary.
4. Review individual health care plans on file in the school nurse's office.

* Disaster plans and emergency phone numbers are posted in each classroom near the phone for easy accessibility.

First Aid Kits

(QPPS 9.13)

Each classroom is fully equipped with a first aid kit. There is an available inventory of what the first aid kit should include and items are replaced as they are used. The first aid kits are located within the classroom where each adult staff member is able to locate and use the necessary

contents as they are all trained in first aid. Fully equipped first aid kits are also available for taking on field trips as classes leave the school building. First aid kits are also available in all school district vehicles. All first aid kits are maintained by the teaching staff with the assistance of the school nurse.

Smoke Free Facility

(QPPS 9.19)

In compliance with the Iowa Smokefree Air Act of 2008, Harris - Lake Park CSD grounds are smoke free.

Child Protection Policies

(QPPS 10.8, 10.16, 10.19)

The health and wellbeing 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 district 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. All staff must complete state mandated training.

Wellness and Safety

The Harris - Lake Park School District maintains a strict and diligent look at the health and wellness of the staff and students that walk in the buildings each day. The maintenance staff maintain accurate records of the quality of air, radon, asbestos, and other potentially hazardous materials that could affect the health and wellness of the staff and students. The school district also has school board policies to address the Healthy Kids Act and Health and Wellness which are posted in the office.