

Spencer Community Preschool Programs Handbook

Sites Including:



First English Christian, Head Start,
Johnson Elementary, Sacred Heart Catholic, YMCA
2026-2027

Preschool Policies and Procedures

Table of Contents

I. Welcome to our Spencer Community Preschool Program

II. Mission, Philosophy and Goals

- Mission
- Philosophy of Education
- Goals for Children
- Goals for Families

III. Enrollment

- Equal Education Opportunity
- Eligibility
- Hours
- Admission Criteria
- Waiting List
- Attendance
- Address, Telephone Number and Email Changes
- Photography, Video and Social Media Permission

IV. Funding and Fees

V. Inclusion

VI. A Child's Day

- Who works in the preschool
- * Using Time, Grouping and Routines to Achieve Learning Goals
- Daily Activities
- Responding to Children's Interests and Needs
- Making Learning Meaningful for All Children

VII. Curriculum

- Socio-Emotional Development
- Physical Development
- Language Development
- Early Literacy

VIII. Assessment

- Assessment Plan
- Purpose for Assessment
- Procedures for Assessment
- Uses of Assessment Results
- Assessment Dates
- Additional Assessment
- Program Assessment

IX. Supervision Policy

- Child Guidance and Discipline
- Challenging behavior
- Water Activities

X. Nutrition and Food

- Snacks, Food and Nutrition
- Safe and Family Style Meals
- Handwashing
- Ending the meal safely
- Allergies and Intolerances

XI. Outside Play

- Outside Play and Learning

XII. Supplies

- Clothing, Labeling and Supplies

XIII. Toileting

- Toilet Learning

XIV. Safety

- Hazards
- Objects from Home
- Weapon Policy
- Classroom Animals and Pets
- Allergy-free Areas
- Birthdays
- Nap time
- Healthy Environment
- Toy Sanitation
- Cleaning and Sanitation Schedule
- Frequency

XV. Communication with Families

- Sharing Information Between Staff and Families
- Nurturing Families as Advocates for their Children
- Transitions
- Open Door Policy
- Unlimited Access
- Grievance Policy
- Translator

XVI. Transportation

- Arrival and Departure of Children
- Preschool Transportation Guidelines
- Field Trips

XVII. Confidentiality

- Ethics and Confidentiality
- Children's Records

XVIII. Family Involvement

- Community Preschool Parent Advisory Board
- Non-discrimination Statement
- Home Visits
- Family Teacher Conferences
- Family Night
- Transitions

- Volunteers

XIX. Health and Safety

- Physical Exam
- Health And Immunization Certificates
- Dental Exam
- Caring For An InjuredChild
- Insurance
- HeadLice
- Health and Safety Records
- General Health and Safety Guidelines
- Illness Or Injury
- Emergency Care Policies
- Medications
- Administering Medications
- Over the Counter Medications
- Disabilities
- Cleaning and Sanitization
- First Aid Kit
- Fire Extinguishers, Fire Alarms and Carbon Monoxide Detectors
- Lead, Radon, Radiation, Asbestos, Fiberglass, etc.
- Fire Safety
- Child Abuse Reporting
- Emergency Response Procedures
 - o Fire and Tornado Drills
 - o Evacuation Procedures
 - o Emergency Transport
 - o Lost or Missing Children
 - o Security Threats
 - o Medical Emergency
 - o Dental Emergency
 - o Medical Emergencies and Notification of Accidents or Incidences
 - o Protection from Hazards and Environmental Health
 - o Child Protection Policies
 - o Custodial Rights

XX. Community Relationships

- Linking with the Community

XXI. Staff

- General Information
- Leadership and Budget
- First Aid/CPR Certification
- Staffing patterns and schedule
- Staff development activities
- Evaluation and Professional Growth Plan
- Reporting of Child Abuse by Staff
- Licensure Requirements
- Code of Ethics
- Teachers' Disposition and Professional Commitment
- Professional Development Plan
- Universal Precautions
- Guidelines for Cleaning up Body Fluid Spills

- Wellness Policy
- Technology

I. Welcome to the Spencer Community Preschool Programs (IQPPS 10.1)

The Spencer Community Preschool 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 eligible 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 (IQPPS), 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 (IQPPS 10.1)

Mission: The mission of the Spencer Community Preschool Programs, a partnership of school staff, parents and community, is to prepare students to develop maximum knowledge and skills to become lifelong learners and responsible citizens. This will be accomplished by recognizing the value of each individual child and promoting academic and social growth in a challenging and caring environment.

Preschool Philosophy of Education: The Spencer Community Preschool Programs are based on the importance of children who are respected and valued in a nurturing, supportive, safe, and caring environment. We take an interest in all aspects of the children's development, both at home and at school. We work closely with families in helping the children achieve their potential, while letting them develop at their own pace. We implement The Creative Curriculum which aligns to the following objectives for development and learning:

- Social-Emotional (emotions and social skills)
- Physical (fine and gross motor skills)
- Language (communicates and listens)
- Cognitive (thinking skills, problem solving and logic)
- Literacy (pre-reading and prewriting skills)
- Mathematics (number concepts)
- Science and Technology (asks questions about their surroundings and tools)
- Social Studies (understands self, people and places)
- The Arts (drawing, music, dance, drama)
- English-Language Acquisition (listening, speaking and understanding English)

The State of Iowa Department of Human Services (DHS) licenses the Spencer Community Preschool Programs. We comply with all the childcare regulations set forth by the DHS. A copy of the Child Day Care Licensing Standards is available upon request.

Goals for Children:

- Spencer Community Preschool Programs will promote physical, social, emotional and cognitive growth for children and prepare them for future growth and development.
- Children will be enthusiastic and curious learners.
- Children will be safe and healthy.

Goals for Families:

- Spencer Community Preschool Programs will promote family involvement and collaborate with families and agencies.
- Families will feel welcome in the classroom and school.
- Families will work with the school in a meaningful partnership to help their children with their early childhood development, socially, emotionally, physically and academically.
- Families will advocate for their children.
- Families will feel supported and nurtured in their child rearing efforts.

III. ENROLLMENT

Equal Educational Opportunity Code No. 102

It is the policy of the Spencer Community Preschool Programs not to discriminate in its education programs or educational activities on the basis of race, color, national origin, religion, sex, disability, sexual orientation, gender identity, socioeconomic status, creed, or marital status.

The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity. The board is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, color, religion, sex, marital status, national origin, sexual orientation, gender identity, socioeconomic status, creed, or disability. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment. Teaching staff counter potential bias and discrimination by treating all children with equal respect and consideration, initiating activities and discussions that build positive self-identity and teach the valuing of differences. Staff will intervene when children tease or reject others. They will provide models and visual images of adults with differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations. Staff will also avoid stereotypes in language references.

Students who feel they have been discriminated against are encouraged to report it to the school district Equity and Affirmative Action Coordinator, Superintendent of Spencer Schools, who can be reached at 712-262-8950. Sacred Heart concerns will be addressed by Tyler Horkey at 712-262-6428. YMCA concerns will be addressed by Nathan Prenzlowl at 712-262-3782. First English Christian Preschool concerns will be addressed by Tammi Harrison at 712-262-3699, CDC and Head Start concerns will be addressed by the Human Resource Department at 712-262-2882. Inquiries may also be directed in writing to the Director of the region VII Office of Civil Rights, US Department of Education, 310 W. Wisconsin Ave., Ste. 800, Milwaukee, WI, 53203-2292, (414) 291-1111, or the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, (515) 281-5294. Procedures and levels are outlined in district policy for resolving complaints and are available upon request from the superintendent's office.

Eligibility

Children must be four years of age for the four year-old program prior to September 15th of the current school year. Pre-registration will begin in the early spring of the year. Registration materials are available at each preschool site.

- Johnson Preschool- 712-262-2710

- Sacred Heart 712-262-6428
- Spencer Family YMCA, 712-262-3782,
- Jefferson Head Start 712- 262-2882
- First English Christian 712-262-3699

Hours

Early Childhood Special Education (ECSE) Classrooms operate on the following schedule:

- 8:15-3:15 (M-F)
- Every Wednesday is a 12:00 PM dismissal for staff professional development and planning.

The Statewide Preschool Program operates on the following schedule:

Johnson Site: (M-F)

- AM program-8:15-11:30
- Full Day Program-8:15-3:15
- Every Wednesday is a 12:00 PM dismissal for staff professional development and planning- childcare available for full day preschool students.

YMCA Site: (M-F)

- Full Day Program-8:30-3:15

Sacred Heart Site: (M-F)

- Full Day Program: 8:30-3:15

Head Start Site: 8:15-3:00 (M-F)

- All Day Program: (based on income eligibility requirements)

First English Christian Site: (M-F)

- Full Day Program: 8:30-3:15
- Half Day Program: 8:30-11:15
- Every Wednesday is a 11:15 am dismissal for staff professional development and planning.

Please check the district calendar for closing due to holidays, staff development and other related closings. School Day Hours, Late Starts, Early Dismissals

We follow the Spencer Community School District's calendar. In case of school cancellation, the closing will be announced on the radio and area TV stations. Please listen to:

Radio Stations: KIGL at 104.9, KUOO at 103.9, KICD FM at 107.7,
KICD AM at 1240, Y 100 FM at 100.1

Log onto www.kicdam.com and click on Weather Closings

TV Stations: KTIV Channel 4, KCAU Channel 9, and KMEG Channel 6

Weather announcements are also made at <http://www.spencerschools.org/>.

The opening and closing hours of the program must be respected. In the case of a scheduling conflict, the parent(s)/guardian(s) must make arrangements for another adult to pick up the child. However, children can be released only to parent(s)/guardian(s) or to individuals designated in writing. The school doors are locked for security purposes throughout the day. You will need to push the buzzer/intercom system to be allowed into the building during school hours.

When you bring your child to school in the morning, you are required to do an adult to adult exchange and sign in unless your child rides the bus.

Admission Criteria

Parents must provide the program with the forms listed below. Unless noted otherwise, these forms are required by the State of Iowa and shall be updated annually. The Department of Human Services carefully checks these forms to be sure the information is complete, i.e. doctor's address and telephone number, specific dates and signatures. For questions or concerns about

licensing standards, you may contact the childcare consultant for our area by contacting the Department of Human Services at 262-3586.

- Physical form signed by your child's doctor
- Immunization card signed by a health official, noting the complete date and source of each immunization or proof of exemption required by the State of Iowa .
- Enrollment information with field trip and video permission given.
- Emergency medical consent and a free and reduced lunch form (if applicable)
- Birth certificate

All students attending the Wednesday child care must have a physical on file before starting.

Class size:

The maximum class size is 18 children (16 in 3 year old classrooms) in each session based on square footage of the current location. A teaching staff-child ratio of at least 1:10 for 4 year olds and 1:8 for 3 year olds, will be maintained at all times to encourage adult-child interactions and promote activity among children.

Attendance

Iowa Law now addresses absenteeism. A child enrolled in the program and is not attending regularly, the school district will follow its compulsory attendance policies and procedure.

[.https://www.spencerschools.org/page/district-documents](https://www.spencerschools.org/page/district-documents).

It is the responsibility of parents/guardians to see that their children fulfill legal compulsory education requirements through public education. When a student is ill parents are asked to call the school before 9:00 AM. If parents do not call, an attempt will be made to contact the parent.

The district recommends that families align vacations, etc. with predetermined breaks within the school calendar when possible. **See academic calendar for scheduled breaks.**

The following process will be used to address habitual attendance concerns beginning when the number of absences meets or exceeds 10% of the total number of student days:

- 10% - Letter from the school notifying parents of the attendance concerns
- 15% - A meeting will be scheduled to create an Attendance Success Plan with the student and parents. Failure to participate in the Attendance Success Plan meeting will result in a referral to the Clay County Attorney in accordance with Iowa Senate File 2435.
- 20% - The student's attendance records will be shared with the office of the Clay County Attorney

If a student must be absent in excess of the number of days outlined above, the parent/guardian has the responsibility of contacting the school to discuss these absences. Violations of the compulsory attendance law must be reported to the Clay County Attorney. Compulsory attendance starts when students enroll in Kinder Kids.

Address, Telephone Number and Email Changes

Please notify the building office where your child attends preschool with any address, home telephone number, work telephone number, cellular telephone number, or email changes as soon as they occur. This is essential in being able to contact a parent in case of an emergency. This information is kept in the facility office and is updated as needed, but at least quarterly. The content of the file is confidential, but is immediately available to:

- Administrators or teaching staff who have consent from a parent or legal guardian for access to records
- The child's parents or legal guardian
- Regulatory authorities, upon request

Photography, Video and Social Media Permission

Students may be involved in school-sponsored activities that may result in photographs being taken of students engaged in those activities. These activities may include, but shall not be limited to: performing in school productions or athletic contests, displaying samples of student work, or representing a particular instructional program. These visual images may take the form of videos, photographic (film or digital) display, or pictures in newspapers, magazines, reports, school-sponsored Internet sites or class social media pages. Students may or may not be identified. Parents who do not want their student's directory information and/or photograph/visual image to be given out and/or published must notify the School Office in writing no later than September 30 of each school year.

IV. FUNDING AND FEES

All students attending ECSE will be attending at no cost. The Statewide Voluntary Preschool Programs (SWVPP) has no fee. We charge a supplemental fee for the afternoon portion of the program. A portion of the Johnson Elementary Preschools and CDC is a state grant-funded program that provides services for income eligible (130% of poverty level) and high-risk families. Other programs are federally funded for children with special needs.

Students that attend the full day SWVPP at Johnson, \$150 will be charged for the additional hours. Payment is due on the 1st of every month. Parents will receive communication from the school about balances due. Families who have a delinquent balance will be sent to collections at the discretion of the district.

Head Start is an income-based program and would be based on eligibility for the program.
***Fees are subject to change.

Check other centers/sites for rates.

V. INCLUSION (IQPPS 9.10)

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. (IQPPS 9.10)

The local Prairie Lakes Area Education Agency (AEA) office provides additional services to our special needs population who meet the qualifying guidelines for services and to assist them in serving the needs of all children, especially those with disabilities, behavior challenges and/or other special physical and psychological needs. The school and AEA shall partner with the parents or legal guardians of the child to initiate and maintain an ongoing approach to meet all special needs/challenges the child might have for academic and social success. Students of concern may receive additional testing, learning/enhancement materials, consultant services and/or home care assistance when available. AEA support services provided include occupational therapy, physical therapy, speech, or visual and hearing impaired services.

VI. A Child's Day (IQPPS 10.2)

Who Works in the Preschool

Program Administrator The Johnson Elementary School Principal is designated as the program administrator supervising the preschool program. The principal meets all qualifications described in the Iowa Quality Preschool Program Standards.

Teacher

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

Teacher Associate

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

School Nurse

Students at Johnson school will have access to the school nurse.

Sacred Heart, First English and the YMCA oversee this care through office administrators and program directors. (IQPPS 5.1, 5.8)

Support Staff

Prairie Lakes Area Education Agency (AEA) support staff provides resources and assistance to the teacher and classroom upon request to help all children be successful in the preschool setting. Such staff may include: early childhood consultant, speech and language pathologist, social worker, occupational therapist, physical therapist or others.

Daily Activities

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. Teaching staff support children's development of friendships and provide opportunities for children to play with and learn from each other. Listening is balanced with talking, group activities with solitary time, indoors with outdoors, quiet play with noisy play. The schedule provides learning opportunities, experiences and projects that extend over the course of several days and incorporates time for play, creative expression, large group, small group and child-initiated activity. Your child will have the opportunity for the following types of activities every day:

A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes: • dramatic play equipment; • sensory materials such as sand, water, play dough, paint, and blocks; • materials that support curriculum goals and objectives in literacy, math, science, social studies, and other content areas; and, • gross motor equipment for activities such as pulling up, walking, climbing in, on, and over, moving through, around, and under, pushing, pulling, and riding.

Sample Daily Schedule:

School Arrival

Circle Time

Bathroom Break

Large Group Time

Work time and Centers (blocks, fine motor, dramatic play, art, science, etc.)

Story Time

Outside Time

Bathroom Break

Dismissal

- Making Learning Meaningful for All Children

Teachers use curriculum in all content and developmental areas as a flexible framework for teaching and to support the development of daily plans and learning experiences. Play is planned for each day. Teachers and families work together to help children participate successfully in the early childhood setting when professional values and practices differ from family values and practices. Teaching staff help children understand spoken language by using pictures, familiar objects, body language and physical cues. They support the development and maintenance of children's home language whenever possible. Teachers offer children opportunities to engage in classroom experiences with members of their families. Teaching staff use varied vocabulary and engage in sustained conversations with children about their experiences.

VII. Curriculum (IQPPS 2.1 - 2.3)

It is the policy 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 fosters 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 curriculum is implemented in a manner that reflects responsiveness to family home values, beliefs, experiences and language. (IQPPS 2.1 - 2.3)

The Creative Curriculum Model is used by the Spencer Community Preschool Program to assist teachers in planning a classroom and outdoor environment. A wide variety of learning materials with curriculum goals in mind are provided so that no matter where the children choose to play, they are learning. The materials are all at the children's access level in containers or on hooks so children can get them independently and also are able to put the materials away again. Children learn through direct, hands-on experiences with people, objects, events, and ideas. The Spencer Community Preschool staff understand how children develop and how to scaffold the important areas of learning in the preschool years to offer guidance and support. Activities are adapted to meet the developmental level of all the children. The environment is organized into a variety of interesting areas, which might include: blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and movement, cooking, computers and outdoors. These areas support children's development. Teaching staff support children's competent and self-reliant exploration and use of classroom materials. (IQPPS 2.1 - 2.3)

Socio-Emotional Development

Teaching staff express warmth through behaviors such as physical affection, eye contact, tone of voice, and smiles. Teaching staff talk frequently with children and listen to children with attention and respect. They:

- Respond to children's questions and requests;
- Use strategies to communicate effectively and build relationships with every child;
- Engage regularly in meaningful and extended conversations with each child.

-Teaching staff promote prosocial behavior by interacting in a respectful manner with all staff and children. They model turn taking and sharing as well as caring behaviors. Staff helps children negotiate their interactions with one another and with shared materials. They engage

children in the care of their classroom and ensure that each child has an opportunity to contribute to the group. Staff encourages children to listen to one another while helping and encouraging children to provide comfort when others are sad or distressed. They use narration and description of ongoing interactions to identify prosocial behaviors. (NAEYC 1.D.05; IQPPS 1.8) Teaching staff help children manage their behavior by guiding and supporting children to:

- persist when frustrated.
- play cooperatively with other children.
- use language to communicate needs.
- learn turn taking.
- gain control of physical impulses.
- express negative emotions in ways that do not harm others or themselves.
- use problem solving techniques.
- learn about self and others.

The Creative Curriculum is consistent with the Iowa Quality Preschool Program Standards (IQPPS) and Guidelines for developmentally appropriate practice. The goals and objectives outlined by The Creative Curriculum guide the teacher's ongoing assessment of children's progress. (IQPPS 2.5) The Creative Curriculum is the leading curriculum model used by early childhood programs. (IQPPS 2.1, 2.2) Teachers use the curriculum in all content and developmental areas as a flexible framework for teaching and to support the development of daily plans and learning experiences. (IQPPS 3.13)

Physical Development

Children are provided with a variety of opportunities and materials that support fine-motor development. Children have varied opportunities and are provided equipment to engage in large motor experiences that:

- a. Stimulate a variety of skills.
- b. Enhance sensory-motor integration.
- c. Develop controlled movement (balance, strength, coordination).
- d. Enable children with varying abilities to have large-motor experiences similar to those of their peers.
- e. Range from familiar to new and challenging.
- f. Help them learn physical games with rules and structures.

Language Development

Children are provided with opportunities for language acquisition that:

- Align with the program philosophy.
- Consider family perspectives.
- Consider community perspectives.

Early Literacy

Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom: items belonging to the child are labeled with his or her name. Materials are labeled. Print is used to describe some rules and routines. Teaching staff help children recognize print and connect it to spoken word.

VIII. Assessment (IQPPS 4.1-4.9)

Spencer Community Preschool Program Assessment Plan:

The Spencer Community Preschool program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on child learning and development. Curriculum goals and objectives guide teachers' ongoing assessment of children's progress. Teaching Strategies GOLD is the program's ongoing assessment tool which has been tested for reliability and validity. Assessment results are used to benefit children by informing teachers about sound decisions, teaching, and program improvement. 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. We utilize a variety of assessment methods that are sensitive to and informed by family culture, experiences, children's abilities and disabilities, and home language; are meaningful and accurate; and are used in settings familiar to the children.

Purpose for Assessment:

Assessments obtain information on all areas of children's development and learning, including cognitive skills, language, social-emotional development, science and technology, the arts, literacy, mathematics, social studies, physical development and English Language Acquisition. Assessment results help the program plan for individualized student instruction, but also assists the program in planning for targeted professional development for staff, better curriculum, improved instructional practices and adjustment in program resources. (IQPPS 7.3, 7.5)

Conditions for Assessment:**Examples of Assessment Conditions:****1. Natural Classroom Environment**

- Children are observed during regular classroom activities such as center time, circle time, or outdoor play.
- *Example:* A teacher observes a child's ability to share toys with peers during free play.

2. Small-Group or One-on-One Setting

- When a skill can't be easily observed in a large group, the teacher may work with the child individually or in a small group.
- *Example:* A teacher sits with two children to assess counting objects up to 10 using blocks.

3. Routine Daily Activities

- Assessment occurs during natural routines such as snack, transitions, or cleanup time.
- *Example:* The teacher notes whether a child can follow two-step directions during cleanup.

4. Play-Based Activities

- Skills are assessed through play to ensure children are comfortable and engaged.
- *Example:* While pretending to run a "grocery store," a child is assessed on vocabulary and problem-solving skills.

5. Familiar Materials and Settings

- Children use materials they know and are in familiar spaces to reduce anxiety and get authentic results.
- *Example:* The teacher assesses fine motor skills using the child's usual art supplies rather than a formal worksheet.

6. Flexible Timing and Supports

- Children may be assessed at different times of day or given prompts, visuals, or other supports as appropriate.
- *Example:* A child who struggles in the morning may be assessed in the afternoon when they are more alert.

Procedures for Assessment:

Parents and school staff will work together to complete the ASQ-3 (Ages and Stages) screening tool in order to collect initial information regarding the preschoolers' development, motor skills, language development, social and cognitive skills as well as perceptual development. This screening tool is conducted with all children within three months of program entry. The ASQ-3 meets professional standards of standardization, reliability and validity.

Program staff informs families about the program's systems for formally and informally assessing children's progress. This information includes the purposes of the assessment, the procedures used for assessment, procedures for gathering family input and information, the timing of assessments, the way assessment results or information will be shared with families and the ways the program will use the information.

Teachers observe and document children's work, play, behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.

Families have ongoing opportunities to share the results of observations from home and can contribute to the assessment process. Program staff encourages families to raise concerns and work collaboratively with us to find mutually satisfying solutions that staff then incorporates into classroom practice.

Uses of Assessment Results:

All assessment results will be kept confidential. Preschool staff will use the information from the assessments to improve curriculum and adapt instructional practices and the environment based on student needs. Teachers refer to curriculum goals and developmental expectations when interpreting assessment data. The assessments are helpful to describe the developmental progress and learning of the children within our program. All results will be used to help drive program improvements. Assessments will be utilized to specifically identify children's interests and needs. Parents will play an integral part in the data collection process when determining interests and needs; communication with parents will be an ongoing and crucial component of our preschool assessment plan. Preschool staff and parents will work together to determine each child's developmental progress and learning goals. If further assessment is needed, this team will work together to arrange for developmental screening and/or referral for diagnostic assessment if it is needed. (QPPS 7.3, 7.4, 7.5))

Assessment Dates:

Preschool Assessment Matrix					
Assessment	Purpose	Timelines	Frequency	Completed by	How Families are involved
Health Physical	Well-being Referral	Prior to Entry	Yearly	Medical Personnel	Registration information
Immunizations	Health	Prior to Entry	As per schedule	Medical Personnel	Registration information
Ages and Stages Questionnaire (ASQ-3)	Development Motor Language Social Cognitive Perceptual Referral	Sent home prior to entry and collected by teachers at home visits	Yearly	Parent Staff	The Fill out ASQ form
What do I need to know about you child form/interview	Motivate, respond to and understand the student	Beginning of the year.	Yearly	Parent Staff	Fill out the ASQ form. Provide the teacher information about your child throughout the year.
Speech	Communication Articulation Referral	As needed	As needed	Speech	ASQ documentation and family interview information
Mental Health Observation	Behavior Referral	As needed	As needed	Psychologist Social Worker	Registration health information and ongoing communication.
Dental/Vision/Hearing	Health Referral	Screening recommended/ As needed	As needed	Medical Personnel	Registration information And updates as needed.
The Creative Curriculum GOLD Checklists Observations Individual Testing Work Sampling	On-going Assessment of Development	3 times per year with ongoing collection of data.	3X/year	Classroom teacher, TAs and parent/guardian	Information shared and input gathered at home visits and family conferences. Two way communication.

Family Conferences	Parent Input Child Interests Child Needs Child Goals Curriculum, strategies and environmental changes Referral	At Parent/Teacher conferences and home visits	2X/year	Classroom teacher and parent/guardian	Attend conferences.
--------------------	---	---	---------	---------------------------------------	---------------------

All published instruments used by the Spencer Community Preschool Program are evaluated to verify the standardization sample, standardization procedures, scoring, reliability and validity to ensure that the results obtained with the instruments are valid for the program's purposes.

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.

When program staff suspects that a child has a developmental delay or other special need, this possibility is communicated to families in a sensitive, supportive and confidential manner and is provided with documentation and explanation for the concern, suggested next steps and information about resources for assessment. Program staff encourages and supports families to make the primary decisions about the services that their children need, and they encourage families to advocate the needed services. Program staff provides families with information about programs and services from other organizations. Staff support and encourage families' efforts to negotiate health, mental health, assessment and educational services for their children. Program staff use established linkages with other early education programs and local elementary schools to help families prepare for and manage their children's transitions between programs, including special education programs. Staff provides information to families that can assist them in communicating with other programs.

All preschool facilities work closely with the Prairie Lakes Area Education Agency (AEA). When the need for developmental screening is necessary, the AEA helps determine the appropriate assessments to be used.

Child records include:

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

about the child.

5. Instructions for any of the child's special health needs such as allergies or chronic illness
6. Supporting evidence for cases in which a child is under immunized because of a medical condition or the family's beliefs. Staff implements a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

The program has and implements a written agreement with Clay County Public Health, who is a health professional with specific training in health consultation for early childhood programs.

- The health consultant or school nurse visits at least two times a year and as needed.
- The health consultant or school nurse observes program practices and reviews and makes recommendations about the program's practices and written health policies to ensure health promotion and prevention of infection and injury. The consultation addresses physical, social-emotional, nutritional, and oral health, including the care and exclusion of ill children.
- The program documents compliance and implements corrections according to the recommendations of the consultant or school nurse.

Program Assessment

The Spencer Community Preschool Program implements the Iowa Quality Preschool Program Standards (IQPPS). We will receive a verification visit in the future to confirm we are meeting these standards. The program administrator will be working closely with all sites to ensure all standards are met and maintained.

IX. Supervision Policy (IQPPS 9.2)

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

- All safety plugs and electric outlets are covered, heat/AC, water temperature, and toilets, etc. in working order.
- All cleaning supplies/poisons out of children reach and are stored properly.
- Classroom and materials checked for cleanliness/broken parts, etc. including playground.
- Supplies checked - first aid kit, latex gloves, soap, paper towels, etc.
- Daily monitoring of the environment - spills, sand, etc. Other serious problems were reported to the head custodian.
- Upon arrival, each child is observed by the teacher for signs of illness or injury that could affect the child's ability to participate in the daily activities.

The indoor environment is designed so that staff can supervise children by sight and sound at all times without relying on artificial monitoring devices. In semi private areas, it is always possible for both children and adults to be observed by an adult from outside the area.

Child Guidance and Discipline (IQPPS 1.5-1.9)

Teaching staff will equitably use positive guidance, redirection, and planning in an attempt to prevent problems. Teachers provide children opportunities to develop the classroom community through participation in decision making about classroom rules, plans and activities. 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. Teaching staff will encourage children to respect other people, to be fair, respect property and learn to be responsible for their actions. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn taking.

Teaching staff never use physical punishment (shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair or ears, requiring a child to remain inactive for a long period of time) and do not engage in psychological abuse (shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection) or coercion (rough handling, forcing a child to sit down, lie down, or stay down, except when restraint is necessary to protect the child or others from harm, physically forcing a child to perform an action such as eating or cleaning up).

Challenging Behavior (IQPPS 1.2-1.9)

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

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

Teachers address challenging behavior by:

- assessing the function of the behavior
- convening families and professionals to develop individualized plans to address behavior
- using positive behavior support strategies

For children with persistent, serious, challenging behavior, teachers, families and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success. Rather than focus solely on reducing the challenging behavior, teachers focus on teaching the child social, communication and emotional regulation skills while using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child's appropriate behavior.

Teaching staff help children manage their behavior by guiding and supporting children to:

- Persist when frustrated;
- Play cooperatively with other children;
- Use language to communicate needs;
- Learn turn-taking;
- Gain control of physical impulses;
- Express negative emotions in ways that do not harm others or themselves;
- Use problem-solving techniques; and
- Learn about self and others.

All family and staff will be notified of child guidance and discipline policy at parent meetings, through the handbook and throughout the year from teaching staff. The goal of the policy is to limit or eliminate the use of suspension, expulsion and other exclusionary methods. The use of suspension, expulsion and other exclusionary methods will comply with federal and state civil rights guidelines. The program will attempt all other forms of corrective behavior as outlined in the handbook with parental involvement before taking such measures as expulsion. Expulsion will be used as a last resort with agreement that expulsion is in the best interest of the child. Spencer Community preschools will work with the family to offer assistance to the family in

accessing services and an alternative placement if exclusionary measures must be taken.

Water Activities (IQPPS 5.7, 9.1, 9.14)

We have a water table in the classroom for children to stand and play with their hands in the water. Children will wash their hands before playing with water. During water play children are involved in active experiences with science and math concepts. Precautions are taken to ensure that communal water play does not spread infectious disease. No child drinks the water. 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 will supervise all children by sight and sound in all areas with access to water in tubs, buckets, and water tables. Water will be changed during the am and pm classes for health and safety reasons.

X. Nutrition and Food (IQPPS 5.9-5.17)

Snacks/Foods and Nutrition

Children attending the AM session will have breakfast before arriving at preschool. A snack may be served two hours after breakfast has ended. Children attending the PM session must eat lunch prior to arriving at preschool.

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

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/or health plan and provide parents with that information.

High-risk foods, often involved in choking incidents, will not be served. Also, food with an expired date will not be served to children. The staff will check all food and food packages for expiration dates and discard food past the expiration date.

Some programs serve meals and/or snacks at regularly established times. Meals and snacks are at least two hours apart but not more than three hours apart.

Staff take steps to ensure the safety of food brought from home:

- We work with families to ensure that foods brought from home meet the food requirements of USDA's CACFP;
- All foods and beverages brought from home are labeled with the child's name and the date;
- Staff make sure that food requiring refrigeration stays cold until served;
- Food is provided to supplement food brought from home, if necessary; and
- Food that comes from home for sharing among the children is either whole fruits or commercially prepared packaged foods in factory-sealed containers.

Breakfast and lunch are provided for children who attend a full day program. Special diets are followed with physician's orders. Meals are served family style with consideration for cultural and ethnic preferences to broaden children's development through food experiences. The program prepares menus, posts them where families can see them, and has copies available for families. Menus are sent home each month, posted at the center, and kept on file for review.

Safe and Family Style Meals:

Young children benefit when meals are served family-style. They learn independence, cooperation, how to make decisions, and table manners. Family-style meals also help children develop fine motor, communication, and self-help skills.

Family-style meals offer staff an opportunity to observe and assess many areas of a child's development in the context of a daily routine. During one meal, you may note everything from one child's aversion to certain food textures to another child's challenges with communicating with others at the table.

Hand-washing

Effective hand-washing is one of the most important steps in controlling the spread of germs. This is particularly true when children are touching and eating food. Hands should be lathered with soap, preferably liquid soap, and thoroughly rubbed for at least 20 seconds. After washing, rinse until soap and dirt are removed, and use a disposable paper towel for drying. Adults should model appropriate hand washing procedures. Ensure that children and adults wash their hands before setting the table or serving food, before eating, and after cleanup.

The final step of the family-style meal is to dispose of garbage to control odors, pests, and contamination. Caring for our Children recommends that meal waste be removed from the kitchen every day and kept in containers out of children's reach.

Kitchens contain separate sinks for handwashing and food preparation. 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. Kitchen sinks are not used to bathe children or rinse fecal matter.

Allergies and Intolerances

Documentation from medical personnel is received and developed into an Individual Health Plan which is implemented through daily practices at the center.

XI. Outside Play (IQPPS 5.4, 9.1, 9.5 - 9.8)

Outside Play and Learning

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.

Outdoor play areas are designed with equipment that is age and developmentally appropriate and that is located in clearly defined spaces with semi private areas where children can play alone or with a friend, accommodate:

- motor experiences such as running, climbing, balancing, riding, jumping, crawling, scooting, or swinging;
- activities such as dramatic play, block building, manipulative play, or art activities; and 39
- exploration of the natural environment, including a variety of natural materials such as non-poisonous plants, shrubs, and trees.

The program makes adaptations so children with disabilities can fully participate in the outdoor curriculum and activities.

Program staff provide for an outdoor play area that is protected by fences or by natural barriers to prevent access to streets and to avoid other dangers, such as pits, water hazards, or wells.

Preparing for outdoor play allows children the opportunity to practice dressing skills. Children need warm clothing such as: hats, mittens, snow pants, and boots. Classrooms provide these items if necessary. When the group ratio is reached, it is recommended children be taken outside.

The minimum staff ratio is maintained for any outdoor activities at the center. Staff supervise outdoor and indoor play areas in such a way that children's safety can be easily monitored and ensured. Teaching staff supervise by positioning themselves to see as many of the children as possible. If there is a specific area/piece of equipment where injury is more likely to occur staff position themselves in that area. The outdoor play area is arranged so that staff can supervise children by sight and sound.

XII. Supplies

Clothing, Labeling and Supplies

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. Sacred Heart has a dress code. 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. All families are asked to provide an extra set of clothing for their child in case of an "accident" or messy play. We ask that you please clearly mark all items and send them in a bag that is also marked with your child's name. Please dress your child appropriately for "play" and for the

weather, since we feel it is important for children to get outside for exercise and fresh air each day.

XIII. Toileting (QPPS 5.5)

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

1. Diapering will only be done in the designated diaper area. Food handling will not be permitted in this diapering area. Toilet changing areas will be separated by a partial wall or separated by at least 3 feet from other areas.
2. Staff use only commercially available disposable diapers or pull-ups unless the child has a medical reason that does not permit their use (the health provider documents the medical reason).
4. Staff post and follow changing procedures (as outlined in the Cleaning and Sanitation Frequency Table). These procedures are used to evaluate teaching staff who change diapers. Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standards: Standard 5, Criteria 7:
 - 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 when children are awake and when children awaken. Diapers are changed when wet or soiled.
 - Staff changes children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
 - At all times, caregivers have a hand on the child if being changed on an elevated surface.
 - Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
 - Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use.
 - Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.
 - Staff is evaluated on the use of the proper procedures for diapering.
 - Diapering and Gloving posters will be posted in the changing area showing procedures through the use of visuals and words. These procedures are used by the program administrator to evaluate teaching staff that change diapers.
5. 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.

XIV. Safety

Hazards

Program staff protects children and adults from hazards, including electrical shock, burns or scalding, slipping, tripping or falling. Floor coverings are secured to keep staff and children from tripping or slipping. The program excludes the use of baby walkers.

Objects from Home (toys)

Because the preschool program provides ample toys and learning materials for your child, we ask that your children not bring toys from home to preschool. Please do not allow children to bring gum, candy, money, or toys from home. The program cannot be responsible for lost or broken toys brought from home. It is very difficult for a child to share his/her toy and even harder to understand if it is broken or lost. We cannot be responsible for items that are brought to preschool by your child. No guns or weapons of any kind are allowed.

Weapon Policy

No student shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any real weapon or a look-alike weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school building or other buildings or premises used for school functions, whether or not any person is endangered by such actions. "Look-alike weapon" means any item that resembles or appears to be a weapon; i.e., squirt guns, water rifles or pistols, slingshots, toy guns, toy grenades and other similar items including knives, etc. Violation may result in a student suspension/expulsion. Firearms and other significant hazards that pose risks to children and adults are prohibited. Weapons and other dangerous objects will not be tolerated. If children bring weapons or dangerous objects to school, parents will be notified and will be asked to meet with administrators and staff to determine a course of action. The police may be called to conduct an investigation. Police will be called immediately if parents, volunteers, or visitors are in possession of weapons or other dangerous objects.

Classroom Animals and Pets

No live animals are to be in the Statewide Preschool Program classrooms at any time.

Allergy-free Areas

In the event a child has an allergy to peanuts, dairy products, or animals, allergy-free areas will be provided at school. Alternate treats, milk and/or diet plan must be provided by the child's parents. Areas are maintained so children or adults who have allergies or any other special environmental health needs can have a safe, healthy environment according to the recommendations of a health professional.

Birthdays (IQPPS 5.13)

Birthdays are an important and significant event in the life of a child. They afford the opportunity for children to be given special recognition. Invitations to parties outside of school that do not include the entire class will not be distributed at school.

Students will be celebrating **birthdays** by choosing a fun activity for the entire class to enjoy. Each birthday student will get to select a special activity of their choice to be enjoyed by the class. Some examples might include an extra 15 minutes of recess, games in the gym, reading a special book, show and tell of a special item, playing games in the classroom, etc. Teachers will generate ideas with their students to brainstorm other age-appropriate activities that the class would like to do for birthday celebrations.

Nap Time

Each classroom will develop a nap time routine. After 45 minutes of rest, the classroom lights are turned on and the children are allowed to get up. If a child remains sleeping, let them sleep as appropriate. All other children will engage in the next scheduled activity. Half day programs do

not have a nap time.

Ratio requirements allow for the reduction of one staff per room when children are resting for a period of time not to exceed one hour provided staff ratio coverage can be maintained in the building. This staff member must be certified in CPR.

Teaching staff are aware of and positioned so they can hear and see any sleeping children for whom they are responsible, especially when they are actively engaged with children who are awake.

Healthy Environment

In order to maintain a healthy environment for children and adults; staff and volunteers demonstrate safe practices, foster safety awareness among children and parents, utilize NAEYC's Cleaning and Sanitation Frequency Table and Universal Precautions (Bloodborne Pathogens Policy and Human Immunodeficiency Virus (HIV) Infection Policy).

Sanitation and ventilation are used rather than sprays, air freshening chemicals or deodorizers to control odors in inhabited areas of the facility and custodial closets. Areas are maintained so children and adults who have allergies or any other special environmental health needs can have a safe, healthy environment according to the recommendations of a health professional.

Cleaning and Sanitization (IQPPS 5.18, 5.19)

Classroom areas will be maintained in a clean and sanitary condition. Toys that have been placed in a child's mouth or that are otherwise contaminated will be removed immediately and disinfected prior to using again. This also applies to other surfaces in the classroom. Toys and surfaces will be disinfected using an acceptable and safe disinfectant. Machine washable cloth toys that have been placed in a child's mouth or that are otherwise contaminated 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, and proper handling and disposal of contaminated materials. Routine cleaning will be supervised by the preschool teacher and will follow the Cleaning and Sanitation Frequency Table in Section III of the IQPPS manual. A checklist will be completed. Facility cleaning requiring potentially hazardous chemicals will be scheduled when children are not present. All cleaning products will be used as directed by the manufacturer's label.

Hand Washing Practices (IQPPS 5.6)

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

- Staff members and those children who are developmentally able to learn personal hygiene are taught hand washing procedures.
- Hand washing is required by all staff, volunteers, and children as hand washing reduces the risk of transmission of infectious diseases to themselves and to others.
- Staff will 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 (blowing nose, coughing on hand, or any mucus, blood or vomit)

- Before meals and snacks, preparing food, or serving food
- Before and after playing in water

Frequency

Visibly soiled areas should be cleaned immediately. Commonly used surfaces (like tables, chairs, diaper changing stations, and countertops) should be cleaned and sanitized after each use. Other areas and items known or likely to be soiled, should be disinfected at least daily.

XV. Communication with Families (QPPS 1.1, 7.4, 7.5)

The program will promote communication between families and staff by using written notes as well as informal conversations or e-mail. Families are encouraged to send written notes with important information so all the staff who work with the child can share the parent's communication. Teaching staff will write notes for families no less than weekly. Teaching staff encourage and recognize children's work and accomplishments. They 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, seesaw, notes, or phone calls. Teachers, families and relevant specialists have regular opportunities to participate in two-way communication conferences to discuss each child's progress, accomplishments, difficulties in the classroom and at home as well as to plan learning activities.

As a part of orientation and ongoing staff development, new and existing program staff develop skills and knowledge to work effectively with diverse families. Program staff uses a variety of formal and informal strategies (including conversations) to become acquainted with and learn from families about their family structure; their preferred child-rearing practices; and information families wish to share about their socioeconomic, linguistic, racial, religious and cultural backgrounds. Program staff actively use information about families to adapt the program environment, curriculum and the teaching methods to the families they serve. To better understand the cultural backgrounds of children, families and the community, program staff participate in community cultural events, concerts, storytelling activities or other events and performances designed for children and their families. Program staff provides support and information to family members legally responsible for the care and well-being of a child. Program staff establish intentional practices designed to foster strong reciprocal relationships with families from the first contact and maintain them over time.

Program staff ensures that all families, regardless of family structure; socioeconomic, racial, religious, and cultural backgrounds; gender; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities. These opportunities consider each family's interests and skills and the needs of program staff. Program staff engages with families to learn from their knowledge of their child's interests, approaches to learning, and the child's developmental needs, and to learn about their concerns and goals for their children. This information is incorporated into ongoing classroom planning. Program staff uses a variety of formal and informal methods to communicate with families about the program philosophy and curriculum objectives, including educational goals and effective strategies that can be used by families to promote their children's learning. Staff use a variety of methods such as new family orientations, small group meetings, individual conversations, and written questionnaires, which help staff get input from families about curriculum activities throughout the year. Families may visit any area of the facility at any time during the program's regular hours of operation as

specified by the procedures of the facility. The program facilitates opportunities for families to meet with one another on a formal and informal basis, work together on projects to support the program, and learn from and provide support for each other. The program's advisory groups include families as members and active participants. Staff or other families in the program encourage and support family members in taking on leadership roles. Program staff and families work together to plan events. Families' schedules and availability are considered as part of this planning.

Sharing Information Between the Staff and Families

Program staff uses a variety of mechanisms such as family conferences or home visits to promote dialogue with families. The program staff asks adults to translate or interpret communications as needed. The program compiles and provides program information to families in a language the family can understand. This information includes program policies and operating procedures. Program staff informs families about the program's systems for formally and informally assessing children's progress. This information includes the purposes of the assessment, the procedures used for assessment, procedures for gathering family input and information, the timing of assessments, the way assessment results or information will be shared with families and ways the program will use the information. When program staff suspects that a child has a developmental delay or other special need, this possibility is communicated to families in a sensitive, supportive and confidential manner and is provided with documentation and explanation for the concern, suggested next steps and information about resources for assessment. Program staff communicates with families on at least a weekly basis regarding children's activities and developmental milestones, shared caregiving issues, and other information that affects the wellbeing and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means.

Nurturing Families as Advocates for Their Children

Program staff encourages families to regularly contribute to decisions about their child's goals and plans for activities and services. Program staff encourages families to raise concerns and work collaboratively with them to find mutually satisfying solutions that staff then incorporates into classroom practice. Program staff encourages and supports families to make the primary decisions about services that their children need, and they encourage families to advocate to obtain the needed services. Program staff use a variety of techniques to negotiate difficulties that arise in their interactions with family members. Program staff makes arrangements to use these techniques in a language the family can understand. Program staff provides families with information about programs and services from other organizations. Staff support and encourage families' efforts to negotiate health, mental health, assessment and educational services for their children. Before sharing information about a child with other relevant providers, agencies, or other programs, staff obtain written consent from the family.

Transitions

To help families with their transitions to other programs or schools, staff provides basic general information on enrollment procedures and practices, visiting opportunities and/or program options. Program staff uses established linkages with other early education programs and local elementary schools to help families prepare for and manage their children's transitions between programs, including special education programs. Staff provides information to families that can assist them in communicating with other programs.

Open Door Policy

Parents and legal guardians are always welcome to visit the preschool classroom. As a safety feature, all parents and visitors will check in at the office. Visitors are asked to please use discretion with regard to bringing babies and toddlers to school as young children may disrupt class sessions.

Parents are invited to assist in the planning and to attend many preschool activities: Family Nights; Fall, Winter and Spring party days; field trips; guest speaking, weekly volunteering in the classroom and/or lunchroom, and conferences. Parents are also invited to participate in the school/family organization called P.I.E. (Parents In Education) and be members of the Community Preschool Parent Advisory Board.

It is with these opportunities and others that Spencer Community Preschools hope every school family, regardless of schedules and availability, will find their special place within the school system. Every effort is made to make all families regardless of race, religion, language or age feel welcome and successful here. Teachers gain information about the ways families define their own race, religion, home language, culture and family structure.

Grievance Policy

Open and honest communication between families and the preschool program is an essential component of a high quality early childhood program. We want you to be confident that your child is being well cared for and is having a quality experience. Communication is the key to avoiding conflict. 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 or building administrator. When working with the classroom teacher, state your concern clearly and with specific information. Discussing difficult situations can be uncomfortable. Writing your concerns down will keep the conversation focused on the concerns and keep students' best interest in mind. You can also ask to have the building principal or program administrator sit in on the conversation. If additional help is needed, either party may ask for the assistance from the Program Administrator, Brook Schueller at Johnson School, 262-2710; Danielle Julius, at Head Start, 262-2882; Nathan Prenzlowl at the YMCA, 262-3782; Tyler Horkey at Sacred Heart, 262-3047; Tammi Harrison at First English Christian, 262-3699 .

If you have a concern regarding some aspect of the program or policy, please contact the classroom teacher and then the building principal, or the program administrator for the preschool. If you remain dissatisfied, you may contact the Superintendent of the Spencer Community School District.

Translator

A translator will be provided when needed for those families who do not speak English.

XVI. Transportation

Arrival and Departure of Children (QPPS 10.9)

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

When bringing your child to school, we ask that you park your car in the designated parking areas and turn off the engine before entering the building. Please hold your child's hand as you enter the building to decrease the possibility of an accident. Parents or legal guardians must

either accompany children to the classroom at the beginning of the day or leave their child in the care of one of the teaching staff. No child will be permitted to leave the building without an adult. Please do not arrive before the usual starting time – the teachers need time to prepare for the day. When you pick up your child, please be prompt. Please come early enough to enjoy watching what your child is doing during that time of the day.

Upon entering the building for preschool, all staff will interact with the preschooler and his/her family. These are critical times to communicate with parents and help children transition. Children may arrive 15 minutes before the scheduled start time. In some cases, it may be necessary to accommodate a parent before or after school. Staff must be certain the person picking up the child is an authorized person. Check Emergency Contact Form for parental approval. Have a note from the parent authorizing the individual to pick up the child. Contact the parent by phone to give permission for the individual to pick up the child. Document the time, date, person calling, and message and place it in the child's file. Unauthorized people will not be allowed to take the child. The parent will be called. One staff member must be available until bus routes have returned children to their homes.

All parents will be asked to keep emergency contacts up to date. Please send a written note to or make a phone call to your child's teacher to notify us of changes in who is picking up your child. We will not release children to anyone not listed as a contact or written permission., court-ordered persons not allowed, or an adult appearing to be under the influence of alcohol or other substances.

When all children have arrived, teaching staff at the preschool 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.

. PRESCHOOL TRANSPORTATION GUIDELINES (QPPS 10.9)

Transportation is a convenience that is important to many preschool families. It is a service that our district provides to parents that is not mandatory. Parents and the program must comply with various state rules in order to provide the service on a smooth, continuous basis.

Bus Guidelines:

- Children will sit with their backs against the seat and their feet in front of them.
- Children will be asked to use "inside" voices on the bus (conversation is encouraged).
- Children will keep all body parts and objects inside the bus.
- Children will keep their hands, feet, and book bags to themselves.
- Children will not use inappropriate language and/or rude gestures (such as name calling, teasing, etc.)
- No one will damage the bus in any way.

If a child chooses not to follow a guideline, then one or more of the following consequences will be applied.

1. Bus driver will give a verbal warning.
2. Parents/guardians will be informed
3. A meeting will be held to include parents/guardians and all appropriate personnel.
4. If suspension of bus privileges occurs, parents/guardians will be responsible for transporting their child.

ABUSE OF THESE GUIDELINES MAY RESULT IN YOUR CHILD NOT BEING ABLE TO RIDE THE SPENCER SCHOOL BUS.

Field Trips

An important learning opportunity can take place in the form of a field trip that is relevant and reinforces what has been taught in the classroom. The Spencer Community School District buses are used for these field trips. Parents will be informed of each field trip through a newsletter and signs posted in the classroom well in advance. A parent or legal guardian must sign a general field trip consent form at back-to-school registration. A reminder about an upcoming field trip will be sent home prior to the trip. Please let the preschool teacher know if you do not want your child to participate in a particular field that is planned. Adult family members are asked to volunteer to go on these trips to provide increased supervision and adult/child ratios. 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.

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 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.

XVII. Confidentiality

Information about your child and family is confidential and will be released to other centers, schools, or agencies only after the school has received written permission from you.

Ethics and Confidentiality

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 on the National Association for the Education of Young Children's Code of Ethical Conduct as part of their orientation. All teaching staff know and use ethical guidelines in their conduct as members of the early childhood profession.

Children's Records

Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have a legitimate educational interest, are allowed to access a student's records without the parent's permission. Parents may access, request amendments to, and copy their child's records during regular office hours. Parents may

also file a complaint with the United States Department of Education if they feel their rights regarding their child's records have been violated. For a complete copy of the school district's policy on student records or the procedure for filing a complaint, contact the secretary at our Central Administration office. The number is 712-262-8950.

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.

XVIII. Family Involvement (QPPS 7.1, 7.2)

Spencer Community Preschool Program 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; 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. Home visits, which are a mandatory part of the State Wide Voluntary preschool program, will be scheduled during back-to-school registration in August. 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 wellbeing of their children. Family teacher conferences are held in both the fall and spring, as well as when either party requests. At least one Family Night is held during the year.

Spencer Community Preschool Program values the time spent talking and interacting with families and developing strong, reciprocal relationships. As the teacher learns from the families' expertise regarding their child's interests, approaches to learning, and developmental needs, goals for your child's growth and development can be incorporated into ongoing classroom planning. Families are encouraged to share any concerns, preferences or questions with the preschool teacher or administration at any time. Teachers communicate with family members on an ongoing basis to learn more about children's individual needs and ensure a smooth transition between home and our preschool program.

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, ongoing, two-way communication.

Spencer Community Preschool Programs invites you to become involved in one or all of the following ways, and welcomes other ideas as well.

1. Support your child's daily transition to school by sharing information about your child's interests and abilities. Keeping the teacher informed of changes and events that might affect your child allows the teacher to be more responsive to your child's needs.
2. Attend family meetings.
3. Return all forms, questionnaires and so on promptly.
4. Attend Family/Teacher conferences in the Fall and Spring semesters.
5. Take time to read the family bulletin board.

6. Check your child's backpack each day.
7. Participate in field trip activities.
8. Share some of your talents in your child's class through activities such as: reading or storytelling, cooking, art, music, sewing, crafts, hobbies, your profession, or artifacts from trips you have taken.
9. Share any of your family's cultural traditions, celebrations, or customs.
10. Help prepare snacks and enjoy it with your child.
11. Read all the material sent home with your child.
12. Come to play.
13. Help with special events. Helping takes many different forms such as preparation of materials at home, making telephone calls, preparing or posting flyers, recruiting other volunteers, collecting donations or prizes, running errands, setup before the event, or clean afterwards.
14. Serve on the Preschool Advisory Committee.
15. Add to the monthly newsletter or organize it.

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

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

Community Preschool Parent Advisory Board Preschool Advisory Committee (QPPS 7.2)

The Spencer Community Preschool Program has a preschool advisory committee composed of parents, school staff, and other community members interested in the preschool program. This group meets 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 or building administrator know if you are interested in being part of the Community Preschool Parent Advisory Board. Head Start parents are represented on the Head Start Policy Council.

Non-discrimination Statement

It is the policy of the Spencer Community Preschools not to discriminate on the basis of race, color, disability, gender identity, socioeconomic status, national origin, creed, sex, sexual orientation, 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. 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 Equality Coordinator, Terry Hemann, superintendent, 23 7th St., 712-262-8950, themann@spencerschools.org.

Home Visits

Home visits are made prior to the start of school. This is an opportunity for the preschool teacher to get to know you, your child, and your family and for you to begin to create a partnership between home and school in order to best meet your child's needs. This is a great time for you to

share what makes your family unique, how you prefer to communicate with the teacher, and share your knowledge about your child's interests, approaches to learning, and developmental needs. You can help the teacher understand what your goals are for your child and whether you have any concerns you'd like addressed. Parents are encouraged to share these preferences, concerns, and questions at any time with either the classroom teacher or administrator. Home visits will be scheduled at the back-to-school registration in August. If you are unable to attend registration, the preschool teacher will call to set up a home visit date and time.

Family Teacher Conferences

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.

Family Night

Family night is an opportunity for you and your family to come to school to participate in fun as well as educational activities. Based on results from a family survey, the teaching staff will select a topic for the evening. With help from family volunteers, the night will be planned to meet the needs of the children and families in the classroom. We do invite parents and children from other preschools in the area.

Transitions (QPPS 7.6, 7.7)

Home-school connections are crucial to the transition to kindergarten or any other program, such as special education. The child's family provides the consistency and continuity necessary for a young child to be successful. Making a change from one program to another can sometimes be difficult for a young child whether the transition is within the same building or in another location. Teaching staff will partner with the family to make the transition as smooth as possible by connecting family members with the next program's staff. Preschool staff will provide information about enrollment policies and procedures, program options, and arrange for a classroom visit whenever possible. Kindergarten Open House is held each year in March. Notification of roundup is sent home to all eligible kindergarten aged students.

Volunteers

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. For safety's sake, if a volunteer will be working with children, he/she will be expected to execute and submit an affidavit of clearance from any and all crimes against a child or families. In addition, no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children. If a volunteer works more than 40 hours per month with children, he/she will also need to provide a background check as well as a current health assessment, not more than one year old. Volunteers and support staff do not work alone with children. Children will be supervised by regularly scheduled teaching staff at all times.

XIX. HEALTH AND SAFETY (QPPS 5.1)

The Spencer Community 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.

Physical Exam

Families must provide a physical form signed by your child's licensed healthcare provider prior to admission to the program. 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.

Health and Immunization Certificate

All preschool children must submit documentation of proper immunization or proof of exemption prior to enrolling in preschool. As per Iowa State Department of Health, children must have received the required immunizations following the guidelines outlined by the Iowa Department of Public Health. All children must have their immunizations up to date and cards turned in before starting school.

Religious and medical exemption is available if necessary. Below is a summary of vaccines required. Staff implements a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

4 Vaccines of DtaP or DTP

3 Vaccines of Polio

1 Vaccine of MMR (measles, mumps, rubella)

3 Vaccines of Hib or 1 after 15 months of age

3 Vaccines of Hepatitis B (not required for at preschool, but required at the Kindergarten level.)

1 Chicken Pox (varicella)

4 Prevnar

Dental and Vision Exam

All enrolled preschool children are encouraged to have a dental examination to ensure proper dental health and eye health. Students entering kindergarten are now required to have a dental exam prior to enrollment.

Caring for an Injured Child

Staff who are trained in First Aid and CPR and will treat minor injuries on the spot. An incident report will be completed and, if necessary, the parent will be notified based on the seriousness of the injury. (QPPS 5.1)

For more severe injuries requiring emergency medical attention, the child will be taken to the designated hospital while the parents and family physicians are being notified.

If an injury results in spilling of blood or any other body fluid, staff will wear latex free gloves and clean up appropriately while keeping other children out of reach.

Blood Borne Pathogens

In accordance with regulations governed by OSHA, all persons handling any item contaminated with body fluids will wear latex free gloves. For example: changing diapers, clothing soiled with urine, stool, vomit or blood.

Head Lice

Head lice are a common occurrence in schools. If a student is found to have head lice, the child's parent will be notified. Before returning to school the next day, the child's hair should be washed with a medicated shampoo designed to treat head lice.

Health and Safety Records

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

Child Health and Safety Records will include:

1. 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;
2. Current emergency contact information for each child, that is kept up to date by a specified method during the year;
3. Names of individuals authorized by the family to have access to health information about the child;
4. 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);
5. Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions; conditions that require regular medication or technology support; and
6. 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. (QPPS 5.3)

- Trained adult will be onsite if a physician has ordered a special medical management procedure for when that child is onsite.

Illness or Injury:

We strive to prevent the spread of illness and your cooperation with our policies will be of great benefit to all of the staff and children attending. Other factors, such as appearance, temperament, and ability to participate in planned programming also need to be considered. Your child must be symptom free (no fever, diarrhea, or vomiting, etc.) for at least 24 hours without the use of fever-reducing medication (examples include Tylenol, acetaminophen, ibuprofen, Advil, and Motrin) before returning to school. If your child has any one of the following conditions, you will be notified to pick up your child as soon as possible. If your child has any of the following symptoms during the night, he or she will not be allowed to attend school the following morning for the safety of the other children.

- Contagious conditions (for example – chicken pox, flu,,, impetigo)
- Fever over 100 degrees-can return to school 24 hours after fever is gone, without medication
- Vomiting-can return to school 24 hours after last episode
- Diarrhea- can return to school 24 hours after last episode
- Open and draining sores
- Strep-can return to school 24 hours after starting antibiotics and 24 hours of being fever free.. i
- Unknown rash
- Constant cough or nasal drainage
- Signs of pain- stomach, headache, sore throat, etc...
- Accident requiring medical attention

In certain situations, it may be necessary to call 911 for transport to the hospital for emergency treatment, with parents/guardians being notified as quickly as possible.

Please inform the teacher if your child has been exposed to any contagious diseases, since this may affect other children at the school. If your child will be absent, please call as soon as the decision has been made that your child will not be attending. If parents are in doubt it is recommended to keep their child at home. (QPPS 5.3)

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. For this reason, please be sure that we have accurate phone numbers for you, your authorized emergency contact person and your child's primary care provider. In the meantime, we will provide the child a place to rest until the parent, legal guardian or designated person arrives under the supervision of someone familiar with the child. If the child is suspected of having a contagious disease, then until she or he can be picked up, the child is located where new individuals will not be exposed.

Your child must also stay home for at least 24 hours after taking the first dose of antibiotic, taken for a contagious infection. You must follow the specific directions of the prescribed medication, and finish the course of antibiotics. Check with your provider or call the school nurse if you have questions.

The Spencer Community Preschool Programs may allow ill children or staff to remain in the program based on a plan that has been reviewed by a health professional about (a) what level and types of illness require exclusion; (b) how care is provided for those who are ill but who are not excluded; and (c) when it is necessary to require consultation and documentation from a health care provider for an ill child or staff member.

Emergency care policies for the Spencer Community Preschool Program: POLICY:

The Spencer Community School District will utilize the Spencer Community Hospital as the primary site for emergency medical care. Transportation of students requiring emergency medical care will be provided by the Spencer Hospital ambulance service. Employees of the Spencer School District will not transport in emergency cases but will remain with and provide first aid or CPR as needed until EMS services arrive.

All classroom teachers will have familial consent forms for each student. Information to be included but not limited to is listed below:

- Authorization statement allowing emergency medical treatment and sharing of relevant information with the medical provider.
- The student's primary care provider , address and phone number
- The insurance company and policy holder's ID number which covers the student.
- The student's dentist, address and phone number
- The parent's name, address and phone number
- Emergency contact number if parents cannot be reached
- SIGNATURE of the custodial parent
- Forms will be kept in a location of easy access, however, in a secure location that can be locked when school is not in session. Options available are:
 - Binder with all students' data sheets together alphabetically arranged
 - Front of each student's' cumulative file

For students requiring emergency care or the services of EMS (911), school staff will follow the school's Emergency Procedure Guidelines. The following steps will be taken:

CPR and First Aid Employee Training

At least one staff member who has a certificate showing satisfactory completion of pediatric first-aid training and satisfactory completion of pediatric CPR is always present with each class of children

Student Health Plans

Emergency/health plans for students with known medical needs will be written by the school nurse or building administrator/director. These people will be responsible for developing a health plan addressing health concerns and needs. The school nurse will inform and train the employees that need to be familiar with the student. Employees will not provide the care independently addressed in the health plan until so cleared by the school nurse. The health plan will be reviewed each year or earlier if needed. Changes can be made as needed by the school nurse. Employees will be informed of all changes.

Conditions to be addressed will include chronic health conditions such as asthma, life-threatening allergies, seizures, Diabetes etc.

Emergency evacuation plans will be written in conjunction with the nurse, teacher, building

directors/administrators and parent/ guardian.

Medications: (QPPS 5.8)

Board policy states: No medication shall be given by unauthorized personnel at any school in the district, except as provided by the written prescription of the physician and the written permission of the parent or guardian of the student to have medication at school, the following must exist:

- A. Medication must be in the original container from the pharmacy. If requested, the local pharmacies will provide for you a second prescription bottle for use during school hours. B. Over-the-counter medication must be in the original container/box from the pharmacy. This is necessary for dosing instructions.
- C. Parents must give written authorization for the administration of the medication, over-the-counter or prescription.

Administering Medications

Staff, who have specific training and a written performance evaluation updated annually by a health professional on the practice of the five right practices of medication administration, can administer both prescription and over-the-counter medications to a child only if the child's record documents that the parent or legal guardian has given the program written permission. The person giving the medication signs documentation of the five right practices of medication administration. Teaching staff who are required to administer special medical procedures have demonstrated to a health professional that they are competent in the procedures and are guided in writing about how to perform the procedure by the prescribing health care provider. If your child's condition requires that a staff member give prescribed medications or treatments, you must bring the medication and/or treatment supplies in the original container/box from the pharmacy or doctor's office. You must ask the pharmacist to provide an extra medication bottle for school and divide the prescription so as to have a container at home and one to be left at the preschool center. The various pharmacies in Spencer will provide you with two prescription bottles if you ask for them. You must fill out and sign a Medication Permission Form " prior to staff giving medication. Staff administers both prescription and over-the-counter medications to a child only if the parent or legal guardian has given the program written permission. The form is available at your child's school main office. In the state of Iowa, the prescription bottle acts as the prescription from the physician. The empty prescription bottle label will be kept on file.

Please give all medication to the main office, nurse, or to the preschool staff. Children must not handle medicines. This includes all prescription medication that your doctor has ordered , as well as any over the counter medications (ointments, creams, cough drops, inhalers, pain relief medication). Medication is kept either in the main office, the nurse's office or classroom in a locked location. It is readily available and stored in a safe manner, inaccessible to children.

The preschool center will designate one person to be responsible for giving medications to your child. Each time a medication or application is given, the person administering will record time and sign their name on a form kept for your child's record. Medicine is dispersed by the school nurse, or appropriately trained school personnel.

Prescription medication:

- Parent written permission is required each year. Parent instructions cannot conflict with the prescriber's orders. Refer to Medication Administration Form #2; obtain this form from the school website or school office.

- Medication must be in the most current pharmacy-labeled container.
- A prescription order is required. A current pharmacy-labeled container can serve as the written prescriber's order.
- Parents must ask the pharmacist to prepare 2 labeled containers, marking one for "SCHOOL USE" so you have proper containers both at home and school. Pharmacy will prepare a new bottle each time the medication is refilled with a current prescription.
- Inhalers must have the prescription label directly on the inhaler as well as the box. Parents should request this from the pharmacy.
- Empty bottles of prescription medication will not automatically be sent home with a student unless under specific circumstances arranged/ approved by a nurse or school staff.

Over the counter/non-prescription medication:

- Parent written permission is required each year. Parent instructions cannot conflict with label instructions. Refer to Medication Administration Form #2; obtain this form from the school website or school office.
- Over-the-counter medication can only be administered if the label instructions correspond with the student's age, weight and medication indications.
- Must be in the unopened, original container, labeled with the student's name.
- School nurses may refuse to administer over-the-counter medication if it is felt that it may be detrimental to the student.

Transporting and carrying medication:

- To ensure the safety of all students, we request that a parent/ guardian deliver all medications to the school office. In the event that a medication must be sent to school with a student, the parent should notify the school office that medication is being brought that day so the medication can be accounted for.
- No medication is to be kept by students in their lockers, desks, or on them personally. Medications are to be kept in the school's designated area.
- Students who must carry inhalers, insulin or other emergency medications (epi-pen) throughout the school day are required to:
 - have written permission to carry the medication from a parent
 - signature from physician certifying the student is capable of self-administration
 - demonstrate to the school nurse correct use of medication and/or knowledge of indication of use
- Parents/ Guardian must pick up remaining medication at the end of the school year or as necessary when a medication is discontinued/ changed.
- Medications will be transported for field trips according to State of Iowa recommendations.

Disabilities

Spencer Schools works very closely with its community partners, such as Area Education Agencies, to help identify problems that may interfere with a child's development. Fully inclusive environments are created to help all children feel accepted and valued; get along with others;

foster self-confidence and self-esteem; develop self-awareness and self control; and gain a sense of belonging in their classroom, community and the world. That is, we create environments that are responsive to the needs of all children.

Cleaning and Sanitization (IQPPS 5.18)

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 detergent and water, then rinsed, sanitized and air dried. This also applies to other surfaces in the classroom. Toys and surfaces will be disinfected using the proper non-toxic solution. To disinfect, the surfaces will be sprayed until glossy. The bleach solution will be left on for at least 2 minutes before it is wiped off with a clean paper towel, or it may be allowed to air dry. Machine washable cloth toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion must be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used.

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. Staff clean and sanitize toilet seats, toilet handles, toilet bowls, door knobs or cubicle handles and floors either daily or immediately if visibly soiled.

Procedures for standard precautions are used and include the following:

- Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized.
- Staff use barriers and techniques that minimize contact of mucus membranes or of openings in the skin with potentially infectious body fluids and reduce the spread of infectious disease.
- When spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing.
- After cleaning, staff sanitize nonporous surfaces by using the procedure described in the Cleaning and Sanitation Table.
- Staff clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning.
- Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container.

First Aid Kit (IQPPS 9.12)

A First Aid kit is located in the preschool classroom. It is inaccessible to children, but readily available for adult use. It is fully equipped according to guidance from 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 (i.e. recess and/or walks).

Fire Extinguishers, Fire Alarms and Carbon Monoxide Detectors

Fully working fire extinguishers and fire alarms are installed in each classroom and are tagged and serviced annually. Fully working carbon monoxide detectors are installed in each classroom

and are tagged and serviced annually. Smoke detectors, fire alarms and carbon monoxide detectors are tested monthly and a written log of testing dates and battery changes is maintained and available.

Lead, Radon, Radiation, Asbestos, Fiberglass, Etc.

Documentary evidence, available on site, indicates that the building has been assessed for lead, radon, radiation, asbestos, fiberglass, or any other hazard from friable material. Evidence exists that the program has taken remedial or containment action to prevent exposure to children and adults, if warranted by the assessment.

Fire Safety (IQPPS 9.13)

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

Child Abuse Reporting

We are Mandatory Child Abuse Reporters and must notify the Department of Human Services if we suspect any kind of child abuse. All observations or suspicions of child abuse or neglect will be immediately reported to the child protective services agency no matter where the abuse might have occurred. The staff member will call to report suspected abuse or neglect. All staff will follow the direction of the child protective services agency regarding completion of written reports. If the parent or legal guardian of the child is suspected of abuse, staff will follow the guidance of the child protective agency regarding notification of the parent or legal guardian. Reporters of suspected child abuse will not be discharged for making the report unless it is proven that a false report was knowingly made. Staff who is accused of child abuse may be suspended or given leave pending investigation of the accusation. Such caregivers may also be removed from the classroom and given a job that does not require interaction with children. Parents or legal guardians of suspected abused children will be notified. Parents or legal guardians of other children in the program will be contacted if a caregiver is suspected of abuse so they may share any concerns they have had. However, no accusation or affirmation of guilt will be made until the investigation is complete. Caregivers found guilty of child abuse will be summarily dismissed or relieved of their duties.

EMERGENCY RESPONSE PROCEDURES (IQPPS 10.10)

In the event the administrator is not on site, the guidance counselor will assume authority and take action in an emergency.

Fire and Tornado Drills

At least one (1) fire evacuation and (1) tornado drill is held each month unless the time of year is considered a cold weather exception by the local fire marshal.. School staff will supervise students and take attendance.

Earthquake, Bomb, Intruder, or Hostage Threat

Earthquake and bomb threat procedures are located in the Spencer Community Schools – Emergency Response Procedures Manual. Students will go to a designated safe area and will be supervised by school staff.

YMCA procedures for the above incidents are located in the Spencer Y Emergency Action Plan located in all the classrooms, offices, front desk area and administrator's office. A copy of the Y's EAP will be available at time of visit. Sacred Heart and First English Christian emergency procedures are noted as an additional insert.

Evacuation Procedures

Policy is included in the Spencer Community School District Emergency Procedures guide under the Sheltering/Evacuation and the Evacuation to Relocation Centers tab.

YMCA procedures for the above incidents are located in the Spencer Y Emergency Action Plan located in all the classrooms, offices, front desk area and administrator's office. A copy of the Y's EAP will be available at time of visit. Sacred Heart and First English Christian emergency procedures are noted as an additional insert.

Emergency Transport/Escort from the Program

Policy is included in the Spencer Community School District Emergency Procedures guide under the Sheltering/Evacuation and the Evacuation to Relocation Centers tab. YMCA procedures for the above incidents are located in the Spencer Y Emergency Action Plan located in all the classrooms, offices, front desk area and administrator's office. A copy of the Y's EAP will be available at time of visit. Sacred Heart and First English Christian emergency procedures are noted as an additional insert.

Lost or Missing Children

In the event that a child is found missing from a classroom, the teacher will immediately notify the office. A building search will commence until the student is found. If the building search fails to locate the missing child, the principal, parents or guardian of the child, the local police and the Spencer Schools Central Office are notified. Only when the child is found or efforts are dismissed by the Police Department does the search end.

In the event a child is missing from bus transportation to or from school, or from their pick-up or drop-off point notify the appropriate school office. The child's teacher, parents, the bus transportation office, and the principal are then contacted. A search begins. The local police are called when the school search has not found the missing child/children. Directions from the police are then followed by the school.

Security Threats

Policy is included in the Spencer Community School District Emergency Procedures guide under the Intruder/Hostage tab.

YMCA procedures for the above incidents are located in the Spencer Y Emergency Action Plan located in all the classrooms, offices, front desk area and administrator's office. A copy of the Y's EAP will be available at time of visit. Sacred Heart and First English Christian emergency procedures are noted as an additional insert.

YMCA procedures for the above incidents are located in the Spencer Y Emergency Action Plan located in all the classrooms, offices, front desk area and administrator's office. A copy of the Y's EAP will be available at time of visit. Sacred Heart and First English Christian emergency procedures are noted as an additional insert.

Natural Disasters

Policy is included in the Spencer Community School District Emergency Procedures guide under the Tornado tab.

YMCA procedures for the above incidents are located in the Spencer Y Emergency Action Plan located in all the classrooms, offices, front desk area and administrator's office. A copy of the Y's EAP will be available at time of visit. Sacred Heart and First English Christian emergency procedures are noted as an additional insert.

Medical Emergency

Any child exhibiting bacterial/viral or other unusual symptoms will be referred to the school nurse for evaluation. The nurse is not a clinic or a substitute for your own physician or health care provider. Staff may take the child's temperature, but no medications shall be administered, unless staff is authorized to give medications.

Staff may administer first aid to an injured child within the scope of their training (apply pressure to stop bleeding, check for consciousness, do rescue breathing, etc.).

Another staff member will call the child's parents, healthcare provider, or 911, based on the severity of the injury, as treatment is being administered. Parents will be contacted immediately. If emergency transportation has been called, a staff member will immediately retrieve the Emergency Consent Form and it will be kept with the child and provided to emergency personnel upon their arrival. A staff member will be assigned to go with the child.

Any staff member of the center will not transport children.

Dental Emergency:

Parents or legal guardians will notify the center of their preferred family dentist. If emergency dental care is required, a staff member will notify the parent or legal guardian and the family dentist immediately. First aid will be given according to the dentist recommendations. A staff member will remain with the child until the parent assumes responsibility for the child.

Any child requiring dental treatment must be transported to the dentist by their parents or legal guardians unless the parents give instructions otherwise. Children will not be transported by any staff member of the center.

Medical Emergencies and Notification of Accidents or Incidents

The Spencer Community School District has in place the "Emergency Procedures Booklet" that describes the following situations and procedures to follow:

- Response to Any Emergency
- Staff Responsibilities
- Tornado
- Fire
- Hazardous Materials
- Sheltering/Evacuation Procedures
- Assault/Fights
- Bomb Threat
- Intruder/Hostage
- Serious Injury/Death

- Student Unrest
- Suicide/Attempt
- Weapons
- Emergency Alert Stations (EAS)
- Building Crisis Team Leaders/Team
- Warning and Notification
- Lock-Down Procedures
- Evacuation to Relocation Centers
- Media Procedures

This booklet will be easily accessible to staff. The booklet will be reviewed by each staff member at the beginning of each school year and when changes are made to it.

The Spencer Y has in place the “Emergency Action Plan” which includes procedures to follow due to the following incidents:

- Weapons
- Theft
- Media procedures
- Abduction
- Hazardous Materials
- Bomb Threat
- Power Failure
- Potentially Violent Situations
- Medical Emergencies
- Severe Weather
- Lock-Down Procedures
- Fire
- Outdoor Injury or Illness
- Terrorist Event/Weapons of Mass Destruction
- Emergency Telephone Numbers
- Structural Failure
- Dangerous Intruder/Hostage
- Evacuation Procedures
- Pool and Spa Emergencies
- General Information/Staff Team/Numbers

Sacred Heart and First English Christian emergency procedures are noted as an additional insert.

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 major incident or injuries will be documented on an injury form and a copy will be kept in the main office. A copy may be given to the parent so they are aware of the incident.

All staff will have immediate access to a telephone or the intercom system 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 the 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.

Protection From Hazards and Environmental Health (IQPPS 9.11)

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

The preschool building has been tested for lead, radon, radiation, asbestos, fiberglass, and other hazards that could impact children's health with documentation on file. Custodial staff maintains the building's heating, cooling, and ventilation systems in compliance with national standards for facility use by children.

Child Protection Policies (IQPPS 10.6, 10.7)

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.

Smoke Free Facility (IQPPS 9.15)

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

Mandatory Reporting

The program has written school board policy for reporting child abuse and neglect as well as procedures in place that comply with applicable federal, state, and local laws. The policy includes requirements for staff to report all suspected incidents of child abuse, neglect, or both by families, staff, volunteers, or others to the appropriate local agencies. Staff who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious. All teaching staff complete "Mandatory Reporter: Child and Dependent Adult Abuse" at least every five years and within six months of employment.

The school district does not tolerate employees physically, or sexually abusing or harassing students. Students who are physically or sexually abused or harassed by an employee should notify their parents, legal guardians, teacher, 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 The Student Success Coordinator as the Level 1 investigator and can be reached at 712-262-8950. The alternate investigator is the Clay County Sheriff Department and may be reached at 712-262-3221.

Custodial Rights

The Spencer Community Preschool Program complies with all court-mandated custodial orders.

Staff must release a child to either biological parent, unless we have a copy of the custody order or court document on file. If there is no court document available and if there is any doubt that the child should leave with the parent, staff may choose to call the custodial parent/guardian/entity and/or the police department. It is in the best interest of the child that parents notify us immediately of any family changes that could be a potential problem. We are bound by confidentiality policies not to discuss or give out information on children to anyone else, but we do ask parents to confide in us when necessary.

XX. Community Relationships

Linking with the Community

Program staff maintains a current list of child and family support services available in the community based on the pattern of needs they observe among families and based on what families request (eg. Health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention /special education screening and assessment services, and basic needs such as housing and child care subsidies). We share the list with families and assist them in locating, contacting, and using community resources that support children and families' well-being and development. Staff also develop partnerships and professional relationships with agencies, consultants, and organizations in the Spencer community to further the program's capacity to meet the needs and interests of the children and families that we serve.

Program staff is familiar with family support services and specialized consultants who are able to provide culturally and linguistically appropriate services. They use this knowledge to suggest and guide families to these services as appropriate. Program staff encourages continuity of services for children by communicating with other agencies and programs to achieve mutually desired outcomes for children and to guide collaborative work.

Program staff identifies and establishes relationships with specialized consultants who can assist all children and families' full participation in the program. This assistance includes support for children with disabilities, behavioral challenges or other special needs. Program staff advocate for the program and its families by creating awareness of the program's needs among community councils, service agencies, and local governmental entities. Program staff includes information gathered from stakeholders in planning for continuous improvement, building stakeholder involvement in the program, and broadening community support for the program.

XXI. Staff

General Information

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

- Interact with children without using physical punishment or any form of psychological abuse.
- Recognize health and safety hazards and protect children from harm.

- Encourage and provide children with a variety of opportunities for learning.
- Encourage and provide children with a variety of social experiences.
- Adapt and respond to changing and challenging conditions in ways that enhance program quality.
- Community with children and families.

The district has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. The policies outline nondiscriminatory hiring procedures and policies for staff evaluation. Policies detail job descriptions for each position, including reporting relationships; salary scales with increments based on professional qualification, length of employment, and performance evaluation; benefits; and resignation, termination, and grievance procedures. Personnel policies provide for incentives based on participation in professional development opportunities. The policies are provided to each employee upon hiring. An introductory period of employment is required during the first 6 months in which the administrator or supervisor makes a professional judgment as to physical and psychological competence for working with children and families. (IQPPS 7.5)

Qualified Staff (IQPPS 6.1-6.6)

The program's policies and practices attract and maintain consistently qualified, well-trained staff. The program director or school superintendent assigns a new employee to an appropriate step within the salary range for that position. Salary is set in accordance with budgetary guidelines as the first consideration. If an area has unqualified staff, the most qualified will be recommended and trained accordingly.

The hiring 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 highschool or GED, personal references and a current health assessment.

First Aid/CPR Certification (IQPPS 6.1-6.6)

Employees will be required to complete the necessary First Aid and CPR certification requirements as outlined by the IQPPS and NAEYC. At least one staff member who has a certificate showing 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.

Staffing patterns and schedule (IQPPS 6.1-6.6)

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 for 4 year olds and 1:8 for 3 year olds 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 6.1-6.6)

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

Teaching staff will be informed of professional development activities provided by Child Care Resource and Referral, the local Empowerment areas, local school district, 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.

The program encourages staff to participate in joint and collaborative training activities or events with neighboring early childhood programs and other community service agencies. Program staff are encouraged and given the opportunity to participate in community or statewide interagency councils or service integration efforts.

Evaluation and Professional Growth Plan (IQPPS 6.1-6.6)

An appropriate building or program administrator evaluates all staff members at least annually. 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.

Licensure Requirements

All preschool staff must complete the Mandatory Child Abuse Reporting Training and be familiar with child abuse and neglect reporting procedures.

All staff must be properly endorsed and licensed through the appropriate agency, in most cases, the Iowa Department of Education. Teachers must have the following endorsement to be employed as a preschool teacher in the Spencer Community School District: - PK-K Teacher, Pre-Kindergarten-Kindergarten Classroom

- PK-K Early Childhood Special Education Teacher/Classroom

Teacher associate must have or complete one of the following for employment in our preschool program:

- Assistant teachers-teacher aids have a high school diploma or GED
- CDA (* see below)
- Paraeducator Certificate
- Two Year Associate degree
- Two Years of College

Code of Ethics:

The NAEYC has an updated version of the preschool Code of Ethics. Please go to www.naeyc.org to review the code of ethics for preschool staff. A copy of the Code is available in our main office. Please ask the building principal or the program director for a copy, if you wish to have a paper copy.

Teachers' Dispositions and Professional Commitment

All teaching staff evaluate and improve their own performance based on ongoing reflection and feedback from supervisors, peers and families. They add to their own knowledge and increase their ability to put knowledge into practice. They develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development. The staff will continuously strengthen their leadership skills and relationships with others and work to improve the conditions of children and families with the programs, the local community or region and beyond. Teaching staff participate in informal or formal ways in local, state or regional public awareness activities related to early care by joining groups, attending meetings or sharing information with others both at and outside the program.

Professional Development Plan

The program's professional development plan:

- Is based on needs identified through staff evaluation and from other information from program evaluation processes.
- Is written and shared with staff.
- Includes mentoring, coaching and other professional development opportunities for all staff.
- Includes discussions of ethical issues.
- Includes training in the policies and procedures of the program.
- Includes training in the skills for building positive relationships, all aspects of the curriculum, teaching practices, skills for partnering with families and communities, and skills for collaborating and participating as a member of a team.

Universal Precautions

Body fluids are urine, feces, tissues, vomit, blood, semen and vaginal secretions. Procedures are used for all students and employees regardless of their infectious disease status. Supplies to carry out procedures are in Exposure Control Kits located in each classroom.

Guidelines for Cleaning Up Body Fluid Spills:

- Wear disposable gloves. If gloves are not available or unanticipated contact occurs affected areas should be thoroughly washed with soap and water immediately after contact.
- Clean and disinfect all soiled hard, washable surfaces immediately, removing soil, before applying a disinfectant.

Use paper towels or tissues to wipe up small, soiled areas. After soil is removed use clean paper towels, soap and water to clean the area. Disinfect area with a dilution of 1:10 household bleach solution or other approved disinfectant. Apply sanitary absorbent agent for larger soiled areas. After soil is absorbed, use a dustpan and turner to clean up all material. Disinfect area with clean mop and a disinfectant.

- Clean and disinfect soiled rugs and carpet immediately. Apply sanitary absorbent agent, let dry and vacuum. Apply rug shampoo (a germicidal detergent) with a brush and re-vacuum.
- Clean equipment and dispose of all disposable materials. Soiled tissue and flushable waste can be flushed in a toilet. Discard paper towels, vacuum bags or sweepings in a plastic bag. Place in a waste receptacle that is lined with a plastic bag. Rinse broom and dust pan in disinfectant solution. Soak mop in disinfectant solution and rinse thoroughly or wash in hot water cycle after soaking in disinfectant. Disinfectant solution should be promptly disposed of down a drain.
- Clothing and other non-disposable items soaked with body fluids should be placed in a plastic bag to be sent home. (e.g. blanket)
- Remove gloves, using trained procedure and discard in the waste receptacle.
- Wash hands.
- Plastic bags holding contaminated waste should be secured and disposed of daily. Large waste containers (dumpsters or other containers which are impervious to animals) containing potentially contaminated waste should be located in a safe area away from the playground of other areas used by students.

Technology

Technology is a vital part of the Spencer Community Preschool Program for record keeping and communication purposes such as curriculum, assessment and monitoring. The internet is available to employees and students, appropriate and equitable use of the internet allows access to resources unavailable through traditional means.

Spencer Schools administers computers and networks. Users should be apprised of the issues that accompany technology, internet and network use in business.

Core values

Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We have made a commitment to

- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and family

- Recognize that children are best understood and supported in the context of family, culture,* community, and society
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Respect diversity in children, families, and colleagues
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

Ethical Responsibilities to Children

Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe, healthy, nurturing, and responsive for each child. We are committed to supporting children's development and learning; respecting individual differences; and helping children learn to live, play, and work cooperatively. We are also committed to promoting children's self-awareness, competence, self-worth, resiliency, and physical well-being.