

2023-2024 Bellevue Community School District Preschool Program

Program Policies and Procedures for
Three- and Four- Year old Preschool



Little Stars Preschool
Bellevue Elementary School
100 South 3rd St., Bellevue, IA 52031

St. Joseph's Preschool
Marquette Catholic
403 Park St., Bellevue, IA 52031

Bellevue Community School District

The Bellevue Community School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, marital status, sexual orientation, gender identity and socioeconomic status in its educational programs. If you have questions or a grievance related to compliance to this policy please contact the district's Equity Coordinator, Tom Meyer, Bellevue Superintendent, 1601 State St. Bellevue, IA 52031, telephone number 563-872-4001.

Preschool Policies and Procedures

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Program Administrator

Jeanette Hartung-Schroeder, Bellevue Elem Principal 872-4001 ext. 2
jeanettehartung-schroeder@bellevue.k12.ia.us

Karla Weinschenk - Elementary Secretary 872-4001 ext. 2 karlaweinschenk@bellevue.k12.ia.us

Kelley Humphrey - School Nurse 872-4001 ext. 2 kellyhumphrey@bellevue.k12.ia.us

Little Stars Preschool

Sam Van Gorp 872-4001 ext. 2 samvangorp@bellevue.k12.ia.us

Alesha Malone 872-4001 ext. 2 aleshamalone@bellevue.k12.ia.us

Trisha Pickett 872-4001 ext. 2 trishapickett@bellevue.k12.ia.us

Associates - Paquita Ditzler, Heidi Kueter, Danielle Reimers

St. Joseph's Preschool

Geoffrey Kaiser, Principal 872-3284 geoffreykaiser@marquettecatholic.com

Jessica Medinger 872-3284 jessicamedinger@marquettecatholic.com

Brooke Moore 872-3284 brookemoore@marquettecatholic.com

Associates - Jill Nolting

Bellevue Community Preschool Program Policies and Procedures

I. Bellevue Community Preschool Program IQPPS 10.1

The Bellevue Community School District was awarded the Statewide Voluntary Preschool Program Grant in 2009. The program's goal is to work collaboratively with St. Joseph's Preschool to provide a free high quality preschool program meeting each child's needs, including children with disabilities and those from a diverse background. The program provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new skill development. Each preschool center 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 IQPPS 10.1

District Mission Statement:

The Bellevue Community School District will ensure quality learning experiences for all students to reach their full potential in a dynamic global society.

Preschool Mission Statement:

Little Stars Preschool and St. Joseph's Preschool Programs believe that staff, families and community work together to provide opportunities for children to learn through developmentally appropriate activities in a safe, nurturing environment.

Goals for Children:

To help children become independent, self-confident, inquisitive, life-long learners through various stages of development.

Goals for Families:

- ◆ Families will feel welcome in the classroom and school.
- ◆ Families will work with the school in a meaningful partnership.

III. ENROLLMENT

Equal Educational Opportunity

The Bellevue Community School District provides equal opportunity in programs provided to all students regardless of race, color, national origin, gender (sex), sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, or creed. Students who feel they have been discriminated against are encouraged to report it to the school district Affirmative Action Coordinator, Bellevue CSD Superintendent, who can be reached at 563-872-4001. InquiMalone 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 principal's office.

Eligibility

Your child must be an Iowa resident and four years of age prior to September 15th of the current school year in which they start 4-year-old preschool. Registration will begin in the spring of the year. Registration materials are available at each participating preschool and on the district website at www.bellevue.k12.ia.us.

Hours

The hours for Four-year-old classes are as follows. The Statewide Voluntary Preschool Program Grant funds the four-year old classes and requires a minimum of 10 hours of non faith-based instruction.

Little Stars Preschool	Mrs. Van Gorp/Mrs. Pickett a.m.	8:10-11:10 M-F
	Mrs. Van Gorp	12:10-3:10 M-F
St. Joseph's Preschool	Mrs. Medinger a.m.	8:00-11:00 M-F

The hours for Three-year-old classes are as follows.

Little Stars Preschool	Ms. Alesha (Malone) a.m.	8:10-11:10 T/TH
	Ms. Alesha (Malone) p.m.	12:10-3:10 T/TH
St. Joseph's Preschool	Mrs. Moore a.m.	8:00-11:00 MWF

Children are placed in classes based on registration dates, special needs, transportation needs and preferred preschool site. We will attempt to make the child's placement as convenient as possible for parents. All preschool programs follow the Bellevue Community School District calendar. There is no afternoon preschool on scheduled early dismissal dates or when school dismisses early due to weather. In the event of a late start, there is no morning preschool. Scheduled early dismissal days for the 2023-2024 are as follows:

- September 13, 2023 1:10 p.m.
- October 11, 2023 1:10 p.m.
- October 18 and 19, 2023 1:10 p.m. (No school October 20)
- November 8, 2023 1:10 p.m.
- December 13, 2023 1:10 p.m.
- February 14, 2024 1:10 p.m.
- March 6 and 7, 2024 1:10 p.m. (No school March 8, 2024)
- March 20, 2024 1:10 p.m.
- April 17, 2024 1:10 p.m.
- May 8, 2024 1:10 p.m.

Parent/teacher conferences are October 18 and 19, 2023 and March 6 and 7, 2024. No school on January 15, 2024 and April 2, 2024 for professional development.

General Information IQPPS 10.4

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

Inclusion

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**

IV. A CHILD'S DAY

Who Works In The Preschool IQPPS 10.2

Administrators - Jeanette Hartung-Schroeder, Little Stars Preschool; Geoffrey Kaiser, St. Joseph's
The elementary principal is designated as the program administrator supervising the preschool program. The principal meets all qualifications described in the Iowa Quality Preschool Program Standards.

Teachers – Alesha Malone, Sam Van Gorp , and Trisha Pickett at Little Stars Preschool; Jessica Medinger at St. Joseph's

A full-time teacher licensed by the Iowa Board of Educational Examiners and holding an early childhood endorsement is assigned to the preschool classroom. **IQPPS 6.3**

Teacher Associates - Paquita Ditzler, Danielle Reimers, Heidi Kueter at Little Stars Preschool; Jill Nolting at St. Joseph's Preschool

A full time teacher associate or assistant teacher is assigned to classrooms with more than 10 students. Associates or assistant teachers are under direct supervision of the certified teacher. Associates or assistant teachers must have a high school diploma or GED and:

- 50% of associates or assistant teachers have at least a Child Development Associate Credential (CDA) or equivalent.
- 100% of associates or assistant teachers who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent, are actively participating in the program, and are demonstrating progress toward a CDA or equivalent.

College-level course work is from regionally accredited institutions of higher education may include distance learning or online coursework.

All teaching staff have specialized coursework or professional development training in the program's curriculum as well as in communication and collaboration skills that prepare them to participate as a member of a team. **IQPPS 6.4**

School Nurse – Kelley Humphrey

The preschool will have the assistance of the school nurse. The current nurse is employed full time, is a certified RN, and is recertified every three years. She maintains student health records by updating them biannually, and attends to the health needs of the students while they are at school. She is available for parent consultation when necessary.

Support Staff – Jill Andresen, Jennifer Jansen, AEA Early Childhood Consultant

Mississippi Bend AEA 9 support staff provide resources and assistance to the teacher and classroom upon request to help all children be successful in the preschool setting. Such staff may include: early childhood consultant, speech and language pathologist, social worker, occupational therapist, physical therapist or others.

Daily Activities

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

Large and Small Group Activities	Self-Directed Play	Snack	Music & Movement
Learning Center Activities: Art, Science, Writing, Toys and Games, Manipulatives, Books, Blocks, Pretend Play, Technology, Social Activities	Story Time	Computers	Cooking
	Outdoor Activities	Individual Activities	Sensory (i.e. sand and water)

Lesson plans for each week are created showing how these activities are incorporated into the daily schedule. Communication will be ongoing with notes sent home (electronically if requested).

Curriculum IQPPS 2.1 - 2.3

The curriculum guides teachers’ development and intentional implementation of learning opportunities consistent with the program’s goals and objectives. The curriculum is implemented in a matter that reflects responsiveness to family home values, beliefs, experiences and language. These beliefs and values are learned through home visits, notes, and other two way communication that occurs through Seesaw, classroom Facebook pages, and face-to-face meetings. The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule:

- a. provides time and support for transitions
- b. includes both indoor and outdoor experiences.
- c. is responsive to a child’s need to rest or be active.

It is the policy of Little Stars Preschool and St. Joseph’s Preschool that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnic origin, religion, and physical disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural nonsexist society. **IQPPS 1.7**

The preschool program uses research and evidence-based comprehensive curriculums designed for preschool children. These curricula include: GOLD, Heggerty Phonemic Awareness, Handwriting Without Tears, Second Step for social emotional and *Creative Curriculum*. The curriculum addresses all areas of early learning: language and literacy, math, science, physical skills, and social skills. It is based on thematic units familiar and meaningful to young children such as Homes and Families, Animals, All About Me, Transportation, Community, Foods, Nature, Health and Fitness. It provides children an opportunity to learn in a variety of ways - through play, problem solving, movement, art, music, drawing and writing, listening, and storytelling. Suggestions for modifications and adaptations are an integral part of the curriculum.

Child Assessment IQPPS 4.1, 4.2

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.

Children are assessed in the following ways:

- *Creative Curriculum* and Teaching Strategies GOLD are aligned with the Iowa Early Learning Standards. It records student progress in all developmental areas at the beginning, middle and end of the year.
- Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
- Early Literacy Individual Growth and Development Indicators (IGDIs) are given at the beginning, middle, and end of the year to monitor the growth of early literacy skills.
- 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. **IQPPS 7.3-7.5**

Assessment information will be shared formally with families during Parent Teacher Conferences in the fall and spring. The preschool teacher will communicate weekly regarding children's activities and developmental milestones, shared caregiving issues, and other information that affects the wellbeing and development of their child(ren.). This communication when not able to occur in person, will be communicated through binders, Seesaw, and email. Informal conferences are always welcome and can be requested at any time.

Staff encourage families to raise concerns and work collaboratively with them to find mutually satisfying solutions that staff can incorporate into classroom practice. If, through observation or information on the Preschool Progress Report, the teacher feels that there is a possible issue related to a developmental delay or other special need, she/he will communicate this to the family 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 requests assistance from the Multi-tier System of Supports building team as an early intervention process. This team engages in problem identification, plan interventions, provide support, and make outside resources available to those individuals requesting assistance. The Early Childhood Team is available and functional for all students and teachers in the building.
- A request made to Mississippi Bend AEA9 for support and additional ideas or more formalized testing.

The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated.

If a child is determined to need special accommodations, those accommodations are included in the materials, environment, and lesson plans for that child. Examples include sign language and visuals for children with hearing impairments or language delays and behavior plans for children whose behavior does not respond to the typical strategies used by teaching staff in the classroom.

Program Assessment IQPPS 10.15

Little Stars Preschool and St. Joseph's Preschool implement the Iowa Quality Preschool Program Standards. A verification visit was conducted during the 2010-2011 school year to confirm we are adhering to the expected standards. A desk audit was conducted during the 2013-2014 school year. Desk Audits will occur annually beginning in the 2018-2019 school year.

The program offers staff and families opportunities to assist in making decisions to improve the program. Collaborative and shared decision making is used with all participants to build trust and enthusiasm for making program changes. Staff and families meet to consult on program planning and ongoing program operations.

Indoor Equipment and Supervision Policy IQPPS 9.2

A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes:

- a. dramatic play equipment;
- b. sensory materials such as sand, water, play dough, paint, and blocks;
- c. materials that support curriculum goals and objectives in literacy, math, science, social studies, and other content areas; and,
- d. gross motor equipment for activities such as pulling up; walking; climbing in, on and over; moving through, around, and under; pushing; pulling; and riding.

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

Materials and equipment are available

- a. to facilitate focused individual play or play with peers.
- b. in sufficient quantities to occupy each child in activities that meet his or her interests.

Indoor space is designed and arranged to...

- a. accommodate children individually, in small groups and in a large group.
- b. divide space into areas that are supplied with materials organized in a manner to support children's play and learning.
- c. provide semi private areas where children can play or work alone or with a friend.
- d. provide children with disabilities full access (making adaptations as necessary) to the curriculum and activities in the indoor space.

The following daily safety checklist will be followed indoor and outdoor:

- All safety plugs and electric outlets covered, heat/AC, water temperature, and toilets, etc. in working order.
- All cleaning supplies/poisons out of children 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 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.

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.)

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

Challenging Behavior **IQPPS 1.2, 1.8, 1.9**

The teaching staff in the preschool is highly trained, responsive, respectful, and purposeful. Teaching staff evaluate and change their responses based on individual needs. Teaching staff vary their interactions to be sensitive and responsive to:

- a. differing abilities
- b. temperaments
- c. activity levels, and
- d. cognitive and
- e. social development.

The teachers anticipate and take steps to prevent potential challenging behaviors. Rather than focus solely on reducing challenging behavior, teachers focus on...

- a. teaching the child social, communication, and emotional regulation skills and
- b. using environmental 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...

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

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

Aggressive physical behavior toward staff or children is unacceptable. Teaching staff will intervene immediately when a child becomes physically aggressive to protect all of the children and encourage more acceptable behavior.

The classroom management system used by the preschool teachers is conversations around green (good) and red (poor) choices. Teaching of what constitutes a green choice versus a red choice is constantly occurring.

Permissible Methods of Discipline:

For acts of aggression and fighting (biting, scratching, hitting) staff will set appropriate expectations for children and guide them in solving problems. This positive guidance will be the usual technique for managing children with challenging behaviors rather than punishing them for having problems they have not yet learned to solve. In addition, staff may: (1) Separate the children involved; (2) Immediately comfort the individual who was injured; (3) Care for any injury suffered by the victim involved in the incident; (4) Notify parents or legal guardians of children involved in the incident; (5) Review the adequacy of the teaching staff supervision, appropriateness of program activities, and administrative corrective action if there is a recurrence.

Prohibited Practices

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

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

Water/Sensory Activities IQPPS 9.15

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

All Bellevue Community Schools facilities and outdoor play areas are entirely smoke free. No smoking is permitted in the presence of children.

Snacks/Foods and Nutrition/Birthdays IQPPS 5.9-5.19

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.

All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) guidelines.

On special occasions, such as birthdays, students may want to bring food from home. Birthdays are an important and significant event in the life of a child. They afford the child the opportunity for children to be given special recognition. Staff take steps to ensure the safety of this food:

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

The program takes steps to ensure food safety in its provision of meals and snacks. Staff will discard foods with expired dates. The program documents compliance and any corrections that it has made according to the recommendations of the program's health consultant, nutrition consultant, or sanitarian that reflect consideration of federal and other applicable food safety standards.

For all children with disabilities who have special feeding needs, program staff will keep a daily record documenting the type and quantity of food a child consumes and provide families with information.

For each child with special health care needs or food allergies or special nutrition needs, the child's health provider gives the program an individualized care plan that is prepared in consultation with the family members and specialists involved in the child's care.

The program protects children with food allergies from contact with the problem food. The program asks families of a child with food allergies to give consent for posting information about their child's food allergy and, if consent is given, then posts that information in the food preparation area and in the areas of the facility the child uses so it is a visual reminder to all those who interact with the child during the program day.

Clean, sanitary drinking water is made available to children throughout the day.

The program serves snacks at regularly established times. Meals and snacks are at least two hours apart but not more than three hours apart.

Staff do not offer children younger than four years of age these foods: 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.

Preschool children are provided a snack through the school at regular established times. Meals and snacks are at least two hours apart but not more than three hours apart.

The routine frequency of cleaning and sanitizing all surfaces in the facility is as indicated in the Cleaning and Sanitation Frequency Table. Ventilation and sanitation, rather than sprays, air freshening chemicals, or deodorizers, control odors in inhabited areas of the facility and in custodial closets.

Procedures for standard precautions are used and include the following:

- a. Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized.
- b. Staff use barriers and techniques that minimize contact of mucous membranes or of openings in skin with potentially infectious body fluids and reduce the spread of infectious disease.
- c. When spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing.
- d. After cleaning, staff sanitize nonporous surfaces by using the procedure for sanitizing designated changing surfaces described in the Cleaning and Sanitation Frequency Table.

- e. Staff clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning.
- f. Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container.

Outdoor Environmental Design IQPPS 9.5-9.7

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

- a. motor experiences such as running, climbing, balance, riding, limping, crawling, scooting, or swinging.
- b. activities such as dramatic play, block building, manipulative play, or art activities.
- c. exploration of the natural environment, including a variety of natural materials such as nonpoisonous plants, shrubs, and trees.
- d. The program makes adaptations so children with disabilities can only 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.

The outdoor play area is arranged so that staff can supervise children by sight and sound.

Outdoor Play and Learning IQPPS 5.4

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. If the Wind Chill Factor reaches 0 degrees or if the staff deems it unsafe, children will not go outside for recess.

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/her 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. Sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher will be applied to your child's exposed skin upon request and if provided with written parental permission to do so. When public health authorities recommend use of insect repellents due to a high risk of insect-borne disease, only repellents containing DEET are used. Staff apply insect repellent no more than once a day and only with written parental permission.

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

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 an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

Toilet Learning IQPPS 5.5

Toilet learning is an important time in a child's development. For children who are unable to use the toilet consistently, the program makes sure that:

- a. For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit.
- b. Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.

Staff check children for signs that diapers or pull-ups are wet or contain feces

- c. at least every two hours when children are awake and
- d. when children awaken.
- e. Diapers are changed when wet or soiled.
- f. Staff change children's diapers or soiled underwear in designated changing areas and not elsewhere in the facility.
- g. Each changing area is separated by a partial wall or at least three feet from other areas that children use and is used exclusively for one designated group of children. For kindergarten age children, the program may use an underclothing changing area designated for and used only for this group.
- h. At all times, caregivers have a hand on the child when being changed on an elevated service.

In the changing area, staff

- i. post changing procedures
- j. follow changing procedures
- k. These procedures are used to evaluate teaching staff who change diapers.
- l. 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.
- m. 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.)
- n. Containers are kept closed and
- o. are not accessible to children.
- p. Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.

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. 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.

Weapon Policy

It is the policy of the Bellevue Community School District that students bringing weapons, other dangerous objects, and look-alikes in school district facilities cause material and substantial disruption to the school environment, or present a threat to the health and safety of students, and therefore may be subject to disciplinary procedures.

Weapons, look-alike weapons, or toy weapons are not allowed in school. Explosives of any type, gun shells, or any type of fireworks are not allowed in school. Guns, toy guns, squirt guns, or any kind of a gun is not allowed in or on the school grounds. Dangerous objects are not allowed in school. Violation of the school's weapons policy may result in expulsion from school. Be advised that this is a serious matter and violation will be treated as a serious matter. A more detailed weapons policy is available from the school office upon request.

V. COMMUNICATION WITH FAMILIES IQPPS 1.1, 7.5

The success of a program is dependent on the collaboration between home and school. Teachers work in partnership with families, establishing and maintaining regular, on-going, two-way communication. This on-going, two-way communication between families and staff occurs through messages sent via Seesaw, written notes, as well as informal conversations, text messages, and 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 in the child's binder. Staff will use these notes to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Program staff encourage families to raise concerns and work collaboratively with them to find mutually satisfying solutions that staff then incorporate into classroom practice.

Open Door Policy

As a safety feature, all parents and visitors enter the elementary school through the main office. During the academic day, teachers are not available to meet with parents unless such a time is pre-arranged. All visitors should also be scheduled. Visitors are asked to use discretion with regard to bringing babies and toddlers to school as young children may disrupt class sessions. Photo identification will be required for any unknown visitor to the classroom.

Arrival and Departure of Children IQPPS 10.9

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.

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 entryway or classroom at the beginning of the day and leave their child in the care of one of the teaching staff. Students may not enter the building until 7:50 (for a.m. Little Stars Preschool), 8:00 (for St. Joseph's Preschool), or 11:55 (for Little Stars p.m. preschool). No child will be permitted to leave the building without an adult.

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

For non-district transported Little Stars Preschool students, arrival and departure for the a.m. classes will be from the west glass doors. The p.m. class will arrive through the west glass doors but depart from the cafeteria doors. Parents/legal guardians will form car lines where the preschool teacher will be stationed to greet/send forth your child. Students transported by school transportation will be accompanied by teaching staff in and out of the west glass doors.

When all children have arrived, the teaching staff will walk the children to the classroom where the preschool teacher will record attendance for the day. Throughout the day each time children transition from one location to another, i.e. classroom to outdoor, the teacher will be responsible for counting the

number of children whenever leaving one area and when arriving at another to confirm the safe whereabouts of every child at all times.

Transportation

Morning and after school transportation for regular 4-year-old students will be provided on yellow busses for those on the district bus route. Preschool students will be seated in the front seat of the school bus equipped with seat belts or with older siblings, neighbors, or students assigned to them.

Parents of students in town will need to arrange preschool transportation. Mid-day transportation will be provided for students with pickup/dropoff points outside of town. Parents or legal guardians are asked to keep their information current by reporting changes to the preschool teacher or elementary school secretary.

For children who have special needs for transportation, Bellevue Community School District will provide transportation with appropriate seating requirements. A preschool staff member will be present to assist the driver with student needs. Any accommodations indicated in the child's Individualized Educational Program will be implemented as described.

Field Trips

An important learning opportunity can take place in the form of a field trip that is relevant and reinforces what has been taught in the classroom. Transportation is available for field trips. Parents will be informed of each field trip through a newsletter. A parent or legal guardian must sign an informed consent form for trips for each child before each trip. 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 and emergency contact 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.

Attendance

Students who are enrolled in classes at Little Stars Preschool and St. Joseph's Preschool are expected to be in school for the full session and are expected to be punctual in their arrival and departure. Students are not expected to be absent any more than is necessary for health reasons or appointments. Irregular attendance interferes with the progress of your child and others as teachers find themselves taking class time to repeat information and make adjustments for those students who have been absent. Please call the elementary office after 7:30 AM at 872-4001 ext. 2 with the reason for your child's absence. For safety's sake, if a student is absent without notification, the school secretary/teaching staff will attempt to contact the family to verify the child's absence from school.

If your child receives transportation on the ECSE vehicle and is going to be absent, please contact the Transportation Director, Tim Roth, in the bus barn by 7:00 a.m. at 872-4058. A message can be left on the answering machine.

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.

Each staff person will sign a Statement of Commitment to document their willingness to hold close the values and moral obligations of the field of early childhood education.

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 district 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.

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. 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 Bellevue Elementary Principal, Jeanette Hartung-Schroeder.

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

VI. FAMILY INVOLVEMENT IQPPS 7.1, 7.2

Teachers and administrators use 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 ensure 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 family's interests and skills and the needs of program staff.

Families are surveyed in enrollment paperwork and through other questionnaires during the year regarding their family, beliefs, and preferences. Home visits are conducted at the beginning of the school year. Program staff communicate with families regarding children's activities and developmental milestones, shared care-giving issues, and other information that affects the well-being of their children. Family teacher conferences are held both in the fall and spring semesters, as well as when either party requests. At least one Family Night is held during the year.

Little Stars Preschool and St. Joseph's Preschool value 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.

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

You are invited to become involved in one or all of the following ways:

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 monthly calendar, newsletters, and binders.
6. Check your child's backpack each day.
7. 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.
8. Share any of your families' cultural traditions, celebrations, or customs.
9. Read all the material sent home with your child.
10. Join and participate in the Parent's Advisory Committee.

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

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

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 the classroom teacher.

Parent Teacher Conferences

The preschool program will have Parent Teacher Conferences at the same time as the elementary school - fall and spring. During the conference the teacher will share results of classroom assessments and samples

of your child's work. 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.

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.

VII. HEALTH AND SAFETY

Little Stars Preschool and St. Joseph's Preschool are 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.

Promoting and Protecting Children's Health IQPPS 5.1

Bellevue Community Schools maintains current health records for each child following the requirements for enrollment related to immunizations established by the Iowa Department of Public Health. When a child is overdue for any routine health services, parents, legal guardians, or both 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.

Child health records are accessible to staff through the student information system JMC and are available in the main office. These records include:

- current information about any health insurance coverage required for treatment in an emergency
- results of health examination showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results
- current emergency contact information for each child that is updated yearly at registration
- names of individuals authorized by the family to have access to health information about the child
- instructions for any of the child's special health needs such as allergies or chronic illness (e.g. asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes)
- Bellevue Schools follow the requirements for exclusions related to immunizations established by the Iowa Department of Public Health.

Health and Immunization Certificates

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

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

Health and Safety Records

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. 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.

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 showing satisfactory completion of pediatric first-aid training and satisfactory completion of pediatric CPR is always present with each class of children. **IQPPS 5.2**

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

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 IQPPS 5.3

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

The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

Medication Policies and Procedures IQPPS 5.8

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.

Safeguards are used with all medications for children:

- a. Staff 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.
- b. The child's record includes instructions from the licensed health provider who has prescribed or recommended the medication for that child.
- c. Any administrator or teaching staff who administers medication has (a) specific training and (b) a written performance evaluation updated annually by a health professional on the practice of the six 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. (6) The person giving the medication signs documentation of the items (1) through (5) above. 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.
- d. Medications are labeled with the child's first and last names, the date that either the prescription was filled or the recommendation was obtained from the child's licensed health care provider, the name of the medication or the period of use of the medication, the manufacturer's instructions or the original prescription label that details the name and strength of the medication, and instructions on how to administer and store it.
- e. All medications are kept in a locked container.

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

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

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

Cleaning and Sanitization

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

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Toys and surfaces will be disinfected using a non-toxic solution of one tablespoon household bleach to one quart of tap water made fresh daily. 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.

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 Practices IQPPS 5.6

The program follows these practices regarding hand washing:

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

Children and adults wash their hands:

- d. on arrival for the day;
- e. after diapering or using the toilet (use of wet wipes is acceptable for infants);
- f. after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit);
- g. before meals and snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry);
- h. after playing in water that is shared by two or more people;
- i. after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals; and
- j. when moving from one group to another (e.g., visiting) that involves contact with infants and toddlers/twos.

Adults also wash their hands:

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

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

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

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

- q. Staff wear gloves when contamination with blood may occur.
- r. Staff do not use hand-washing sinks for bathing children or removing smeared fecal material.
- s. 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.
- t. Hand hygiene with an alcohol-based sanitizer with 60% to 95% alcohol is an alternative to traditional hand-washing (for children over 24 months and adults) with soap and water when visible soiling is not present.

First Aid Kit IQPPS 9.12

Fully equipped first-aid kits are readily available and maintained for each group of children. Staff take at least one kit to the outdoor play areas as well as on field trips and outings away from site. Following each use of the First Aid kit, the contents will be inspected and missing or used items replaced immediately.

Fire Safety IQPPS 9.13

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.

Medical Emergencies and Notification of Accidents or Incidents IQPPS 10.10

Bellevue Community School District has a written and posted disaster preparedness and emergency evacuation policies and procedures. The procedures

- a. designate an appropriate person to assume authority and take action in an emergency when the administrator is not on site.

The procedures include

- b. plans that designate how and when to either shelter in place or evacuate and that specify a location for the evacuation;
- c. plans for handling lost or missing children, security threats, utility failure, and natural disasters;
- d. arrangements for emergency transport and escort from the program; and ,
- e. monthly practice of evacuation procedures with yearly practice of other emergency procedures.

Posted near each exit is the "Emergency Response Manual" that describes the following situations and procedures to follow:

- Emergency phone numbers
- Evacuation/Picking Up Children in Crisis
- Fire/Tornado
- Building Lockdown/Weapons
- Disgruntled Individuals/Terrorism
- Hostage Situation
- Bomb Threat
- Death of Student or Staff/Suicide
- Bus Accident/Emergency/Vandalism
- Hazardous Material Spill & Chemical/Biological/Radiological Release
- Animal Disturbance/Shelter in Place
- Missing or Runaway Student/Kidnapping

- Utility Failure
- Contamination of Food or Water
- Earthquake
- Student Health/Medical Emergencies
- Media Procedures

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 a "Recommended Standard Student Accident Report" signed by the building principal and kept in the nurse's office.

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

A list of CPR/First Aid experienced persons is posted in the office area of each building.

Inclement Weather

In the event that the Bellevue schools must be closed due to bad weather, we will notify school patrons through radio stations (KMAQ, KLYV, WDBQ, WMT, KXGE, WJOD) and television stations (KCRG, KWQC, KWWL, and Local Cable). In the event school is delayed, there will be no morning preschool. In the event school is dismissed early, there will be no afternoon preschool.

Protection From Hazards and Environmental Health IQPPS 9.11

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

The preschool classroom 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 maintain the building's heating, cooling, and ventilation systems in compliance with national standards for facility use by children.

The program maintains facilities so they are free from harmful animals, insect pests, and poisonous plants. 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.

Smoke Free Facility IQPPS 9.15

In compliance with the Iowa Smokefree Air Act of 2008, Bellevue Community School District buildings and grounds are smoke free. The facilities and outdoor play areas are entirely smoke free. No smoking is permitted in the presence of children.

Child Protection Policies

The health and well being of every child in our care is of the utmost importance and the protection of children is our responsibility. An applicant or volunteer for temporary or permanent employment with the preschool program goes through a background check from any and all crimes against a child or families (sex offender, child abuse, and dependent adult abuse through registries and a criminal background check). No person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children.

The program has written school board policy for reporting child abuse and neglect as well as procedures in place that comply with applicable federal, state, and local laws. The policy includes requirements for staff to report all suspected incidents of child abuse, neglect, or both by families, staff, volunteers, or others to the appropriate local agencies. Staff who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious. All teaching staff complete "Mandatory Reporter: Child and Dependent Adult Abuse" at least every 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 Elementary Principal at 872-4001. The alternate investigator is the Police Chief and may be reached at 872-4545.

Substance Abuse

Persons under the influence of drugs or alcohol will not be permitted on the premises of the Bellevue Community School District. Children will not be released to a person under the influence of alcohol or drugs.

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. A volunteer job description defines the role and responsibilities of a school volunteer. For safety's sake, if a volunteer will be working with children, he/she will agree to a background check providing clearance from any and all crimes against a child or families. 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 current health assessment, not more than one year old.

VIII. Staff IQPPS 10.11-10.12

General Information

The Bellevue 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.

Hiring procedures ensure that all employees in the program (including bus drivers, bus monitors, custodians, cooks, clerical, and other support staff) who come in contact with children in the program or who have responsibility for children

- a. have passed a criminal-record check.
- b. are free from any history of substantiated child abuse or neglect.
- c. are at least 18 years old (except vehicle drivers who must be at least 21).
- d. have completed high school or the equivalent.
- e. have provided personal references that attest to the prospective employee's ability to perform the tasks required to carry out the responsibilities of their position.

Health Assessment

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

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

Confidential personnel files, including applications with record of experience, transcripts of education, health-assessment records, documentation of ongoing professional development, and results of performance evaluation, are kept in a locked filing cabinet in the Superintendent's office.

Orientation IQPPS 6.1

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. health, safety, and emergency procedures;
- d. individual needs of children they will be teaching or caring for;
- e. accepted guidance and classroom management techniques;
- f. daily activities and routines of the program;
- g. program curriculum;
- h. child abuse and reporting procedures;
- i. program policies and procedures;
- j. Iowa Quality Preschool Program Standards and Criteria;
- k. regulatory requirements.

Follow-up training expands on the initial orientation.

The employee's immediate supervisor will provide the new employee with a handbook that reviews the employee's responsibilities and duties.

Staffing patterns and schedule IQPPS 10.13

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

substitutes for both the preschool teacher and the preschool teaching assistant in case of absence. If one of the teaching staff needs to temporarily leave the classroom, the person will call the elementary office to arrange for coverage in order to maintain the adult/child ratio.

Staff are provided space and time away from children during the day. Should staff work directly with children for more than four hours, staff are 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

Personnel policies provide for incentives based on participation in professional development opportunities. All teaching staff continuously strengthen their leadership skills and relationships with others and work to improve the conditions of children and families within their programs, the local community, and beyond.

Teaching staff will be informed of professional development activities provided by Child Care Resource and Referral, the local Empowerment areas, and AEA9. Staff are expected to attend staff trainings and meetings throughout the year. Trainings will focus on early childhood topics relevant to the program and community.

Evaluation and Professional Growth Plan IQPPS 6.5, 6.6

All teachers and assistant teachers-teacher aides have specialized professional development training in how to accurately use the program's assessment procedures of child progress and program quality. Their training is used to adapt classroom practices and curriculum activities.

All teaching staff evaluate and improve their own performance based on ongoing reflection and feedback from supervisors, peers, and families. They add to their 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 Iowa Department of Education

Concerns with the education of your student that cannot be resolved at the local level can be addressed by the Iowa Department of Education at the following link:

<https://educateiowa.gov/pk-12/parent-guardian-and-community-concerns>