



**Comet Preschool  
Charles City School District  
Statewide Voluntary Preschool Program**

Family Handbook  
2022-2023 School Year

# **Preschool Policies and Procedures**

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# **Charles City School Wide Voluntary Preschool Program Program (SWVPP) Policies and Procedures**

## **I. WELCOME TO THE CHARLES CITY SWVPP**

Charles City Community School was awarded the Statewide Voluntary Preschool Program Grant in 2010 as a result of the Preschool Advisory Committee's dedicated work. The program's goal is to provide a high quality preschool program meeting each child's needs, including children with disabilities and those from a diverse background. The preschool provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new skill development. It is a setting where children feel safe, respected, and cared for. This is an opportunity for all four-year-old children to take part in planned, active learning experiences to build their readiness skills. The preschool program has adopted and meets the Iowa Quality Preschool Program Standards, 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**

### **Mission:**

The mission of the Charles City School District, a partnership of school staff, parents, and community, is to prepare students to be life-long learners who can become successful, productive future citizens. This will be accomplished by recognizing the value of each individual and promoting academic and personal growth in a challenging and caring environment.

### **Preschool Philosophy of Education:**

We believe:

- ◆ Student learning is the most important element of our society.
- ◆ Students learn best in a safe and caring environment.
- ◆ Innovative learning activities and various teaching strategies enhance learning.
- ◆ Respect for diversity develops tolerance within the school and our society.
- ◆ Effective learning produces life-long skills.
- ◆ Leaders never lose sight of best practice.
- ◆ Teaching the importance of citizenship benefits the school and the community.
- ◆ Productive discipline incorporates control, consistency, and care.
- ◆ Memorable and enjoyable activities foster learning.
- ◆ School, home and community collaboration facilitates and reinforces learning.

### **Goals for Children:**

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

**Goals for Families:**

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

**III. ENROLLMENT**

**Eligibility**

Children must be four years of age prior to September 15<sup>th</sup> of the current school year. Pre-registration will begin in the spring of the year. Registration materials are available from each individual preschool. Final registration will occur in the fall.

**Hours**

Classes meet for a minimum of 10 hours per week. The following are the attendance times for the Charles City SWVPP:

Comet Preschool	8:20 am -3:25 pm	Tuesday-Friday
Central Preschool (Community Partner)	8:30 am -11:30 pm	Monday-Friday
St. John’s Christian Preschool (Community Partner)	12:30 pm - 3:30 pm	Tuesday-Friday

**Attendance**

Students who are enrolled for classes in the Charles City SWVPP will attend school for the full session and are expected to be punctual in their arrival and departure. Students are not expected to be absent any more than is necessary for health reasons or appointments. Irregular attendance interferes with the progress of your child and others as teachers find themselves taking class time to repeat information and make adjustments for those students who have been absent. Please call the Washington office at 641-257-6570 no later than 8:30 am if your child will be absent. For safety’s sake, if a student is absent without notification, office staff will attempt to contact the family to verify the child’s absence from school.

**Equal Educational Opportunity**

It is the policy of the Charles City School not to discriminate in its education programs or educational activities on the basis of sexual orientation, race, religion, color, national origin, marital status or disability. Students are educated in programs, which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Students who feel they have been discriminated against are encouraged to report it to the school district Affirmative Action Coordinator, Dr. Anne Lundquist. She can be reached at 641-257-6500. 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.

## **IV. Instructional Day**

### **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 each day. Listening is balanced with talking, group activities with solitary time, indoors with outdoors, and quiet play with noisy play. Your child will have the opportunity for the following types of activities every day:

Learning Center Activities:	Large and Small Group Activities	Story Time
Art	Self-directed Play	Outdoor Activities
Discovery	Individual Activities	Snack or Lunch
Sand and Water		Computers
Music and Movement		
Games and Toys		
Library		
Blocks		
Dramatic Play		

Lesson plans for each week are available in the classroom showing how these activities are incorporated into the daily schedule. A weekly newsletter will be sent home to let families know what learning will consist of for the next week.

### **Arrival and Departure of Children**

Students enrolled in Comet Preschool are able to access Charles City Community School transportation.

Other than parents or legal guardians, only persons with prior written authorization (Parent Consent Form in Powerschool) will be allowed to pick up a child from the school. Anyone who is unfamiliar to teaching staff, including authorized individuals, may be asked to present photo identification before a child is released to them. Safety of our students is of the utmost importance.

### **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. 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 consent form for trips for each child before each trip. Adult family members are asked to volunteer to go on these trips to provide increased supervision and adult/child ratios. A notice will be posted including the dates, time of departure, time of return, and the destination location 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 about the 10-foot danger zone around the vehicle where the driver cannot see.

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

## **Curriculum**

All instruction is designed around the Iowa Early Learning Standards. Teachers use *Creative Curriculum*, a research and evidence based comprehensive curriculum designed for children ages birth through kindergarten. It addresses all areas of early learning: language and literacy, math, science, physical skills, and social skills. It is based on units of study generated through children's interests. The units are familiar and meaningful to young children and provide children an opportunity to learn in a variety of ways - through play, problem solving, movement, art, music, drawing and writing, listening, and storytelling.

## **Child Assessment**

### *Guiding principles:*

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

Children are assessed in the following ways:

- Creative Curriculum GOLD is the assessment tool used. It records student progress in all developmental areas at the beginning, middle and end of the year.
- The Indicators of Individual Growth & Development: Early Literacy (IGDIs) is a screening tool that is used to track Kindergarten readiness with literacy skills. Students are assessed three times per year. This data is used to guide small group instruction in the area of literacy.
- Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
- The Ages & Stages Questionnaire is administered at the beginning of the school year and is completed with parent input.
- Child portfolios and files are organized by the teaching staff and include the assessments, observational data, and child work samples collected on an on-going basis.
- Families are asked to contribute information about their child's progress. Young children often show different skills in different settings. Working together, the teaching staff and families can gather a complete picture of a child's growth and development.

The information from the above is used in the following ways:

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

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

If, through observation or information on the *Creative Curriculum's GOLD Assessment*, the teacher feels that there is a possible issue related to a developmental delay or other special need, she/he will communicate this to the family during a conference, sharing documentation of the concern. Suggestions for next steps may include the following, with the knowledge and consent of the parents:

- The teacher utilizes Central Rivers Area Education Agency as an early intervention process. The AEA personnel engage in problem identification, planning interventions, providing support, and making outside resources available to those individuals requesting assistance. A Problem Solving Team is available and functional for all students and teachers in the building.
- A request can also be made to the AEA by parents or teachers for support and additional ideas or more formalized testing. This may involve a developmental screening and referral for diagnostic assessment.

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.

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.

### **Transitions**

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.

### **Program Assessment**

Charles City SWVPP implements the Iowa Quality Preschool Program Standards. Administrators, families, staff, and other routinely participating adults will be involved annually in a program evaluation that measures progress toward the program's goals and objectives. The annual evaluation process includes gathering evidence on all areas of program functioning, including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

### **Child Guidance and Discipline**

Teaching staff will equitably use positive guidance, redirection, and planning ahead to prevent problems. They will encourage appropriate behavior through the use of consistent clear rules, and involving children



in problem solving to foster the child's own ability to become self disciplined. When the child understands words, discipline will be explained to the child before and at the time of any disciplinary action. Teaching staff will encourage children to respect other people, to be fair, respect property and learn to be responsible for their actions. Teaching staff will use discipline that is consistent, clear, and understandable to the child. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn taking.

### *Challenging Behavior*

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

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

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

### **Snacks/Foods and Nutrition**

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

Children are served meals 2-3 hours apart. A snack is served during each school day. Two food groups will be represented at each snack time as outlined in USDA guidelines. A written 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 foods, and encourages children to expand their tastes by at least trying a portion of the food offered.

All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines. Clean, sanitary drinking water is made available to children throughout the day. Staff discards any foods with expired dates. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served.

For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider is required to provide the program with an individualized care plan (form available upon request) prepared in consultation with family members and specialists involved in the child's care.

Children with food allergies shall be protected from contact with the problem food. With family consent, the program posts information about the child's allergies in the food preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day. Program staff will keep a daily record documenting the type and quantity of food a child consumes when any child with a disability has special feeding needs and provide parents with that information.

High risk foods, often involved in choking incidents, will not be served. For children younger than four years, these include hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.

### **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. 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.

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

In order to make sure that 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 dressing your child in layers is a practical idea.

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. With written parental permission, sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher can be applied to your child's exposed skin. With written parental permission, insect repellent containing DEET can be applied no more than once a day to protect your child from insect bites when the public health authorities recommend its use.

Program staff will complete a playground maintenance checklist on a monthly basis, and a daily playground walk-through to ensure playground safety.

### **Clothing**

Your child will be learning through creative, active play that can sometimes be messy. Your child should wear comfortable, washable clothing as well as rubber-soled and closed-toe shoes to school. 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 a toileting accident or messy play. Please clearly label the clothing with your child's name.

### **Toilet Learning**

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:

- Staff use only commercially available disposable diapers or pull-ups unless the child has a medical reason that does not permit their use (medical reason documented by health provider).
- 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.
- When cloth diapers are required for medical reasons, the diaper has an absorbent inner lining completely contained with an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit. Cloth diapers that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing) and sent home that day for laundering.
- Diapering will only be done in the designated diaper area. Food handling will not be permitted in this diapering area.
- Staff check children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours. Diapers are changed when wet or soiled.
- Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
- At all times, caregivers have a hand on the child if being changed on an elevated surface.
- Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
- Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed. The container will be clearly labeled to show its intended use.
- 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.
- Potty chairs will not be used due to the risk of spreading infectious diarrhea.

### **Objects From Home**

Because the preschool program provides ample toys and learning materials for your child, we ask that you limit toys brought from home. If your child brings an "attachment" item from home, we ask that it is small enough to fit inside his/her backpack or cubby. Please do not allow children to bring gum, candy, money, or toy guns to school. The program cannot be responsible for lost or broken toys brought from home.

### **Classroom Animals and Pets**

On special occasions, a child is permitted to exhibit a pet in school. The pet must be brought to school and returned home by the parent. The preschool teacher must ensure that the animal does not create an unsafe or unsanitary condition. The animal must appear to be in good health and have documentation from a veterinarian or an animal shelter to show that the animal is fully immunized (if the animal should be so protected) and suitable for contact with children. The pet should be in a proper cage or container during the entire visit. Pets will be viewed by students; no physical contact will be allowed between the students and the pet. Teaching staff will closely supervise the pet visits.

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 that requirements have been met.

### **Birthdays**

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 in factory-sealed containers.

### **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. *A zero tolerance policy on dangerous weapons (real or toy) is in effect; i.e., gun, squirt guns, water rifles or pistols, slingshots, toy guns, toy grenades and other similar items, knives, etc. Violation may result in a student suspension/expulsion.*

## **IV. COMMUNICATION WITH FAMILIES**

### **Family Involvement**

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 communicate with families no less than weekly. Staff will use notes to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Parents are encouraged to maintain regular, on-going, two-way communication with the teaching staff.

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.

### **Open Door Policy**

Charles City SWVPP 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 and legal guardians are always welcome to visit the preschool classroom. As a safety feature, all parents and visitors will check in at the main office. To protect valuable instructional time, we ask that you provide 24 hour notice to the classroom teacher and limit visits to during lunch time. Parents/legal guardians must give permission for others to visit.

Charles City SWVPP 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. Promptly return all forms, including questionnaires.
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, reading all materials sent home.
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 families' cultural traditions, celebrations, or customs.

### **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 any preferences, concerns, or questions at any time with the teacher or administrator.

### **Family Teacher Conferences**

The preschool program will have formal family teacher conferences in the fall and spring. During the conference the teacher will share results of classroom assessments and samples of your child's work. Together teachers and parents can make a plan to continue to encourage each child's growth and development. In addition, parents may request a conference at any other times they see necessary.

### **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 board secretary in the middle school administration office.

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

## **VI. HEALTH AND SAFETY**

### **Health**

Charles City SWVPP 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**

Upon entry to the program, children will have an immunization card, completed, according to the schedule recommended and published by the American Academy of Pediatrics. Within 30 days after a child begins the program, a physical form completed by a doctor will be submitted.

When a child is overdue for any routine health services, parents or legal guardians must provide evidence of an appointment for those services before the child's entry into the program and as a condition of remaining enrolled in the program, except for immunization for which parents are using religious exemption.

### **Health and Safety Records**

Child Health and Safety Records will include:

1. Current information about any health insurance coverage required for treatment in an emergency;
2. Results of health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results;
3. Current emergency contact information for each child, that is kept up to date by a specified method during the year;
4. Names of individuals authorized by the family to have access to health information about the child;
5. Instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes);
6. Individual emergency care plans 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
7. Supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs. Staff implement a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

### **Illness Policy and Exclusion of Sick Children**

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

- fever greater than 99.6 degrees F
- vomiting
- diarrhea
- pink eyes with drainage
- cough with congestion and excessive nasal discharge

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

- Fever free for 24 hours
- Chicken pox: one week after onset (or when lesions are crusted)
- Strep throat: 24 hours after initial medication
- Vomiting/Diarrhea: 24 hours after last episode
- Conjunctivitis (pink eye): 24 hours after initial medication or when without drainage

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

When a child develops signs of an illness during their day at preschool, parents, legal guardians, or other person authorized by the parent will be notified immediately to pick up the child. For this reason, please be sure that we have current, accurate phone numbers for you, your authorized emergency contact person and your child's pediatrician. 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.

### **Reporting Communicable Diseases**

Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that the families should implement at home.

### **Medication Policies and Procedures**

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

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

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

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

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

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

A medication log will be maintained by the school staff to record the instructions for giving the medication, consent obtained from the parent or legal guardian, amount, the time of administration, and the person who administered each dose of medication. Spills, reactions, and refusal to take medication will be noted on this log.

### **Safety**

A first aid kit is located in the preschool classroom. A fire extinguisher is installed and readily available in the preschool classroom. The facility is inspected monthly to ensure children's safety.

### **Cleaning and Sanitization**

All preschool classrooms and common areas will be routinely cleaned and sanitized according to district developed procedures and protocols that align with IQPPS criteria. Staff are trained on the procedures around cleaning, sanitizing, bodily fluid clean up and disposal of contaminated materials to ensure a safe environment for our students.

### **Hand Washing Practices**

Frequent hand washing is key to prevent the spread of infectious diseases. Teachers teach children how to wash their hands effectively. Posters of children using proper hand washing procedures are placed by each sink. Children wash their hands upon entering the classroom, before and after using the water table, before eating, after using the bathroom, after using a Kleenex, and after sneezing.

### **Supervision Policy**

No child will be left unsupervised while attending preschool. Staff will supervise primarily by sight. Supervision for short intervals by sound is permissible as long as teachers check every two to three



minutes on children who are out-of-sight (e.g. those who can use the toilet independently, who are in the library area, etc.) Teaching staff are assigned to equipment areas where injury may occur.

### **Inclement Weather**

In the event that the preschool must be closed due to bad weather, we will notify school patrons by radio. KCHA (95.9 FM) in Charles City will be the official station with all school closings and early dismissals. Also, KLSS (106.1 FM) and KAUS (100 FM) will report closure information.

### **Medical Emergencies and Notification of Accidents or Incidents**

The Charles City SWVPP has in place a “Safety Procedures Booklet” that describes the following situations and procedures to follow:

- Emergency phone numbers
- Fire procedures
- Utility Failures (electric power failure, water line break, gas line break)
- Severe weather
- Bomb threats
- Physical Threats/Armed Intruder
- Evacuations
- Accidental Injury or Illness procedures for life threatening and non-life threatening situations

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

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

### **Smoke Free Facility**

In compliance with the Iowa Smokefree Air Act of 2008, Charles City SWVPP buildings and grounds are smoke free. No smoking is allowed on the school grounds or within sight of any children.

### **Child Protection Policies**

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”.

### **Substance Abuse**

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

## **Staff**

### **Preschool Advisory Committee**

Each participating program has an advisory committee composed of parents and school staff. This group meets a minimum of 2 times per year to provide feedback on services that meet children and family needs. They also serve as a sounding board for new ideas and services. Please let your child's preschool teacher know if you are interested in being part of the Preschool Advisory Committee.