

North Butler Three-Year-Old Preschool 2021-2022

Preschool Policies and Procedures
(Three-Year-Old Preschool)



North Butler Elementary School
513 Birch Street
Allison, Iowa 50602
319-267-2212

#It's Great to Be a Bearcat!

| | |
|---|-----------|
| Welcome to NBE preschool. (QPPS 10.1) | 4 |
| Vision, Mission, Values, and Goals (QPPS 10.1) | 4 |
| Enrollment | 5 |
| Eligibility | 5 |
| Equal Educational Opportunity | 5 |
| General Information (QPPS 3.9, 5.1, 10.4) | 5 |
| Preschool School Hours | 5 |
| Inclusion (QPSS 9.10) | 5 |
| A Child's Day (QPPS 10.3, 10.10, 6.3, 6.4) | 6 |
| Who Works In the Preschool Program | 6 |
| Daily Activities (QPPS 4.10) | 6 |
| Curriculum (QPPS 2.1 - 2.4, 3.13) | 7 |
| Child Assessment (QPPS 2.5, 2.6, 4.1, 4.2, 4.3, 4.5, 4.14, 7.3, 7.4, 7.5, 7.7, 7.8) | 7 |
| Program Assessment (QPPS 4.1, 4.2, 7.6) | 7 |
| Supervision (QPPS 3.9, 9.2, 9.7, 10.6, 10.7) | 8 |
| Challenging Behavior (QPPS 1.2, 1.8, 1.9, 1.10, 10.6) | 8 |
| Water activities (QPPS 5.9, 9.15, 10.6, 10.7) | 9 |
| Snacks/Foods and Nutrition (QPPS 5.12- 5.21, 9.17, 10.6) | 9 |
| Outside Play and Learning (QPPS 5.5, 5.6, 9.5, 9.7, 9.8, 10.6, 10.7) | 9 |
| Clothing (QPPS 5.6) | 10 |
| Toilet Learning (QPPS 5.7, 10.6, 10.7) | 10 |
| Objects from Home | 11 |
| Classroom Animals and Pets (QPPS 5.26) | 11 |
| Birthdays (QPPS 5.13) | 11 |
| Communication with Families (QPPS 1.1, 7.5) | 11 |
| Arrival and Departure of Children (QPPS 10.11) | 11 |
| Attendance | 12 |
| Transportation | 12 |
| Field Trips | 12 |
| Ethics and Confidentiality (QPPS 4.2) | 13 |
| Children's Records (QPPS 4.2, 5.1) | 13 |
| PTO (QPPS 7.2) | 13 |
| Grievance Policy (QPPS 7.6) | 13 |
| Family Involvement (QPPD 7.1, 7.2) | 13 |
| Home visits | 14 |
| Back to School Family Conferences/Open House | 15 |
| Family Teacher Conferences | 15 |

| | |
|---|-----------|
| PTO (QPPS 7.2) | 15 |
| Transitions (QPPS 7.9, 7.10) | 15 |
| Health and Safety (QPPS 10.6, 10.7) | 15 |
| Emergency Procedures (QPPS 10.13) | 15 |
| Health and Immunization Certificates (QPPS 5.1) | 15 |
| Health and Safety Records (QPPS 10.10, 5.1, 10.14) | 16 |
| General Health and Safety Guidelines (QPPS 5.2, 5.4, 10.14) | 16 |
| Illness Policy and Exclusion of Sick Children (QPPS 5.3, 10.6) | 16 |
| Reporting Communicable Diseases (QPPS 5.4) | 17 |
| Medication Policies and Procedures (QPPS 5.10) | 17 |
| Cleaning and Sanitization (QPPS 9.11, 5.22, 5.23, 5.24, 10.6) | 17 |
| Handwashing Practices (QPPS 5.8) | 18 |
| First Aid Kit (QPPS 9.13) | 19 |
| Fire Safety (QPPS 9.14, 10.6) | 19 |
| Medical and/or Dental Emergencies and Notification of Accidents or Incidents (QPPS 10.13) | 19 |
| School Closing Information | 19 |
| Protection from Hazards & Environmental Health (QPPS 5.6, 9.12, 9.16, 9.18, 10.6, 10.7) | 20 |
| Smoke Free Facility (QPPS 9.19, 10.6) | 20 |
| Child Protection Policies (QPPS 10.8, 10.9, 10.16, 10.19) | 20 |
| Substance Abuse | 20 |
| Weapon Policy (QPPS 10.6) | 20 |
| Staff (QPPS 10.15 - 10.20) | 21 |
| General Information | 21 |
| Orientation (QPPS 6.2) | 21 |
| Staffing patterns and schedule (QPPS 10.18) | 21 |
| Staff development activities (QPPS 6.6, 10.15) | 21 |
| Evaluation and Professional Growth Plan (QPPS 6.5, 6.6) | 22 |

Welcome to NBE preschool. (QPPS 10.1)

North Butler Elementary 3-year-old preschool's goal is to provide a high-quality preschool program meeting each child's needs, including children with disabilities. The preschool provides an inclusive learning environment for three-year-olds that encourages children's natural curiosity and supports them to take risks that lead to new skill development. It is a setting where all children feel safe, respected, and cared for. The preschool has adopted the 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. (Some of the procedures described in this handbook may be modified in order to align with North Butler's Return to Learn Plan due to the COVID pandemic.)

Vision, Mission, Values, and Goals (QPPS 10.1)

VISION

Education to meet tomorrow's challenges

MISISON

The mission of the North Butler Community School District is to ensure a safe, positive, and student-centered learning environment which empowers all students to achieve lifelong personal excellence.

CORE VALUES

- The Bearcat Way - Be kind, be respectful, be responsible, and be safe
- Integrity - Follow the Bearcat Way even when it's difficult
- Excellence - Strive to be your best and continue to grow
- Empathy - Understand and be sensitive to others' backgrounds and feelings

CORE BELIEFS

- Students learn better in a safe, positive, and collaborative learning environment.
- Student learning is maximized by using data and research-based practices.
- Differentiating instruction, individualizing interventions, and providing enrichment are keys to high levels of learning.
- Learning is enhanced by a high level of engagement.
- A guaranteed and viable curriculum based on the Iowa Core ensures high levels of learning at each grade level.
- The school board, administration, staff, parents, students, and community members all play a critical role in the educational process.
- Learning is a lifelong process requiring a growth mindset.

NORTH BUTLER ELEMENTARY COLLECTIVE COMMITMENTS

- We will model kindness, respect, responsibility, and safety
- We will provide a safe, welcoming, and supportive environment
- We will use evidence to inform instruction and decision making
- We will cultivate relationships to provide high-quality learning experiences
- We will strive to inspire and draw out the best in each other to reach our full potential
- We will celebrate growth and successes
- We will never give up

Goals for Children:

- Children will show competence in social/emotional, physical, cognitive and language 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.

Enrollment

Eligibility

Children must be three years of age prior to September 15th of the current school year, excluding those on IEPs. Pre-registration begins in the spring of the year prior via a form available from the elementary office or NBE's Bearcat Tales. Final registration occurs during back to school registration in August.

Equal Educational Opportunity

It is the policy of the North Butler School District to provide 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 in its educational programs, activities, or rights legislation, including the Civil Rights Act of 1964, the Educational Amendments of 1972, the Rehabilitation Act of 1973, and the Education of All Handicapped Children Act of 1975; and of all applicable Iowa statutes, rules and regulations of the public school district.

General Information (QPPS 3.9, 5.1, 10.4)

NBE offers two sessions of three-year-old preschool. Session one meets for three hours on Tuesdays and Thursdays. Session two meets for three hours on Wednesdays and Fridays.

Preschool School Hours

8:30 a.m. - 11:30 a.m T/Th or W/F

- Prior to participating in the program, health records that document the dates of service shall be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics.
- The maximum class size in each session is based on square footage of the current location. Class size may be reduced based on the number of students needing specialized instruction. NBE preschool maintains a ratio of 1 adult to 10 children at all times. Additional staff may be provided based on the individual needs of children. Classroom student numbers will not exceed 20 and the number of children allowed is based on usable square footage.
- All children will be within "line of sight" of adults both indoors and outdoors unless toileting. When toileting, students will be monitored by sound and checked visually when necessary.
- First Aid Kits are available for use in the classroom and taken outdoors at all times. Adult-student ratios are maintained on field trips.
- The elementary principal will maintain a current list of available substitutes for both the teacher and paraeducators. Should one of the teaching staff need to temporarily leave the room; arrangements will be made to cover the classroom to maintain the staff-child ratio. (QPPS 10.4)

Inclusion (QPSS 9.10)

NBE's three-year-old preschool program includes 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 is aware of the identified needs of individual children and is 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. QPPS 9.10

A Child's Day (QPPS 10.3, 10.10, 6.3, 6.4)

Who Works In the Preschool Program

Administrator

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. (QPPS 10.3)

Teacher

A full-time teacher licensed by the Iowa Board of Educational Examiners and holding an Early Childhood endorsement is assigned to the preschool classroom. (QPPS 6.3)

Teacher Assistant

A full-time teacher assistant in the classroom carries out activities under the supervision of the teacher. The teacher assistant will have specialized training in early childhood education. (QPPS 6.4)

Health Para/School Nurse

The preschool will have the assistance of the school health associate. The current health associate is available full time, she maintains student health records by updating them quarterly, and attends to the health needs of the students while they are at school. She is available for parent consultation when necessary. The North Butler School District also has a nurse on staff. (QPPS 10.10)

Support Staff

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

Daily Activities (QPPS 4.10)

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. Each afternoon, the teaching staff meets to discuss and review student observations, anecdotal notes, and assessment data and plan for instruction.

Three-year-old preschoolers will have the opportunity for the following types of activities every day: Large and Small Group Activities Self-directed Play, Interest Areas such as Discovery, Art, Cooking, Sand and Water, Dramatic Play, Music, Toys and Games, Blocks, Library, Writing, Computer, and Outdoor Play. A tentative schedule is shared below:

8:20 a.m.: Arrival and Opening Activities

8:45 a.m.: Morning Meeting

9:00 a.m.: Whole and Small Group Work/Interest Areas

9:45 a.m.: Outdoor Play/Interest Areas

10:05 a.m.: Whole and Small Group Work/Interest Areas

10:45 a.m.: Family Style Lunch

11:15 a.m. - 11:30 a.m.: Closing Meeting/ Dismissal

Curriculum (QPPS 2.1 - 2.4, 3.13)

Curriculum is a framework for learning opportunities and experiences. It is a process by which learners obtain knowledge and understanding, while developing life skills. It is continually revised and evaluated to make learning fun and exciting. It is the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnic origin, religion, and physical disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural nonsexist society. (QPPS 1.7)

The preschool program uses Creative Curriculum, a research and evidence-based comprehensive curriculum designed for three to five-year-olds. It addresses all areas of early learning: language and literacy, math, science, physical skills, and social skills. 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. QPPS 2.1, 2.2

Child Assessment (QPPS 2.5, 2.6, 4.1, 4.2, 4.3, 4.5, 4.14, 7.3, 7.4, 7.5, 7.7, 7.8)

Specific assessment plans are available upon request from the child's teacher. 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:

1. Teaching Strategies GOLD aligns with the Creative Curriculum and Iowa Early Learning Standards. It records student progress in all developmental areas at the beginning, middle, and end of the school year.
2. Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
3. Child portfolios are organized by the teaching staff and include assessments, observational data, and child work-samples collected on an on-going basis.
4. Children use Seesaw Learning Journals to document and share what they are learning at school as well as from home/other settings. Seesaw's skills feature helps indicate children's progress with standards. From within the app, families can comment and 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:

1. To provide information about children's needs, interests, and abilities in order to provide developmentally appropriate experiences for them.
2. To provide information to parents about their children's developmental milestones.
3. To indicate possible areas that require additional 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 program provides families with information about programs and services from other organizations, such as Central Rivers AEA, DHS, Child Care Resource and Referral, etc (QPPS 7.8, 8.2, 8.3)

Program Assessment (QPPS 4.1, 4.2, 7.6)

NBE implements the Iowa Quality Preschool Program Standards. Periodically, we will receive verification visits to confirm standards are being met. 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.

Assessment of NBE's preschool program also includes providing families with a questionnaire. This information, gathered in the fall and spring of each school year, helps determine if the program is meeting the needs of families and children, as well identify strengths and weaknesses. A report of the annual evaluation findings is shared with families, staff, and appropriate stakeholders. The program uses this information to plan professional development and program quality improvement activities as well as to improve operations and policies.

Supervision (QPPS 3.9, 9.2, 9.7, 10.6, 10.7)

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

1. All safety plugs and electric outlets covered, heat/AC, water temperature, and toilets, etc. in working order.
2. All cleaning supplies/poisons out of children's reach and stored properly.
3. Classroom and materials checked for cleanliness/broken parts, etc. including the playground.
4. Supplies checked - first aid kit, latex gloves, soap, paper towels, etc.
5. Daily monitoring of the environment - spills, sand, etc.
6. 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 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.).
7. Indoor and outdoor spaces will be zoned by teaching staff with special attention given to areas where injury could occur.

Challenging Behavior (QPPS 1.2, 1.8, 1.9, 1.10, 10.6)

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

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

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) Visit the solution station with the child or children to teach them an appropriate way to respond. NBE preschool Zones of Regulation and the Nurtured Heart Approach to guide this work.
- (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. threats or derogatory remarks.
2. physical punishment, including spanking, hitting, shaking, or grabbing.
3. subject a child to neglect.
4. withhold food as a form of discipline.

Water activities (QPPS 5.9, 9.15, 10.6, 10.7)

There is a water table in the classroom for children to engage in learning activities through play. 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 water during water play activities. When the activity period is complete, the water table is drained and refilled with fresh water before a new group of children comes to participate. Outdoor water play is limited to tubs and buckets or containers as well as the water table. We do not participate in swimming pool activities. Staff will supervise all children by sight and sound in all areas with access to water in tubs, buckets, and water tables. Children wash hands before and after water, sand or other sensory play. Staff empty, clean and sanitize the sensory table at the end of each school day.

Snacks/Foods and Nutrition (QPPS 5.12- 5.21, 9.17, 10.6)

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 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. The preschool serves a wide variety of nutritional snacks, and encourages children to expand their tastes by at least trying a portion of the food offered.

Meals and snacks are at regularly scheduled times, two hours apart and not more than three hours apart. Snack options are offered in the cooking area each morning. Two different choices of snacks are offered each afternoon. (QPPS 5.21)

All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines. Snacks and meals brought from home must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. Clean, sanitary drinking water (city water source) is 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 should provide the program in an individualized care plan prepared in consultation with family members and specialists involved in the child's care. Children with food allergies shall be protected from contact with the problem food. With family consent, the program posts information about the child's allergies in the food preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day. Program staff will keep a daily record documenting the type and quantity of food a child consumes when any child with a disability has special feeding needs and provide parents with that information.

High-risk foods, often involved in choking incidents, will not be served. For children younger than three 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.

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

Outside Play and Learning (QPPS 5.5, 5.6, 9.5, 9.7, 9.8, 10.6, 10.7)

NBE preschool offers 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 students cannot go outside 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, students might use large motor equipment in the gym.

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 children need a warm coat, snow pants, mittens or gloves, and a hat (labeled with their name). For the warmer days, dressing your children lightly is just as important. For those in-between days, dressing your children in layers is a practical idea. It is expected that all students will go outside unless there is a doctor's note indicating the reason why the child cannot go outside.

There are areas on the playground for children to be in the shade and still be active. Preschoolers are encouraged to bring a hat or other clothing to wear as protection from the sun. Sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher will be applied to your children's exposed skin (The parent will provide the sunscreen and staff will apply only with your written parental permission to do so). When public health authorities recommend its use, staff will apply an insect repellent containing DEET no more than once a day to protect your child from insect bites. (The parent will provide the insect repellent and staff will only apply with parental written permission.)

Program staff will complete the National Program for Playground Safety's Suggested General Maintenance Checklist on a weekly basis. In addition, the playground equipment and outdoor space will be inspected yearly with written feedback. (QPPS 9.8)

Clothing (QPPS 5.6)

Your child will be learning through creative, active play that can sometimes be messy. Your child should wear comfortable, washable clothing to school. Children should wear tennis shoes on PE days. 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. If needed, families may be 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 (QPPS 5.7, 10.6, 10.7)

Toilet learning is an important time in a child's development. For children who do not use the toilet consistently, the following procedures are in place:

1. Diapering will only be done in the designated private diaper area. A changing table or cot with a mat will be used to change children's diapers. Food handling will not be permitted in this diapering area.
2. Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standards: (IQPPS 5.5)
 - Staff use only commercially available disposable diapers or pull-ups unless the child has a medical reason that does not permit their use (the health provider documents the medical reason)
 - Staff check children for signs that diapers or pull-ups are wet or contain feces (a) at least every 2 hours when children are awake and (b) When children awaken.
 - Diapers are changed when wet or soiled.
 - Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
 - For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine.
 - Both the diaper and the outer covering are changed as a unit.
 - Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
 - At all times, caregivers have a hand on the child if being changed on an elevated surface.

- Diapering and Gloving posters are 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.
- In the changing area, staff post and follow changing procedures
- Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
- Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use.
- 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 kindergartners, the program may use an underclothing changing area designated for and used only by this age group.
- Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.
- Potty chairs are not used due to the risk of spreading infectious diarrhea.
- Families provide an extra set of clothing for their child in case of an “accident” or messy play. School also keeps extra sets of clothing on hand in the event a child does not have one.

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 (QPPS 5.26)

If you, as a parent or legal guardian, want to bring your family pet to share with your child’s classroom, you are welcome. Permission from the teacher and building principal should be granted before bringing an animal on school property. The person bringing the animal must furnish transportation for the animal brought to school, remain with the animal while it is being shared and then immediately take the animal home. Animals will not be allowed to travel to and from the student’s attendance center on the school bus. The preschool teacher ensures that the animal does not create an unsafe or unsanitary condition. The animal would appear to be in good health and have documentation from a veterinarian or an animal shelter to show that the animal is fully immunized (if the animal should be so protected) and suitable for contact with children. The teacher would ensure staff and children practice good hygiene and handwashing when coming into contact with the animal and after coming into contact with the animal. Teaching staff supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals. Any children allergic to the pet will not be exposed to the animal. Reptiles are not allowed because of the risk of salmonella. The classroom teacher is responsible for checking that requirements have been met.

Birthdays (QPPS 5.13)

Birthdays are an important and significant event in the life of a child. They afford the opportunity for children to be given special recognition. 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. Check with your child’s teacher to see if allergy concerns exist. Those who have summer birthdays are welcome to choose a school day to celebrate with their class. Invitations to parties outside of school that do not include the entire class will not be distributed at school.

Communication with Families (QPPS 1.1, 7.5)

The program will promote communication between families and staff by using written notes, newsletters, NBE’s Seesaw for School’s portfolios, announcements, messaging and blog features, email, phone calls, as well as informal conversations. Families are encouraged to send written notes with important information so all the staff who work with the child can share the parent’s communication. Staff will use these notes to inform families about the child’s experiences, accomplishments, behavior, and other issues that affect the child’s development and well-being. Parents are encouraged to maintain regular, on-going, two-way communication with the teaching staff in a manner that best meets their needs - email, Seesaw for Schools, in person, notes, or phone calls.

Arrival and Departure of Children (QPPS 10.11)

Bringing Students

In the morning, please drop off children between 8:20 AM- 8:30 AM. The school day officially begins at 8:30 AM. Students should not arrive before 8:30 AM unless a staff member has given permission. Students do not enter the building until 8:30 AM unless the weather dictates otherwise.

Picking up Students

Children traveling home by car or who walk home can be picked up between 11:15 a.m. and 11:30 a.m.. All students are required to be out of the building by 11:30 a.m. unless under the supervision of a teacher.

As students are brought to and from school, a primary focus for North Butler Schools is safety. Families can help by following these procedures:

- Drivers should remain in a single file line, park in the parking lot, and walk with students to/from door number 5 (near the parking lot) or the main entrance.
- If you park your vehicle to come to the building to pick up your child during end of the day dismissal, please wait outside the main entrance for your child.
- To prevent accidents, drivers should never: double park alongside buses or other vehicles, drop-off/pick-up students in the middle of the street or drop-off/pick-up students at a stop sign.
- Drivers should not park/pick-up/drop-off children in the bus zones.
- Under no circumstances should drivers allow children to cross through traffic or between buses to enter school or get to a vehicle.
- Please allow children to bring their materials in independently. Children are learning to be responsible and are able to accomplish this task.
- If you park your car to come to the building to walk out with your child, please wait outside the building for your child. The children will be lining up near the doors.

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. Other than parents or legal guardians, only persons with prior authorization by the parents/legal guardians 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.

Attendance

Students who are enrolled for classes in North Butler Elementary 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 at 319-267-2212 with the reason for an absence by 8:00 a.m. For safety's sake, if a student is absent without notification, the elementary secretary or school health para will attempt to contact the family to verify the child's absence from school.

Transportation

Parents/guardians must transport children enrolled in the three-year-old preschool program to and from school. For children who have special needs for transportation, the facility will use a plan dictated by their IEP or health plan.

Field Trips

An important learning opportunity can take place in the form of a field trip that is relevant and reinforces what has been taught in the classroom. The North Butler Community School district buses or vans are used for these field trips. Parents will be informed of each field trip through a newsletter and calendars in advance. A parent or legal guardian must sign an

informed consent form for trips for each child upon enrollment. Adult family members may be asked to volunteer to go on these trips to provide increased supervision and adult/child ratios. (Volunteers will be subject to a background check.) 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 periodically 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.

Ethics and Confidentiality (QPPS 4.2)

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 regarding any particular child shall be shared with another child's parent. We continually strive to model such qualities as patience, tolerance, cooperation, acceptance, understanding of others, and enthusiasm for children as well as for other adults. All teaching staff will receive training on ethics and confidentiality on the National Association for the Education of Young Children's Code of Ethical Conduct as part of their orientation. 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 (QPPS 4.2, 5.1)

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

PTO (QPPS 7.2)

North Butler Elementary has a parent-teacher organization (PTO) composed of parents, school staff, and other community members interested in the elementary school programs. This group meets monthly to plan/conduct fundraising projects and provide input on services that meet children and family needs. Parents/guardians should let the preschool teacher or elementary principal know if you are interested in being part of the group.

Grievance Policy (QPPS 7.6)

Open and honest communication between families and the preschool program is an essential component of a high-quality early childhood program. We want you to be confident that your child is being well cared for and is having a quality experience. If there is ever a time you have a concern regarding your child, we want to encourage you to address your concern to your child's teacher. If additional help is needed, either party may ask for the assistance from the North Butler Elementary School Principal. If you have a concern regarding some aspect of the program or policy, please contact the North Butler Elementary Principal who is the program administrator for the preschool. If you remain dissatisfied, you may contact the Superintendent of North Butler Schools.

Family Involvement (QPPD 7.1, 7.2)

North Butler Elementary Preschool encourages families to take an active role in their child's education through NBE's Seesaw for School's app which allows parents to view and give feedback on their child's portfolio, and offers opportunities for two-way communication via its messaging, announcement, and blog features, parent meetings, family projects, family

events and more. Family members are welcome to have lunch with their child or visit the classroom for a short time with prior notice of at least 24 hours.

Teachers and administrators use a variety of formal and informal (including conversations) ways to become acquainted with and learn from families about their family structure and their preferred means of child-rearing practices and communication; and information about their socioeconomic, linguistic, racial, religious, and cultural backgrounds as they wish to share. Families are surveyed in enrollment paperwork and through other questionnaires during the year regarding their family, beliefs, and preferences. Home visits and family back to school conferences are conducted at the beginning of the school year. Program staff communicates with families, on a regular basis, 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 in both the fall and spring semesters, as well as when either party requests. NBE preschool conducts at least one family event each year. Preschool families are also invited to participate in school-wide family events.

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

Although in-person daily contact cannot be replaced, preschool staff also rely on notes home, phone calls, newsletters, and bulletin boards as alternative means to establish and maintain open, two-way communication. North Butler Elementary Preschool 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. Return all forms, questionnaires, and so on, promptly.
4. Attend Parent/Teacher conferences in the Fall and Spring.
5. Take time to read the bulletin board.
6. Check your child's communication folder each day.
7. Participate in field trip activities.
8. Share some of your talents in your child's class through activities such as: reading or storytelling, cooking, art, preparing visuals, music, sewing, crafts, hobbies, your profession, or artifacts from trips you have taken.
9. Share any of your families' cultural traditions, celebrations, or customs.
10. Read all the material sent home with your child.
11. Help with special events. Helping takes many different forms such as preparation of materials at home, making telephone calls, preparing or posting flyers, recruiting other volunteers, collecting donations or prizes, running errands, photography, setup before the event, or clean afterwards.
12. Serve on the Preschool Advisory Committee
13. Join NBE's Parent Teacher Organization (PTO)

It is the policy of the North Butler Elementary Preschool 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 and are required for your child to start in the program. 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. It also allows your child to become familiar and comfortable with his/her teacher and have any questions you may have answered. This is a great time for you to share what makes your family unique, how you prefer to communicate with the teacher, and share your knowledge about your child's interests, approaches to learning, and developmental needs. You can help the teacher understand what your goals are for your child and whether you have any concerns you'd like addressed. Parents are encouraged to share these preferences, concerns, and questions at any time with either the classroom teacher or administrator.

Back to School Family Conferences/Open House

Families are invited to sign-up for a time to conference with teachers, tour their child's classroom, and tour the school prior to the first day of school. The focus of the event is: Introducing the child to the classroom and allowing them to explore and become familiar with their preschool and modeling some of the activities and expectations in the classroom during interest areas. Staff answers any additional questions families may have in regard to policies and procedures. Families may bring the child's school supplies to help encourage the child to feel ownership of their new classroom.

Family Teacher Conferences

The preschool program will have formal family teacher conferences at the same time as the elementary school - fall and spring. During the conference, the teacher will share results of classroom assessments and samples of your child's work. Conferences will allow you the opportunity to share what new skills you have seen your child developing at home or in the community. Together we can make a plan to continue to encourage your child's growth and development.

PTO (QPPS 7.2)

North Butler Elementary's PTO is composed of parents, school staff, and other community members interested in the elementary school programs. This group meets monthly to provide feedback on services that meet children and family needs with specific preschool needs addressed in the fall, winter and spring. They also serve as a sounding board for new ideas and services. Please let the preschool teacher or elementary principal know if you are interested in being part of the Partners In Education group.

Transitions (QPPS 7.9, 7.10)

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. Preschool staff and families attend this event to support children as they prepare to transition to Kindergarten.

Health and Safety (QPPS 10.6, 10.7)

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

Emergency Procedures (QPPS 10.13)

Emergency procedure plans are available upon request from the program administrator. Emergency procedures are also posted in each classroom.

Health and Immunization Certificates (QPPS 5.1)

Before 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 Iowa Department of Public Health. 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 (QPPS 10.10, 5.1, 10.14)

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. QPPS 10.10

Child Health and Safety Records will include: (QPPS 5.1)

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 QPPS 10.14 7.
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 implements 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 (QPPS 5.2, 5.4. 10.14)

- 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 is 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 Blood borne Pathogens" annually.
- At least one staff member who has a certificate of satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times.

Illness Policy and Exclusion of Sick Children (QPPS 5.3, 10.6)

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
- Vomiting
- Diarrhea

- Pink eyes with drainage
- Cough with congestion and excessive nasal discharge

For an ill child's return:

- Fever free for 24 hours without the help of fever-reducing medication
- Chicken Pox: one week after onset (or when lesions are crusted)
- Strep 24 hours after initial medication
- Vomiting/Diarrhea: 24 hours after the last episode
- Conjunctivitis: 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 in the daily activities. Children will be excluded if the illness requires more care than the 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 into contact. When a child develops signs of an illness during their day at preschool, parents, legal guardians, or other persons authorized by the parent will be notified immediately to pick up the child. For this reason, please be sure that school has current, accurate phone numbers including an authorized emergency contact person and your child's pediatrician. In the meantime, we will provide the child a supervised place to rest until the parent, legal guardian, or designated person arrives.

Reporting Communicable Diseases (QPPS 5.4)

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 (QPPS 5.10)

Students may need to take prescription or over the counter medication during school hours. Students or parents must bring all medications to the office so they can be administered. A medication log will be maintained by the school nurse or health para. No medication shall be dispensed to any student unless the following rules are observed:

- A licensed medical or osteopathic physician or dentist must prescribe the medication.
- The medicine shall be maintained in the **original prescription container** which shall be labeled with: (a) name of pupil, (b) name of medication, (c) directions for use, (d) name of physician or dentist, (e) name and address of pharmacy, and (f) date of prescription.
- The medication, while at school, shall be kept in a designated place, in a specified drawer or cabinet. When required, refrigeration will be provided.
- In each building housing a less than full-time nurse, access to the medication shall be under the authority of the principal of that building, or a person designated by the principal.
- At the end of the school year, or at the end of a dispensing time, any remaining medication shall be returned to the pupil's parents or destroyed. This action, if medication is destroyed, should be noted on the pupil's health record.
- Students cannot keep non-prescription medication with them during the school day. It must be kept in the office and administered by parent instruction.

Cleaning and Sanitization (QPPS 9.11, 5.22, 5.23, 5.24, 10.6)

- 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. To disinfect, the surfaces will be sprayed until glossy. The solution will be left on for at least two 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. QPPS 5.24

- 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. QPPS 5.23
- Routine cleaning will be supervised by the preschool teacher and will follow the Cleaning and Sanitation Frequency Table in Section III, page 47 of the QPPS manual. A checklist will be completed as indicated in the table. QPPS 5.22
- Facility cleaning requiring potentially hazardous chemicals will be scheduled when children are not present to minimize exposure of the children. All cleaning products will be used as directed by the manufacturer's label. Non Toxic substances will be used whenever possible. Staff are trained yearly prior to the start of the school year. QPPS 5.23

Handwashing Practices (QPPS 5.8)

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

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

Children and adults wash their hands:

- Upon arrival for the day;
- After diapering or using the toilet
- After handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit)
- Before snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry)
- After playing in water that is shared by two or more people and
- After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals.

Adults also wash their hands:

- Before and after feeding a child
- Before and after administering medication
- After assisting a child with toileting, and
- After handling garbage or cleaning.

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

- Using liquid soap and running water
- Rubbing hands vigorously for at least 10 seconds, including the back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water). Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute, for hand-washing in any situation listed above.
- Staff must wear gloves when contamination with blood may occur.
- Staff do not use hand-washing sinks for bathing children or removing smeared fecal material. In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

First Aid Kit (QPPS 9.13)

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

Fire Safety (QPPS 9.14, 10.6)

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

Medical and/or Dental Emergencies and Notification of Accidents or Incidents (QPPS 10.13)

The North Butler Elementary Preschool has a document that describes the following situations and procedures:

Emergency phone numbers

Fire procedures

Utility Failures (electric power failure, water line break, gas line break)

Severe weather

Bomb threats/Physical Threats/Armed Intruder

Evacuations

Crisis Intervention Plan

Crisis Intervention Steps

Media Procedures

Accidental Injury or Illness procedures for life-threatening and non-life-threatening situations

School crisis team members and a checklist to use

List of CPR/First Aid experienced persons in each building

This booklet will be posted by the telephone near the first aid kit for easy access. 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 "Injury and Illness" form and a copy will be given to the parent within 24 hours of the incident.

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

School Closing Information

When weather or other conditions make it advisable, the administration may find it necessary to dismiss school earlier or later than the usual time. No student will be permitted to leave school until all are dismissed, unless in the company of his/her own parents or with written consent from the parent. In the event of bad weather, cancellations will be posted on the school Facebook page "North Butler Schools" as well as the school website. These radio/TV stations will also carry the announcement:

TV Stations

KWWL Channel 7-Waterloo

KIMT Channel 3-Mason City

KCRG Channel 9-Cedar Rapids

KGAN Channel 2-Cedar Rapids

Fox Channel 28-Cedar Rapids

Radio Stations

KFMW-Waterloo

KLSS-Mason City

KLMJ-Hampton

KWLO-Waterloo

Radio Stations

KWAY-Waverly

KCHA-Charles City

KOKZ-Waterloo

Protection from Hazards & Environmental Health (QPPS 5.6, 9.12, 9.16, 9.18, 10.6, 10.7)

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

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 will 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. The program uses the techniques known as Integrated Pest Management (IPM) so that the least hazardous means are used to control pests and unwanted vegetation.

Smoke Free Facility (QPPS 9.19, 10.6)

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

Child Protection Policies (QPPS 10.8, 10.9, 10.16, 10.19)

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

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

Substance Abuse

Persons under the influence of drugs or alcohol will not be permitted on the premises of the North Butler Elementary Preschool. At no time will children be released to a person under the influence of alcohol or drugs.

Volunteers (QPPS 10.15, 10.17) Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the teacher if you would like to be a school volunteer. We have a volunteer job description that defines the role and responsibilities of a volunteer. For safety's sake, if a volunteer will be working with children, he/she will be expected to execute and submit an affidavit of clearance from any and all crimes against a child or family. In addition, no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children. If a volunteer works more than 40 hours per month with children, he/she will also need to provide a current health assessment, not more than one year old. People interested in volunteering should contact the Principal at 319-267-2212.

Weapon Policy (QPPS 10.6)

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.

Staff (QPPS 10.15 - 10.20)

General Information

North Butler Preschool has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. The policies outline nondiscriminatory hiring procedures and policies for staff evaluation. Policies detail job descriptions for each position, including reporting relationships; salary scales with increments based on professional qualification, length of employment, and performance evaluation; benefits; and resignation, termination, and grievance procedures. Personnel policies provide for incentives based on participation in professional development opportunities. The policies are provided to each employee upon hiring. Hiring procedures include completion of the following checks: criminal-record check, free from history of substantiated child abuse or neglect check, education credentials, verification of age, completion of high school or GED, personal references and a current health assessment.

Orientation (QPPS 6.2)

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

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

The employee's immediate supervisor should provide the new employee with a review of the employee's responsibilities and duties. The school board secretary will explain payroll procedures, employee benefit programs and accompanying forms to the employee. Regular employees ineligible for the school district's group health plan will be given information regarding where they can obtain health care or health care insurance.

Staffing patterns and schedule (QPPS 10.18)

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.

Staff are provided space and time away from children during the day. Should staff work directly with children for more than four hours, staff will be 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 (QPPS 6.6, 10.15)

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 are encouraged to participate in informal and formal ways in local, state, or regional public-awareness activities. They may join an early childhood group or organization, attend meetings, or share information with others both at and outside the program. Teaching staff will be

informed of professional development activities provided by Child Care Resource and Referral, the local Empowerment areas, and the area education agency. Staff are expected to attend all 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 (QPPS 6.5, 6.6)

All staff is evaluated at least annually by an appropriate supervisor or, in the case of the program administrator, by the superintendent. Staff also evaluate and improve their own performance based on ongoing reflections and feedback from supervisors, peers, and families. From this, they develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development.