

**PRESCHOOL POLICIES AND PROCEDURES
2016-2017**

TABLE OF CONTENTS

• Mission / Philosophy Statement, Vision Statement, Equity Statement	2
• Introduction	3
• Goals	3
1. Program Goals	3
2. Specific Goals for Children	3
3. Specific Goals for Families	3
• Curriculum	4
• Outside Play and Learning	4
• Child Assessment	4
• Sharing Assessment Information	5
• Program Assessment	6
• Supervision Policy	6
• During Preschool Day	6
• Child Guidance and Discipline	6
• Drop-Off/Pick-Up Parking Lot Procedures	7
• Emergency Snow Closings	7
• School Attire	7
• Sand, Water, and Sensory Table Activities	7
• Snacks/Foods and Nutrition	8
• Birthdays	9
• Outside Play	9
• Toileting	9
• Classroom Animals and Pets	10
• Communication with Families	10
• Arrival and Departure of Children	11
• Attendance	11
• Student Records	11
• Adventuretime Advisory Committee	12
• Concerns	12
• Family Involvement	12
• Transitions	13
• Health and Safety	13
• Health and Immunization Certificates	13
• Health and Safety Records	13
• General Health and Safety Guidelines	14
• Illness Policy and Exclusion of Sick Children	14
○ When should your child stay home?	15
• Reporting Communicable Diseases	16
• Medication Policies and Procedures	16
• Cleaning and Sanitization	16
• Hand Washing Practice	17
• First Aid Kit	17
• Fire Safety	18
• Medical Emergencies and Notifications of Accidents or Incidents	18
• Protections from Hazards and Environmental Health	19
• Smoke Free Facility	19
• Staff – General Information	19
• Orientation	20
• Staffing Patterns and Schedule	20
• Staff Development Activities	21
• Evaluation and Professional Growth Plan	21
• Volunteers	21

MISSION STATEMENT

Urbandale: Teaching All – Reaching All

Mission/Philosophy: The Mission of the Urbandale Community School Preschool Program, Community Partners, and Parents, is to prepare students to be life-long learners who can become successful, productive future citizens. They will be accomplished by recognizing the value of each individual and promoting academic and personal growth in a challenging and caring environment. Together with families, we support the students emotionally, socially, physically, and educationally.

VISION STATEMENT

Urbandale will be a school district that brings learning to life for everyone.

EQUITY STATEMENT

- **Educational Equity Statement:** No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status (for program), ethnic background, national origin, disability, sexual orientation, gender identity, age (for employment) or socio-economic background (for program).
- The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential. If you have questions please contact the district office at 11152 Aurora Ave, Urbandale, IA or call 515.457.5000. The district's Equity Coordinators are Dr. Keri Schlueter, Coordinator of Student Services; Mark Lane, Director of Human Resources; and Crista Carlile, Director of Teaching and Learning.

Urbandale Community School District Policies and Procedures

Adventuretime will follow the policies and procedures set forth by the Board of Directors, Urbandale Community School District. These policies and procedures may be found on the District website at www.urbandaleschools.com. Employees are expected to understand all District policies.

This document serves to supplement those policies and procedures and provide much more guidance on routine matters during preschool programming.

Introduction

1. The Urbandale Community School District serves students who range from ages 3-5. In 2010, Urbandale 4-Year-Old Preschool Programs became community partners with St. Pius X Preschool and Appletree Children's Center. These programs are fully inclusive and serve a diverse group of students with disabilities and who come from diverse backgrounds. The program's goal is to provide a high quality preschool program meeting each individual student's needs that encourages students to become life-long learners. These programs provide a setting where children feel safe, respected, and cared for. This opportunity for three and four-year-old children to take part in developmentally appropriate activities during planned activities and through play. The preschool programs follow the Iowa Quality Early Learning Standards, administered by the Iowa Department of Education. The Iowa Early Learning Standards are used to guide the expectations for the early childhood education standards as defined by the State of Iowa Board of Examiners.
2. QPPS 10.1

Goals

3. Program Goals
 - a. To provide a caring, safe, healthy environment for students.
 - b. To provide quality staff who enjoy interacting with children.
 - c. To encourage and support communication between staff, students, families, other district staff, and the community.
4. Specific Goals for Children
 - a. Children will meet developmental milestones in the areas of social/emotional, cognitive, physical, and language development.
 - b. Children will be curious about learning and use problem-solving skills.
 - c. Children will be safe and healthy.
5. Specific Goals for Families
 - a. Families will feel welcome in the classrooms and schools.
 - b. Families will be advocates for their children.
 - c. Families will be actively involved in their child's learning and build positive relationships with staff.

6. QPPS 10.1

Curriculum

1. Curriculum is a framework for learning opportunities and experiences. It is a process by which learners obtain knowledge and understanding, while developing life skills. The preschool programs use *The Creative Curriculum*, which is a research and evidence based curriculum. The creative curriculum focuses on the developmental levels of the whole child. These areas include: language and literacy, math, science, physical, and social skills. *The Creative Curriculum* also provides children the opportunity to learn in a variety of ways (i.e., through problem-solving, exploration, play, music, movement, art, drawing, writing, listening, and storytelling).
2. We also follow other research-based curriculums that align with the outcomes of Creative Curriculum. These curriculums include: Handwriting Without Tears and PATHS (Promoting Alternative Thinking Strategies).
3. QPPS 2.1-2.3

Outside Play and Learning

1. We have daily opportunities for outdoor play as the weather permits, 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.
2. QPPS 5.5, 5.6, 9.5-9.7

Child Assessment

1. Preschool assessments of young children are purposeful, developmentally appropriate, and take place in the natural setting by familiar adults. Assessment results will be used for planning and to guide instruction. Assessments will not be used to decide if a child can or cannot be part of the program. The child's culture and experiences outside of the school are recognized as being an important piece of the child's growth and development. All results are placed in an individual child file, stored in a filing cabinet, and kept confidential. Assessments also provide information, about individual child's needs, interests, and abilities in order to plan developmentally appropriate activities for them, provide parents information regarding developmental milestones, and to indicate

if children need additional assessments or intervention. The following assessments are used:

- a. Teachers monitor each child's developmental progress throughout the year using the Teaching Strategies "Gold" online assessment tool. This program gives teachers, AEA staff, parents, and administrators the ability to monitor progress throughout the year. Checkpoints are done three times a year.
- b. Observational data that provides ongoing anecdotal record of each child's progress during daily activities.
- c. Child Portfolios (organized by teachers and includes assessments, observational data, and ongoing child work samples)
- d. Families are asked to contribute information regarding their child's progress throughout the year. The collaboration between school and home can give all stakeholders a more accurate picture of how a child is performing developmentally.
- e. Special education teachers will take data for individual student goals one time weekly, graphed, and reported on a trimester basis. When at least four weeks of instruction and a minimum of eight data points following the initiation of or change in instruction, the trend line will be analyzed. Making an instructional change or increasing student's goal will be considered if the trend line is steeper than the goal line; changing the student's instructional program (e.g. instructional approach, curriculum materials) will be considered if the trendline is less steep than (i.e. below) the goal line.

Sharing Assessment Information

1. Assessment information will be shared formally with families during parent teacher conferences in the fall and spring. In addition, parents have access to viewing their child's profile using the Gold online assessment tool. Using this tool the parents can view anecdotal observation notes and developmental milestones throughout the week.
2. If assessments show there is a possible issue related to a developmental delay or other special need, the teacher will communicate this to parents during a conference and share the documentation noting the concern.
3. The teacher will then request a meeting with the early childhood special education problem-solving team, which includes teacher representatives, AEA staff, and administrators. The team will problem solve, plan interventions, provide support, and make outside resources available to those individuals requesting assistance. Parents of students with special needs are also involved in IEP meetings on an annual basis (sooner if amendments/updates need to be

done). The early childhood problem solving-team would arrange developmental screening and referral for additional assessments if needed.

4. QPPS 7.3 – 7.5

Program Assessment

1. Urbandale Community School's *Preschool* and community partner preschools implement the Iowa Quality Preschool Program Standards. Our program received a verification visit on October 3rd, 4th, and 5th in 2011.
2. Administrators, families, staff, and other preschool stakeholders will be involved annually in a program evaluation that measures progress toward the programs goals and objectives.
3. The program will use this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

Supervision Policy

1. Before children arrive at school, the preschool staff will complete the following daily safety checklist indoor and outdoor:
 - a. All safety plugs and outlets are covered up, heat/AC, water temperature, and toilets are in working order.
 - b. All Cleaning supplies/poisons are out of reach from children and stored properly.
 - c. Classroom/playground and materials checked for cleanliness/broken parts, etc.
 - d. Supplies checked (i.e., First Aid kit, latex gloves, soap, paper towels, etc.)
 - e. Daily monitoring of environment—spills, sand, etc. Other serious problems reported to custodian.
 - f. 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.
2. QPPS 9.2

During Preschool Day

1. During the preschool day, no child will be left unsupervised. Staff will supervise primarily by sight. Supervision by sound is permissible as long as teachers check every 2-3 minutes on children who are out of sight (i.e., for those using toilet independently, etc.)

Child Guidance and Discipline

1. Teaching staff will use positive guidance, redirection, and planning ahead to prevent problems. They will encourage appropriate behavior through the use of consistent and clear rules and have children participate in developing classroom

routines and rules. Teaching staff will encourage children to respect one another, to be fair, respect property, and take responsibility for their actions. Urbandale Preschool Programs use the PATHS (Promoting Alternative Thinking Strategies) curriculum to teach, model, and role-play appropriate social emotional skills.

2. QPPS 1.11

Drop-Off/Pick-Up Parking Lot Procedures

1. Parents must walk child into building and drop off in classroom and sign them in (if they attend Adventuretime, take to designated room).
2. Teachers will give you specific parking and drop off information for the building your child attends.
 - a. Please use the crosswalks.
 - b. Obey traffic signals as well as those who are directing traffic.

Emergency Snow Closings

1. The decision to delay the start of school, cancel or to dismiss early, will be made by the Administration.
2. Check the school website or the local news (i.e. News channel 8, etc.) to find out if Urbandale Community Schools is cancelled. If there is a two-hour late start, Adventuretime will also open two hours late (i.e. 8:30 a.m. instead of 6:30 a.m.). If Urbandale Community Schools is closed, Adventuretime will also be closed.

School Attire

1. Children should be dressed to play, to sit on floors and sometimes do messy activities. Shoes should be comfortable (sandals should have backs on them-no flip-flops). Clothing should be manageable to the child. Bathroom assistance is available; however, the child should be working towards independence with buckles, zippers, buttons, etc.

Sand, Water, and Sensory Table Activities

1. We have a sensory table in the classroom for children to stand and play. During sensory play, children are involved in active experiences with science and math concepts. Children with sores on their hands are not allowed to participate with others in the sensory table to ensure that no infectious diseases are spread. 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

2. QPPS 5.9, 9.15

Snacks/Foods and Nutrition

1. Attitudes about food develop early in life. The food children eat affects their well-being, their physical growth, their ability to learn, and their overall behavior. We have an opportunity to help children learn about foods, to enjoy a variety of foods from their own culture and others, and to help them begin to appreciate that their bodies need to be strong, flexible, and healthy. Eating moderately, eating a variety of foods, and eating in a relaxed atmosphere are healthy habits for young children to form.
2. A snack is served during each preschool class. Two food groups will be represented at each snack time as outlined in USDA guidelines. A written snack menu is posted in the classroom and available to families. All menus are kept on file for review by a program consultant. The preschool serves a wide variety of nutritional snacks, and encourages children to expand their tastes by at least trying a portion of the food offered.
3. All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines. Clean, sanitary drinking water is made available to children throughout the day. Staff discards any foods with expired dates. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served.
4. For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider should provide the program in individualized care plan prepared in consultation with family members and specialist involved in the child's care. Children with food allergies shall be protected from contact with the problem food. With family consent, the program posts information about the child's allergies in the food preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day. Program staff will keep a daily record documenting the type and quantity of food a child consumes when any child with a disability has special feeding needs. The staff will provide parents the daily record.
5. High-risk foods that are often involved in choking incidents will not be served. For children younger than four years old, these include hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonful's of peanut butter; or chunks of raw carrots or larger meat that can be swallowed whole.

6. The school district does not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages as a punishment, nor will teaching staff ever threaten to withhold food as a form of discipline.
7. QPPS 5.12 – 5.21

Birthdays

1. Birthdays are an important and significant event in the life of a child. They afford the opportunity for children to be given special recognition. Accordingly, students who wish to bring treats for the class on their birthday may do so. Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods. Those who have summer birthdays are designated a day to celebrate with their class. Invitations to parties outside of school that do not include the entire class will not be distributed at school.

Outside Play

1. In cases when we cannot go outside (due to weather conditions) children are given the opportunity to use indoor equipment for similar activities inside and are supervised at the same level as outdoor equipment. For example, tumbling mats may be offered for upper body activities or rolling across the mat.
2. In order to make sure that your child can play comfortably outside it is important to dress him according to the weather. When it is cold outside he needs a warm coat, mittens or gloves and a hat (labeled with your child's name). For the warmer days dressing your child lightly is just as important. For those in-between days, dress your child in layers.
3. There are areas on the playground for children to be in the shade and still be active. We encourage you to bring a hat or other clothing for your child to wear as another protection from the sun. If you would like your child to wear sunscreen or insect repellent, please apply before preschool.
4. Program staff will complete a playground safety check on a monthly basis.

Toileting

1. Toilet learning is an important time in a child's development. There is an expectation that children be potty trained or in the advanced stages of potty training when they attend preschool, unless specified in student's Individual Education Plan (IEP). For children who are unable to use the toilet consistently, the following procedures are in place:
 - a. Diapering will only be done in the designated diaper area (which has an elevated surface).

- b. Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standards: Standard 5, Criteria 7:
 - c. Clothing that is soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
 - d. Staff will check children for signs that diapers or pull-ups are wet or contain feces at least every two hours.
 - e. Diapers are changed when wet or soiled.
 - f. 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.
 - g. 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.
 - h. 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 the staff that change diapers.
2. QPPS 5.7

Classroom Animals and Pets

1. Classroom pets and other animals can offer important teaching experiences for young children. If you, as a parent or legal guardian, want to bring your family pet to share with your child's classroom you are welcome to do so. The animal should appear to be in good health and have documentation from a veterinarian or an animal shelter to show that the animal is fully immunized (if the animal should be so protected) and suitable for contact with children. Documentation must be given to the teacher prior to the visit. The teacher would ensure staff and children practice good hygiene when coming into contact with the animal and after coming into contact with the animal. Teaching staff will supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals.
2. Any children allergic to the pet will not be exposed to the animal. Reptiles are not allowed because of the risk for salmonella. The classroom teacher is responsible for checking requirements have been met.
3. QPPS 5.26

Communication with Families

1. 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. Staff will use newsletters and/or notes to inform families about the child's experiences, accomplishments, and other issues that affect the child's development and well-being. Parents are encouraged to maintain regular, on-going, two-way communication with the teaching staff in a manner that best meets their needs - email, in person, home-visits, notes, or phone calls.
2. QPPS 1.1, 7.5

Arrival and Departure of Children

1. All motor vehicle transportation provided by parents, legal guardians or others designated by parents or legal guardians will include the use of age-appropriate, and size-appropriate seat restraints.
2. When bringing your child to school, we ask that you park your car 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 a designated adult 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 (or Adventuretime staff). No child will be permitted to leave the building without an adult.
3. Other than parents or legal guardian, only persons with prior written authorization will be allowed to pick up a child from the school. Anyone who is unfamiliar to teaching staff, including authorized individuals, will be asked to present photo identification before a child is released to them.
4. When all children have arrived, the preschool teacher will record attendance for the day. Throughout the day each time children transition from one location to another, i.e. classroom to outdoor, the teacher will be responsible for counting the number of children whenever leaving one area and when arriving at another to confirm the safe whereabouts of every child at all times.
5. QPPS 10.11

Attendance

1. Regular attendance is important to your child's preschool experience. Please Call your child's classroom or the Adventuretime Office (515-457-5855) if your child is going to be absent.

Student Records

1. Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who

have a legitimate educational interest are allowed to access a student's records without the parent's permission. For a complete copy of the school district's policy on student records or the procedure for filing a complaint, view the handbook on the district website- <http://www.urbandaleschools.com>.

2. 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.
3. QPPS 10.10

Adventuretime Advisory Committee

1. Adventuretime program has a preschool advisory committee composed of parents, school staff, and other community members interested in the preschool program. They serve as a sounding board for new ideas and services. Please let the preschool teacher know if you are interested in being part of the Adventuretime Advisory Committee.
2. QPPS 7.2

Concerns

1. Open and honest communication between families and the preschool program is an essential component of a high quality early childhood program. We want you to be confident that your child is being well cared for and is having a quality experience. If there is ever a time you have a concern regarding your child, we want to encourage you to address your concern to your child's teacher. If additional help is needed, either party may ask for the assistance from the Director.
2. If you have a concern regarding some aspect of the program or policy, please contact the Adventuretime Family Services Director (who is the program administrator for the preschool). If you remain dissatisfied, you may contact the Superintendent of the Urbandale Community School District. With all concerns, we will do our best to reach a mutually satisfying solution for all parties involved.
3. QPPS 7.6

Family Involvement

1. Our school district encourages families to be very involved in their child's education by observing their children during the day when possible and meeting with staff. Parents are welcome to visit at any time during class sessions. Please contact the teacher for details/class schedule.

2. Parents/primary caretakers are the children's most important teachers. We are very pleased to be able to be your partner in your child's early learning experience. Home visits will be held at the beginning of the school year. Home visits are utilized in order to get to know families, their values, traditions, and to see the child in their own setting. They also help us to build a positive relationship between school and family as well as strengthen the home-school connection. Information will be gathered during the home visit and throughout the year that will contribute toward your child's overall assessment.
3. QPPS 7.1, 7.2

Transitions

1. 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. Home and school connections are crucial to the transition to kindergarten or any other program and teaching staff will partner with the family to make transitions as smooth as possible. Preschool staff will provide information about enrollment policies and procedures, and program options.
2. QPPS 7.9, 7.10

Health and Safety

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

Health and Immunization Certificates

1. Within thirty days after a child begins the program, health records that document the dates of service shall be submitted that show the child is current for routine screening tests (Physical). Immunization records should be turned in before the child starts school (except for immunization for which parents are using a religious exemption).
2. QPPS 5.1, 10.10

Health and Safety Records

1. Health and safety information collected from families will be maintained on file for each child in the building office. Files are kept current by updating annually. The content of the file is confidential.
2. Child Health and Safety Records will include:

- a. Current information about any health insurance coverage required for treatment in an emergency
 - b. Results of health examination, showing up-to-date immunizations and screening tests
 - c. Current emergency contact information for each child, that is kept up to date by a specified method during the year
 - d. Instructions and/or plans 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) will be developed by the staff and/or parent
 - e. 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 QPPS 10.14
 - f. 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.
3. QPPS 5.1, 10.10, 10.14

General Health and Safety Guidelines

1. All staff must be alert to the health of each child, known allergies, or special medical conditions
2. 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.
3. All staff will follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections.
4. All staff are familiar with evacuation routes and procedures.
5. All teaching staff complete "Occupational Exposure to Bloodborne Pathogens" annually.
6. All teachers/associates have a certificate of the satisfactory completion 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.
7. QPPS 5.4

Illness Policy and Exclusion of Sick Children

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

The following are public health recommendations when deciding whether or not to send a child to school that wakes up not feeling well. Although sometimes inconvenient, for the health of all, parents are expected to adhere to the 24-hour recommendations.

- a. **Diarrhea/Vomiting** – within the last 24 hours: keep child home.
- b. **Fever** – 101 degrees or greater: keep child home until fever-free at least 24 hours.
- c. **Strep Throat** is a highly contagious bacterial infection – sore throat, fever (usually), aches; diagnosis is made by a throat culture: child needs to be on an antibiotic for at least 24 hours and symptoms subsiding before returning to school.
- d. **Pinkeye** is highly contagious and presents itself with burning, itching red eyes with yellow drainage: child should be seen by a physician and should be on medication for at least 24 hours and symptoms subsiding before returning to school.
- e. **Chicken Pox** is one of the most common contagious viral diseases of childhood. Symptoms include low-grade fever and a distinctive rash. The rash begins as red bumps, which develop into blisters that open and form scabs. The rash causes itching with may be severe. Children should not return to school until all blisters have scabs. This usually takes seven or more days.
- f. **Impetigo** is a skin infection that occurs when bacteria invade skin that is broken, scratched or burned. The areas most affected are the hands and face, especially around the nose and mouth. It usually begins as red spots that fill with fluid (blisters). The blisters rupture easily and the fluid dries and forms a honey-colored crust. Treatment is with an antibiotic ointment, oral antibiotic or both. The child should be on medication for 24 hours before returning to school.

2. Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Surfaces will be disinfected using a non-toxic solution of one tablespoon household bleach to one quart of tap water made fresh daily.
3. Staff will be trained in cleaning techniques, proper use of protective barriers such as gloves, proper handling and disposal of contaminated materials.
4. Facility cleaning requiring potentially hazardous chemicals will be scheduled when children are not present to minimize exposure of the children. All cleaning products will be used as directed by the manufacturer's label. Nontoxic substances will be used whenever possible.

Hand Washing Practice

1. Frequent hand washing is key to preventing the spread of infectious diseases. Teachers will teach children how to wash their hands effectively.
2. Posters of children using proper hand washing procedures are placed by each sink.
3. Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
4. All staff, volunteers, and children are required to use appropriately wash hands in order to reduce the risk of transmission of infectious diseases to themselves and to others.
5. Staff assist children with hand washing as needed to successfully complete the task.
6. Children and adults wash their hands:
 - a. Upon arrival for the day
 - b. After diapering or using the toilet (use of wet wipes is acceptable for infants)
 - c. After handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit)
 - d. Before meals and snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry)
 - e. After playing in water
 - f. After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals
7. Adults also wash their hands:
 - a. Before and after feeding a child
 - b. After assisting a child with toileting
 - c. After handling garbage or cleaning

8. QPPS 5.8

First Aid Kit

1. A First Aid kit is located in the preschool classroom.
2. It is inaccessible to the children, but readily available for adult use.
3. Following each use of the First Aid kit, the contents will be inspected and missing or used items replaced.
4. The First Aid kit is taken to the outdoor play areas as well as on field trips and outings away from the school.
5. QPPS 9.13

Fire Safety

1. 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 and recorded.
2. QPPS 9.14

Medical Emergencies and Notifications of Accidents or Incidents

1. The Urbandale Community School District has written plans in place that describe the following situations and procedures to follow:
 - a. Emergency phone numbers
 - b. Fire procedures
 - c. Utility failures (electrical power failure, water line break, gas line break)
 - d. Severe weather
 - e. Bomb threats
 - f. Physical threats/Armed intruder
 - g. Evacuations
 - h. Accidental injury or illness procedures for life threatening and non-life threatening situations
2. These plans will be reviewed by each staff member at the beginning of each school year and when changes are made to them. In the event that your child receives a minor, non-life threatening injury during their time at preschool, our teacher will assess the situation and apply First Aid as needed. Minor cuts and scrapes will be treated with soap and water and bumps will be treated by applying ice to the injured area. Any incident or injuries will be documented on an injury form and a copy will be given to the parent within 24 hours of the incident. All staff will have immediate access to a telephone that allows them to summon help in an emergency. Each phone will post the telephone numbers of

the fire department, police department, hospital, and poison control. Emergency contact information for each child and staff member will be kept readily available. The list of emergency telephone numbers, copies of emergency contact information and authorization for emergency transport will be taken along anytime children leave the facility in the care of facility staff. Emergency phone numbers will be updated at least annually or as needed.

3. QPPS 10.13

Protections from Hazards and Environmental Health

1. Program staff will protect children and adults from hazards, including electrical shock, burns, or scalding, slipping, tripping, or falling.
2. The preschool classroom building has been assessed for lead, radon, radiation, asbestos, fiberglass, and other hazards that could impact children's health with documentation on file if applicable. No well water is used at any site. The building's heating, cooling, and ventilation systems are kept in compliance with national standards for facility use by children.
3. The program maintains facilities so they are free from harmful animals, insect pests, and poisonous plants. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility and in a manner that prevents skin contact, inhalation, and other exposure to children.
4. QPPS 9.16, 9.17

Smoke Free Facility

1. In compliance with the Iowa Smokefree Air Act of 2008, Urbandale Community School Districts' program buildings and grounds are smoke free. A "No Smoking" sign meeting the law's requirements is posted at the entrance to the preschool building to inform people that they are entering a non-smoking place.
2. No smoking is allowed on the school grounds.
3. QPPS 9.19

Staff – General Information

1. Hiring procedures include completion of the following checks: criminal-record check, free from history of substantiated child abuse or neglect check, education credentials, verification of age, completion of high school or GED, personal references and a current health assessment.
2. The preschool program maintains current health information from documented health assessments for all paid preschool staff and for all volunteers who work

more than 40 hours per month and have contact with children. A current health assessment (not more than one-year-old) is received by the program before an employee starts work or before a volunteer has contact with children. The health assessment is updated every two years. Documented health assessments include:

- a. Capacities and limitations that may affect job performance
 - b. Documentation by a licensed health professional of TB skin testing using the Mantoux method and showing the employee to be free from active TB disease. For those who have a positive TB skin test and who develop a persistent cough or unexpected fever, immediate assessment by a licensed physician is required. For those who have increased risk of TB according to the Centers for Disease Control (CDC), documentation is required annually by a licensed health professional showing that the employee is free from active TB disease.
 - c. Confidential personnel files, including applications with record of experience, transcripts of education, health-assessment records, documentation of ongoing professional development, and results of performance evaluation, are kept in a locked filing cabinet in the preschool's office.
3. QPPS 10.15 – 10.20

Orientation

1. Employees must know their role and duties. New preschool teaching staff will be required to participate in an initial orientation program that introduces them to fundamental aspects of the program operation including:
 - a. Program philosophy, mission, and goals
 - b. Expectations for ethical conduct
 - c. Individual needs of children they will be teach or caring for
 - d. Accepted guidance and classroom management techniques
 - e. Daily activities and routines of the program
 - f. Program curriculum
 - g. Child abuse and reporting procedures
 - h. Program policies and procedures
 - i. Iowa Quality Preschool Program Standards and Criteria
 - j. Regulatory requirements
2. Follow-up training expands on the initial orientations
 - a. The employee's immediate supervisor should provide the new employee with a review of the employee's responsibilities and duties. The director or principal will explain payroll procedures, employee benefits programs and accompanying forms to the employee.

Staffing Patterns and Schedule

1. The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing for Iowa's Quality Preschool Program Standards of maintaining an adult/child ratio of at least 1:10 at all times for four-year-olds and 1:7 for 3-year-olds. The center 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 office to arrange for coverage in order to maintain the adult/child ratio.

Staff Development Activities

1. Personnel policies encourage participation in professional development opportunities. All teaching staff continuously strengthen their leadership skills and relationships with others. They also 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. All teaching staff attend professional development meetings on a weekly basis.
2. QPPS 6.6, 10.15

Evaluation and Professional Growth Plan

1. All staff are evaluated by a supervisor. New teachers (with an initial teaching license) have formal evaluations three times per year. All teachers who are on the evaluation cycle (with a standard teaching license) have formal evaluations twice a year. 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.
2. QPPS 6.5, 6.6

Volunteers

1. Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the teacher if you would like to be a preschool volunteer.
2. QPPS 10.15, 10.17