Dunkerton Community School District

Preschool Program Policies and Procedures



509 S. Canfield
Dunkerton, Iowa 50626
(319)822-4295
www.dunkerton.k12.ia.us

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Dunkerton Community Preschool
Program Policies and Procedures

I. WELCOME TO DUNKERTON COMMUNITY PRESCHOOL

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

II. MISSION, PHILOSOPHY, AND GOALS

Our Mission

Dunkerton CSD's mission is to empower students to be lifelong learners and caring, responsible citizens. Our preschool program lays the foundations for this mission to be accomplished.

Our Philosophy of Education for Preschool

We believe:

- Student learning is the most important element of our society.
- Students learn best in a safe and caring environment.
- Innovative learning activities and various teaching strategies enhance learning.
- Respect for diversity develops acceptance within the school and our society.
- Effective learning produces life-long skills.
- Teaching the importance of citizenship benefits the school and the community.
- Productive discipline incorporates control, consistency, and care.
- Memorable and enjoyable activities foster learning.
- School, home and community cooperation facilitates and reinforces learning.

Goals for Children

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

Goals for Families

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

III. ENROLLMENT

Equal Educational Opportunity

It is the policy of the Dunkerton CSD not to illegally discriminate on the basis of race, color, national origin, sex, gender, disability, religion, creed, age, marital status, sexual orientation, gender identity, and socioeconomic status in its educational programs and its employment practices. Students are educated in programs, which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. 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: Lyle McIntosh, HR Director, 509 S. Canfield, Dunkerton, Iowa 50626—319-822-4295—lmcintosh@dunkertonschools.org. Inquiries may also be directed in writing to the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, (515) 281-5294. Procedures and levels are outlined in district policy for resolving complaints and are available upon request from the district's central office.

Eligibility

4-year-old Preschool Program- Children must be four years of age on or before September 15th of the current school year.

3-year-old Preschool Program- Children must be three years of age on or before September 15th of the current school year.

Hours

Dunkerton Community Preschool Program is a full day program and follows the Dunkerton CSD calendar for holidays, teacher in-service and other events. School hours on designated preschool days (see below) are 8:10 a.m. - 3:30 p.m. Preschool students do not attend on Mondays to allow for teacher in-service time. Students may arrive as early as 7:45 a.m. Students may eat breakfast in the Commons from 7:45 a.m. to 8:05 a.m. as part of the Dunkerton CSD meal program.

Our 4 year-old program receives funding from the Statewide Voluntary Preschool Grant which provides 10 hours of preschool instruction per week at no charge to families. These hours are from 8:10 a.m.-10:45 a.m. Tuesday-Friday. Families of four-year-old PK students may choose to attend for these hours only at no charge. Fees for additional hours not covered by the grant are the responsibility of parents/guardians.

4-year-old Preschool Program (4 days/week)	Tuesday - Friday
3-year-old Preschool Program (2 days/week)	Tuesday/Thursday **OR** Wednesday/Friday
3-year-old Preschool Program (4 days/week)	Tuesday - Friday

Registration Information

Dunkerton CSD Preschool Program begins accepting registrations for the upcoming school year beginning in March of the current year. All registration documents must be received by the District to reserve a spot for fall attendance. Registration documents are date-stamped and processed in the order they are received. Should space become limited, preference will be given to 4 year olds per SWVPP guidelines.

General Information IQPPS 7.1, 9.9

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

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

Inclusion IQPPS 6.2

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

IV. A CHILD'S DAY IQPPS 8.2

Preschool Personnel

Program Administrator**:** The elementary principal is designated as the program administrator supervising the preschool program. The principal meets all qualifications of the Iowa Quality Preschool Program Standards.

IQPPS 9.1

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

IQPPS 8.1

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

School Nurse: The preschool will have the assistance of the school nurse or health assistant. Our nurse is a certified RN, and is recertified 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 or advises office/teaching staff attending to those health needs. 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.
Office Staff: Office staff provides communication and assistance to teachers, parents, and students as needed. These staff members help to maintain cumulative student records and assist with the daily running of preschool programs.
Head Start Staff: Dunkerton CSD partners with Tri-County Head Start. Their staff is available for consultation and program evaluation. Head Start students are included in Dunkerton CSD enrollment.

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

- Large and small group activities
- Story time/Read Alouds
- Self-directed play
- Interest areas (include: kitchen/cooking, technology, discovery [sand and water], blocks/building, dramatic play, literacy and math activities, games, etc.)
- Outdoor choice activities
- Snack/Lunch

Lesson plans for each week are posted showing how these activities are incorporated into the daily schedule. Weekly notes and/or newsletters will be sent home to families in children's backpacks or electronically, if parents desire.

Curriculum IQPPS 1.2, 3.1, 3.3, 3.4, 3.5, 3.7, 4.7
A 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 philosophy behind our curriculum is that young children learn best by doing. Learning requires active thinking and experimenting to find out how things work and to learn first hand about the world we live in by using all our senses**.**

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 designed for four-year-olds. It addresses all areas of early learning: language and literacy, math, science, physical skills, and social skills. It is based on thematic units familiar and meaningful to young children. It provides children intentional opportunities to learn in a variety of ways - through play, problem solving, movement, art, music, drawing and writing, listening, and storytelling. Suggestions for modifications and adaptations are an integral part of the curriculum.

Child Assessment IQPPS 3.2, 3.6, 5.1, 5.2, 5.3, 5.5, 5.5, 2.3, 2.4

Guiding Principles:

- The *Brigance* is used as a screening tool at the beginning of the year (only for designated Head Start students)
- *Teaching Strategies GOLD* Assessment is used in alignment with the Iowa Early Learning Standards and Creative Curriculum. It records students' 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.
- Student academic records including assessment data are confidential. Only persons, including employees, who have a legitimate educational interest are allowed to access a student's academic records without the parent's permission.
- 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.
- Families of students with an Individualized Education Plan (IEP) will be given progress reports on IEP goals 3 times a year (at both conferences and the end of the year).

The purpose of the above forms of assessment is:

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

Teacher teams collaborate at least weekly to interpret and align results with teaching practices. Assessment information will be shared formally with families during Parent Teacher Conferences in the fall and spring. In addition, an IEP update (if applicable) will be completed and reviewed at conference time. Parents will receive a copy of this report. The preschool teacher will communicate weekly regarding children's activities and

developmental milestones. Informal communication will happen as needed. At year's end, parents will receive a copy of the *Creative Curriculum Gold Individual Child Report*.

If, through observation or information on *Teaching Strategies*/*Creative Curriculum Gold Individual Child Report*, 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 AEA Support Staff as an early intervention process. This team engages in problem identification, plan interventions, provide support, and make outside resources available to those individuals requesting assistance. The AEA team is available and functional for all students and teachers in the building.
- A request may be made to Area Education Agency 267 (AEA267) for more formalized testing, with parental permission.

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 IQPPS 2.6

The Dunkerton CSD Preschool Program implements the Iowa Quality Preschool Program Standards (IQPPS) and Head Start Standards. We are required to verify meeting these standards annually through an IQPPS desk audit conducted by the state. 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. Families will be given a parent survey annually to contribute to this evaluation. 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.

Supervision Policy IQPPS 6.4, 6.9, 6.7

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

- All safety plugs and electric outlets covered, heat/AC, water temperature, and toilets, etc. in working order. All cleaning supplies/poisons out of children's reach and stored properly.
- Classroom and materials checked for cleanliness/broken parts, etc., including playground.
- Supplies checked - first aid kit, latex-free gloves, soap, paper towels, etc.

- Daily monitoring of the environment - spills, sand, etc. Other serious problems reported to head custodian.
- Upon arrival, each child is observed by the teacher for signs of illness or injury that could affect the child's ability to participate in the daily activities.
- During outside activities, staff will be assigned to supervise students at all times especially near equipment where injury could more likely occur.

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

Child Guidance and Discipline IQPPS 1.4, 1.6, 1.9

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 turn taking.

Challenging Behavior

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

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

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

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**
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: **IQPPS 1.3**
The program does not, and will not, employ any of the following disciplinary procedures:

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

Water Activities IQPPS 7.13
During water table activities, children may stand and play with their hands in the water. Before and after water play, students are required to wash hands. During water play, children are involved in active experiences with science and math concepts. Children with sores on their hands are not allowed to participate with others in the water table to ensure that no infectious diseases are spread. Children are not allowed to drink the water during water play activities. When the activity period is complete, the water table is drained and refilled with fresh water before a new group of children comes to participate. Outdoor water play is limited to tubs and buckets or containers as well as the water table. We do not participate in swimming pool activities. Staff supervise all children by sight and sound in all areas with access to water in tubs, buckets, and water tables.

Snacks/Foods and Nutrition IQPPS 3.23, 7.16, 7.10
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 may choose to have breakfast before class begins (7:45am-8:10am) through the Dunkerton CSD meal program. A snack is served two hours before or after lunch time. Two food groups will be represented at each

snack time as outlined in USDA guidelines. A written snack menu is posted and available to families. All menus are kept on file for review by a program consultant. The preschool serves a wide variety of nutritional snacks and encourages children to expand their tastes by at least trying a portion of the food offered.

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.

At least once daily, teaching staff will provide an opportunity for tooth brushing and gum cleaning to remove food and plaque. (The use of toothpaste is not required.)

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.

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.

Food that comes from home for sharing among the children are either whole fruits or commercially prepared packaged foods in factory–sealed containers and contain no peanut or peanut-related products.

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

Outside Play and Learning IQPPS 6.5, 6.11, 6.9, 6.4, 6.10

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

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

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

There are areas on the playground for children to be in the shade and still be active. Children could bring a hat or other clothing to wear as another protection from the sun. Sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher will be applied to the child's exposed skin (only with written parental permission to do so and lotion provided by parent). We will also use an insect repellent containing DEET (only with written parental permission & product provided by parent) no more than once a day to protect the child from insect bites when the public health authorities recommend its use.

Program staff will complete the National Program for Playground Safety's Suggested General Maintenance Checklist on a monthly basis. Children will be supervised at all times during inside/outside activities – especially when near equipment where injury could occur.

Clothing

Your child will be learning through creative, active play that can sometimes be messy. Your child should wear comfortable, washable clothing as well as rubber-soled and closed-toe shoes to school (no flip-flops allowed). While we encourage the use of paint smocks or shirts during art projects, we can't guarantee that spills or stains will not occur. Clothing should be free of words, graphics, or pictures that are profane, immoral, illegal, or disruptive in nature. Girls are asked to wear shorts under their dresses. 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. Please send alternate shoes when your child wears snow boots to school.

Toilet Learning IQPPS 7.14

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

- Each changing area is separated by a partial wall or at least three feet from other areas that children use and is used exclusively for one designated group of children;
- At all times, caregivers have a hand on the child when being changed on an elevated surface;
- In the changing area, staff post and follow changing procedures. (see Cleaning and Sanitations Frequency Table 1). These procedures are used to evaluate teaching staff who change diapers;

- 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 not accessible to children;
- Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day;
- Staff use only commercially available disposable **diapers** or pull-ups unless the child has a medical reason that does not permit their use;
- For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit;
- Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering;
- Staff check children for signs that diapers or pull-ups are wet or contain feces (a) at least every 2 hours when children are awake and (b) when children awaken;
- 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;

All families are asked to provide an extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

Objects From Home

Because the preschool program provides ample toys and learning materials for your child, children should not bring toys from home unless it is an "attachment" item from home and is small enough to fit inside his/her backpack or cubby. **Children are not allowed to bring gum, candy, money, toys or toy guns to school. The program will not be responsible for lost or broken toys brought from home. Children should follow teacher rules for show and tell or sharing time.**

Weapon Policy

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

Classroom Animals and Pets

If you, as a parent or legal guardian, want to bring your family pet to share with your child's classroom, you are welcome. However, all animals must remain outside the school buildings during the visit. ***No live animals from home are to be inside the school building or classrooms at any time.*** The preschool teacher ensures that any visiting animals do not create an unsafe or unsanitary condition. The animal should appear to be in good health and have documentation from a veterinarian or an animal shelter to show that the animal is fully immunized (if the animal should be so protected) and suitable for contact with children. The teacher would ensure staff and children practice good hygiene and hand washing when coming into contact with the animal and after coming into contact with the animal. Teaching staff supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals.

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

Birthdays IQPPS 7.20, 7.4

Birthdays are an important and significant event in the life of a child. Students are welcome to bring classroom treats to celebrate their birthday with teacher approval. Treats must be items allowed by the Dunkerton CSD's Nutrition Guideline and Policy. Those who have summer birthdays are welcome to choose a school day to celebrate with their class. Invitations to parties outside of school that do not include the entire class will not be distributed at school. **Flowers, balloons, etc. should NOT be sent to the school for your child for special occasions. These cause a distraction in classrooms and pose a hazard on buses. Please reserve these gifts for home only. Food that comes from home for sharing among the children are either whole fruits or commercially prepared packaged foods in factory–sealed containers and contain no peanut or peanut-related products.**

VI. COMMUNICATION WITH FAMILIES IQPPS 1.1, 2.4

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

Open Door Policy

Parents and legal guardians are always welcome to visit the preschool classroom but should arrange for this visit with the teacher in advance since such a visit may disrupt the day's activities. District policy requires all parents and visitors to check in at the elementary school office. Visitors are asked to please use discretion with

regard to bringing babies, toddlers or other children to school as this may disrupt class sessions. Photo identification will be required for any unknown visitor to the classroom.

Arrival and Departure of Children IQPPS 9.11

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

When bringing your child to school, parents are asked to park their car in the parking lot and turn off the engine before entering the building. Please hold the child's hand to enter the building to decrease the possibility of an accident. School staff will greet and accompany children to the classroom at the beginning of the day. No child will be permitted to leave the building without an adult.

Other than parents or legal guardians, only persons with prior written authorization (Parent Consent Form) 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.

In the interest of students' safety, parents/guardians/authorized individuals are requested to report directly to the office when picking up their child midday rather than going to the child's classroom. Likewise, when a student returns to the building following an absence during the school day, the adult should stop in the office and sign the child in.

If your child rides the school bus to school, teaching staff or school employees will go to each bus arrival area to greet and assist the students. At dismissal, school employees will accompany each student to the bus departure area and assist the students. Children with disabilities will be assisted by staff as noted in the IEP.

As children arrive, teaching staff will walk the children to the classroom where the preschool teacher will record attendance for the day. Throughout the day, each time children transition from one location to another, i.e. classroom to outdoor, the teacher will be responsible for counting the number of children whenever leaving one area and when arriving at another to confirm the safe whereabouts of every child at all times.

Transportation IQPPS 9.11

Dunkerton CSD will provide school bus transportation for 3 and 4-year old preschool students on existing school district routes only. Parents or legal guardians may request transportation at enrollment, indicating the pick up or drop off address, the name of the responsible person at that address, and emergency contact information for all parties involved. Parents or legal guardians are asked to keep their information current by reporting changes to the preschool teacher or secretary. **IF PARENTS HAVE IMMEDIATE TRANSPORTATION CHANGES, PLEASE CONTACT THE ELEMENTARY SECRETARY BEFORE 2:30.**

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

Field Trips

An important learning opportunity can take place in the form of a field trip that is relevant and reinforces what has been taught in the classroom. Dunkerton CSD buses are used for these field trips. Parents will be informed of each field trip through parent/family notification and signs posted in the classroom well in advance. A parent or legal guardian must sign an informed consent form for trips for each child at the beginning of the year. Adult family members are sometimes asked to volunteer to go on these trips to provide increased supervision and adult/child ratios if room allows. A notice posting the dates, time of departure, time of return, and the destination location will be posted prominently at least 48 hours before the field trip. Each child will be assigned to an adult for every part of the trip. Before every trip, the teaching staff will instruct children and all adults using the bus about the 10-foot danger zone around the vehicle where the driver cannot see.

During the field trip, all children will wear identifying information that, for children, gives the program name and phone number. A first aid kit, emergency contact information, and emergency transport authorization information for the children in the group will be taken on all trips. Children will be counted every 15 minutes while on a field trip. Children may only use a public restroom if they are accompanied by a staff member. Children will never be left alone in a vehicle or unsupervised by an adult.

Attendance

Students who are enrolled for classes in the Dunkerton CSD Preschool Program are expected to be in school for the full session and are expected to be punctual in their arrival and departure. Students are not expected to be absent any more than is necessary for health reasons or appointments. Irregular attendance interferes with the progress of your child and others as teachers find themselves taking class time to repeat information and make adjustments for those students who have been absent. **Please call the office with the reason for an absence no later than 8:30 A.M.** For safety's sake, if a student is absent without notification, the school secretary/teaching staff will attempt to contact the family to verify the child's absence from school.

Ethics and Confidentiality IQPPS 8.4

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

understanding of others, and enthusiasm for children as well as for other adults. All teaching staff will receive training on ethics and confidentiality as part of their orientation.

Children's Records IQPPS 5.1

Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have a legitimate educational interest are allowed to access a student's records without the parent's permission. Parents may access, request amendments to, and copy their child's records during regular office hours. Parents may also file a complaint with the United States Department of Education if they feel their rights regarding their child's records have been violated. For a complete copy of the school district's policy on student records or the procedure for filing a complaint, contact the board secretary in the administration office.

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

Preschool Advisory Committee IQPPS 2.2, 2.4, 9.8

Dunkerton CSD has a preschool advisory committee composed of parents, school staff, and other community members interested in the preschool program. This group meets twice a year to provide feedback on services that meet children and family needs. They also serve as a sounding board for new ideas and services. Please let the preschool teacher know if you are interested in being part of the Preschool Advisory Committee.

Grievance Policy IQPPS 2.7, 2.9

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 parents have a concern regarding your child, we want to encourage you to address the concern with the child's teacher. If additional help is needed, either party may ask for the assistance from the Dunkerton Elementary Principal.

If you have a concern regarding some aspect of the program or policy, please contact the Elementary Principal who is the program administrator for the preschool. If you remain dissatisfied, you may contact the Dunkerton CSD Superintendent.

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

VI. FAMILY INVOLVEMENT IQPPS 1.1, 1.4, 4.8, 2.1, 2.2, 5.5, 2.3-2.5, 2.7, 2.9, 2.6

The Dunkerton CSD Preschool Program encourages families to be very involved in their child's education. Family members are welcome to visit during class sessions. We do ask that you call ahead to see if the schedule for the day will not be disrupted by a visit.

Teachers and administrators use a variety of formal and informal ways to become acquainted with and learn from families about their family structure and their preferred means of child-rearing practices and communication; and information about their socioeconomic, linguistic, racial, religious, and cultural backgrounds as they wish to share. Families are surveyed in enrollment paperwork and through other questionnaires during the year regarding their family, beliefs, and preferences. Home visits are conducted at the beginning of the school year. Program staff communicate with families on at least a weekly basis regarding children's activities and developmental milestones, shared care-giving issues, and other information that affects the well-being of their children. Back to School Night is held the week prior to school starting. Children are not attending school on that day, but parents and children come in for an introduction to the teacher and classroom. Family teacher conferences are held in both the fall and spring semesters, as well as when either party requests.

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

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

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

1. Support your child's daily transition to school by sharing information about your child's interests and abilities. Keeping the teacher informed of changes and events that might affect your child allows the teacher to be more responsive to your child's needs.
2. Volunteer in your child's classroom (see page 28 for more information about volunteering)
3. Attend family meetings.
4. Return all forms and questionnaires promptly.
5. Attend Back to School Night in the fall, Family/Teacher conferences in the fall and spring and any other planned family events throughout the school year.
6. Take time to read the family bulletin board.
7. **Check your child's backpack each day and read all the material sent home with your child.**
8. Participate in field trip activities (you may be asked to drive if room on the bus is limited).

9. Share some of your talents in your child's class through activities such as: reading or storytelling, cooking, art, music, sewing, crafts, hobbies, your profession, or artifacts from trips you have taken.
10. Share any of your family's cultural traditions, celebrations, or customs.
11. Come to play.
12. Help with special events. Helping takes many different forms such as preparation of materials at home, making telephone calls, preparing or posting flyers, recruiting other volunteers, collecting donations or prizes, run errands, photography, setup before the event, or clean afterwards.
13. Serve on the Preschool Advisory Committee.

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

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, 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.

Home Visits IQPPS 1.1

Home visits are made prior to the start of school or during the year as needed. 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.

Family Teacher Conferences IQPPS 5.5

The preschool program will have formal family teacher conferences at the same time as the elementary school - fall and spring. During the conference, the teacher will share results of classroom assessments and samples of your child's work. Parents are encouraged to share new and different goals they have for their child and/or skills they see developing at home. Together you can make a plan to continue to encourage your child's growth and development.

Transitions IQPPS 2.4, 2.5, 2.7, 2.9, 2.7, 2.8, 2.10, 8.5

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.

VII. HEALTH AND SAFETY

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

Health and Immunization Certificates IQPPS 7.1

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

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 IQPPS 7.1, 9.13

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 it is immediately available to administrators or teaching staff who have consent from a parent or legal guardian for access to records, the child's parent or legal guardian and regulatory authorities, upon request.

Child Health and Safety Records will include:

1. Current information about any health insurance coverage required for treatment in an emergency;
2. Results of health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results;
3. Current emergency contact information for each child, that is kept up to date by a specified method during the year;
4. Names of individuals authorized by the family to have access to health information about the child;

5. Instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes);
6. Individual emergency care plans which include procedures as well as area maintenance 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" annually.
- At least one staff member who has a certificate of satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times.

Illness Policy and Exclusion of Sick Children IQPPS 7.11, 7.5

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

- **fever greater than 100 degrees F**
- **vomiting**
- **diarrhea**
- **pink eyes with drainage (conjunctivitis)**
- **cough with congestion and excessive nasal discharge**

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

- **Fever free for 24 hours without use of fever reducing medicines (Tylenol, etc.)**
- **Chicken pox: one week after onset (or when lesions are crusted)**

- **Strep: 24 hours after initial medication**
- **Vomiting/Diarrhea: 24 hours after last episode**
- **Conjunctivitis (pink eye): 24 hours after initial medication or when without drainage**
- **COVID-19: After at least 5 days AND symptoms have dissipated AND fever free for at least 24 hours.**

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

When a child develops signs of an illness during their day at preschool, parents, legal guardians, or other person authorized by the parent will be notified immediately to pick up the child. The preschool staff and/or school nurse reserves the right to make the final decision about whether a child can stay or must go home with illness. For this reason, please be sure that we have current, accurate phone numbers for you, your authorized emergency contact person and your child's pediatrician. The child will be provided a place to rest with supervision while staff contacts the parent, legal guardian, designated person or the staff makes other arrangements for child pickup. If the child is suspected of having a contagious disease, then until she or he can be picked up, the child is located where new individuals will not be exposed.

In the case of head lice, a student will be sent home at the discretion of the school nurse depending on the severity of the infestation. If a child is found to have live head lice at school, the parent will be notified. A letter of treatment guidelines will be sent home with the child at the end of the day. Treatment should be started before returning to school the next day.

Reporting Communicable Diseases

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.

Medication Policies and Procedures IQPPS 7.5

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

see if the child has any type of reaction. **Medications should be brought directly to school by the parent or care provider, <u>not</u> sent to school with the child. All medications must be in the original labeled container.**

Procedure: The school nurse coordinates and/or administers medication during school hours only if the parent or legal guardian has provided written consent and the medication is available in an original labeled prescription or manufacturer's container that is child-resistant. Any other person who would administer medication has specific training and a written performance evaluation, updated annually by a health professional on the practice of the five right practices of medication administration: (1) verifying that the right child receives the (2) right medication (3) in the right dose (4) at the right time (5) by the right method with documentation of each right each time the medication is given. Medication errors will be controlled by checking and recording these five right practices each time medication is given. Should a medication error occur, the Regional Poison Control Center and the child's parents will be contacted immediately. The incident will be documented in the child's record at the school.

For prescription medications, parents or legal guardians will provide the school with the medication in the original, child-resistant container that is labeled by a pharmacist with the child's name, the name and strength of the medication, the date the prescription was filled, the name of the health care provider who wrote the prescription, the medication's expiration date, and administration, storage, and disposal instructions.

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

Instructions for the dose, time, method to be used, and duration of administration will be provided to the teaching staff in writing (by a signed note or a prescription label) or dictated over the telephone by a physician or other person legally authorized to prescribe medication. This requirement applies both to prescription and over-the-counter medications.

Medications will be kept at the temperature recommended for that type of medication, in a sturdy, child-resistant container that is locked and prevents spillage.

Medication will not be used beyond the date of expiration on the container or beyond any expiration of the instructions provided by the physician or other person legally permitted to prescribe medication. Instructions which state that the medication may be used whenever needed will be renewed by the physician at least annually.

A medication log will be maintained by the school staff to record the instructions for giving the medication: consent obtained from the parent or legal guardian, amount, the time of administration, and the person who

administered each dose of medication. Spills, reactions, and refusal to take medication will be noted on this log.

Cleaning and Sanitization IQPPS 7.10, 7.10

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. Facility is cleaned regularly following district guidelines.

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 of one tablespoon household bleach to one quart of tap water. To disinfect surfaces, spray and let the bleach solution set for 3 to 5 minutes, then rinse the surface off with clean water, or it may be allowed to air dry. Machine washable cloth toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion must be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used.

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

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

Hand Washing Practices IQPPS 7.9

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

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

Children and adults wash their hands:

- upon arrival for the day;
- after diapering or using the toilet (use of wet wipes is acceptable for infants);
- after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit);
- before meals and snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry);

- after playing in water that that is shared by two or more people;
- after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals; and

Adults also wash their hands:

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

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

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

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

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

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

First Aid Kit IQPPS 6.3

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

Fire Safety IQPPS 7.6

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

Medical Emergencies and Notification of Accidents or Incidents IQPPS 9.8, 9.10

The Dunkerton CSD Preschool Program has in place a "Safety Procedures Folder" that describes the following situations and procedures to follow:

- Emergency phone numbers
- Fire procedures
- Utility failures (electric power failure, water line break, gas line break)
- Severe weather
- Bomb threats
- Physical threats/armed intruder
- Evacuations
- Crisis Intervention Plan, crisis intervention steps, and media procedures
- Accidental injury or illness procedures for life threatening and non-life threatening situations
- School crisis team members and a checklist to use
- List of CPR/first aid experienced persons in each building

This folder will be posted by the telephone and included in the first aid kit. The folder will be reviewed by each staff member at the beginning of each school year and when changes are made to it.

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

All staff will have immediate access to a device that allows them to summon help in an emergency. The telephone numbers of the Fire Department, Police Department, Hospital, and Poison Control will be posted by each phone with an outside line. Emergency contact information for each child and staff member will be kept readily available. The list of emergency telephone numbers, and copies of emergency contact information and authorization for emergency transport will be taken along anytime children leave the facility in the care of facility staff.

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

Inclement Weather

In the event that the Dunkerton CSD must be closed due to bad weather, we will notify families using the Remind Notification System. Instructions on how to sign up for Remind Notifications can be found on the District Website: dunkerton@k12.ia.us. The District will also post delays and cancellations on KWWL, KCRG, and KGAN television stations.

In the event of an unscheduled early dismissal, please make sure that you have discussed with your child where he/she needs to go. We will use the Remind Notification System as well as posting on the above television stations if school is dismissed early.

Protection From Hazards and Environmental Health IQPPS 6.7

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

All buildings have been tested for lead, radon, radiation, asbestos, fiberglass, and other hazards that could impact children's health with documentation on file. The District's water source is through the city of Dunkerton. 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, infectious diseases, injuries and environmental exposure. 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. Maintenance staff clears sidewalks of snow/ice to prevent falls.

Smoke Free Facility IQPPS 7.7

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

Child Protection Policies IQPPS 9.8, 9.10

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

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

is malicious. All teaching staff complete "Mandatory Reporter: Child and Dependent Adult Abuse" at least every three years and within six months of employment.

The school district does not tolerate employees physically or sexually abusing or harassing students. Students who are physically or sexually abused or harassed by an employee should notify their parents, legal guardians, teacher, principal, or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical or sexual abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations. The school district has designated an investigator for this purpose. Contact the office of the Superintendent to get contact information.

Substance Abuse

Persons under the influence of drugs or alcohol will not be permitted on the premises of Dunkerton CSD. At no time will children be released to a person under the influence of alcohol or drugs.

Volunteers IQPPS 2.2

Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the teacher, the elementary principal, or our office secretary if you would like to be a school volunteer. We have a volunteer job description that defines the role and responsibilities of a volunteer. For safety's sake, if a volunteer will be working with children, he/she will be expected to complete a child abuse and criminal background check. In addition, no volunteer with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children. If a volunteer works more than 40 hours per month with children, he/she will also need to provide a current health assessment, not more than one year old.

IX. STAFF

General Information IQPPS 9.5, 9.4

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

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

Health Assessment

The preschool program maintains current health information from documented health assessments for all paid preschool staff and for all volunteers who work more than 40 hours per month and have contact with children. A current health assessment (not more than one year old) is received by the program before an employee starts work or before a volunteer has contact with children. The health assessment is updated every two years. Documented health assessments include:

- Capacities and limitations that may affect job performance
- Documentation by a licensed health professional of TB skin testing using the Mantoux method and showing the employee to be free from active TB disease. For those who have a positive TB skin test and who develop a persistent cough or unexpected fever, immediate assessment by a licensed physician is required. For those who have increased risk of TB according to the Centers for Disease Control (CDC), documentation is required annually by a licensed health professional showing that the employee is free from active TB disease.

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 Superintendent's office.

Orientation IQPPS 8.4, 8.1

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

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

Follow-up training expands on the initial orientations. See New Staff Orientation information.

The employee's immediate supervisor should provide the new employee with a review of the employee's responsibilities and duties. The district business manager and/or superintendent will explain payroll procedures, employee benefit programs and accompanying forms to the employee.

Staffing patterns and schedule IQPPS 3.6, 9.9, 9.6

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

needs to temporarily leave the classroom, the person will call the elementary office to arrange for coverage in order to maintain the adult/child ratio.

Staff is provided space and time away from children during the day. Should staff work directly with children for more than four hours, staff is 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 3.6, 8.5, 8.3, 2.6

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

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

Evaluation and Professional Growth Plan IQPPS 8.5, 8.3

All staff are evaluated at least annually by an appropriate supervisor or, in the case of the program administrator, by the superintendent. 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.

Dunkerton CSD Preschool Program

Policies and Procedures

Signature Page

I have read and understand this handbook containing the Dunkerton CSD Preschool Program Policies and Procedures.

If you are a parent of a preschool student, please sign here:

_____ Date _____

Parent of _____

Print Child's Name

OR

If you are a staff member, please sign here:

_____ Date _____

Staff Member Signature