

ADM Preschool ADM Community School District

Program Policies and Procedures
2023-2024



Adel DeSoto Minburn Community School District
Adel Elementary
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Preschool Policies and Procedures

Table of Contents

- I. Welcome to ADM Preschool**
- II. Mission**
- III. Enrollment**
 - Equal Educational Opportunity
 - Eligibility
 - Hours
 - General Information
 - Inclusion
- IV. A Child's Day**
 - Who works in the preschool?
 - Daily Activities
 - Curriculum and Assessment
 - Child Guidance and Discipline
 - Water Activities
 - Snacks/Foods
 - Outside Play and Learning
 - Clothing
 - Toilet Learning
 - Objects From Home
 - Classroom Pets
 - Birthdays
- V. Communication with Families**
 - Open Door Policy
 - Arrival and Departure of Children
 - Transportation and Field Trips
 - Ethics and Confidentiality
 - Children's Records
 - Preschool Advisory Committee
 - Grievance Policy
 - Concerns about School Districts or Their Governing Boards
- VI. Family Involvement**
 - Parent Teacher Conferences
 - Other Opportunities
 - Transitions
- VII. Health and Safety**

- Health and Immunization Certificates
- Health and Safety Records
- General Guidelines
- Illness Policy
- Exclusion of Sick Children
- Reporting Communicable Diseases
- Medication Policies and Procedures
- Cleaning and Sanitation
- Hand Washing Practices
- First Aid Kit
- Fire Safety
- Medical Emergencies and Notification of Accidents or Incidents
- Inclement Weather
- Protection from Hazards and Environmental Health
- Smoke-free Facility
- Child Protection Policies
- Substance Abuse
- Volunteers

VIII. Staff

- General Information
- Health Assessment
- First Aid/CPR certification
- Orientation
- Staffing patterns and schedule
- Staff development activities
- Evaluation and Professional Growth Plan

**** Please note throughout the handbook QPPS stands for the Quality Preschool Program Standards that are being addressed in our policies and procedures.**

ADM Preschool Program Policies and Procedures

I. WELCOME TO ADM PRESCHOOL - IQPPS 10.1

The program's goal is to provide a high quality preschool program meeting each child's needs, including children with disabilities and those from a diverse background. The preschool provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new skill development. It is a setting where children feel safe, respected, and cared for. This is an opportunity for three and 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, administered by the Iowa Department of Education. The Iowa Early Learning Standards are used to guide expectations for the children and instructional practices.

II. MISSION - IQPPS 10.1

Mission:

The mission of the ADM Preschool is to focus on developing the basic foundation needed by all school age children. It will address the fundamental, developmental needs of lifelong learners capable of reaching their full potential as they prepare for their life's journey.

ADM Preschool thru 12th grade mission:

"Experiencing Success Today, Achieving Dreams Tomorrow"

III. ENROLLMENT

Equal Educational Opportunity

It is the policy of the ADM Preschool to not 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.

Eligibility - IQPPS 10.4

Children must be four years of age prior to September 15th of the current school year to register for a morning or afternoon section of four year old preschool.

Registration information will be shared via the District Website during the school year prior to your child entering four year old preschool.

Hours

Classes meet for two hours and 45 minutes each day, four days per week. Children attend on Monday, Tuesday, Wednesday and Thursday. Students do not attend on Fridays. This allows for parent meetings and home visits, planning time for the teaching staff, and collaboration with community agencies. The preschool follows the ADM school calendar.

AM session: 8:45 - 11:30

Monday, Tuesday, Wednesday and Thursday

PM session: 12:30 - 3:15

Monday, Tuesday, Wednesday and Thursday

General Information - IQPPS 5.1, 10.8

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

The maximum class size is 18 children in each session based on square footage of the current location. A teaching staff-child ratio of at least 1:9 will be maintained at all times to encourage adult-child interactions and promote activity among children. The elementary principal will maintain a current list of available substitutes for both the teacher and teacher assistant. If one of the teaching staff needs to temporarily leave the room, the teacher will call the elementary office and the principal will arrange for coverage of the classroom to maintain the staff-child ratio.

Inclusion - IQPPS 1.7

The preschool program provides for all children, including those with disabilities and unique learning needs. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff are aware of the identified needs of individual children and are trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for teachers, students, other children and their families. The preschool facilities meet the Americans with Disabilities Act accessibility requirements.

IV. A CHILD'S DAY

Who Works in The Preschool - IQPPS 6.2, 6.3, 10.2, 10.3

Program Administrator: The elementary principal and the elementary assistant principal are designated as the program administrators supervising the preschool program. The preschool directors will make sure the integrity of the program is being held to the highest standard and will maintain the Program Portfolio for IQPPS assessment.

Teacher: Two full-time teachers licensed by the Iowa Board of Educational Examiners and holding an Early Childhood Special Education Endorsement are assigned to the preschool classrooms.

Program Associate

Each classroom will have a full-time program associate who will work to carry out activities under the supervision of the teacher.

Nurse

The preschool will have the assistance of the school nurse who provides nursing services to Adel Elementary. She will review and maintain health records, and attend to program training needs for staff. She is available for parent consultation when necessary.

Support Staff

Heartland AEA 11 support staff provide resources and assistance to the teacher and classroom upon request to help all children be successful in the preschool setting. Such staff may include: early childhood consultant, speech and language pathologist, social worker, occupational therapist, physical therapist or others.

Daily Activities

A consistent daily schedule is planned to offer a balance of learning activities. Learning is both formal and informal. Play is planned for every day. Listening is balanced with discussion, large group activities with small group activities

and opportunities to explore on their own time, indoors and outdoors. Below is a schedule of our daily activities and opportunities for exploration and learning.

Arrival: Fine Motor and Math Warm-up

Whole Group Discussion on study and Small Group Exploration

Interest Areas: Literacy, Art, Math, Problem Solving, Dramatic Play, Playdough, Science, Writing, Sensory, Books and iPad

Whole Group Read Aloud

Snack

Social Skills Instruction

Outdoor Play- Departure

Bi-weekly newsletters will be sent home to families in children's backpacks or via email.

Curriculum - IQPPS 2.1, 2.2, 2.5

Curriculum is a framework for learning opportunities and experiences. It is a process by which learners obtain knowledge and understanding, while developing life skills. It is revised and evaluated to make learning meaningful, fun and exciting. This revision/evaluation follows the district's curriculum revision cycle.

It is the policy of this program to provide curriculum content and instructional materials that reflect the cultural and racial diversity present in the United States and the world while exploring how it lives throughout our community in a variety of experiences, careers, and roles.

The ADM Preschool program uses Creative Curriculum, which is a research and inquiry-based curriculum designed for four-year-olds. It addresses all areas of early learning: language and literacy, math, science, social studies, art, physical motor skills, and social skills. The studies are interest-based on familiar and meaningful things to young children such as Families, Sense of Self and Community, Trees, Boxes, Clothing, Bread, Exercise and Nutrition and Insects, the possibilities are endless. It provides children an opportunity to learn in a variety of ways - through play, problem solving, movement, art, music, writing, listening, and storytelling. Suggestions for modifications and adaptations are an integral part of the curriculum and will allow for us to embed learning experiences throughout our day to make the world around them come alive for the preschoolers as they explore the interest areas and literature.

In addition to the Creative Curriculum, we supplement the writing development portion of the curriculum by using Handwriting Without Tears language and supplemental materials and the social emotional portion of our curriculum with Skills Streaming Early Childhood.

Child Assessment & Evaluation - IQPPS 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 7.3

Early childhood assessments are an important part of the early childhood learning environment. Assessments will be used to benefit young children's growth and development. To ensure sound assessment practices and to obtain accurate data, all programs will maintain at least one individual that has completed the appropriate training procedures.

Assessments used to inform curriculum and instruction are considered to be ongoing, particularly when using observational methodologies. It is expected that assessments of children will continue throughout the program year to best meet the needs of the children. Continuous, ongoing assessments of children provide the early childhood educator with an indication of children's strengths and areas for growth. This information assists educators when planning daily lessons and learning experiences.

- Various methods, techniques, and tools are used to **assess** and **evaluate** student progress in school.

- **Assessment** is continuous and ongoing. Information may be gathered from students' daily work, observation, student projects and presentations, portfolios, and tests.
- **Evaluation** is the decision made regarding the information gathered through assessment. This may take the form of marks, or comments which give a "snapshot" of how well students are doing at certain times during the school year.
- **Communicating** with parents about student progress is continuous and may occur formally (e.g., reporting periods, portfolios) and informally (e.g., telephone calls, home visits, email).
- Parents and teachers meet to discuss student progress, areas of strengths, areas for improvement, as well as any other concerns.
- Parents are encouraged to call or visit the teacher during the school year with questions about their child's progress or the learning program.

All individual assessment data will be kept confidential between the parent, classroom instructional staff and school administration. Assessment data (hard copies) will be kept in secured files and on secured district database files. Group assessment data (no individual names reported) may and will be used for program reporting and program improvement planning.

Early Childhood PLC team members meet weekly to review informal data (GOLD Informal Data Form) and formal data (GOLD checkpoint and district assessments) to plan large group, small group, and individual instructional activities for all content areas. GOLD is a developmental continuum that provides widely held expectations for each developmental age level. Evidence can be found in Weekly PLC Binder. Additionally, the preschool PLC members will continually be immersed in a repeating cycle that targets specific academic skills through well designed instruction, assessments and enrichment/intervention opportunities. Early Childhood teachers, and administrators meet as a team with AEA staff monthly to review data, identify students falling below benchmarks/expectations and plan instruction, including small groups, based on student needs. See individual lesson plans and Monthly Early Childhood agendas.

Securing Electronic Devices During Federally Mandated Assessments

One of the largest threats to test security is the use of electronic devices during the administration of the assessment. ADM has adopted the following procedures to manage student access to personal electronic devices during testing.

- **PS-6:** Devices are not allowed into the classroom. Devices must either be stored in a locker or left at home. Personal devices include cell phones, smart watches, or other internet connected devices that allow students to access content and/or communicate with others electronically.
- **Consequences:** Students who do not follow expectations for securing electronic devices will be referred to the building principal for investigation and determination of consequences based on the circumstances of the incident.

More information about ADM's assessment practices for federally mandated assessment can be found in ADM's Assessment Handbook.

PRESCHOOL ASSESSMENT PLAN

Assessment Tool	Purpose	Procedures	Use of Results
Letter/Sound Assessment Phonemic Awareness Assessment Concepts of Print Assessment (district created assessments)	Diagnostic and Performance	Teacher administers assessments three times a year and records data on Literacy Data Sheet or Math Data Sheet and inputs into GOLD assessment as a data point.	Use for planning instruction Use for review of curriculum
Math Assessments		Reported out 3 times a year.	

"Teaching Strategies GOLD" - Social-Emotional Dev.; Physical Dev.; Cognitive Dev.; Language Dev.; Literacy; Mathematics; Science and Technology; Social Studies; The Arts; English Language Learners; Aligned with Iowa Early Learning Standards	Criterion Referenced-Outcome, Diagnostic, and Performance	Observation & anecdotal records, checklists, parent information compared to objectives and dimensions. Checklists Reported out 3 times a year with via the Family Conference Form.	Use for planning instruction Use for review of curriculum Use for communicating growth & progress of child with families & staff
Ages and Stages	Screening and Diagnostic	Teacher & Parent completes Ages and Stages forms at the beginning of the year and as needed August/September	Use for planning social-emotional & behavioral supports in classroom Use for communicating growth & progress of child with families & staff
Individual and Growth Development Indicators (IGDIs)	Screening and Diagnostic	Teachers administers the assessment three times a year and records the data on a Literacy Data Sheet. Reported out 3 times a year.	Use for planning targeted interventions in early literacy skills.

Program Assessment

ADM Preschool implements the Iowa Quality Preschool Program Standards. Administrators, families, staff, and other routinely participating adults will be involved annually in a program evaluation that measures progress toward the program's goals and objectives. The annual evaluation process includes gathering evidence on all areas of program functioning, including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. 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.

Supervision Policy - IQPPS 3.7, 9.2, 9.10, 9.11, 9.12, 9.14, 10.9

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

- All safety plugs and electric outlets covered, heat/AC, water temperature, and toilets, etc. in working order.
- All cleaning supplies/poisons out of children'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.
- Daily monitoring of environment - spills, sand, etc. Other serious problems reported to head custodian.
- Upon arrival, each child is observed by the teacher for signs of illness or injury that could affect the child's ability to participate in the daily activities.

No child will be left unsupervised while attending preschool. Staff will supervise primarily by sight. Supervision for short intervals by sound is permissible as long as teachers check every two to three minutes on children who are out-of-sight (e.g. those who can use the toilet independently, who are in the library area, etc.).

Child Guidance and Discipline – IQPPS 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 2.7

Teaching staff will equitably use positive guidance, redirection, and planning ahead to prevent problems. They will encourage appropriate behavior through the use of consistent clear rules, and involving children in problem solving to foster the child's own ability to become self-disciplined. Where the child understands words, discipline will be explained to the child before and at the time of any disciplinary action. Teaching staff will encourage children to respect other people, to be fair, respect property and learn to be responsible for their actions. Teaching staff will use

discipline that is consistent, clear, and understandable to the child. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn taking.

Challenging Behavior:

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 using a Love and Logic approach. When children have challenging behaviors 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

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. Suspension and/or expulsion would be utilized as a last resort in circumstances where a serious safety threat is present.

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

Permissible Methods of Discipline:

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

Prohibited Practices

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

1. 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, frighten, or subject a child to neglect.
4. withhold nor threaten to withhold food as a form of discipline.

Water activities - IQPPS 5.7, 9.14

We have a water table in the classroom for children to stand and play with their hands in the water. During water play children are involved in active experiences with science and math concepts. Children with sores on their hands are not allowed to participate with others in the water table to ensure that no infectious diseases are spread. Children are not allowed to drink the water during water play activities. When the activity period is complete, the water table is drained and refilled with fresh water before a new group of children comes to participate. Outdoor water play is

limited to tubs and buckets. We do not participate in swimming pool activities. Staff supervise all children by sight and sound in all areas with access to water in tubs, buckets, and water tables.

Snacks/Foods and Nutrition - IQPPS 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17

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 the AM and PM sessions take turns providing a snack for the classroom. The staff works to ensure the safety of food from home by working with families to ensure foods brought from home meet the USDA's CACFP food guidelines. All foods and beverages brought from home are labeled with the child's name and the date. If necessary, the preschool program will supplement food brought from home. Snacks brought from home to share with the other children are either whole fruits or commercially prepared packaged foods in factory-sealed containers. Since two or more meals are not offered, tooth brushing is not provided for the students at preschool. If two or more meals were required as directed on an IEP, tooth brushing would be provided.

Clean, sanitary drinking water is made available to children throughout the day but children are encouraged to bring a water bottle each day labeled with the child's name. Staff discards any food 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 a specialist involved in the child's care. Children with food allergies shall be protected from contact with the problem food. With family consent, the program posts information about the child's allergies in the food preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day. Program staff will keep a daily record documenting the type and quantity of food a child consumes when any child with a disability has special feeding needs and provide parents with that information.

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

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

Outside Play and Learning - IQPPS 5.4, 9.5, 9.6, 9.7, 9.8

We have daily opportunities for outdoor play in a fenced in area, as the weather permits, 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. Students will be given opportunities and activities to continue their unit, math and literacy learning in an outdoor environment that supplements the classrooms' learning. The staff is able to supervise children by sight and sound in the outdoor area. Sometimes we spend longer getting bundled up than we spend outside. 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, different sizes of balls or scooters may be used in the gym to engage students in active play along with teacher/staff directed large motor games.

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

There are areas on the playground for children to be in the shade and still be active. We encourage you to bring a hat or other clothing for your child to wear as another layer of 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). In addition, if public health authorities recommend the use of insect repellent due to a high risk of insect-borne disease, only repellents containing DEET are used once daily (only when supplied by the parent and accompanied with written parental permission).

Clothing

Your child will be learning through creative, active play that can sometimes be messy. Your child should wear comfortable, washable clothing as well as rubber-soled and closed-toe shoes to school. While we encourage the use of paint smocks or shirts during art projects, we can't guarantee that spills or stains will not occur. Clothing should be free of words, graphics, or pictures that are profane, immoral, illegal, or disruptive in nature. All families are asked to provide an extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

Toilet Learning - IQPPS 5.5

Toilet learning is an important time in a child's development. For children who are unable to use the toilet consistently, the 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 fold down changing table. 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:
 - Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
 - Staff check children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours. Diapers are changed when wet or soiled.
 - Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
 - At all times, caregivers have a hand on the child if being changed on an elevated surface.
 - Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
 - Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use.
3. Potty chairs will not be used for all students due to the risk of spreading infectious diarrhea. If a potty chair is needed for a specific student, it will be sanitized regularly.

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.

Objects From Home

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

Weapon Policy

No student shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any real weapon or a look-alike weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school building or other buildings or premises used for school functions, whether or not any person is endangered by such actions. “Look-alike weapon” means any item that resembles or appears to be a weapon. *A zero tolerance policy on dangerous weapons (real or toy) is in effect; i.e., gun, squirt guns, water rifles or pistols, slingshots, toy guns, toy grenades, knives and other similar items. Violation may result in a student suspension/expulsion.*

Classroom Animals and Pets

No live animals are to be inside the ADM Preschool 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 building 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 and after coming into contact with the animal. Teaching staff supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals.

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

Birthdays - IQPPS 5.10

Birthdays are an important and significant event in the life of a child. They afford the opportunity for children to be given special recognition. Accordingly, students who wish to bring treats for the class on their birthday may do so. Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. 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 celebrate on the child’s half birthday with their class. Invitations to parties will not be distributed at school.

V. COMMUNICATION WITH FAMILIES - IQPPS 1.1, 7.3, 7.4, 7.5

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. 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. Parent feedback and insight into their children’s education is highly valued in the preschool program. During each unit, parents will receive a Google Form to provide insight into their children’s current skill sets,

interests and goals. The preschool teachers will use this feedback to further plan instruction that maintains high levels of engagement and academic success for all students.

Open Door Policy

Parents and legal guardians are always welcome to visit the preschool classroom. As a safety feature, all parents and visitors will check in at the elementary school office. Visitors are asked to please use discretion with regard to bringing babies and toddlers to school as young children may disrupt class sessions.

Arrival and Departure of Children - IQPPS 10.9

All motor vehicle transportation provided by parents, legal guardians or others designated by parents or legal guardians will include the use of age-appropriate and size-appropriate seat restraints.

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. 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. No child will be permitted to leave the building without an adult.

At the end of the preschool day all children must be picked up by a parent. If you are waiting for a school aged student to be dismissed all children must be supervised by the parent. Other than parents or legal guardians, only persons with prior written authorization (Parent Consent Form) will be allowed to pick up a child from the school. Anyone who is unfamiliar to teaching staff, including authorized individuals, will be asked to present photo identification before a child is released to them.

In the interest of students' safety, parents/guardians/authorized individuals are requested to report directly to the office when picking up their child rather than going to the child's classroom. Likewise, when a student returns to the building following an absence during the school day, the adult should stop in the office and sign the child in.

When all children have arrived, teaching staff will walk the children to the classroom where the preschool teacher will record attendance for the day. Throughout the day each time children transition from one location to another, i.e. classroom to outdoor, the teacher will be responsible for counting the number of children whenever leaving one area and when arriving at another to confirm the safe whereabouts of every child at all times.

Transportation

The ADM Preschool will not provide school bus transportation for preschoolers.

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 that is filled out by the child's physician. This plan will address special equipment, staffing and care in the vehicle during transport. Any accommodations indicated in the child's Individualized Educational Program will be implemented as described.

Field Trips

An important learning opportunity can take place in the form of a field trip that is relevant and reinforces what has been taught in the classroom. The ADM Preschool school buses are used for these field trips. Parents will be informed of each field trip through a newsletter and signs posted in the classroom well in advance. A parent or legal guardian must sign an informed consent form for trips at the beginning of the school year. Adult family members are asked to volunteer to go on these trips to provide increased supervision and adult/child ratios. A notice posting the dates, time of departure, time of return, and the destination location will be posted prominently at least 48 hours before the field trip. Each child will be assigned to an adult for every part of the trip. Before every trip, the teaching

staff will instruct children and all adults using the bus about the 10-foot danger zone around the vehicle where the driver cannot see.

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

Attendance - IQPPS 10.9

Students who are enrolled for classes in the ADM Preschool are expected to be in school for the full session and are expected to be punctual in their arrival and departure. Students are not expected to be absent any more than is necessary for health reasons or appointments. Irregular attendance interferes with the progress of your child and others as teachers find themselves taking class time to repeat information and make adjustments for those students who have been absent. Please call the elementary office (515-993-4285) with the reason for an absence no later than 8:45 A.M. if your child is in the morning session and by 12:30 for the afternoon session. For safety's sake, if a student is absent without notification, the school secretary/teaching staff will attempt to contact the family to verify the child's absence from school.

*Statewide Voluntary Preschool Program Compulsory Attendance: A four-year-old child enrolled in the Statewide Voluntary Preschool Program (SWVPP) is of compulsory attendance age unless the child's parent submits written notice to the district of the intent to remove the child from the program (Iowa Code 299.1A) This allows districts to remove children not regularly attending from the program's enrollment roster. It is also intended to offer districts language to promote and communicate an expectation of consistent attendance in the preschool program. Districts are encouraged to clearly communicate the SWVPP program schedule and expectations for attendance at the time of registration and enrollment. Inform families of local attendance policies, including potential consequences for unexcused absences. Record attendance and include this information in the district's state reporting.

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.

Children's Records

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

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

Grievance Policy - IQPPS 7.5

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 Elementary Principal or Elementary Assistant Principal.

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

As part of our program assessment, in the 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.

Concerns About School Districts or Their Governing Boards

Local Appeals

Parents, guardians, and community members should work with district staff to resolve disagreements or concerns. Potential actions include:

- Contact the teacher or service provider
- Contact the principal or direct supervisor for assistance
- Contact the superintendent
- Contact the school board
- Make a formal request of or complaint to the school board

Some formal requests are made of local boards on a routine basis, such as open-enrollment. School boards may also take action on requests made of them by parents, guardians, and community members that are not routinely found on the agenda. An example might be a request to review curricular materials. Parents, guardians, and community members should read and understand their local board's policies on making requests or filing complaints.

If a local school board makes a decision on a formal request, it may be subject to administrative review by the state board or the director of the Department and/or to further challenge in district court. [\[Iowa Code 290.1\]](#)

Calls to the Department of Education:

These are the general steps that may be taken by parents, guardians, and community members when they have concerns about public school districts or their governing boards.

Parents or guardians who call the Department are generally provided with the contact information for the [School Improvement Consultant](#) who serves their area of the state. Consultants ask the same questions of all parents to determine how to handle their concerns, many of which help inform parents of potential next steps. In general, before the Department can or should take action that interferes with the local process for dispute resolution, parents should exhaust all opportunities available to them to settle disagreements by engaging with the district.

If the Department is contacted about any of the following, intervention may be required:

- Potential violation of the rights of a student with a disability, including bullying
- Potential bullying or harassment of a student on the part of a staff member
- Potential harm to a child or student
- Any other act in disregard of legal requirements that places students or staff at risk

District Court:

Certain final decisions by a local school board will give rise to a right for the injured party to pursue the issue in district court. This is only true for final action of the local board for some decisions. Only individuals sufficiently impacted by the board's decision will have the ability to challenge the decision in district court.

Board of Educational Examiners:

Parents and guardians may file a complaint with the Board of Educational Examiners (BOEE), if appropriate. Department of Education staff are required to file a report of any misconduct suspected of an educator licensed by the BOEE. [[Iowa Code 272.15\(2\)](#)]

State Board:

The State Board of Education may hear from parents, guardians, and community members if they have exhausted their local remedies. There are formal and informal options for bringing issues before the state board.

Informal:

- Parents, guardians, or community members may always speak during public comment at state board meetings. Public comment may also be taken in print and read at the meeting if the board president chooses to do so.
- State board members have [iowa.gov](#) email addresses and receive messages from members of the public regularly.
- Community members may provide information to the state board as a group, such as a letter or informal petition.

Formal:

The state board hears formal appeals from students, parents, or guardians. [View specific Iowa Code and Iowa Administrative Code references and timelines for formal appeals.](#)

Appeals:

Certain decisions may be appealed to the director of the Iowa Department of Education as outlined in specific state statutes. [View specific Iowa Code references, procedures and timelines for specific appeal types.](#)

Petition for Review of Accreditation:

[Iowa Code 256.11\(10\)\(b\)](#) requires the Department to conduct an accreditation review for any district or accredited nonpublic school if:

1.A petition is filed with the director of the department signed by a number of eligible electors residing in the district equal to at least 20% of the registered voters of the school district, or

2.A petition is filed with the director of the department signed by 20% or more of the parents or guardians who have children enrolled in the school or school district.

VI. FAMILY INVOLVEMENT - IQPPS 7.1, 7.2, 7.3, 7.4, 7.5

ADM Preschool 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 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 at the beginning of the school year. Program staff communicate with families on at least a bi-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.

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

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

ADM Preschool invites you to become involved in one or all of the following ways, and welcomes other ideas as well.

1. Support your child's daily transition to school by sharing information about your child's interests and abilities. Keeping the teacher informed of changes and events that might affect your child allows the teacher to be more responsive to your child's needs.
2. Return all forms and questionnaires promptly.
3. Attend Parent/Teacher conferences in the Fall and Spring semesters.
4. Take time to read the family bulletin board.
5. Check your child's backpack each day.
6. Participate in field trip activities.
7. Share some of your talents in your child's class through activities such as: reading or storytelling, cooking, art, music, sewing, crafts, hobbies, your profession, or artifacts from trips you have taken.
8. Share any of your family's cultural traditions, celebrations, or customs.
9. Read all the material sent home with your child.
10. Come to play.
11. Help with special events. Helping takes many different forms such as preparation of materials at home, making telephone calls, preparing, recruiting other volunteers, collecting donations for projects, setup before the event, or clean afterwards.
12. Volunteer to be a WatchDog during school years when this program is offered.

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

Rehabilitation Act of 1973.

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

The school district believes that families should be supported in making decisions about services that their children may need. The teaching staff will provide information to families about available community resources and assist as requested in helping the family make connections.

Parent Teacher Conferences

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.

Transitions

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

VII. HEALTH AND SAFETY

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

Health and Immunization Certificates - IQPPS 5.1

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

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

Health and Safety Records - IQPPS 5.1, 10.8

Health and safety information collected from families will be maintained on file for each child in the school nurse's office. Files are kept current by updating as needed, but at least quarterly. The content of the file is confidential, but is immediately available to administrators or teaching staff who have consent from a parent or legal guardian for access to records; the child's parent or legal guardian; and regulatory authorities, upon request.

Child Health and Safety Records will include:

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

General Health and Safety Guidelines - IQPPS 5.2, 5.6

- All staff must be alert to the health of each child, known allergies, or special medical conditions.
- Under the supervision of the preschool teacher, all staff must be alert to the whereabouts of all children. Systems are in place for accounting for children at regular intervals, especially during periods of transition.
- All staff are to follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections.
- All staff are familiar with evacuation routes and procedures.
- All teaching staff complete "Occupational Exposure to Bloodborne Pathogens" annually.
- At least one staff member who has a certificate of 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 100.4 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.

Reporting Communicable Diseases - IQPPS 5.3

Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that the families should implement at home. The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

Medication Policies and Procedures - IQPPS 5.8

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

Procedure: 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 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. See sample form in Appendix.

Cleaning and Sanitization - IQPPS 5.18, 5.19

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

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

Staff will be trained in cleaning techniques, proper use of protective barriers such as gloves, proper handling and disposal of contaminated materials, and information required by the US Occupational Safety and Health Administration about the use of any chemical agents.

Routine cleaning will be supervised by the preschool teacher and will follow the Cleaning and Sanitation Frequency Table, page 47 of the IQPPS 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. Nontoxic substances will be used whenever possible.

Hand Washing Practices - IQPPS 5.6

Frequent hand washing is key to prevent the spread of infectious diseases. Teachers teach children how to wash their hands effectively. Posters of children using proper hand washing procedures are placed by each sink. 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 assist 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; and

Adults also wash their hands

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

Proper hand-washing procedures are followed by adults and children 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 do not use hand-washing sinks for bathing children or removing smeared fecal material.

In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

First Aid Kit - IQPPS 9.12

A first aid kit is located in the preschool classroom next to the door. 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.

Fire Safety - IQPPS 9.13, 10.10

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 is maintained and available upon request. Fire drills are conducted four times a year.

Disaster Preparedness and Emergency Evacuations - IQPPS 10.10

The ADM Preschool will practice the following drills:

- Fire Drills - monthly
- Tornado Drills - monthly
- Lockdown/Evacuation Drills - 2x per school year

Medical Emergencies and Notification of Accidents or Incidents - IQPPS 10.10

The ADM School District has in place an Emergency Operations Plan that describes emergency procedures related to situations, such as:

- 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

The plan will be reviewed by staff members at the beginning of each school year and when changes are made to it. Training will take place for staff and students in relation to the information in the plan.

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 access to a classroom phone 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.

Inclement Weather

In the event that the Adel DeSoto Minburn School District must be closed due to bad weather, we will notify school patrons through an email, phone call and/or text message based on parental information shared at student registration.

Protection From Hazards and Environmental Health - IQPPS 10.5

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

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

The program maintains facilities so they are free from harmful animals, insect pests, and poisonous plants. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility and in a manner that prevents skin contact, inhalation, and other exposure to children. 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 - IQPPS 9.15

In compliance with the Iowa Smoke Free Air Act of 2008, ADM Preschool in the ADM Community School 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 - IQPPS 10.6, 10.7

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.

Substance Abuse

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

Volunteers

Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the teacher, the elementary principal, or our office secretary if you would like to be a school volunteer. 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. 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.

VIII. Staff

General Information

The ADM Community School district has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. The policies outline nondiscriminatory hiring procedures and policies for staff evaluation. Policies detail job descriptions for each position, including reporting relationships; salary scales with increments based on professional qualification, length of employment, and performance evaluation; benefits; and resignation, termination, and grievance procedures. Personnel policies provide for incentives based on participation in professional development opportunities. The policies are provided to each employee upon hiring.

Hiring procedures 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.

Health Assessment

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

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

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

Orientation

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

- Program philosophy, mission, and goals;
- Expectations for ethical conduct;

- Individual needs of children they will be teaching or caring for;
- Accepted guidance and classroom management techniques;
- Daily activities and routines of the program;
- Program curriculum;
- Child abuse and reporting procedures;
- Program policies and procedures;
- Iowa Quality Preschool Program Standards and Criteria;
- Regulatory requirements.

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

Staffing patterns and schedule

The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing for Iowa's Quality Preschool Program Standards of maintaining an adult/child ratio of at least 1:9 at all times. The program administrator will maintain lists of current substitutes for both the preschool teacher and the preschool teaching assistant in case of absence. If one of the teaching staff needs to temporarily leave the classroom, the person will call the elementary office to arrange for coverage in order to maintain the adult/child ratio.

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

Staff Development Activities – IQPPS 6.4, 6.5

Personnel policies provide for incentives based on participation in professional development opportunities. All teaching staff continuously strengthen their leadership skills and relationships with others and work to improve the conditions of children and families within their programs, the local community, and beyond. Teaching staff are encouraged to participate in informal and formal ways in local, state, or regional public-awareness activities. They may join an early childhood group or organization, attend meetings, or share information with others both at and outside the program.

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

Evaluation and Professional Growth Plan - IQPPS 6.6

All staff are evaluated per ADM certified handbook standards 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.

NOTICES

Abuse of Students by District Personnel

It is the policy of the Adel DeSoto Minburn Community School District that school employees and volunteers not commit acts of physical or sexual abuse, including inappropriate and intentional sexual behavior towards students.

It is the policy of the district to respond to allegations of abuse by school employees or volunteers by investigating or arranging for the full investigation of any allegations, and to do so in a reasonably prudent manner.

Anyone believing that a student has been abused by a district employee or volunteer may report the abuse to Anthony Lohsee (515-834-2424) or Matt Lohmann (515-993-4584), Level One Investigators.

The entire policy on abuse of students by district personnel is defined in Board Policy 502.13. The requirements of 281 Iowa Administrative Code Chapter 102 shall govern the investigation of alleged cases of physical or sexual abuse, including sexual harassment, of students by district personnel.

Adel DeSoto Minburn School District Food Allergy Policy/Procedure

Adel DeSoto Minburn School District will promote a safe environment that strives to protect children with food allergies and provides a climate that supports their positive psychological and social development. Children with food allergies need an environment where they feel secure and can interact with caring people they trust.

Severe allergies are serious and can be fatal. Anaphylaxis, a potentially life-threatening allergic reaction, can be triggered by exposure to one or more allergens, including foods, insect stings, drugs and latex products. Anaphylaxis can affect multiple areas of the body, such as skin, respiratory tract, gastrointestinal tract, and the cardiovascular system. Symptoms can include severe headache, nausea and vomiting, sneezing and coughing, hives, swelling of the lips, tongue and throat, itching all over the body, and anxiety. The most dangerous symptoms include difficulty breathing, a drop in blood pressure, and shock-each of which can be fatal.

Adel DeSoto Minburn School District cannot guarantee that a student will never experience an allergy-related event while at school. However, ADM has created this policy to reduce the risk so students with life-threatening allergies will not experience an allergy-related event at school. ADM recognizes that all students are unique and may require further allergy accommodations to provide optimal safety. If you feel your child requires more than what this policy outlines please contact the school nurse to discuss and create an individual health plan for your child. The following policy will be followed for all life-threatening allergies, where appropriate.

1. Children with food allergies will be identified at registration and throughout the year by the parent and physician. All food allergies must be communicated directly with the school nurse and written on the ADM Annual Health Update form.
2. A form allowing the Release of Health Information will be requested from the parent to aid in communication between the nurse and physician regarding the food allergy and development of a food allergy plan. This form may be obtained from the nurse or on the school website at www.admschools.org.
3. Staff that work directly with children identified as having a food allergy will be trained by the school nurse. This includes, but is not limited to the teacher, associates and administration:
 - Allergy awareness
 - How to read food labels appropriately for the allergen
 - The student's **Food Allergy & Anaphylaxis Emergency Plan** which is located in the nurse's office
 - The use of epinephrine auto injector (EpiPen or Auvi-Q) and location
 - Updated "safe snack" list quarterly
 - Safe hand washing procedure
4. If an allergic reaction were to occur the parent will be notified and the event will be documented. When an

emergency medication is administered an emergency procedural review will be conducted with all staff involved.

5. At Adel Elementary, parents will be notified if a food allergy exists in their student's classroom. Food allergies may change during the school year based on individuals in the classroom. For these classrooms with allergies, the school nurse will provide parents with a list of "safe food resources".
 - If a child has a food allergy the parent may provide an alternate snack for their child and it may be kept in the classroom for use as needed.
6. In Preschool – 12th grade, when providing any snacks or treats for classroom distribution, pre-packaged or store prepared foods with a complete ingredient list must be provided. Treats will be sent to school in unopened original containers. Whole, uncut fruits and vegetables are encouraged.
7. Hand washing procedures, with soap and water, will be encouraged before and after eating. NOTE: Hand sanitizer is not effective in removing peanut protein from the skin.
8. All staff are encouraged to eat allergen food products in designated staff areas.