

TRI-CENTER PRESCHOOL EARLY CHILDHOOD POLICIES and PROCEDURES HANDBOOK



2023-2024

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Tri-Center Early Childhood Programs

Policies and Procedures Handbook

Welcome to Tri-Center Early Childhood Preschool Programs (NAEYC 10B.17)

The Tri-Center Early Childhood Preschool Program was awarded the Harkin/Iowa West Grant in 2003 and the Statewide Voluntary Preschool Program Grant in 2010 as a result of the Pottawattamie County Preschool Advisory Committee’s dedicated work. The program’s goal is to provide families access to high quality preschool programs that meet each child’s needs, including children with disabilities and those from diverse backgrounds, at reduced or no cost. The preschool provides a rich learning environment that encourages children’s natural curiosity and supports them to take risks that lead to new skill development. The preschool settings provide an environment where children feel safe, respected, and cared for while learning occurs. The preschool classrooms provide an opportunity for all four-year-old children to take part in planned, active learning experiences to build their readiness skills for kindergarten and for life. This program also serves children on individualized education plans (IEP) that are transitioning from Early Access Services into the public school system. The Tri-Center Early Childhood Preschool Program is currently accredited through the National Association for the Education of Young Children (NAEYC). The Iowa Early Learning Standards along with the Creative Curriculum are used to guide expectations for the children and instructional practices.

Meet the Tri-Center Early Childhood Staff

Director/Principal: Ms. Jami Bertelsen

Secretary: Jennifer Watson

Preschool Teachers: Lesley Nelsen, Amy Wingert, Susie Fah

Para-educators:

Molly Leaders, Michelle Parsons, and Kelsey Handy

IMPORTANT PHONE NUMBERS

Tri-Center Elementary – (712)485-2211

Transportation Office: Director Tiffany Campbell - (712) 485-2211 ex. 170

MISSION & BELIEF STATEMENTS

(NAEYC 10B.17)

Mission Statement

The mission of Tri-Center Early Childhood Preschool Program is to provide all students the skills and tools necessary to be successful. We will accomplish this by valuing each individual child and by providing a caring environment that promotes personal growth. We will partner with families and community partners to provide high quality education through hands on learning experiences, predictable routines, and a preschool curriculum that is directly aligned with the Iowa Early Learning Standards.

Belief Statements

The Tri-Center preschool program believes each child should receive quality care and be provided with a developmentally appropriate education. We believe that all children and families should be treated with respect and kindness. We will always appreciate family, cultural, and individual differences.

We believe all young children experience success through active learning opportunities within a safe, nurturing environment to meet the individual needs of the child.

We believe with the combined efforts of parents, educators, community and students, all children will succeed intellectually, physically, emotionally, and socially. To help in this effort, staff will provide support and resources for families.

We believe we must create an environment that is warm and caring, which gives our children a sense of security and belonging. We believe young children learn best through activities and explorations that are hands-on and include supportive adult-child and child-to-child interactions. Active thinking, investigating, and experimenting as well as adult guided instruction provide children an opportunity to learn and function at their own developmental age level, to discover how things work, and to learn firsthand about the world around them.

We believe play provides the foundation for future academic learning. Active learning through play enables us to promote the standards and benchmarks of our High Scope curriculum.

Enrollment

Equal Educational Opportunity

It is the policy of the Tri-Center Early Childhood Preschool Program not to discriminate in its education programs or educational activities on the basis of sexual orientation, race, religion, color, national origin, marital status or disability. Students are educated in programs, which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Students who feel they have been discriminated against are encouraged to report it to the school district Affirmative Action Coordinator, Jami Bertelsen, and she can be reached at 712-485-2271. Inquiries may also be directed in writing to the Director of the region VII Office of Civil Rights, US Department of Education, 310 W. Wisconsin Ave., Ste. 800, Milwaukee, WI, 53203-2292, (414) 291-1111, or the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, (515) 281-5294. Procedures and levels are outlined in district policy for resolving complaints and are available upon request from the curriculum director's office.

Eligibility

Children must be four years of age prior to September 15th of the current school year, excluding those on Individual Education Plan's. Students on IEPs transitioning from Part C Early Access to Part B can be enrolled into the preschool programs at 3 years old. Pre-registration will begin in the spring of the year. Registration materials are available through the Tri-Center school secretary in the elementary office. Registration will be ongoing until all spaces are filled.

Inclusion

The 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 members 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. (NAEYC 9.C.03)

Admission and Fees

Our all-day preschool programs are partially funded by an Iowa West Grant, Special Education dollars and statewide preschool funding. All 4 year olds that attend preschool have their tuition supplemented by the Iowa Statewide Voluntary Preschool Program funding. Parents need to call the Tri-Center Elementary office in order to register their child. Preschool registration is held at Tri-Center Elementary in both the spring and fall. Please check with the office staff to confirm the current school year's dates. All paperwork must be completed and submitted **before** your child can attend preschool.

Funded Programs

Tri-center preschool 4-year-old program is partially funded through Promise Partners and Iowa West Foundation.

Who Works In the Preschool

Program Administrators: Jami Bertelsen

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 and the NAEYC Program Standards.

Teachers: Susie Fah Lesley Nelsen, Amy Wingert

A full-time teacher licensed by the Iowa Board of Educational Examiners and holding an Early Childhood endorsement and/or Early Childhood Special Education endorsement is assigned to the preschool classroom.

Teacher Assistant: Melissa Barns, Kelsey Handy, Molly Leaders

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. All will be working toward or maintaining a CDA or the equivalent.

School Nurse

The preschool will have the assistance of the school nurse. The certified RN is available full time on-site. 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.

Support Staff

Green Hills Area Education Agency support staff provides resources and assistance to the teacher and classroom upon request to help all children to be successful in the preschool setting. Support staff must be with, and supervised by, regularly scheduled teaching staff at all times. Such staff may include: an early childhood consultant, a speech and language pathologist, a social worker, an occupational therapist, a physical therapist, an ECSE consultant, an ELL coordinator and/or others. Green Hills AEA is an intermediate agency of the Iowa Department of Education.

The Tri-Center Preschool Programs

Preschool Description

The preschools are open to 4-year-old children in our community. The programs serve both children with disabilities and normally developing peers. The preschool follows the Tri-Center Community School District's calendar year. There are three preschool classrooms. All three programs are full day programs that operate 5 days per week. The staff includes one certified Early Childhood Special Education teacher and two certified Early Childhood Regular Education teachers. Each classroom has a Para educator as part of the teaching team as well.

Learning is facilitated by the staff that provides children with open-ended materials, experiences that are meaningful to them, and support through active involvement from the adults. The preschool children engage in a daily routine that consists of the plan-do-review process that enables children to express their intentions, carry them out, and reflect on what they have done. Small group time encourages children to explore and experiment with new or familiar materials that adults have selected based on their daily observations of children's interests, the Key Developmental Indicators, the Early Learning Standards and local events. In large group time, both children and adults initiate music and movement activities, re-enact stories, and have group and community building discussions. The children engage in social relations with peers and adults throughout their entire preschool day and are able to learn and function in the preschool at their own developmental level. Content such as reading, math, science and social studies is integrated into the daily routine as well as gross motor activities that support physical development.

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, indoor time with outdoor time, quiet play with noisy play, child directed activities with teacher facilitated activities, etc. The teaching team meets weekly to discuss and review student observations and anecdotal notes enabling them to plan for instruction. Each child will engage in the following types of activities every day:

- Large and Small Group Activities
- Self-initiated Play
- Learning Center Activities: *Art, Science, Writing Table, Manipulative, Book Center, Blocks, Dramatic Play, Computers, Sensory, Listening Center*
- Story Time
- Individual Activities
- Outdoor Activities
- Music and Movement

Lesson plans for each week are available in the classroom showing how these activities are incorporated into the daily schedule. Daily notes and newsletters will be sent home to families in children’s backpacks.

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 or will be taught in the classroom. The Tri-Center CSD provides time and funding for field trips. Parents will be informed of each field trip through a newsletter and calendars well in advance. A parent or legal guardian must sign an informed consent form for trips. Adult family members or school employees may be asked to volunteer to go on these trips to provide increased supervision and support adult/child ratios. A notice posting the dates, time of departure, time of return, and the destination location will be given at least 48 hours before the field trip. Each child will be assigned to an adult in a small group for every part of the trip.

A first aid kit, emergency contact information, and emergency transport authorization information for the children in the group will be taken on all trips. Children will be counted every 15 minutes while 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. At least one staff member on the trip will have a cell phone available at all times.

Curriculum

Curriculum is a framework for learning opportunities and experiences. It is a process by which learners obtain knowledge and understanding, while developing readiness and life skills. It is continually revised and evaluated to make learning fun, exciting and valuable.

It is the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the community and in the United States including a variety of careers, roles, and lifestyles open to women as well as men in our society. One of the objectives of the curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnic origin, religion, and physical disability. The curriculum fosters respect and appreciation for the

cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural, nonsexist society.

The Tri-Center preschool programs use the Connect 4 learning, Heggerty Phonemic Awareness, and the Handwriting without Tears Curriculum. The Connect 4 Learning curriculum is the research-based, classroom tested in interdisciplinary prekindergarten curriculum. Developed through funding from the National Science Foundation, it integrates research-validated teaching methodologies from early childhood experts in mathematics, science, literacy, and social-emotional learning. The Key Developmental Indicators (KDI) addresses all areas of early learning, which include: language and literacy, math, science, gross motor skills, initiative and social emotional skills. It provides children an opportunity to learn in a variety of ways through play, problem solving, movement, art, music, drawing, writing, listening, and storytelling. Learning is acquired through hands-on activities, play experiences, children’s interests, teacher facilitation and instruction. The Handwriting without Tears curriculum is a developmentally appropriate handwriting curriculum for preschool children designed by occupational therapists. Suggestions for modifications and adaptations are an integral part of each curriculum.

Child Assessment

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

Children are assessed in the following ways:

- Gold Assessment, which is COR observational data, provides an ongoing anecdotal record of each child’s progress. Anecdotal notes are aligned with the Key Developmental Indicators and/or the Iowa Early Learning Standards
- *Get Ready to Read* assessments are given at the beginning and end of the year to monitor the growth of early literacy skills.
- Child portfolios are organized by the teaching staff and include the assessments, observational data, and child work samples collected on an on-going basis.
- Basic Knowledge Checklist are administered 3 times a year to collect a child’s knowledge & recognition of letters, numbers, shapes, colors, rote counting, and 1-to-1 counting.
- 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 gathered from assessments is used in the following ways:

- To provide information about children’s needs, interests, and abilities in order to intentionally plan developmentally appropriate experiences and instruction;
- To provide information to parents about their children’s developmental milestones and progress;
- To indicate possible areas that requires additional assessment.

Assessment information will be shared formally with families during Parent/Teacher Conferences in the fall and spring. In addition, a Preschool Progress Report will be sent home four times during the school year. The preschool teacher will communicate daily/weekly regarding children’s activities during the daily routine. Informal conferences are always welcome and can be requested at any time.

If, through observation or data collected, the teacher feels that there is a possible concern 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 Green Hills Area Education Agency (AEA) as an early intervention process. This team engages in problem identification, planned interventions, provides consultative support, and makes outside resources available to those individuals requesting assistance. The Green Hills AEA team’s assistance is available for all students and teachers in the building.
- A request made to Green Hills Area Education Agency for support and additional ideas or more formalized testing can be made.
- A request for special education evaluation can be made.

The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated. The family is encouraged to advocate for services for their child and be actively involved in the eligibility process.

If a child is determined to need special accommodations or modifications by the preschool team, those accommodations/modifications occur within 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 Green Hills AEA, DHS, Child Care Resource and Referral, *Parents as Teachers* programs, and medical professionals, etc.

Program Assessment

The Tri-Center Early Childhood Preschool Program implements the National Association for the Education of Young Children (NAEYC) program standards and has been accredited since 2007. 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 NAEYC Annual Report includes gathering evidence on each of the 10 program standards including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. As part of our program assessment, families are asked to complete a family questionnaire in order to gain input regarding our program. This information helps us to assess how the program is meeting the needs of families and children, as well as to identify strengths and weaknesses.

A report of the annual evaluation findings is shared with families, staff, and appropriate advisory and governance boards. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

Arrival & Departure of Children

Full Day Preschool: 8:05-3:15 Monday-Friday order for the Tri-Center Community School District to fulfill NAEYC's required adult/child ratio which is designed to provide a safe and secure environment for all children, the Tri-Center preschool staff will require students to enter their classrooms only at the designated times listed above. Please make the appropriate arrangements to help support a vital component of our program.

IF YOUR CHILD DOES NOT ARRIVE AND DEPART FROM SCHOOL USING DISTRICT PROVIDED TRANSPORTATION, THEN YOUR CHILD MUST BE ACCOMPANIED BY AN ADULT TO AND FROM THE PRESCHOOL CLASSROOM AND THE ADULT MUST SIGN THE CHILD IN/OUT OF THE CLASSROOM.

Some Fridays the preschools classrooms will not hold classes. This allows for parent meetings and home visits, planning time for the teaching staff, professional development and collaboration with community agencies. The preschool will provide a yearly as well as a monthly calendar.

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.

When bringing your child to school, we ask that you park your car in the parking lot and turn off the engine before entering the building no sooner than 8:00 a.m. to assure supervision is available. Please hold your child's hand as you enter the building to decrease the possibility of an accident. Parents or legal guardians must either accompany children to the classroom at the beginning of the day or leave their child in the care of one of the teaching staff. During this time we encourage family-staff interaction. No child will be permitted to leave the building without an adult.

Other than parents or legal guardian, 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.

If your child rides the school bus to school, staff will assist the students off the bus. At dismissal, teaching staff will accompany each student to the bus and assist the student onto the bus.

When all children have arrived, 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

Transportation will be offered to students in the Tri-Center Community School District. Arrangements can be made through the Tri-Center Transportation Office.

Making a smooth transition from home, daycare or a bus to preschool and back is important for your child's safety and well-being. **It is very important that you, as a parent, communicate with your child and your child's teacher about his or her arrangements for getting to and from preschool.** Tri-Center Community School District Bus Transportation **may** be available based on eligibility. Check with your preschool teacher if you have any questions. Prior arrangements need to be made with your child's teacher so that the bus route can be established. **If your child will not be riding the bus on a particular day, it is your responsibility to call the Bus Barn before 7:00 a.m.** Children need to know what is happening next and where they will be going next.

Parents may also choose to bring children to and from preschool. When you register your child, you need to indicate who may or may not pick up your child. It is very important that this information of your child's records is updated regularly to ensure your child's safety.

Parents or legal guardians may request transportation at enrollment, indicating the pickup and drop off address, the name of the responsible person at that address, and emergency contact information for all parties involved. Parents or legal guardians are asked to keep their information current by reporting changes to the preschool teacher and elementary school secretary. All information will be updated immediately by teaching staff and secretary when families report changes.

For children who have special needs for transportation, the facility will use a plan based on a functional assessment of the child's needs related to transportation. Any accommodations indicated in the child's Individualized Educational Program (IEP) will be implemented as described. (10.D.06.d)

Attendance

Students who are enrolled for classes in the TC preschools 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 Tri-Center Early Childhood Preschool Program office with the reason for an absence no later than 8:00 a.m. For safety's sake, if a student is absent without notification, the school teaching staff will attempt to contact the family to verify the child's absence from school.

Child Guidance, Discipline & Challenging Behaviors

Child Guidance and Discipline

Teaching staff will equitably use positive guidance, redirection, and planning environmental and instructional supports to prevent problems. Teaching staff will encourage appropriate behavior through the use of consistent clear rules and expectations, involving children in problem solving to foster the child's own ability to become self-disciplined, and the use of positive behavior support strategies. 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, developmentally appropriate 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.

Discipline is a part of teaching. It helps children better understand inner control and appropriate behaviors when interacting with others in a group setting. Our preschools support children participating in activities without disruptive behavior from others, though we know there will be conflicts. We use High Scope's Conflict Resolution problem-solving approach as this process supports staff and children as they work through conflicts. Our goal is to support children during conflicts by giving them strategies that help them resolve conflicts. Another goal is to provide positive behavior supports in the form of social stories, visual supports, environmental supports, and friendship skills to prevent behaviors before they can occur.

Healthy self-esteem is reflected in appropriate behavior choices. A discouraged child may "act out" and provide us with clues we can use to help this child regain more positive feelings. We base our guidance decisions on what we believe best meets an individual's needs without sacrificing the needs of the group.

The following conflict resolution strategy is used in your child's preschool program. We have found this to be effective in helping children resolve conflicts.

1. Approach calmly...(SOUL – Silence, Observation, Understanding, Listening)
2. Acknowledge feelings

3. Gather information. "You seem to be upset." Talk to one child/person and then the other.
4. Restate the problem...according to what the child said, not what you think. Be specific.
5. Ask for ideas for solutions and choose one together. "What do you think we could do?"
6. Be prepared to give follow-up support.

With adults as models, children learn to talk through their problems with each other. Teachers help, as needed, to guide children to reach fair and mutually respectful conclusions to their conflicts. If a solution cannot be reached, both children may be given teacher-directed choices to help them resolve the conflict. Over time, the goal is for children to become independent problem-solvers.

If a conflict has reached a high level of frustration and/or anger between two or more children, at times it is necessary to have them find an alternative area or activity to calm down. This may be a book, puzzle, or a time to lay on a pillow or blanket and relax and then return to play.

The following specific techniques may be used by staff and student:

1. Simple, consistent expectations and guidelines appropriate for the age of the children are explained and modeled by the adults in the center. We want children in our center to understand there are good reasons – and positive benefits – for doing things a certain way. Encouragement of children is the key to appropriate behavior. It helps them focus on their ability to manage life constructively.
2. Respectful communication at the child's level with eye contact goes a long way toward maintaining children's attention when guiding them, and a polite request to do something necessary often comes before any other technique is needed.
3. We attempt to say "yes" more than "no" to create an environment where children feel confident and successful in their friendships and group interactions.
4. We also provide quiet, individual places where children can be alone productively. Our concept of

"time-out" is to have the child "sit apart" from the group until inner control is reached and the child wishes to rejoin the group.

5. Occasionally, it is necessary to redirect a child. By calling attention to a more suitable activity, the adult can help the child discover how to make more appropriate choices.
6. When inappropriate behavior occurs, children are given natural consequences related to the incident. For example, if a child spits on the table, he/she needs to clean it up. Whenever possible, children help the adult decide which consequence would best teach them to not repeat the inappropriate behavior.
7. Large group time is an opportunity to brainstorm solutions to problems that affect the whole group. Children are invited to problem-solve with the teacher to find mutually agreeable solutions. Children often have the answers to problems affecting them and they will share these answers willingly when invited to do so. For example, if the children are beginning to get off-task, this is a good time to

re-group and discuss what their plans are. This helps the child recall where they intend to work and provides an opportunity to review classroom guidelines.

8. Families are our partners. We believe children benefit from a supportive home/school partnership. Occasionally, we may need to resolve a difficulty by discussing conflicts concerning inappropriate behaviors with individual families. Classroom goals, expectations, and guidelines are shared with families to promote a positive, respectful environment that is consistent between home and school. We strive to work with families to explore all alternatives to reach mutually acceptable conclusions.
9. Occasionally, intervention is needed from our support staff. The preschool principal, Green Hills Area Education Agency (AEA) staff, and other professionals may be consulted if guidance and discipline issues cannot be resolved between teacher and families.

Our discipline and guidance policy complies with our state licensing guidelines. Every effort is made to communicate our policy with students, staff, and parents so that we are all consistent with our expectations for children.

Challenging Behavior

The teaching staff are 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. Teachers promote pro-social 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
- providing instruction and support in positive behavior “before” a problem occurs

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 Green Hills AEA support staff will work as a team to develop and implement an individualized behavior 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.

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. (6) Implement the district's Code of Conduct when these strategies are not successful.

Prohibited Practices

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

1. Harsh or abusive tone of voice with the children nor make threats or derogatory remarks.
2. Physical punishment, including spanking, hitting, shaking, or grabbing.
3. Any punishment that would humiliate, frightens, or subjects a child to neglect.
4. Neither withhold nor threaten to withhold food as a form of discipline.

Snacks, Foods & Nutrition

Attitudes about food develop early in life. The food children eat affects their well-being, their physical growth, their ability to learn, and their overall behavior. We have an opportunity to help children learn about foods, to enjoy a variety of foods from their own culture and others, and to help them begin to appreciate 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.

Meals and snacks are at regularly scheduled times, two hours apart and not more than three hours apart. See daily schedule.

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 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.

In addition, as part of our Quality Rating Scale (QRS) grant through the state of Iowa, we have an agreement with the Department of Human Services and the Pottawattamie County Health Department which mandates the visit of a pediatric nurse practitioner and/or a health consultant. A written report of the visit is provided to the preschool programs. The report documents compliance and corrections that must be made by the program along with a timeline for completion and recommendations.

For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider should provide the program in individualized care plan prepared in consultation with family members and 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; 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.

Breakfast, Snacks and Lunch Fees

The Tri-Center Community School District Food Service Program will provide the snacks and meals for the preschool programs. No food should be brought from home for breakfast, snack, or lunch unless the child is on a special medical diet. For special occasions or parties, please consult your child's teacher about providing a prepackaged treat.

The following prices will be in effect for the 2021–2022 school year: Due to government grants through the COVID-19 pandemic breakfast and lunch are free.

Breakfast

1 Day - Free

Lunch

1 Day - Free

Milk fee is .80 cents a day or \$75.00 a year. Payment plans can be arranged with the office staff.

All money should be put in a sealed envelope with the student's first and last name and their teacher's name. **Checks should be made payable to Tri-Center Elementary.**

Each student will have an account in the Food Service Computer System. You may put any amount of money into your child's account. We are using a new meal tracker program that will

allow parents to have a family account for all siblings in the district. Please instruct the food service clerk at any one of your children's schools if you would like to have a family account.

We are now using www.family.wordwareinc.com for parents to make pre-payments into their child's account anytime using Visa, Discover, or MasterCard (credit or debit). Parents can also monitor their child's meal account balance and transactions online. You must sign up for this service at www.family.wordwareinc.com.

Once your child's account falls below \$10.00, he/she will be receiving a payment reminder to bring home. These reminders come out on Tuesdays and Thursdays. Please watch for these in your child's book bag. If you include an e-mail address at registration, we can send these payment reminders directly to your e-mail account.

At breakfast, snack and lunch time (if applicable) staff members will be seated with students while eating and engage children in conversation as this promotes positive relationships and provides positive models in language, speech and vocabulary development.

Preschool Snacks

A snack is served midmorning and/or mid-afternoon daily. Two food groups will be represented at each snack time as outlined in USDA guidelines. 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. Snack and meals are at least 2 hours apart but no more than 3 hours apart. Please visit with your child’s teacher to discuss your child’s food costs.

Birthday Snack Guidelines

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. Our District Wellness Policy recommends that students consider nutritious snacks as an alternative to candy. Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. The teacher will provide families a list of foods meeting the USDA’s Child and Adult Care Food Program guidelines. 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

The program will promote communication between families and staff by using written notes as well as informal conversations or e-mail. Families are encouraged to send written notes with important information so all the staff who work with the child can share the parent’s communication. Teaching staff will write notes for families no less than weekly. 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, in person, notes, or phone calls.

Open Door Policy

Parents and legal guardians are always welcome to visit the preschool classroom. As a safety feature, all parents and visitors will enter through the designated doors which remain locked during school hours. A buzzer is in place to assure safety. Visitors are asked to please use discretion with regard to bringing babies

and toddlers to school as young children may disrupt class sessions. Please check in with the office staff and wear a Tri-Center Elementary School visitor's badge while in the school building.

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 the Tri-Center Early Childhood Preschool Program Principal.

If you have a concern regarding some aspect of the program or policy, please contact the Tri-Center Early Childhood Preschool Program Principal who is the program administrator for the preschool. If you remain dissatisfied, you may contact the Superintendent of Tri-Center Community Schools.

As part of our program assessment, in the fall and spring of each year, we also provide you with a family questionnaire to evaluate our program. This information helps us to assess how the program is meeting the needs of families and children, as well as to identify strengths and weaknesses.

Family Involvement

The Tri-Center Early Childhood Preschool Program encourages families to be very involved in their child's education by observing their children during the day when possible and meeting with staff. Family members are welcome to visit at any time during class sessions.

Teachers and administrators use a variety of formal and informal (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 are conducted throughout the school year. Program staff communicates with families, on at least a weekly basis, regarding children's activities and developmental milestones, shared care-giving issues, and other information that affects the well being of their children. Family teacher conferences are held in both the fall and spring semesters, as well as when either party requests. At least one Family Night is held during the year.

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

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.

The Tri-Center Early Childhood Preschool Staff invites you to become involved in one or all of the following ways, and welcomes other ideas as well. (7.A.06, 7.A.07)

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 classroom or preschool parent bulletin board(s).
6. Check your child's folder in his/her backpack each day.
7. Participate in field trip activities & Family Nights.
8. Share some of your talents in your child's class through activities such as: reading or storytelling, 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, run errands, photography, setup before the event, or clean afterwards.
12. Family and Grandparent's Day
13. Track & Field Day
14. Ice Cream Social for Families

It is the policy of the Tri-Center Early Childhood Preschool Program 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. (7.A.07)

Home Visits (7.A.03.a.b.c, 7.A.06, 7.A.08, 7.A.09, 7.A.10, 7.B.01, 7.C.01)

Home visits are made prior to the start of school and are highly encouraged to facilitate a positive start for your child's school year. 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. A translator will be provided by the school district and Green Hills Area Education Agency if the family does not speak English.

Family Teacher Conferences

(7.A.03a.b.c, 7.A.06, 7.A.08, 7.A.09, 7.A.10, 7.B.01, 7.C.01)

The preschool program will have formal parent teacher conferences at the same time as the elementary school - fall and spring. The teacher will send home a sheet before the conference asking you to consider what new skills you see your child developing at home or in the community, to think about what you'd like more information about the classroom, and whether you have new or different goals for your child. During the conference the teacher will share results of classroom assessments and samples of your child's work. Together you can make a plan to continue to encourage your child's growth and development. A translator will be provided for ELL families through the school district and Green Hills Area Education Agency).

1. Plan for the conference. Before you go, write out questions you would like to ask. Here are some suggestions:
 - Does my child get along with others?
 - How is my child's behavior in class?
 - What are my child's strengths and weaknesses?
2. Keep an open mind. Your goal is to work for cooperation between you and your child's teacher.
3. Ask to see your child's work.
4. Ask for suggestions. If your child is doing well, ask what you can do to keep on a positive track. If there are problems, ask what you can do to help.
5. Clarify and summarize as you go. Teachers sometimes use educational buzzwords. If you do not understand something the teacher says, just ask.

Please make every effort to attend your conference, and if you absolutely cannot, contact your child's teacher to line up another time.

Family Nights (7.A.05, 7.A.06)

Family night is an opportunity for you and your family to come to school to participate in fun as well as educational activities with your children. With help from family volunteers, the night will be planned to meet the needs of the children and families in the classroom. There will be 2 scheduled family nights each year. Dates will be posted on our website and also sent home in the school newsletter.

Transitions (NAEYC 7.C.06, 7.C.01, 7.C.06, 7.C.07 & 10.B14)

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 and support specialist. Transition meetings and activities are planned for all students including those on Individualized Education Plans (IEP). Preschool staff will provide information about enrollment policies and procedures, program options, and arrange for a classroom visit whenever possible. In March, the preschool conducts a Child Fair and Preschool Registration Day for the upcoming school year. In addition, the Preschool and Kindergarten teachers organize a "trade day" to support the preschool children as they begin to transition to Kindergarten. This day is scheduled in the spring and allows preschool students to meet their Kindergarten teacher, visit the classroom, and participate in some beginning of the year kindergarten curriculum and instruction.

Preschool Advisory Committee (NAEYC 7.A.13 & 10.F.04)

The Tri-Center Preschool Programs are represented by the Tri-Center CSD School Board which meets monthly. The board is composed of parents, school staff, and other community members interested in the governance of not only the preschool program but also grades K-12. In addition, The TC Preschool Programs also have the Pottawattamie County Preschool Program Advisory Committee to support its work. This group meets every other month to discuss budget, professional development, and best practices in early childhood education. This group is composed of EC/ECSE Consultants from Green Hills Area Education Agency, Pottawattamie County principals and superintendents, and Green Hills AEA administrators. They also serve as a sounding board for new ideas and services. If you have any ideas, concerns, or questions for these governance boards, please contact your child's teacher or Jami Bertelsen, the Elementary Principal.

Children's Records - Confidentiality (NAEYC 4.A.03, 5.A.01, 7.B.04, 7.C.08)

Student records containing personally identifiable information, except for directory information, are confidential and are stored in a locked cabinet. 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.

The Tri-Center Community School District maintains records on each student in order to facilitate the instruction, guidance, and educational progress of the students. The records contain information about the student and his or her education and may include, but are not limited to, the following types of information:

Identification data, attendance data, record of achievement, family background data, aptitude tests, educational and vocational plans, honors and activities, discipline data, objective counselor or teacher ratings and observations, and external agency reports.

The records of each student are generally located in the school that he or she is attending. Any exceptions will be noted in the student's other records or by the person in charge of record maintenance for each school building. The name and position of the person responsible for maintenance of student records for each school building is listed below:

- Tri-Center Elementary –Jami Bertelsen (principal), Lesley Nelsen (teacher), Amy Wingert (teacher) and Susie Fah (teacher)

The following persons, agencies, and organizations may have restricted access to student records without prior written consent of the parent or student over the age of 18 years. Any other access to student records shall be only upon written consent or upon court order or legally issued subpoena.

- A. School officials, teachers, and AEA personnel with a legitimate educational interest.
- B. Officials of other schools in which the student proposes to enroll.
- C. Representatives of state and local government when auditing and evaluating federal educational programs.
- D. Officials connected with a student's educational financial aid applications.
- E. Governmental officials to whom information is to be reported under state law adopted prior to November 19, 1974.
- F. Organizations that process and evaluate standardized tests.
- G. Accrediting organizations for accrediting purposes.
- H. Parents of dependent children, regardless of child's age.

I. Appropriate parties in a health or safety emergency.

Student records are reviewed and inappropriate material removed periodically and, at a minimum, whenever a student moves from the elementary level to the high school level and when a student moves out of the district. Those records not of permanent importance are destroyed within three years of graduation or discontinued attendance.

Parents of students under age 18 and students over age 18 may exercise the opportunity to review the educational record of the student, to obtain copies of the records, to write a response to material in the record, to challenge the content of the record on the grounds of inappropriateness, inaccuracy, or invasion of privacy, and to have the records explained.

Students and parents may file with the Department of Education complaints alleging failures of the school district to comply with federal legislation dealing with student records. Correspondence should be addressed to: The Family Educational Rights and Privacy Act Office, Department of Education, Switzer Building, 330 C Street, Washington, D.C. 20201.

Health and Safety Policies & Procedures

The Tri-Center Early Childhood Preschool Program is committed to promoting wellness and to safeguard the health and safety of children and adults who participate in our program. In order to provide a safe and secure environment for every child and adult, we follow guidelines required by the National Association for the Education of Young Children Standards, regulatory agencies and pediatric authorities in the field.

Health Records and Immunization Certificates

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.

Dental Health Emergency

Each family is required to submit in writing a family dentist or dentist of their choice as per NAEYC standard requirements to ensure the family's wishes are granted, if possible, in the case of a dental emergency. The files will be maintained by the nurse.

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. Health records document the dates of routine screening tests and immunizations. 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; Families must provide current immunization records before entering the programs.
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);
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 for the Teaching Staff

- All staff must be alert to the health of each child, known allergies, or special medical conditions. Parents will be required to sign a release of medical information (HIPA).
- 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 will use gloves, other barriers and techniques when needed to minimize contact of mucous membranes or of openings in the skin with potentially infectious body fluids.
- All staff are familiar with evacuation routes and procedures.
- All teaching staff completes “Occupational Exposure to Blood borne Pathogens” training as required for employment orientation in the Tri-Center Community School District.
- 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

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
- 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: 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.

Administrative Procedure for Head Lice

1. Identification of students to be examined will be made based upon observable signs and symptoms by teacher, nurse, or at the request of parent or guardian.
2. Upon observation of signs and symptoms, trained school personnel will perform an exam on the student’s hair.
3. Identification of live head lice or nits close to the scalp (less than 1/2”) is necessary before treatment can

be recommended.

4. Effort will be made to contact parent or guardian for immediate notification of identified head lice.
5. If unable to locate the parent, the child will be allowed to continue schoolwork, but have a modified rest time and seating arrangement to prevent head-to-head contact.
6. Parent(s) or guardian(s) of affected student will be given printed instructions and specific instructions for treatment. If parents indicate unavailability of funds, school nurse will assist with referral to County Public Health Department or the Department of Human Services. Recommendations will be given regarding treatment of family, home environment, and other persons who may have had recent exposure to the student or home.
7. If one case of head lice is found in a class, efforts will be made for the school nurse or other trained personnel to check classmates, and notes will be sent home to the parents.
8. Preventative information will be sent home to parents in the form of newsletters according to need as identified by the school nurse.
9. The student will be readmitted to school as soon as proof of treatment (i.e. box top of shampoo) is provided to school. The student will be checked upon return to school and again in 7-10 days by the school nurse or other trained school personnel. (Parents will be encouraged to remove all nits; however, if nit is found more than ½" from the scalp, it will be considered dead.)
10. In the event that 10% or more students in one building are identified to have head lice, a "no nit" procedure will be enforced until no new cases are determined for two full weeks.

Reporting Communicable Diseases

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

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

Center and the child's parents will be contacted immediately. The incident will be documented in the child's record at the school.

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

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

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

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.

Safety Procedures in the Classroom Environment

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

- All safety plugs and electrical outlets are covered, heat/AC, water temperature, and toilets, etc. are 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 entry into the classroom from outside, children and adults wash their hands.
- 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.
- First Aid Kits are available for use in the classroom and taken outdoors at all times.
- 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.
- No child will be left unsupervised while attending preschool.

Supervision, Ratios & Square Footage Policies

- The maximum class size in each session is based on square footage of the current location.
- Our center maintains a ratio no more than 1 adult to 10 children at all times. Additional staff may be provided based on the individual needs of children.
- 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.
- When students enter the hallways to access their cubbies, an adult visually monitors and supervises the children from the classroom doorway.
- Adult-student ratios are maintained on field trips.
- Outdoor and indoor spaces are zoned by the teaching staff to provide adequate supervision of the entire classroom
- The elementary principal will maintain a current list of available substitutes for both the teacher and Para educators. 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.

Water Activities-Health & Safety Policies and Procedures

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 must wash their hands before engaging in water play. 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 supervises all children by sight and sound in all areas with access to water in tubs, buckets, and water tables.

Outside Play: Health & Safety Precautions

We have daily opportunities for outdoor play as the weather permits and provided the weather air quality and environmental safety conditions do not pose a threat. This allows children the opportunity to develop their large muscle skills, get exercise, and be active. We use the Child Care Weather Watch guidelines produced by Healthy Child Care Iowa to determine if the Wind Chill Factor or Heat Index is safe for outdoor play.

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

In order to make sure that your child can play comfortably outside, it is important to dress him according to the weather. When it is cold outside he needs a warm coat, mittens or gloves and a hat (labeled with your child's name). For the warmer days, dressing your child lightly is just as important. For those in-between days, dressing your child in layers is a practical idea. 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. (5.A.07.a)

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 (only with your written parental permission to do so). We will also use an insect repellent containing DEET (only with your written permission) no more than once a day to protect your child from insect bites when the public health authorities recommend its use. (5.B.07.b & 5.07.c)

Program staff will complete the National Program for Playground Safety's Suggested General Maintenance Checklist on a quarterly basis. Tri-Center maintenance personnel will inspect the playground weekly to ensure that there are no safety issues. (5.A.06.c)

Classroom Animals and Pets: Health & Safety Guidelines (NAEYC 5.C.05)

If you, as a parent or legal guardian, want to bring your family pet to share with your child's classroom, you are welcome. Please note the sharing of any pets must be prearranged with your child's classroom teacher and office. 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 hand washing when coming into contact with the animal and after coming into contact with the animal. Teaching staff supervises all interactions between children and animals and instruct children on safe behavior when in close proximity to animals.

Note: Any children allergic to the pet will not be exposed to the animal. Reptiles are not allowed because of the risk for salmonella. The classroom teacher is responsible for checking that requirements have been met.

Cleaning and Sanitization (NAEYC 9.C.06, 5.C.01, 5.C.01.b, 5.C.02, 5.C.02.e, 5.C.03)

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. Staff will clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning as part of standard precautions. Staff will use ventilation and sanitation rather than sprays, air freshening chemicals, or deodorizers, controls odors in inhabited areas of the facility and in custodial closets.

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 will be cleaned with soap and water then air dried. 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 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. (NAEYC 5.C.03)

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. (NAEYC 5.C.02)

Routine cleaning will be supervised by the preschool teacher and will follow the NAEYC Cleaning and Sanitation Frequency Table found on the NAEYC website (www.naeyc.org/torch). A checklist will be completed as indicated in the table. (NAEYC 5.C.01)

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. Staff are trained yearly prior to the start of the school year. (NAEYC 5.C.02)

Hand Washing Practices (NAEYC 5.A.09)

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

- Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures 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 assists children with hand washing as needed to successfully complete the task.

Children and adults wash their hands:

- upon arrival for the day;
- after diapering or using the toilet (use of wet wipes is acceptable for infants);
- after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit);
- before meals and 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;
- 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
- after handling garbage or cleaning.

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

- using liquid soap and running water;
- 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.

- Staff must wear gloves when contamination with blood may occur.
 - Staff does not use hand-washing sinks for bathing children or removing smeared fecal material.
- In situations where sinks used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

Toilet Learning (NAEYC 5.A.08, 5.C.02.f, 9.C.06.c)

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

1. Diapering will be done in the designated diaper area, i.e., the changing room with a changing table or the bathroom stall. Food handling will not be permitted in these diapering areas.
2. Staff will follow all diapering guidelines set forth in the NAEYC Standards: Standard 5.A.08:
 - Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
 - Staff checks children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours. Diapers are changed when wet or soiled.
 - Staff changes children’s diapers or soiled underwear in the designated changing areas including bathroom stall as needed and not elsewhere in the facility.
 - At all times, caregivers have a hand on the child if being changed on an elevated surface.

- Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
 - Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container.
 - 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.
 - Diapering and Gloving posters will be posted in the changing area showing procedures through the use of visuals and words. These procedures are used by the program administrator to evaluate teaching staff that change diapers.
 - For children who require cloth diapers, the diaper has an absorbent interlining completely contained within an outer covering made of waterproof material that prevents the escapes of feces & urine. Both the diaper and the outer covering are changed as a unit. (NAEYC 5.A.08.b)
3. Potty chairs will not be used due to the risk of spreading infectious diarrhea.
 4. 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.

Tooth Brushing Policy

At least once daily, where children receive two or more meals, teaching staff provide an opportunity for tooth brushing and gum cleaning to remove food and plaque. (Toothpaste is not required.) Toothbrushes will be rinsed thoroughly after each use and air dried in individual, labeled containers. Toothbrushes will be replaced every six months or as needed. Oral health specialists will visit yearly and perform oral exams (with parental permission) and oral health education. In addition, preschool students will visit a local dentist’s office as an introduction to the environment.

First Aid Kit

It is inaccessible to children, but readily available for adult use. It is fully equipped according to guidance from IQPPS, NAEYC and DHS. 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

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.

Emergencies and Notification of Accidents or Incidents

The Tri-Center Preschool Program has in place a *Crisis Management Plan* that describes the following situations and procedures to follow:

- Emergency phone numbers
- Fire procedures
- Utility Failures (electric power failure, water line break, gas line break)
- Severe weather
- Bomb threats
- Physical Threats/Armed Intruder
- Evacuations
- Crisis Intervention Plan, Crisis Intervention Steps, and 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 plan will be posted by the telephone and included in the first aid kit. 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.

Weather Policies:

The preschool programs follow the Tri-Center K-12 school district policy. If there is a one or two hour late start, the All Day Preschool classrooms' start times will align with the K-12 schedule. If there is an early dismissal, the schedule will vary. A newsletter will be sent home about changes. Early dismissals and late starts for the Half Day preschool are as follows:

Two-hour late start -- No A.M. preschool

Two-hour early dismissal -- No P.M. preschool

In case of severe weather, parents and students should listen to one of the following radio or television stations for school closings or late starts.

KMA	-	960 AM – Shenandoah	KMTV - Channel 3
KFAB	-	1110 AM – Omaha	WOWT - Channel 6
WOW	-	590 AM – Omaha	KETV - Channel 7

Please do not call school personnel at their homes for this information. If school is in session and threatening weather conditions occur, an announcement will be made immediately on the above stations that school will be dismissed early.

Fire and Tornado Drills

Drills are held monthly so the preschool students may become familiar with and practice the proper safety procedures. Fire exit plans and tornado safety locations are posted in each classroom.

Building Emergency Plan (Lockdown)

As part of our ongoing process to help make our school a safer place for children, we will have lockdown practice drills periodically. Teachers and students will practice our lockdown procedures to keep up to date on our Building Emergency Plan.

Protection from Hazards and Environmental Health

Program staff protects children and adults from hazards, including electrical shock, burn, scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping or slipping. Teaching staff and maintenance personnel perform routine indoor inspections of classrooms and takes action to correct any safety issues.

The preschool classroom building has been tested for lead, radon, radiation, asbestos, fiberglass, and other hazards that could impact children's and adult's health with documentation on file. Custodial staff maintains the building's heating, cooling, and ventilation systems in compliance with national standards for facility use by children and adults. Neola is a small town with little air pollution, smog or heavy traffic. If

there was a pollution alert, staff would limit the amount of time students were outside doing physical activities. 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 or adults. 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

In compliance with the Iowa Smoke Free Air Act of 2008, Tri-Center Early Childhood Preschool Program buildings and grounds are smoke free. A "No Smoking" sign meeting the law's requirements is posted at the entrance to the 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

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 families. In addition no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children. 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 Joe Gianfranco at 527-3034.

Suspected Substance Abuse

Persons under the influence of drugs or alcohol will not be permitted on the premises of the Tri-Center Community School District. At no time will children be released to a person under the influence of alcohol or drugs and school officials will call the proper authorities if warranted.

Volunteers

Families are encouraged to take an active part in the educational process of the children. Families are encouraged to contact the teacher if they would like to volunteer in the classroom. 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 report directly to the Tri-Center office staff and it may be necessary to undergo an interview with teaching staff and/or principal before permission to volunteer is

granted. Volunteers must be with, and supervised by, regularly scheduled teaching staff at all times. 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. People interested in volunteering should contact the Tri-Center Early Childhood Principal at 712-485-2271.

Weapon Policy

No student shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any real weapon or a look-alike weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school building or other buildings or premises used for school functions, whether or not any person is endangered by such actions. "Look-alike weapon" means any item that resembles or appears to be a weapon. If you have any questions regarding this policy, contact the building principal for clarification or more information.

STAFF Policies & Procedures

The Tri-Center Early Childhood Preschool Program 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.

Staff Health Assessment

The preschool program maintains 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 health assessment is received by the program before an employee starts work or before a volunteer has contact with children. The health assessment is updated at the request of the administration (see Board Policy 403.1). 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 (upon hire).

- Documentation of a Hepatitis B vaccination OR a signed *Refusal of Hepatitis B Vaccination* form will be included.

Staff Records

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

Staff Orientation

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;
- National Association for the Education of Young Children Standards;
- Regulatory requirements.

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. In addition, an Early Childhood consultant provides on-going professional development and coaching regarding the 10 program standards and specific content as well as regular on-site visitation (Board Policy 401).

Staff - Code of Ethics

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. All adults and children deserve respect. One way we demonstrate this respect is to refrain from talking about the children and/or their families in their presence unless the child is part of the conversation and to refrain from labeling a child/family 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 early childhood staff are required to read and respond to the NAEYC Code of Ethics and to uphold its principles.

Staffing Patterns and Schedule

The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing according to both the NAEYC and IQPPS program standards and maintains an adult/child ratio of at least 1:10 at all times. Children remain on the same roster with the same teacher over the course of the school year. The program administrator will maintain lists of current substitutes for both the preschool teacher and the preschool teaching assistant in case of absence.

Staff is provided space and time away from children during the day. Should staff work directly with children for more than four hours, staff is provided breaks of at least 15 minutes in each four-hour period. In addition, staff may request temporary relief when they are unable to perform their duties.

Staff Development Activities

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 Green Hills Area Education Agency. Staff is expected to attend all staff trainings and meetings throughout the year. Trainings will focus on early childhood topics relevant to the program and community.

Staff Evaluation and Professional Growth Plan

All staff are 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.

General Student Policies & Procedures

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. 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.

Requests to Stay Indoors at Recess

It is our belief that fresh air and exercise are a beneficial part of our students' day. Therefore, a physician's note is needed for any child who requests to stay in from recess.

We work very hard to monitor the wind chill and make sure our students do not go outside, or stay outside, for any length of time when the conditions are unfavorable. Please make sure your child is dressed appropriately for the season. For example, in the winter please make sure your child wears a winter coat, gloves, hat and boots if needed. In addition, if your child wears boots to school, please send a pair of shoes in their bag for their school day. PLEASE LABEL ALL ITEMS YOUR CHILD WEARS TO SCHOOL.

Objects from Home

Because the preschool program provides ample toys and learning materials for your child, we ask that you do not bring toys from home. If your child brings an "attachment" item from home to assist with coping skills, 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.

Student Insurance (10.B.05)

The Tri-Center Community School District **DOES NOT** provide any type of medical insurance coverage for students who are injured while on school property. If parents/guardians want medical insurance for their child, it is their responsibility to purchase such insurance. Parents/guardians may purchase medical insurance from any agent they choose. The Tri-Center Community School District's only role in making insurance available is to distribute application forms for supplemental insurance. The school district will provide information regarding the Hawk-I Insurance program. This program is designed for families without health insurance for their children. Information regarding this program is available in all school offices or through the school nurses. Likewise, information is also available to families who wish to purchase accident only dental coverage. Insurance forms for this type of coverage will also be available at registration or through the office in each building.

Telephone and Address Change

Please notify the school **immediately** if there is a change in your address, telephone number, daycare provider, or person to contact in an emergency. This information is very important in case your child becomes ill or injured.

Withdrawal of Students

Please let the school know if you are preparing to move. We need time to get transition of a student going into a new experience. If you are moving and are withdrawing your child from school, please notify the office in advance of the withdrawal.

Release of Information Related to Photos

In the Tri-Center Community School District, photographs or likenesses may be released without written consent unless qualified objectors comply with the following procedure. If any parent or guardian of students under the age of 18, or students over the age of 18, object to this policy of releasing photographs or likenesses, they should contact the building principal in writing by September 15 (or within two weeks of the student's enrollment should it occur after this date).

Procedures of Action to Be Taken in Unique Situations:

Child Abduction / Lost or Missing Child

If a child is abducted, following are the steps that will be taken:

- Immediately notify the principal.
- Contact the police and give a complete description of the child
- Contact the parents.

Vehicle / Person Identification

If you see a child pulled into a vehicle or a vehicle seems to be driving back and forth or unfamiliar to the area, remember the following and write down if possible.

- Color of vehicle
- Type of vehicle (Ford, Toyota, etc.)
- License plate number and state
- Window tint, dents, rust, or anything else that might be used to distinguish the vehicle
- Race/nationality of driver
- Sex
- Hair
- Clothes
- Other passengers

Power Failure Procedures

Electrical Power Failure:

- Notify local utility company of the interruption of service and ascertain cause of outage. Follow their instructions.
- Keep everyone in one room to conserve battery-powered flashlights and radios, as well as keeping track of everyone.
- If outage is only temporary, wait until power is restored then proceed with normal duties.
- If outage is for an extended period of time, telephone parents to pick up children and close facility.

Gas Power Failure:

- Notify local utility company of the interruption of service and ascertain the cause of outage. Follow their instructions.
- If outage is caused by the utility company, find out the duration of the outage. If temporary, keep everyone in one room to conserve heat.
- If outage will be for an extended period of time, telephone parents to come pick up their children and close facility.
- If outage is a result of damage to the facility, evacuate immediately following the fire evacuation plan. Remember to take first aid kit and classroom list.

No power outage, but smell gas:

- Evacuate facility immediately following the fire evacuation plan. Remember to take first aid kit and classroom list.
- Notify utility company of gas leak. Follow their instructions.
- Remain outside the facility until the utility company gives clearance to the Principal to return to the facility.

Chemical Spills

The local Fire Department will notify the school district when evacuation is necessary. Fire Department personnel will designate the safe shelter location. Staff will have First Aid kits containing emergency contact numbers to notify parents/guardians once the children and staff are in the designated shelter.

Appendix

1. NAEYC Standards & Criteria Page Number Alignment - pg. 46
2. Referral for Screening Flow Chart (7.C.03,7.C.05)
3. Pottawattamie County Assistance Programs (NAEYC 8.A.01, 8.A.02)

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