Dear Parent(s) or Guardian,

The purpose of this handbook is to furnish the students and you, the parents with information about our school system. Please read through it carefully, discuss it with your child, and then file it in a handy place for reference throughout the school year. This is also available on the school website. It is recognized that all areas cannot be completely covered and parents are invited, in such cases, to seek the needed information from the principal.

After you and your child have read and understand this 2026-2027 Parent-Student Handbook, please sign the bottom of this page and send it back to school with your child.

Thank you.

- -

Please cut along the line and return to school by September 13, 2027.

I have read and discussed the 2026-2027 Parent-Student Handbook of the Corning Preschool with my child.

Student's Name: _____

_____ _____ Parent or Guardian's
Signature Date

Corning Community Schools Preschool
(CCSP)

Program Policies and Procedures



Corning Elementary
1012 10th Street
Corning, IA 50841
(641) 322-4020

Preschool Policies and Procedures

Contents

WELCOME TO CORNING COMMUNITY SCHOOLS PRESCHOOL (QPPS 2.1R - 2.10) 6
MISSION, PHILOSOPHY, AND GOALS (QPPS 1 - 1.9, 7.1 - 7.11) 6
ENROLLMENT (QPPS 8) 6
Equal Educational Opportunity Eligibility
Hours
General Information
Inclusion
A CHILD'S DAY (QPPS 7, 8, 9) 8
Who Works In the Preschool
Daily Activities
CURRICULUM (QPSS 4) 8
CHILD ASSESSMENT (QPPS 5) 9
PROGRAM ASSESSMENT (QPPS 4) 10
Supervision Policy
Child Guidance and Discipline
Water activities
Snacks/Foods and Nutrition
Outside Play and Learning
Clothing
Toilet Learning
Objects From Home
Weapon Policy
Classroom Animals and Pets
Birthdays
COMMUNICATION WITH FAMILIES (QPPS 2) 16

Open Door Policy
Arrival and Departure of Children (QPPS 2) 15
Transportation
Field Trips
Attendance
Ethics and Confidentiality (QPPS 8)
Children's Records (QPPS 7)
Grievance Policy
Preschool Advisory Committee (QPPS 2)
FAMILY INVOLVEMENT (QPPS 1, 2)
Home Visits
Family Nights (QPSS 2, 3) 19
HEALTH AND SAFETY (QPPS 7) 20
Emergency Procedures (QPPS 7, 9)
Health and Immunization Certificates (QPPS 7)
Health and Safety Records (QPPS 7)
General Health and Safety Guidelines (QPPS 7) 21
Illness Policy and Exclusion of Sick Children 22
Reporting Communicable Diseases (QPSS 2, 7)
Medication Policies and Procedures (QPPS 7)
Cleaning and Sanitization (QPPS 6, 7) 23
Hand Washing Practices (QPPS 3, 7) 24
Tooth Brushing Policy (QPPS 3)
First Aid Kit (QPPS) 25
Fire Safety (QPPS 7)
Medical/Dental Emergencies and Notification of Accidents or Incidents (QPPS 7)
Inclement Weather 27
Protection from Hazards / Environmental Health (QPPS 6, 7)
Smoke Free Facility

Child Protection Policies (QPPS 8, 9)

Substance Abuse (QPPS 8)

Volunteers

STAFF (QPPS 8, 9) 28

General Information

Health Assessment 30 Orientation (QPPS 7)

Staffing patterns and schedule (QPPS 8)

Staff development activities (QPPS 4, 8) 30

Evaluation and Professional Growth Plan (PPS 4, 8, 9)

DISTRICT BUS REGULATIONS 31

Corning Community Schools Preschool
Policies and Procedures

WELCOME TO CORNING COMMUNITY SCHOOLS PRESCHOOL (QPPS 2.1R - 2.10)

Corning Community Schools Preschool (CCSP) was awarded the Statewide Voluntary Preschool Program Grant in 2009 as a result of the Preschool Advisory Committee's dedicated work. 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 all four-year-old children to take part in planned, active learning experiences to build their readiness skills. This program also serves children on individualized education plans (IEP) that are transitioning from Early Access Services into the public school system. The preschool program has adopted and meets the Iowa Quality Preschool Program Standards, administered by the Iowa Department of Education. The Iowa Early Learning Standards are used to guide expectations for the children and instructional practices.

MISSION, PHILOSOPHY, AND GOALS (QPPS 1-1.9, 7.1-7.11)

Mission:

Corning Elementary VALUEs education. The mission of Southwest Valley Schools is to achie**V**e e**a**ch individua**l**'s maxim**u**m pot**e**ntial.

Philosophy of Education:

We believe:

- In a safe, secure environment to help nurture high expectations and achievement.
- A good education equals good citizenship.
- In the importance of the family as a functioning unit.
- Everyone has self-worth and should be allowed to take pride in his or her uniqueness and accomplishments.
- In respect for the individual rights, authority, and leadership.
- Everyone is capable of learning and should have the opportunity to function at the top of his or her ability.
- Educating everyone takes everyone.
- Setting Realistic goals, accompanied by challenge and hard work, promotes success.
- In cooperation among family, school, and community.
- In honesty and integrity.

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 Families:

- 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 advocate for their children.

ENROLLMENT (QPPS 8)

Equal Educational Opportunity

It is the policy of Southwest Valley Schools not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, marital status, sexual orientation, gender identity, and socioeconomic status in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the district's Equity Coordinator, Superintendent of Schools, Southwest Valley School District, 904 8th Street, Corning, Iowa, 50841, 641-322-4242.

Eligibility

Children must be four years of age prior to September 15th of the current school year, except those on IEP's. Pre registration will begin in the spring of the year. Registration materials are available from the Elementary Office.

Hours

Classes meet for three hours each day, four days per week. Hours of operation for the morning session is 8:15 AM-11:15 AM. The afternoon session is in operation from 12:20 PM-3:20 PM. Children attend Tuesday - Friday. This allows for parent meetings and home visits, planning time for the teaching staff, and collaboration with community agencies. The preschool will provide a yearly as well as a monthly calendar.

General Information (QPPS 6, 8, 9)

Prior to participating in the program, health records that document the dates of service shall be submitted that show the child is current with routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics.

-Classroom student numbers will not exceed 20 and the number of children allowed is based on usable square footage.
-Class size may be reduced based on the number of students needing specialized instruction. -Our center maintains a ratio of 1 adult to 10 children at all times. Additional staff may be provided based on the individual needs of children.
-First Aid Kits are available for use in the classroom and taken outdoors at all times.
-Adult-student ratios are maintained on field trips.
-The elementary principal will maintain a current list of available substitutes for both the teacher and para educators. Should one of the teaching staff need to temporarily leave the room, arrangements will be made to cover the classroom to maintain the staff-child ratio.

Inclusion (QPPS 6.2R, 7)

The preschool program includes all children, including those with disabilities and unique learning needs.

Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff 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.

A CHILD'S DAY (QPPS 7, 8, 9)

Who Works In the Preschool

Program Administrator The elementary principal is designated as the program administrator supervising the preschool program. The principal meets all qualifications described in the Iowa Quality Preschool Program Standards.

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

Teacher Assistants

A full-time teacher assistant in the classroom carries out activities under the supervision of the teacher. Depending on the individual needs of students, more teacher assistants may be in the classroom. All assistants working in the preschool room have specialized training in early childhood education.

School Nurse

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

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

Daily Activities (QPPS 3, 4)

A consistent daily schedule is planned to offer a balance of learning activities. Learning is both formal and informal. Play is planned for every day. Listening is balanced with talking, group activities with solitary time, indoors quiet play and outdoor recess. The teaching team meets daily for 30 minutes to discuss and review student observations and anecdotal notes to enable them to plan for instruction. One day a week, the teaching staff has an extended planning time. Your child will have the opportunity for the following types of activities every day:

- Large and Small Group Activities
- Self-directed Play
- Learning Centers / Activities: *Blocks, Dramatic Play, Sand and Water Tables, Music, Writing, Art, Science, Computer, Cooking, Library, and Manipulative (Toys and Games)*
- Story Time
- Individual Activities
- Outdoor Activities

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

Curriculum (QPPS 4)

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

It is the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and life styles open to women and 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 fosters respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural nonsexist society. The preschool program uses *Creative Curriculum* and *Handwriting Without Tears,* research and evidence based comprehensive curriculums designed for three to five year-olds. It addresses all areas of early learning: language and literacy, math, science, physical skills, and social skills. It provides children an opportunity to learn in a variety of ways: play, problem solving, movement, art, music, drawing and writing, listening, and storytelling. Suggestions for modifications and adaptations are an integral part of the curriculum.

Child Assessment (QPPS 5)

Specific assessment plans are available upon request from the child's teacher.
Guiding principles: It is the school district's belief that assessment of young children should be purposeful, developmentally appropriate, and take place in the natural setting by familiar adults. The results will be used for planning experiences for the children and to guide instruction. Assessment will never be used to label children or to include or exclude them from a program. A family's culture and a child's experiences outside the school setting are recognized as being an important piece of the child's growth and development. All results will be kept confidential, placed in each child's file, and stored in a secure area.

Children are assessed in the following ways:

- *Creative Curriculum* is modified to align with the Iowa Early Learning Standards. It records student progress in all developmental areas at the beginning, middle and end of the year.
- Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
- *Get Ready to Read* assessments are given at the beginning and end of the year to monitor the growth of early literacy skills.
- Child portfolios are organized by the teaching staff and include the assessments, observational data, and child work samples collected on an on-going basis.
- *Ages and Stages* is a questionnaire that is completed by the parent or the teacher. It is a comprehensive screening and monitoring program. We use Ages and Stages to identify children who may be struggling in specific areas. This gives us a picture of where a child is and what area they need extra work in.
- *Brigance* is done at the beginning of the year to assess a child's general overall developmental level. ▪ *IGDI's* are administered in the fall, winter, and spring to assess each child's literacy development.

Families are asked to contribute information about their child's progress. Young children often show different skills in different settings. Working together, the teaching staff and families can gather a complete picture of a child's growth and development.

The information from the above is used in the following ways:

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

Assessment information will be shared formally with families during Parent Teacher Conferences in the fall and

spring. In addition, a *Creative Curriculum Progress Report* and individual child profile will be sent home at the end of the year. Informal conferences are always welcome and can be requested at any time.

If, through observation or information on the assessments given, the teacher feels that there is a possible issue related to a developmental delay or other special need, she/he will communicate this to the family during a conference, and share documentation of the concern. Suggestions for next steps may include the following, with the knowledge and consent of the parents:

- The teacher requests assistance from the Area Education Agency (AEA) as an early intervention process. This team engages in problem identification, plan interventions, provide support, and make outside resources available to those individuals requesting assistance. The AEA team is available and functional for all students and teachers in the building.
- A request made to Green Hills Area Education Agency for support and additional ideas or more formalized testing can be made.

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

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

- The program provides families with information about programs and services from other organizations, such as Green Hills AEA, DHS, Child Care Resource and Referral, *Parents as Teachers* programs, and medical professionals, etc.

Program Assessment (4)

CCSP implements the Iowa Quality Preschool Program Standards. We had a verification visit during the 2010-2011 school year and met all the 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 involves 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. As part of our program assessment, in the fall and spring of each year, we also provide you with a family questionnaire to evaluate our program. This information helps us to assess how the program is meeting the needs of families and children, as well as to identify strengths and weaknesses. 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 (QPPS 1, 4, 6)

Before children arrive at school, the preschool teacher will check the facilities to be sure they are safe for the students.

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 hallway, etc.)

Indoor and outdoor spaces will be zoned by teaching staff with special attention given to areas where injury could occur.

Child Guidance and Discipline (QPPS 4, 6, 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 involve 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. When children have challenging behaviors, teachers promote prosocial behavior by

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

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

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

Permissible Methods of Discipline:

For acts of aggression and fighting (biting, scratching, hitting) staff will set appropriate expectations for children and guide them in solving problems. This positive guidance will be the usual technique for managing children with challenging behaviors rather than punishing them for having problems they have not yet learned to solve. In addition, staff may: (1) 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

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 (QPPS 6.9R, 6.11)

There is a water table in the classroom for children to engage in learning activities through play. During water play children are involved in active experiences with science and math concepts. Children with sores on their hands are not allowed to participate with others in the water table to ensure that no infectious diseases are spread. Children are not allowed to drink 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 buckets or containers. 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 (QPPS 7)

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 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.

A snack is available daily. Two food groups will be represented at each snack time as outlined in the USDA guidelines. The preschool serves a wide variety of nutritional snacks and encourages children to expand their tastes by at least trying a portion of the food offered. Meals and snacks are at regularly scheduled times, two hours apart and not more than three hours apart. (See daily schedule.

All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines. **Special treats brought from home must be either whole fruits or commercially prepared packaged foods in factory-sealed containers.** Clean, sanitary drinking water (city water source) is available to children throughout the day. Staff discards any foods with expired dates. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served.

For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider should provide the program an individualized care plan prepared in consultation with family members and the specialists involved in the child's care. Children with food allergies shall be protected from contact with the problem food. With family consent, the program posts information about the child's allergies in the food

preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day. Program staff will keep a daily record documenting the type and quantity of food a child consumes when any child with a disability has special feeding needs and provide parents with that information.

High risk foods, often involved in choking incidents, will not be served. For children younger than three years, these include hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels;

spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.

The school district does not use foods or beverages as rewards for academic performance or good behavior, and will not withhold or threaten to withhold food or beverages as a form of discipline.

Outside Play and Learning (QPPS 6)

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

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

In order to make sure that your child can play comfortably outside, it is important to dress him according to the weather. When it is cold outside he needs a warm coat, snow pants, mittens or gloves and a hat (labeled with your child's name). If the ground is wet/snowy, they also need boots. If garments are not labeled before coming to school, they will be labeled by the preschool staff. For the warmer days, dressing your child lightly is just as important. For those in-between days, dressing your child in layers is a practical idea. It is expected that all students will go outside unless there is a doctor's note indicating the reason why the child cannot go outside. There are areas on the playground for children to be in the shade and still be active. We encourage you to bring a hat or other clothing for your child to wear as another protection from the sun. Sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher will be applied to your child's exposed skin (only with your written parental permission to do so). We will also use an insect repellent containing DEET (only with your written permission) no more than once a day to protect your child from insect bites when the public health authorities recommend its use.

Program staff will complete the National Program for Playground Safety's Suggested General Maintenance Checklist on a weekly basis. In addition, our program administrator inspects the playground equipment and outdoor space yearly and provides written feedback.

Clothing (QPPS 7.2)

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. Families will be asked to provide an extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

Toilet Learning (QPPS 6.2R, 7.10)

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. 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:
   - 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.
   - In the changing area, staff post and follow changing procedures. These procedures are used to evaluate teaching staff who change diapers.
3. Potty chairs will not be used due to the risk of spreading infectious diarrhea.

Objects From Home

Because the preschool program provides ample toys and learning materials for your child, we ask that you do not bring toys from home. If your child brings an "attachment" item from home, 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 (QPPS 7)

Knives, weapons, dangerous items or look alikes are not permitted at school. If weapons or dangerous items are found in the possession of students, items shall be reported to law enforcement officials and the student will be subject to disciplinary action, including suspension or expulsion (School Board Policy 502.3). Students are also forbidden to have lighters or matches.

Classroom Animals and Pets (QPPS 7)

If you, as a parent or legal guardian, want to bring your family pet to share with your child's classroom, you are welcome. The preschool teacher must ensure that the animal does not create an unsafe or unsanitary condition. The animal must 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 during 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 that requirements have been met.

Birthdays (QPPS 7.4)

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 choose a school day to celebrate with their class. Invitations to parties outside of school that do not include the entire class will not be distributed at school.

COMMUNICATION WITH FAMILIES (QPPS 2)

The program will promote communication between families and staff by using written notes as well as informal conversations. Families are encouraged to send written notes with important information so all the staff who work with the child can share the parent's communication. Teaching staff will write notes for families no less than weekly. Staff will use these notes to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Parents are encouraged to maintain regular, on-going, two-way communication with the teaching staff in a manner that best meets their needs - in person, notes, or phone calls.

The school also publishes a newsletter that is sent home with the student if requested. It contains items on current happenings at the school so parents, relatives, and friends can keep up on what is going on at school. The school website also has a newsletter, a school calendar and menu posted. The website is: http://www.southwestvalley.org/ .

Open Door Policy

Parents and legal guardians are always welcome to visit the preschool classroom. As a safety feature, all parents

and visitors will enter through the front doors of the elementary and check in with the office. They will be asked to sign in and wear a visitor tag. Visitors are asked to please use discretion with regard to bringing babies and toddlers to school as young children may disrupt class sessions. Photo identification will be required for any unknown visitor to the classroom.

Arrival and Departure of Children (QPPS 2)

When bringing your child to school, we ask that you drop your student off in front of the building and leave them in the care of one of the teaching staff between 8:00 and 8:15 AM for the morning session, or 12:15-12:25 for the afternoon session.

Other than parents or legal guardian, only persons with prior written authorization (Parent Consent Form) will be allowed to pick up a child from the school. No child will be permitted to leave the building without an adult. Anyone who is unfamiliar to teaching staff, including authorized individuals, will be asked to present photo identification before a child is released to them.
If your child rides the school bus to school, staff will supervise the students getting off the bus. At dismissal, teaching staff will accompany each student to the bus. When all children have arrived, staff will walk the

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

Transportation

Transportation will be arranged through the transportation director. A schedule will be set up for bus transportation before school begins based on information provided by parents during enrollment. Parents will be allowed one pickup/drop off location per family. Changes requested by parents after that time will be considered but not guaranteed. We will work with parents and child care providers to transport the children to and from school when possible. Emergencies will be considered on a case to case basis by the Principal. The transportation director can be reached at 322-4483 for information about riding the bus to school.

Conduct Expectations

Parents or legal guardians may request transportation at enrollment, indicating the pickup and drop off address, the name of the responsible person at that address, and emergency contact information for all parties involved. Parents or legal guardians are asked to keep their information current by reporting changes to the preschool teachers or elementary school secretary. Failure to cooperate with CCSP staff on pickup or drop off procedures, three times within 20 school days, will result in a mandatory meeting with CCSP principal and teaching staff. Please refer to page 25 for a complete listing of rules for students riding the school bus.

For children who have special needs for transportation, the facility will use a plan based on a functional assessment of the child's needs related to transportation. Any accommodations indicated in the child's Individualized Educational Program 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 Southwest Valley School District school buses are used for these field trips. Parents will be informed of each field trip through a newsletter and calendars well in advance. A parent or legal guardian must sign a permission slip for trips for each child in advance. Adult family members may be 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 given at least 48 hours before the field trip. Each child will be assigned to an adult for every part of the trip.

A first aid kit, emergency contact information, and emergency transport authorization information for the children in the group will be taken on all trips. Children will be counted every 15 minutes while 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

Students who are enrolled for classes in the CCSP 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. Some years there is a waiting list to attend preschool at the CCSP center. If this should occur, poor attendance could cause your child to be removed from the class list and the spot filled by

another student. When staff notice frequent absences, parents will be contacted about this possibility. Please call the elementary office at (641)322-4020 with the reason for an absence no later than 8:00 a.m. For safety's sake, if a student is absent without notification, school staff will attempt to contact the family to verify the child's absence from school. Parents need to sign in at the office if the child is late to school, for any reason.

Ethics and Confidentiality (QPPS 8)

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

Children's Records (QPPS 7)

*See Child Files for *Health History Form*

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

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

Grievance Policy (QPPS 9)

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 concerns to your child's teacher. If additional help is needed, please contact the principal.

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

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

Preschool Advisory Committee (QPPS 2)

The Corning Community Schools Preschool has a preschool advisory committee composed of parents, school staff, and other community members interested in the preschool program. This group meets yearly and more frequently as needed to provide feedback on services that meet children and family needs. They also serve as a sounding board for new ideas and services. Please let the preschool staff know if you are interested in being part of the Preschool Advisory Committee.

FAMILY INVOLVEMENT (QPPS 2)

CCSP encourages families to be very involved in their child's education by observing their children during the day when possible and meeting with staff. Family members are welcome to visit at any time during class sessions.

Teachers and administrators use a variety of formal and informal (including conversations) ways to become acquainted with and learn from families about their family structure and their preferred means of child-rearing practices and communication; and information about their socioeconomic, linguistic, racial, religious, and cultural backgrounds as they wish to share. Families are surveyed in enrollment paperwork and through other questionnaires during the year regarding their family, beliefs, and preferences. Home visits are conducted at the beginning of the school year. Program staff communicates with families, on at least a weekly basis, regarding children's activities and developmental milestones, share care-giving issues, and other information that affects the well-being of their children. Parent teacher conferences are held when either party requests. At least one

Family Night is held during the year.

CCSP values the time spent talking and interacting with families and developing strong, reciprocal relationships. As the teachers learn from the families' expertise regarding their child's interests, approaches to learning, and developmental needs, goals for the 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 teachers or administration at any time.

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

CCSP 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. Attend family meetings.
3. Return all forms, questionnaires, and so on, promptly.
4. Attend Parent/Teacher conferences when requested.
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, preparing visuals, music, sewing, crafts, hobbies, your profession, or artifacts from trips you have taken.
8. Share any of your families' cultural traditions, celebrations, or customs.

9. Read all the material sent home with your child.
10. Help with special events. Helping takes many different forms such as preparation of materials at home, making telephone calls, preparing or posting flyers, recruiting other volunteers, collecting donations or prizes, running errands, photography, setting up before the event, or cleaning up afterwards. 11. Serve on the Preschool Advisory Committee.

The school district will, to the extent possible, provide full opportunities for meaningful participation of families with children with limited English proficiency and families with children with disabilities. This includes 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 the services that their children may need. The teaching staff will provide information to families about available community resources and assist as requested in helping the family make connections.

Home Visits (QPPS 2)

Home visits are made prior to the start of school and are required for your child to start in the program. This is an opportunity for preschool teachers to get to know you, your child, and your family and for you to begin to create a partnership between home and school in order to best meet your child's needs. It also allows your child to

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

Parent-Teacher Conferences

The preschool program will have formal parent-teacher conferences at the same time as the elementary school in the fall and spring each year. The teachers will send home a paper before the conference asking you to consider what questions, concerns, or comments you may have regarding your child's progress. During the conference the teachers will share results of classroom assessments and samples of your child's work. Together you can make a plan to continue to encourage your child's growth and development.

Family Night (QPPS 2, 3)

Family night is an opportunity for you and your family to come to school to participate in fun as well as educational activities. With help from family volunteers, the night will be planned to meet the needs of the children and families in the classroom.

Transitions (QPPS 2, 3, 4)

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 and program options. In addition, Kindergarten round-up is held annually in the spring. Preschool staff and families attend this event to support children as they prepare to transition to Kindergarten.

HEALTH AND SAFETY (QPPS 7)

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

Emergency Procedures (QPPS 7, 9)

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

Health and Immunization Certificates (QPPS 7)

Before a child begins the program, health records that document the dates of service shall be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the 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 exemptions.

Health and Safety Records (QPPS 7)

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. In case of an emergency, students will be taken to CHI Hospital in Corning. Dental emergencies will be taken to Fuller Family Dental also in Corning. Parents not wishing their child to be taken to those facilities will need to alert the school in writing.

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 (allergies, 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 religious beliefs. Staff will 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 (QPPS 7)

▪ All staff must be alert to the health of each child, known allergies, or special medical conditions. ▪ Under the supervision of the preschool teachers, 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 (QPPS 7)

For the health and safety of all the children, it is mandatory that sick children not be brought to school. If your child has any of the following symptoms during the night, he or she will not be admitted the following morning for the safety of the other children.

- fever greater than 100 degrees F
- vomiting
- diarrhea
- pink eyes with drainage
- cough with congestion and excessive nasal discharge
- cold sores or lesions

The school'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
- Cold sores or lesions shows signs of healing (scabbed over)
- 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 (QPPS 2, 7)

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

current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

Medication Policies and Procedures (QPPS 7)

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 at 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 right each time the medication is given. Medication errors will be controlled by checking and recording these five right practices each time medication is given. Should a medication error occur, the Regional Poison Control Center and the child's parents will be contacted immediately. The incident will be documented in the child's record at the school.

For prescription medications, parents or legal guardians will provide the school with the medication in the original, child-resistant container that is labeled by a pharmacist with the child's name; the name and strength of the medication; the date the prescription was filled; the name of the health care provider who wrote the prescription; the medication's expiration date; and administration, storage, and disposal instructions. For over-the-counter medications, parents or legal guardians will provide the medication in a child-resistant container. The medication will be labeled with the child's first and last names; specific, legible instructions for administration and storage supplied by the manufacturer; and the name of the health care provider who recommended the medication for the child.

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

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

Medication will not be used beyond the date of expiration on the container or beyond any expiration of the

instructions provided by the physician or other person legally permitted to prescribe medication. Instructions which state that the medication may be used whenever needed will be renewed by the physician at least annually.

A medication log will be maintained by the school staff to record the instructions for giving the medication, consent obtained from the parent or legal guardian, amount, the time of administration, and the person who

administered each dose of medication. Spills, reactions, and refusal to take medication will be noted on this log.

Cleaning and Sanitization (QPPS 6, 7)

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 two minutes before it is wiped off with a clean paper towel, or it may be allowed to air dry. Machine washable cloth toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion must be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used.

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 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. Nontoxic substances will be used whenever possible. Staff are trained yearly prior to the start of the school year.

Hand Washing Practices (QPPS 3, 7)

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

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

Adults also wash their hands:

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

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

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

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

- Staff do not use hand-washing sinks for bathing children or removing smeared fecal material.

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

Tooth Brushing Policy (QPPS 3)

At least once daily, where children receive two or more meals, teaching staff provide an opportunity for tooth brushing and gum cleaning to remove food and plaque. (Toothpaste is not required.) Toothbrushes will be rinsed thoroughly after each use and air dried in individual, labeled containers. Toothbrushes will be replaced every four months or as needed. Oral health specialists visits twice yearly and performs oral exams (with parental permission) and oral health education. (Only ECSE students receive two or more meals in this center.)

First Aid Kit (QPPS 7)

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

Fire Safety (QPPS 7)

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

Medical/Dental Emergencies and Notification of Accidents or Incidents (QPPS 7)

The Southwest Valley School District has in place a "Safety Procedures Booklet" that describes the following situations and procedures to follow:

- Emergency Telephone Numbers
- Fire Procedures
- Severe Storm/Tornado Procedures
- Earthquake Procedures
- Weather Emergencies
- Chemical Spill
- Utility Emergency Procedures
- Bomb Threat and Explosion Procedures
- Intruder/Student Violence Response
- Basic Procedures for Emergency Care

This booklet is available in every classroom and posted by the telephones. The booklet will be reviewed by each staff member at the beginning of each school year and when changes are made to it.

In the event that your child receives a minor, non-life threatening injury during their time at preschool, our teacher will assess the situation and apply first aid as needed. Minor cuts and scrapes will be treated with soap and water and bumps will be treated by applying ice to the injured area. Any incident or injuries will be documented on an "Injury and Illness" form and a copy will be given to the parent within 24 hours of the incident.

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

Emergency phone numbers will be updated at least quarterly. Emergency phone numbers will be verified by calling the numbers to make sure a responsive, designated person is available.

Inclement Weather

In the event that CCSP must be closed due to bad weather, announcements will be made on area radio (KMA 99.1 FM/960 AM-Shenandoah, KSIB 101.3-Creston) and TV stations (KOAK, KCCI, WOI). Parents are encouraged to "like" the Corning Elementary Facebook page as announcements are also listed there very quickly. Parents can also sign up for free email and/or cell phone alerts from Infinite Campus. **If there is a two hour late**

start for the elementary, there will be no morning preschool. If the decision to dismiss school early is made before noon, there will be no afternoon preschool session.

Protection from Hazards and Environmental Health (QPPS 6, 7)

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

The preschool classroom 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

In compliance with the Iowa Smokefree Air Act of 2008, Southwest Valley School District buildings and grounds are smoke-free. A "No Smoking" sign meeting the law's requirements is posted at the entrance to the elementary building to inform people that they are entering a non-smoking place. No smoking, including vaping, is allowed on the school grounds or within sight of any children.

Child Protection Policies (QPPS 8, 9)

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

five years and within six months of employment.

The school district does not tolerate employees physically, or sexually abusing or harassing students. Students who are physically or sexually abused or harassed by an employee should notify their parents, legal guardians, teacher, principal, or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical or sexual abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations. The school district has designated Kathy Peterson, our elementary nurse as investigator. She can be reached at 641-322-

4020.

Substance Abuse (QPPS 8)

Persons known to be under the influence of drugs or alcohol will not be permitted on the premises of the Southwest Valley School District. At no time will children be released to a person known to be 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 teachers 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. People interested in volunteering should contact the principal at 322-4020.

Peanut/Nut Aware Policy

The incidence of severe food allergies in the general population is increasing. In the Southwest Valley School District (CCSD), we are aware of the tremendous risk children and adults who are allergic to peanuts/nuts can face from even the smallest trace of peanut butter or other nut products. Exposure can occur by swallowing, touching, and/or inhaling airborne particles of absorbing residues from other surfaces. The consequences are life threatening in many cases and require immediate intervention with medication or even hospitalization. The CCSD wants to create and safe school environment for students with peanut/tree nut allergies.

Our school is not "peanut free," but we do provide a safe environment for students with known peanut/tree nut allergies and other food allergies and provide our staff with education and information on preventive measures and treatment in case of a reaction.

Although we cannot guarantee that nuts or nut containing products won't be brought into the school, it is our policy and expectation that NUTS or products containing nuts, produced on equipment or in

factories that produce nuts or have a warning on the label will not be brought into school or at any school sponsored activities. This policy is to be upheld on school days during the hours of 8am-4pm and during regular bus route hours.

We understand that each situation is unique and will address each and every student's situation as needed. For questions or to see the full Peanut/Nut Aware Policy, please contact the School Nurse at 641.322.4020.

STAFF (QPPS 8, 9)

General Information

The Southwest Valley 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 and for all volunteers who work more than 40 hours per month and have contact with children. A current health assessment (not more than one-year-old) is received by the program before an employee starts work or before a volunteer has contact with children. The health assessment is updated every two years. 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 principal's office.

Orientation (QPPS 1, 2)

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

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

Follow-up training expands on the initial orientations. See Staff Orientation Checklist.

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

Staffing patterns and schedule (QPPS 8)

The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing for Iowa's Quality Preschool Program Standards of maintaining an adult/child ratio of at least 1:10 at all times. The program administrator will maintain lists of current substitutes for both the preschool teacher and the preschool teaching assistant in case of absence. Staff are provided space and time away from children during the day. Should staff work directly with children for more than four hours, staff 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 (QPPS 4, 8)

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

Evaluation and Professional Growth Plan (QPPS 4, 8, 9)

All staff are evaluated at least annually by an appropriate supervisor. 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.

District Bus Regulations

The safety of every child on our buses is of great concern to all of us. Every precaution will be taken by the school to insure that the children arrive at their destination safely, but this takes the cooperation of all parents. The safety of everyone is the sole purpose in setting up the following regulations governing the behavior of all students. These are not difficult to obey nor are they unreasonable, and if every student does his/her part, the trips to and from school can be a lot of fun. The school district may utilize cameras to monitor bus behavior. School bus evacuation will also be scheduled so students will learn how to properly exit the bus in an emergency (School Board Policy 304.5)

Rules for students who wish to ride on the school bus:

1. Students should be ready for the school bus when it comes to a stop. If the driver has to wait for every student, he/she will be off schedule. The driver will attempt to maintain the same schedule every day.

2. Students may have the opportunity of selecting the seat where they want to sit. Bus drivers reserve the right to assign seating on their buses. It might be necessary for a driver to assign another seat should the student misbehave. Students from other buses riding on a bus will have the opportunity to sit with their friends. Also, students riding a different bus home will need a pink bus permit slip to give to the driver. This helps to make sure that the student is on the correct bus. ALL ELEMENTARY BUS RIDERS ARE REQUIRED TO GET ON/OFF THEIR BUS AT THE ELEMENTARY BUILDING. Students may not ride the bus to the JH/HS without written permission from the office.

3. Students must board the bus in an orderly manner and find his/her seat at once. The buses are filled to capacity this year. Students should find a seat quickly and sit down.

4. Students who must board the bus from the opposite side of the road must wait for the bus to come to a complete stop and wait for the driver to motion you across. Also, when leaving the bus to cross the road, wait at the front of the bus for the driver's signal to cross (never cross in back of the bus).

5. Going from one seat to another, throwing things, roughhousing, yelling out the windows, extending your head or arms out the window, etc. will absolutely not be allowed.

6. Nothing should be torn up or thrown on the floor. Under no circumstances should objects be thrown out the windows. Each student should do his/her part in keeping the bus neat and clean.

7. Students caught breaking or defacing any part of the bus will be held liable for its repair or replacement and may be denied the privilege of riding the bus.

8. Students are under the authority of the bus driver and must obey him/her. The Administration will back the

driver up, and they have been instructed to turn in every student who does not cooperate.

9. Those who fail to act like ladies and gentlemen, or who create a disturbance on the bus will be subject to the following treatment:

- 1st Offense: The driver will complete a report and the student will have the building principal's signature within three (3) days in order to continue to ride the bus. Parents will be sent a copy of this report.
- 2nd Offense: The student will not be allowed to ride the bus until the parent and he/she comes to the building principal's office for a conference. Parents will be mailed a copy of this report.
- 3rd Offense: The privilege of riding the bus to and from school will be taken from the offender for a month. Parents will be mailed a copy of this report.
- 4th Offense: The privilege of riding the bus to and from school will be taken from the offender for the remainder of the school year. Parents will be mailed a copy of this report.

Any student or parent who has a problem or a question should feel free to contact the driver, Director of Transportation, or the Superintendent of Schools. We will try to do everything possible to make this year's transportation on school buses as safe as possible (School Board Policy 712.1).