

E-NP
**PRESCHOOL
HANDBOOK
2024-2025**

**Our Mission:
Embracing today's challenges,
preparing for tomorrow's world.**



ELEMENTARY OFFICE STAFF

Kassandra Albright	Elementary Principal	kalbright@southhardin.org
Dana Cummings	Administrative Assistant	dcummings@southhardin.org
Amy Faris	Nurse	afaris@southhardin.org
Sharon Reents	Administrative Assistant	sreents@southhardin.org

PRESCHOOL TEACHING STAFF

Chelsea Donaldson	Preschool	cdonaldson@southhardin.org
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ELEMENTARY SUPPORT STAFF

Daisy Tonche	Paraeducator	dtonche@southhardin.org
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EQUAL EDUCATION OPPORTUNITY

The board will not discriminate in its educational activities on the basis of race, color, national origin, creed, socio-economic status (in educational programs), religion, sex, disability, sexual orientation, gender identity, marital status (in educational programs), geographic location (in educational programs), age (in employment practices), and genetic information (in employment practices), in accordance with federal and state law.

The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The board is committed to the policy that no otherwise qualified person will be excluded from, be denied the benefits of, or otherwise be discriminated against in educational activities on the basis of race, color, national origin, creed, socio-economic (in educational programs), religion, sex, marital status (in educational programs), sexual orientation, gender identity, disability, geographic location (in educational programs), age (in employment practices), and genetic information (in employment practices), in accordance with federal and state law. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

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The purpose of this handbook is to provide parents and students an understanding of the general rules, program policies and procedures. This handbook does not contain all rules and regulations of ENP Elementary School's Preschool Program. If you do not find the answer to your questions, please feel free to call the ENP Elementary Office at (641) 939-9350.

WELCOME

Welcome

The 4-year old Voluntary and the Early Childhood Special Education Program at ENP are integrated using the co-teaching approach. These programs will be referred to as ENP Preschool from here on. The program's goal is to provide a high quality preschool program meeting each child's needs, including children with disabilities and those from a diverse background. It is our belief that inclusion in our program will enrich the experience for teachers, students, other children and their families. It is a setting where children feel safe, respected, and cared for. This is an opportunity for all four-year-old children to take part in planned, active learning experiences to build their readiness skills. The preschool program has adopted the Iowa Quality Preschool Program Standards. (QPPS 10.1)

MISSION, PHILOSOPHY AND GOALS

Mission

"Embracing today's challenges, preparing for tomorrow's world." (QPPS 10.1)

Early Childhood Philosophy

We believe:

- Play is a child's work.
- Meaningful activities foster learning for life-long skills.
- Knowing the children and their interest guides the planning for each child and the group.
- Students learn best in a safe and caring environment.
- Innovative learning activities and various teaching strategies enhance learning.
- Respect for diversity develops tolerance within the school and our society.
- Teaching the importance of good character benefits the school and the community.
- Positive guidance and discipline helps children develop self-control.
- Home, school, and community cooperation facilitates and reinforces learning.

Goals for Children

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

Goals for Family

- Families will feel welcome in the classroom and school.
- Families will work with the school in a meaningful partnership to help their children be better prepared to learn to read and write.
- Families will share successes and concerns for their children.
- Families will participate in Parent-Teacher Conferences and Parent Night.

ENROLLMENT

Educational Equity Policy Statement

It is also the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles and lifestyles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e).

The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of pluralistic society. Inquiries or grievances related to this statement may be directed to the Superintendent, ENP Equity Coordinator, 1010 Edgington Avenue, Eldora IA 50627, (641) 939-5631. The Superintendent has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, 504 and Iowa Code 280.3.

The school board is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, creed, color, religion, sex marital status, national origin, sexual orientation, gender identity, or disability. Further, the board affirms the right of all students and staff to be treated with respect and to be

protected from intimidation, discrimination, physical harm, and harassment.

Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities included comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, or disability of the individual or individuals or creates an individuals or creates an intimidating, hostile or demeaning environment for education.

Americans with Disabilities Act

The Eldora-New Providence School District follows the ADA accessibility requirements needed to meet the qualifications. (QPPS 9.10)

Eligibility

In order to qualify, children must be four years of age on or before September 15th of the current school year. Pre-registration will begin in the spring of the year. Registration materials are available from the elementary secretary. Final registration will occur in August.

Hours

Classes meet for four days a week. Children attend on Monday, Tuesday, Thursday, and Friday. Students do not attend on Wednesdays. This allows for parent meetings, home visits, planning time for the teaching staff, and collaboration with community agencies. The preschool follows the ENP school calendar.

AM session: 8:00 – 10:50

PM session: 12:30 – 3:20

General Information

The office will need the following materials by registration time. New students coming into the classrooms after the start of the school year will need to have their materials to the office within the first two weeks of their class time:

- Enrollment Form
- Parental Emergency Medical and Allergy Consent
- Pick-up Permission
- Release Authorization
- Developmental Level
- Physical Form and Permission Sheet
- HIPAA
- Current and Up-to-date Immunization Records (4-year old children need to have their "Kindergarten" shots since we are in the school system.)
- Social Security Number
- Birth Certificate
- Action Plan for extra health needs that require regular medication or technology support (if applicable).
- Home Language Survey
- Student Race and Ethnicity Reporting

These classrooms combined can have up to 20 students, which are based on square footage of the current location. A teaching staff-child ratio of at least 1:10 will be maintained at all times to encourage adult-child interactions and promote activity among children. For Early Child Special Education students, correct ratios will also be met. The program administrator will maintain a current list of available substitutes for both the teacher and para-educator. (QPPS 10.4)

Financial Policies

There is no tuition for 3 and 4 year old special education students and the 4-year old program is state funded through the SWVPP grant.

Policies

In addition to the ENP Preschool handbook, our program also follows the E-NP Elementary Handbook.

A CHILD'S DAY

Sample Daily Schedule

- Table activities as children arrive
- Large group gathering on the carpet for academic, social and language skills
- Brain stimulation/Movement Activities (included throughout the day)
- Interest areas in individual settings and/or small groups with projects, stories, puzzles, blocks, manipulatives, games, science/math, dramatic play, art, books, and sensory table
- Clean up, use the restroom
- Large group gathering on carpet for fingerplays and songs.
- Small groups for literacy and math.
- Snack time
- Large motor activities outside or inside (QPPS 2.3)

Daily Activities

The needs of your child will be met by providing a consistent daily schedule, with established routines. However it is flexible enough to encourage spontaneity and take advantage of discoveries made by the children. Your child will have the opportunity for the following types of activities every day:

- Learning Centers: Art, Blocks, Computer, Cooking, Discovery, Dramatic Play, Library, Music and Movement, Outdoor, Sand and Water, Toys and Games
- Self-Directed Play
- Large and Small Group Play
- Individual Activities
- Story Time

(QPPS 2.3)

Curriculum

We use the Teaching Strategies Creative Curriculum, which is researched-based and correlated with the Iowa Early Learning Standards. These developmentally appropriate activities will help children grow in literacy, math, science, social studies, social skills, the arts and technology. Studies are an investigative in-depth exploration of a topic that can be implemented and driven by student curiosity. (QPPS 2.1, 2.2)

We also use Read It Again-Pre-K, Sit Together and Read, Phonemic Awareness: The Skills That They Need To Help Them Succeed!, Handwriting Without Tears; Writing instruction and Handwriting Without Tears; Numbers and Math.

It provides children an opportunity to learn in a variety of ways - through play, problem solving, movement, art, music, drawing and writing, listening, and storytelling. Suggestions for modifications and adaptations are an integral part of the curriculum.

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

Child Assessment

ENP Preschool wants to be sure your child is making progress in their growth and development. Research shows that children learn more when they are engaged in play! We don't leave learning to chance; therefore we will be keeping track of your child's skills during their play experiences. The teachers will gather this information and plan their classroom activities and environment according to the data collected. The teachers will make sure the learning moves each child along in their individual development. Areas of study will coincide with the children's interests.

Children typically go through multiple steps when learning a skill. During each step, the teachers will observe each child's new skills and support them as they progress. To determine where your child is developmentally, we will be using the Creative Curriculum Developmental Continuum. Most of our documentation of your child's learning will come through observations, notes taken by the teachers, portfolio materials, and documenting pictures. Some formal testing and informal assessments may be done.

- Ages and Stages Questionnaire 3 for families
- August

- IGDI's (Individual Growth and Development Indicators) will be administered in the fall, winter and spring
- Creative Curriculum Progress Report records student progress in all developmental areas at the beginning, middle and end of the year.
- Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
- Early Literacy Individual Growth and Development Indicators (IGDIs) are given at the beginning, middle, and end of the year to monitor the growth of early literacy skills.
- Letter assessment (naming and sounds)- ongoing until mastery
- Number assessment (naming numbers 1-20) - ongoing
- 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. - ongoing
- Hearing and vision screenings - fall

Any assessments administered in the school setting are done on a 1:1 basis and in a quiet setting for best results. Teachers are certified in IGDI's administration. All results are kept confidential and only shared with family as indicated by our school information systems. Additionally, digital results are password protected and paper results are secured in a locked file drawer.

If we see that your child may need additional assistance, teachers will submit a referral to the school's Learning Supports Team (LST) for academic or behavior concerns. The LST team of administrator, AEA Team rep, school counselor and behavioral strategists will meet with preschool staff to collaborate for effective interventions.

Additionally, an Area Education Agency (AEA) representative may come to observe your child with your permission. The AEA staff may include: early childhood consultant, speech and language pathologist, social worker, occupational therapist, physical therapist, or others. If the teachers and AEA representatives feel more formal diagnostic testing is needed you will be contacted.

We will report our assessments face to face two times a year. They are during the elementary conference dates, usually in November and February. The third assessment will be a report sent home. Students with an IEP will have an additional meeting to update their program. It is important that we develop the whole child, both at home and at school. We encourage parents to share the child's growth and development. This information can be shared during the home visit, at conferences, as well as through emails, notes or phone calls.(QPPS 7.3, 7.5)

If a child is determined to need special accommodations, those accommodations are included in the materials, environment, and lesson plans for that child. Examples include sign language and visuals for children with hearing impairments or language delays and behavior plans for children whose behavior does not respond to the typical strategies used by teaching staff in the classroom. (QPPS 7.4, 7.6)

Program Assessment

The ENP Preschool implements the Iowa Quality Preschool Program Standards. We participate in yearly audits to assure we are meeting these standards. Administrators, families, staff, and the Preschool Parent Advisory Board will be involved annually in a program evaluation that measures progress toward the program's goals and objectives. The annual evaluation process includes gathering evidence on all areas of program functioning, including policies and procedures,

program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. A report of the annual evaluation findings are 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. (QPPS 10.15)

Supervision Policy

Daily the preschool staff will complete the following safety checklist indoor and outdoors:

- All electric outlets covered, heat/AC, water temperature, and toilets, etc. in working order.
- All cleaning supplies/poisons out of children's reach and stored properly.
- Classroom and materials checked for cleanliness/broken parts, etc. including playground.
- Supplies checked - first aid kit, latex gloves, soap, paper towels, etc.
- Monitoring of the environment - spills, sand, etc. Other serious problems are reported to the head custodian.
- Upon arrival, each child is observed by the teacher for signs of illness or injury that could affect the child's ability to participate in the daily activities.

No child will be left unsupervised while attending preschool. Staff will supervise primarily by sight. Supervision for short intervals by sound is permissible for children who are out-of-sight (e.g. those who can use the toilet independently) (QPPS 3.7) (QPPS 9.2)

Child Guidance and Discipline

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

and involving children in problem solving to foster the child's own ability to become self disciplined. Discipline will be explained to the child before and at the time of any disciplinary action. Teaching staff will encourage children to respect other people, to be fair, respect, property and learn to be responsible for their actions. Teaching staff will use discipline that is consistent, clear, and understandable to the child. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn taking. (QPPS 1.7-1.9)

Challenging Behavior

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

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

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

Aggressive physical behavior toward staff or children is unacceptable. Teaching staff will intervene immediately when a child becomes physically aggressive to protect all of the children and encourage more acceptable behavior. (QPPS 1.2, 1.8, 1.9, 3.5, 3.6)

Permissible Methods of Discipline

For acts of aggression and fighting (biting, scratching, hitting) staff will set appropriate expectations for children and guide them in solving problems. This positive guidance will be the usual technique for managing children with challenging behaviors rather than punishing them for having problems they have not yet learned to solve. In addition, staff may: (1) Separate the children involved; (2) Immediately comfort the individual who was injured; (3) Care for any injury suffered by the victim involved in the incident.; (4) Notify parents or legal guardians of children involved in the incident; (5) Review the adequacy of the teaching staff supervision, appropriateness of program activities, and administrative corrective action if there is a recurrence. (QPPS 1.9)

Prohibited Practices

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

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

Water Activities

During water play children are involved in active experiences with science and math concepts.

Children with sores on their hands are not allowed to participate with others in the water table to ensure that no infectious diseases are spread. Children are not allowed to drink water during water play activities. When the activity period is complete, the water table is drained and refilled with fresh water before a new group of children comes to participate. Outdoor water play is limited to tubs and buckets or containers as well as the water table. We do not participate in swimming pool activities. Staff supervises all children by sight and sound in all areas with access to water in tubs, buckets, and water tables. (QPPS 5.7, 9.14)

Snacks/Food and Nutrition

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

Children attending will be served a snack at a regularly scheduled time. Two food groups will be represented at each snack time as outlined in USDA guidelines. Milk will be provided and parents may voluntarily sign up to take turns providing snacks for each day. A written snack calendar for each month will be given to families and posted on the hallway bulletin board. Each child will have a day to celebrate his/her birthday. It will be the closest day to his/her actual birthday. Summer birthday students will celebrate their 1/2 birthday. We encourage children to expand their tastes by at least trying a portion of the food offered.

Food brought from home must be either whole fruits or commercially prepared packaged foods. Please

stay away from peanut and nut products. We may have a student with peanut allergies. A list of the ingredients and a label must come with the food provided. No homemade foods are allowed. Staff will supplement snacks if they do not meet the CACFP guidelines. All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines. Clean, sanitary drinking water is made available to children throughout the day. Staff discards any foods with expired dates. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served.

For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider should provide the program with an individualized care plan prepared in consultation with family members and specialists involved in the child's care. Children with food allergies shall be protected from contact with the problem food. With family consent, the program posts information about the child's allergies in the food preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day. Program staff will keep a daily record documenting the type and quantity of food a child consumes when any child with a disability has special feeding needs and provides parents with that information.

For children younger than four years, these foods will be cut into bite-sized pieces: hotdogs; whole grapes; nuts; hard pretzels; or chunks of raw carrots or meat larger than can be swallowed whole. They will not be served spoonfuls of peanut butter, popcorn or raw peas.

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.

Snack ideas to consider when purchasing snack for the class include:

Bread/Bread Alternate

- Serving size: ½ slice
- ⅓ cup dry cereal (½ oz)
- ½ muffin, roll, biscuit, etc.
- ¼ c. cooked cereal, grain or pasta
- Enriched white bread
- Zucchini bread
- Tortillas (corn or flour)
- Dry cereal mixture
- Whole wheat bread
- Carrot bread
- Corn bread
- Oyster crackers
- Snack crackers
- Graham crackers
- Saltines
- Whole-wheat crackers
- Bread sticks
- Cinnamon roll
- Biscuit
- English muffin
- Muffin (any kind)
- Bagel
- Granola
- Date bread
- Raisin bread

Meat/Meat Alternatives

- Serving size: ½ ounce
- Cheese sticks
- Cheese cubes/slices
- ½ egg
- Cold cuts, ham/turkey
- Hard-boiled eggs

Fruit/Vegetables

Serving Size: fresh, canned or raw - 2-3 slices, sections or sticks

Bananas

Pineapple chunks

Peach slices

Apple slices

Fresh fruit cups

Orange slices

Pear slices

Carrot sticks

Raw broccoli

Raw cauliflower

Celery sticks

Cucumber slices

Raisins

Fruit cocktail

Seedless grapes

Tangerine

Strawberries

Plums

Melon balls

Other

Pudding cups

Popcorn

Pretzels

Ice cream

Special Occasions for Parties or Birthdays

Cake, cupcakes or cookies (store bought)

Serving sizes will meet the CACFP (Child and Adult Care Food Program) requirements.

Outside Play and Learning

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

Iowa to determine if the Wind Chill Factor or Heat Index is safe for outdoor play.

In cases when we cannot go outside (due to weather conditions) children are given the opportunity to engage in similar activities inside. For example, gross motor games or exercise videos. 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/she needs a warm coat, mittens or gloves and a hat (labeled with your child's name), and snow boots. 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. We encourage you to bring sunglasses, a hat or other clothing for your child to wear as another protection from the sun. Your sunscreen 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 your 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. (APPS 5.4, 9.5-9.8)

Personal Belongings and Dress

Each child should have a change of clothing to keep in his/her locker in case of an "accident" or messy play. Items should include: shirt, pants, underpants, and socks. During the winter months when your child wears boots to school, please bring a pair of shoes to wear in the classroom. If your child is not toilet trained, you must provide extra clothes, pull-ups, and wet wipes.

Children should be dressed to play when attending preschool. Dangerous and restrictive clothing should be avoided. (Flip-flops, Clogs, open-toed shoes/sandals, or long dresses). The activities offered in preschool may involve some messiness,

please don't send your child in any special outfit that might get ruined.

Children should not bring personal toys.

Toilet Learning

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

1. Diapering will only be done in the designated diaper area, i.e., the bathroom adjacent to the classroom with a diapering mat. Food handling will not be permitted in this diapering area.
2. Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standards: Standard 5, Criteria 7:
 - NO cloth diapers. Clothing that is soiled by urine or feces is 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 change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
 - At all times, staff will have a hand on the child if being changed on an elevated surface.
 - Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.

- Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed 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.
3. Potty chairs will not be used due to the risk of spreading infectious diarrhea.
 4. All families are asked to provide an extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

(QPPS 5.5)

Weapon Policy

No student shall carry, have in his or her possession or put into the possession of another student any real weapon or look-alike weapon on any school premises or in any school vehicle. "Look-alike weapon" means any item that resembles or appears to be a weapon. A zero tolerance policy on dangerous weapons (real or toy) is in effect; i.e., guns, squirt guns, water rifles or pistols, slingshots, toy guns, toy grenades and other similar items knives, etc. Violation may result in a student's suspension/expulsion. (QPPS 10.5)

Classroom Animals and Pets

No live animals, except fish or hermit crabs, are to be inside the Preschool classroom at any time.

If you, as a parent or legal guardian, want to bring your family pet to share with your child's classroom you are welcome. However, all animals must remain outside the school buildings during the visit. 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. Teaching staff will supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals.

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

(QPPS 5.6)

COMMUNICATION WITH FAMILIES

The program will promote communication between families and staff by using written notes as well as informal conversations or email. Families are encouraged to send written notes with important information so all the staff who work with the child can share the parent's communication. Staff will use these notes to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Parents are encouraged to maintain regular, on-going, two-way communication with the teaching staff in a manner that best meets their needs - email, in person, notes, or phone calls. Please update us with new phone numbers, address and place of employment. (QPPS 1.1, 1.4, 4.2, 4.9, 7.1)

Open Door Policy

Parents and legal guardians are always welcome to visit the preschool classroom. It is helpful to have

prior notice of a visit. As a safety feature, all parents and visitors will check in at the elementary school office. Each guest will need to provide a valid driver's license at check-in. Please wash hands upon arrival when visiting. Visitors are asked to please use discretion with regard to bringing babies and toddlers to school as young children may disrupt class sessions.

Drop-Off Procedure

Parents or an adult should accompany each child into the building every morning through the West door of the ECC building, drop the child off in the classroom, and sign in. A teacher or staff member will be at the West door of the ECC to welcome students and guests in at 7:55 a.m. or 12:25 p.m. Please contact the office when your child will be absent or arriving at a different time.

Changes in pick-up information must be turned into the classroom teacher and or elementary office. According to the licensing regulations, "each child shall have direct contact with a person upon arrival for early detection of apparent illness, communicable disease, or unusual condition or behavior which may adversely affect the child or the group." If any of these things are determined, the child will be sent to the school nurse for further observation. (QPPS 10.9)

Pick-Up Procedures

Pick up time is 10:50 a.m. and 3:20 p.m. An authorized adult will sign out all children. Anyone, including all parents, who are allowed to pick the child up, MUST be listed on the Pick-Up Permission Form filled out with your registration papers. To avoid confusion, it is the responsibility of the parent signing the child into our classroom to properly fill out this form.

In a custody situation, the parent signing the child into our class takes full responsibility to ensure this is in accordance with their specific court agreement.

If a parent who is not listed contests this, they will not be allowed to pick the child up until the parent signing the child into our program gives approval. If the contesting parent can offer proof he/she is indeed the legal parent or guardian and has legal rights to pick the child up, we will allow that parent to offer his/her own Pick-Up Permission form and lawyers for both sides will be contacted. The classroom teachers reserve the right to not allow any individual onto our property for drop-off or pick-up if he/she has created a problem. Anyone not recognized by sight will be asked for a picture ID. In the event anyone out of the ordinary is to pick-up the child, please inform the teachers in writing prior to that time. If the pick-up person is not on the list or the staff didn't receive written notice, the child will remain at school until a parent can be contacted. It is the parents' responsibility to notify the school and make changes on the pick-up permission form whenever necessary. (QPPS 10.9)

Transportation

Transportation services needed by identified special needs children will be addressed on an individual basis. (QPPS 10.9)

Parking

Parking for the Preschool Classroom will be on 11th or 12th Avenue with the exception of the bus stop area, and parking lot in front of the elementary building. (QPPS 10.9)

Permission Slips

Written parental permission is required for field trips. Permission sheets were filled out with your registration packet. Parents will be notified in advance of any upcoming field trips or school outings.

Attendance

Students 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 child's progress. Please call the elementary office, 641-939-9350, with the reason for an absence no later than 7:45 for the morning session or 12:15 for the afternoon session. It is our policy that our secretary or nurse will contact the emergency numbers to verify the child's absence.

Ethics and Confidentiality

Staff follow an important code of ethics to guide their involvement with children and families. It is essential to protect the confidentiality of all information concerning children and their families. Maintaining a professional attitude includes being responsive to the needs of children and their families while balancing the need for confidentiality. Children are people who deserve respect. One way we demonstrate this respect is to refrain from talking about the children in their presence unless the child is part of the conversation and to refrain from labeling a child negatively or positively. No information about any particular child shall be shared with another child's parent. We continually strive to model such qualities as patience, tolerance, cooperation, acceptance, understanding of others, and enthusiasm for children as well as for other adults.

All teaching staff will receive training on ethics and confidentiality on the National Association for the Education of Young Children's Code of Ethical Conduct as part of their orientation. Each staff person will sign a Statement of Commitment to document their willingness to hold close the values and moral obligations of the field of early childhood education. (QPPS 4.1)

Children's Records

The student records containing personal identification information, except for directory information, are confidential. Only authorized

personnel will have access to the personal information. 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. 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 parents can withdraw permission if they choose to do so. (QPPS 5.1, 10.8)

Preschool Parent Advisory Board

ENP preschool staff will ask 3 or 4 parents to volunteer to be on the Advisory Board. The program offers staff and families opportunities to assist in making decisions to improve the program. Collaborative and shared decision making is used with all participants to build trust and enthusiasm for making program changes. Staff and families meet at least annually to consult on program planning and ongoing program operations. (QPPS 4.2, 7.2, 10.15)

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 assistance from the Program Administrator.

If you have a concern regarding some aspect of the program or policy, please contact the ENP Principal. If you remain dissatisfied, you may

contact the Superintendent of ENP Community Schools.

As part of our program assessment, during the winter 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. (QPPS 7.5)

FAMILY INVOLVEMENT

As your child's first and primary educator, we value your family's beliefs, customs, and traditions. We recognize this is an important resource to us as teachers. You are a vital asset in the collaboration between home and school. Your continuous family participation in your child's education will help foster your child's day-to-day learning. (QPPS 7.1-7.7)

Parent-Teacher Conferences/Home Visits

To ensure that parents are involved with their child's progress, conferences will be scheduled during the Elementary Conferences or a designated time. The home visit will be planned for the first part of the school year. Home Visits open up communication between home and school. Teachers get to see what the child is interested in and get ideas for studies. (QPPS 4.2, 7.3)

Parent Night

Parent night is an opportunity for you and your child to come to school to participate in educational and fun activities. The information shared and activities are selected to help your child become successful in school. (QPPS 4.2)

Transitions

Home-school connections are crucial to the transition to kindergarten or any other program,

such as special education. The child's family provides the consistency and continuity necessary for a young child to be successful. Making a change from one program to another can sometimes be difficult for a young child whether the transition is within the same building or in another location. Teaching staff will partner with the family to make the transition as smooth as possible by connecting family members with the next program's staff. Preschool staff will provide information about enrollment policies and procedures, program options, and arrange for a classroom visit whenever possible. (QPPS 4.2-4.5)

HEALTH AND SAFETY

(QPPS 5.1-5.19)

Physical and Certificate of Immunization

Physicals and immunization cards need to be presented on or before the first day the child attends class. These will be kept on file. A physical is good for one year. If your physical expires during the year, a note shall be sent home with the child. Physicals are due yearly and immunizations are according to their age and the state regulation. Once children turn 4-years of age, they will be required to receive their "Kindergarten" shots since we are part of the school system. (QPPS 5.1, 10.8)

Reporting Communicable Diseases

Staff and teachers provide information to families verbally and in writing on the parent bulletin board 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 will also be posted. The school nurse and the teachers will work together to make sure all information is communicated. (QPPS 5.3, 10.5)

Medication and Illness

A child who is ill (or has a temperature of 100 degrees or above) needs to be kept at home. All children shall have direct contact with a staff person upon arrival for early detection of apparent illness, communicable diseases, or unusual condition or behavior. If any of these things are determined, the child will be sent to the school nurse for future observation. When we determine a child is sick or contagious at any time during the day, that child will not be permitted to attend school. A child shall be supervised at the nurse's office and cared for until someone else can care for them. We will call and expect you or a backup caregiver to pick up your child as soon as possible. Please have a back up caregiver on call to keep your child in case you are unable to miss work or class. In addition, if the parent is unreachable, we will call the emergency contacts listed on the Medical/Dental Emergency form. The school reserves the right to request the child see a physician or have a physician's note prior to returning.

For courtesy reasons, please try to give any antibiotics around school hours. Also by law, we MUST keep all medications locked. If your child carries medications in their school bag, please give the med(s) to the staff to lock up or as a parent keep the medication in your car or at home if it is not necessary to have it at school.

The school does not have staff available for some children to stay inside while others from their group are outside. Therefore, if your child is well enough to be at school, he/she will go outside to play daily. (QPPS 5.8)

Medication Administration

In order to give medications, we MUST have a written doctor's approval and doctor's authorization on file at the school to give any type of medications. The note must include the dates to

be given (3-7 days), dosage, how often the medication should be given, what type of medications, and the parents must inform the staff when medication was last given. All medication to be given to children MUST be in the original bottle with the instructions on it and a side-effects sheet given to the staff. All non-prescription medicine must have the child's name written on it or a permanent sticker with the child's name written on it. A medication form needs to be filled out prior to the administration of any medicine. No medications can be given if the medication is outdated or the prescription is written for another person. (QPPS 5.8)

Health Policy

In order to protect your child and other children, we have established some illness guidelines. By following good health policies, you will protect your child and others in school.

A child may NOT attend the ENP Preschool with the following symptoms:

- Temperature over 100 degrees. Child may return to class after 24 hours of normal temperature (without medication). If a child's temperature is 99 degrees when waking he/she should not be brought into school. Temperatures rise as the day progresses. Do not give children medication in the morning and then bring them to school. Parents may not give their child medications at school. If given cold or fever medication, they must go home.
- Diarrhea (watery or greenish stools that look different and are much more frequent than usual). If more than 2 bouts of diarrhea within a two-hour period occur, you will be asked to pick up your child.
- Vomiting. Child may return after 24 hours with no vomiting.
- Severe cold with fever, sneezing, and/or nose drainage.
- Severe coughing.

- Yellowish skin or eyes.
- Conjunctivitis "pink eye" (eyes are red, thick, yellowish drainage). (prefer 3 doses of medication)
- Untreated impetigo of the skin. Starts as red pimples then become small vesicles surrounded by a reddened area, then blisters will break. Lesions occur in moist areas of the body.
- Unidentified rashes.
- Scabies
- Contagious infections (strep throat, chicken pox, mumps, etc.)
- If a child seems sick without obvious symptoms, such as looks and acts differently, unusual paleness, irritability, unusual tiredness or lack of interest.

A child may return when symptoms have disappeared or with physicians consent that he/she may return without danger to himself or other children and staff.

A child MAY be at school if he/she has:

- Slight fever (less than 100 degrees)
- Cold
- Allergic rash
- Diaper rash
- Prickly heat
- Loose stools caused by diet or medication
- Been treated for head lice

(QPPS 10.5)

Cleaning and Sanitation

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

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and

water. This also applies to other surfaces in the classroom. Toys and surfaces will be disinfected using a non-toxic solution of one-tablespoon household bleach to one quart of tap water made fresh daily. To disinfect, the surfaces will be sprayed until glossy. The bleach solution will be left on for at least 2 minutes before it is wiped off with a clean paper towel, or it may be allowed to air dry. Machine washable cloth toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion must be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used.

Routine cleaning will follow the Cleaning and Sanitation Frequency Table in Section III, page 47 of the QPPS manual. A checklist will be completed as indicated in the table.

Facility cleaning requiring potentially hazardous chemicals will be scheduled when children are not present to minimize exposure of the children. All cleaning products will be used as directed by the manufacturer's label. Non-toxic substances will be used whenever possible. All cleaning materials in the classrooms will be locked in a cupboard and away from the children. (QPPS 5.18, 5.19, 10.5)

Hygiene

In order to promote good hygiene habits, your child will wash hands when entering the classroom, before and after snack, after using the bathroom, after handling body fluids (sneezing, blowing nose, etc.) and other times (after painting, sand/water table, pets, etc.). Hand washing procedures will be posted by all sinks. (QPPS 5.6)

First Aid

A first aid kit is located in each classroom. It is inaccessible to children, but readily available for adult use. It is fully equipped according to guidance from Healthy Child Care Iowa. Following each use of the First Aid kit, the contents will be

inspected and missing or used items replaced immediately. The First Aid kit will be inspected monthly. The first aid kit is taken to the outdoor play areas as well as on field trips and outings away from the site.

At least one staff member that is certified in children's CPR will be in the area working with the students at all times. The ENP Elementary nurse will notify the teachers and paras of our preschools during the first week of January if their pediatric CPR certification expires in the next calendar year. The school nurse has a yearly reminder set on her Google calendar. She will include the administration in that yearly notice. The school nurse will train the staff as she is certified to train or will help staff find a trainer.

The Preschool Program will follow the ENP Exposure Control plan if needed. The school nurse will supply the proper materials for our classrooms. (QPPS 9.12)

Fire and Natural Disaster

Our school has established special procedures to deal with such emergencies as fire and natural disasters. The Fire Marshal inspects the school on a regular basis. Fire and tornado drills are held monthly and recorded on a log. During severe weather, a constant check is kept for emergency information through the Sheriff's office and listening to the weather radio.

A fire extinguisher is installed inside and outside the preschool classrooms 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.

The ENP School District also has school policies found in the Administrative Offices relating to bomb threats, evacuations, crisis intervention plans, and more. (QPPS 10.10)

Late Start/Early Out Days

When South Hardin cancels then the ENP Preschool cancels. When South Hardin is delayed two hours or more, the A.M. preschool class is canceled. Preschool classes will be canceled if school is dismissed by 1:30 or earlier due to inclement weather. (QPPS 10.9)

Protection from Hazards and Environmental Health

Teachers protect children and other adults from hazards, including electrical shock, burns, or scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping. Liquids and foods that are hotter than 110 degrees Fahrenheit will be kept out of the reach of children.

The preschool classroom building has been tested for lead, radon, radiation, asbestos, fiberglass, and other hazards that could impact children's health with documentation on file. Custodial staff maintains the building's heating, cooling, and ventilation systems in compliance with national standards for facility use by children.

The program maintains facilities so they are free from harmful animals, insect pests, and poisonous plants. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility and in a manner that prevents skin contact, inhalation, and other exposure to children. (QPPS 5.18, 5.19)

Smoke Free Facility

In compliance with the Iowa Smoke-free Air Act of 2008, ENP school buildings and grounds are smoke-free. A "No Smoking" sign meeting the law's requirements is posted at the entrance to the preschool classroom 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. (QPPS 9.15)

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.

In case of a missing child, one staff member will stay with the other children while the others search the building. If not found, staff will call the office to alert them that a preschooler is missing. The search will continue outside around the building. Parents will be notified. Police may be notified to help with the search.

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 reports 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 Elementary Principal at 939-9350. The alternate investigator is the High School Guidance Counselor, and may be reached at 939-3421. (QPPS 10.10)

Parent Custody Rights

If a parent or guardian has lost/limited child custody rights, we need to have a copy of the court order to place in the child's confidential file. This is for the child's protection. Without this official documentation, we cannot legally stop a parent from taking or visiting the child. (QPPS 10.8)

Intoxicated or Substance-Impaired Pick-Up Person

Any individual arriving at the Eldora-New Providence Elementary School in an obviously intoxicated, substance-impaired, or incapacitated state will be asked not to leave the premises with the children. The staff will ask the individual if there is someone else that may be called to come and pick up the children. If the individual refuses to call another person to come and pick up the child and ultimately leaves the premises with the child, the staff will contact the local police. If the staff has reason to believe that the authorized adult was substance-impaired, the staff must act in their role as mandatory reporters and file a child abuse report. (QPPS 10.6, 10.9)

Volunteers

Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the teacher, the elementary principal, or

our office secretary if you would like to be a school volunteer. We have a volunteer job description that defines the role and responsibilities of a volunteer. For safety's sake, if a volunteer will be working with children, he/she will be expected to execute and submit an affidavit of clearance from any and all crimes against a child or families; if QPPS requires further documentation that will be done also. In addition no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children. If a volunteer works more than 40 hours per month with children, he/she will also need to provide a current health assessment, not more than one year old.

STAFF

(QPPS 10.2, 10.4, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)

General Information

Teachers in our program are licensed teachers with early childhood certification as set by the State of Iowa. The para educators will have a high school diploma or GED and will be enrolled in a CDA (Child Development Associate Credential) program or have a CDA certificate. The paras will carry out activities under the supervision of the teachers. All teachers/paras will be certified as Mandatory Reporters, in Universal Precautions, Child and Adult CPR, and First Aid.

Program administrator is the elementary principal. He/She supervises the preschool programs. The principal meets all qualifications described in the Iowa Quality Preschool Program Standards (IQPPS).

The school nurse will assist the teachers to make sure the medical needs of the children are met. She will help maintain student health records by updating them quarterly, and attend to the health needs of the students while at school.

Mandatory Reporters

All of the Early Childhood teachers and assistants are Mandatory Reporters of child abuse. The Preschool Licensing Standards and Procedures handbook states that in the course of working with a child if an employee has reason to believe that the child has suffered sexual abuse, physical abuse, or neglect he/she must report immediately to the Department of Human Services. (QPPS 10.6)

Safety

The preschool teachers will complete the following monthly and/or daily safety checklist for indoor and outdoor lists:

- All safety plugs and electric outlets covered, heat/AC, water temperature, and toilets, etc. in working order.
- All cleaning supplies/poisons out of children's reach and stored properly.
- Classroom and materials checked for cleanliness/broken parts, etc. including playground.
- Supplies checked - first aid kit, gloves, soap, paper towels, etc.
- Daily monitoring of the environment - spills, sand, etc. Other serious problems are reported to the head custodian.

Upon arrival, each child is observed by the teacher for signs of illness or injury that could affect the child's ability to participate in the daily activities. (QPPS 10.5, 10.9, 10.10, 9.13, 9.8, 9.11)

Supervision

The children will be supervised in the Early Childhood Programs at all times. The children will never be left alone and should be able to be seen by a staff member at all times. During bathroom time, the children with independent bathroom skills will be given their privacy. A staff member will still supervise the students from a short distance during this time.

According to the state standards and/or the 4-year old program standards, the 4-year old children will remain in a 10 to 1 teacher ratio. If there should be a 3-year old child in the ECSE classroom, an 8 to 1 teacher ratio will be followed. There will be a licensed early childhood teacher assigned to each classroom. Any additional teachers will be in the capacity of a teacher's assistant. This person will also have to achieve state requirements. (QPPS 3.7, 10.3, 6.2)