



Preschool Program Policies & Procedures

Sunrise Preschool
216 N. Broadway Ave.
New Hampton, Iowa 50659
(641)394-2868
babbott@stjoseph-nh.pvt.k12.ia.us

Sunrise Preschool

Program Policies and Procedures

STAFF:

Executive Coordinator: Father Brian Dellaert
Principal: Christina Carlton
4/5 Year Old Preschool Teacher & Director: Bridgette Abbott
4/5 Year Old Preschool Teacher's Aide: Melissa Ashley
3 Year Old Preschool Teacher: Jackie Rochford
3 Year Old Preschool Teacher's Aide: Kim Ovel

MISSION STATEMENT & GOALS (QPPS 10.1)

Sunrise Preschool Mission Statement:

The goal of Sunrise Preschool is to promote the development of each individual to his/her fullest potential through an educational program permeated with a christian spirit and christian values. We want the children to develop spiritually, emotionally, intellectually, physically and socially through a christian atmosphere.

Goals for Sunrise Preschool

Program Goals:

The Learning Center complies with the Iowa Early Learning Standards calling for a developmentally appropriate curriculum. Its goals are:

- To provide a comfortable, safe, and stable environment.
- To enrich and challenge children's thinking through an environment equipped with quality learning materials and activities.
- To develop self-discipline and self-direction toward purposeful activities..
- To develop social and emotional competence.
- To enhance children's language development, creative expression, and linguistic responsiveness through literature, literacy activities, and daily routines and communications.
- To develop math readiness concepts through varied instructional approaches.
- To provide opportunities for students to explore, experiment, and ask and answer questions in order to develop scientific thinking.
- To empower parents by involving them as partners with teachers in supporting the children's development.
- To meet the nutritional and health needs of the children through nutritional snacks and physical play.
- To increase motivation and openness to new experiences and future transitions

Goals for Children:

- Children will show competency in social/emotional, physical, cognitive, and language development skills.
- Children will be enthusiastic and curious learners.
- Children will be safe and healthy.
- Children will develop problem-solving and conflict resolution skills.
- Children will learn to be a productive member of a preschool community.
- Children will begin to shape a moral compass while learning in a Christian atmosphere.

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**Equal Education Opportunity**

The Archdiocesan Educational System maintains a policy of open enrollment. Equal opportunity/multicolored assurances. Sunrise Preschool is an equal opportunity institution and does not discriminate on the basis of race, color, ethnic origin, or religion.

Eligibility

Children must be three or four years of age prior to September 15th of the current school year. All families must complete the following for children to be able to attend:

1. A physical evaluation form completed and signed by your doctor including an immunization card.
2. All paperwork handed out upon registration must be filled out and returned by the first day of school.

Fees

Tuition fees are payable by the first of each month. If scholarships are available, information will be given out at the fall open house.

A non-refundable fee of \$15 is required with enrollment.

Arrival/Pickup:

Children must be brought into the classroom by an adult or older sibling each day and picked up at the door by an adult or older sibling following each session. An older sibling may only drop off or pick up a preschooler with consent from both teacher and parent. This seems to be the best way to ensure your child's safety.

Hours:**Four-year-old Preschool on MWThF:**

Bus students may arrive between 8:00 and 8:15 a.m., all other students must arrive between 8:10 and 8:20 a.m. Students should be picked up at 3:10. Please be prompt when delivering and picking up your child. (Please see the Classroom Schedules for a list of time and activities)

Three-year-old Preschool:

Students should arrive between 8:15 and 8:30 a.m.. These morning session will end at 11:15 a.m.. Please be prompt when picking up your child (parent who habitually arrive after 11:30 a.m. will be charged a fee). (Please see the Classroom Schedules for a list of time and activities)

Withdrawal

If you find it necessary to withdraw your child from our program for any reason, we ask that you give us one weeks notice in writing. If a child stops coming and a written notice was not given, you will be responsible to pay the monthly tuition.

General Information (QPPS 5.1 10.4)

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.

Each preschool classroom has 1 teacher and 1 para educator. Class sizes vary depending on enrollment. A teaching staff-child ratio will be maintained to encourage adult-child interactions and promote activity among children. (QPPS 10.4)

Inclusion (QPPS 9.10)

The preschool program provides all children, including those with disabilities and unique learning needs. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff is aware of the identified needs of individual children and is trained to follow through on 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

Who Works In the Preschool (QPPS 10.2)

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 is assigned to the preschool classroom. (QPPS 6.3)

Para Educator: A full-time certified paraeducator in the classroom carries out activities under the supervision of the teacher. The paraeducator has had specialized training in early childhood education. (QPPS 6.4)

Support Staff: Keystone AEA 1 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 talking, group activities with solitary time, indoors with outdoors, quiet play with noisy play. Newsletters and notes will be sent home to families in children's folders in backpacks.

Curriculum (QPPS 2.1 - 2.3)

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. Our curriculum addresses the needs of the whole child spiritually, emotionally, intellectually, physically and socially through a christian atmosphere.

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

Sunrise educators teach the Creative Curriculum, a research and evidence based comprehensive curriculum, and the GOLD Objectives to guide instructional activities. Creative Curriculum addresses all areas of early learning: language and literacy, math, science, physical skills, and social skills. It provides children an opportunity to learn in a variety of ways - through play, problem solving, movement, art, music, drawing and writing, listening, and storytelling. Suggestions for modifications and adaptations are an integral part of the curriculum. **(QPPS 2.1, 2.2)**

Child Assessment (QPPS 4.1, 4.2)

Guiding principles:

Sunrise Preschool believes 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. A family's culture and a child's experiences outside the school setting are recognized as being an important piece of the child's growth and development. All results will be kept confidential, placed in each child's file, and stored in a secure filing cabinet.

Children are assessed in the following ways:

- * The GOLD assessment has been adopted for children in the four-year-old program. The classroom teacher completes Check Points for each student in October, February, and May. The results are used for planning and individualizing instruction and communicating growth and progress to families and staff.
- * Other Opportunities for Informal/Formal Assessments, Including Work Samples are used for planning and individualizing instruction and to communicate growth and progress of child with families and staff. This data enhances information regarding individual children in all developmental areas. (Home visits, child portfolio work samples, visuals, video recordings, parent/teacher conferences, etc.) **(QPPS 7.3, 7.5)**

Assessment information will be shared formally with families during Parent Teacher Conferences in the fall and spring. Informal conferences are always welcome and can be requested at any time.

If, through the results of the above assessment, 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. Suggestions for next steps may include the following, with the knowledge and consent of the parents:

- * A request made to Keystone Area 1 Agency for support and additional ideas or more formalized testing.

The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated. **(QPPS 7.4)**

Supervision Policy (QPPS 9.2)

Before children arrive at school, the preschool teacher, paraeducators, or school staff will check the following:

- All safety plugs and electric outlets covered, heat/AC, water temperature, and toilets, etc. in working order.
- All cleaning supplies/poisons out of children reach and stored properly.
- Classroom and materials checked for cleanliness/broken parts including the 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 staff 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 (QPPS 1.11)

Teaching staff will equitably use positive guidance, redirection, 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 help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn taking. Teaching staff will use discipline that is consistent, clear, and understandable to the child. Positive reinforcement, natural consequences, and positive redirection are used to shape appropriate behaviors in the children. It is important to treat each child as an individual in a manner which is appropriate to the child's development, activity, and general well being. When necessary, "Time Out" or a brief isolation from the group is used. If your child is exhibiting a behavior problem, we will call you to discuss the situation. Please discuss with the staff any changes, observations, questions, or suggestions you might have in dealing with your child. If your child experiences some difficulty, a conference will be scheduled for you with the teacher. We will work closely with you to resolve the problem. The principal may be involved with discipline issues when staff feels it is necessary. If necessary, we will consult with AEA staff for their expertise in the areas of social, emotional, and academic problems.

Discipline does not allow -- corporal punishment; punishment that causes humiliation, fear, pain or discomfort; locking children in an area or using mechanical restraints; associating with illness, toilet training, food or rest; or the use of verbal abuse, threats, or derogatory remarks about a child's family.

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

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

acceptable behavior.

STUDENT BITING POLICY:

Even in the best child care center, periodic outbreaks of biting occur among infants, toddlers and sometimes preschoolers and occasionally older children. This is an unavoidable consequence of grouping young children together. When it happens, it can be scary and very frustrating for children, parents and teachers. Understanding the reason for biting is the first step to changing a child's behavior. Children bite for a variety of reasons: teething, simple sensory exploration, cause and effect, imitation, crowding, seeking attention, frustration and stress. Childcare group situations are difficult: dealing with others constantly around, sharing attention and toys, and too much or too little stimulation are all very difficult for children. Biting is not something to blame on children, their parents or their teachers. When biting breaks out, a high quality childcare program immediately takes action, not to blame the biters but to change the environment and help children change their behavior.

It is important that the caregivers remain calm and in control of their emotions when biting occurs. Staff should not show anger or frustration towards the child. The caregiver should calmly respond to the child, letting them know that biting is not ok. In addition the following steps will be taken.

1. The teacher will remove the child from the situation and focus caring attention on the child who was bitten.
2. Encourage the biter to help take care of the child that was bitten (hold ice pack, comfort the child).
3. The care giver should talk to the child who bit (if able to communicate) and talk about different strategies that the child can use next time (give them appropriate words-if able) instead of biting. This should be done in a short simple way.

It is important to explore the reasons for biting when it occurs. Staff need to work with parents to gather information about the child's behavior and begin observations to determine the reasons for biting. Examples of some triggers would be: communication deficits, transitions, hunger, lack of sleep, need for oral stimulation or teething pain. Once triggers are identified, staff can work on prevention strategies and start teaching replacement skills. Below are some examples of how the teacher will begin this assessment.

1. The teacher will examine the context in which the biting is occurring and look for patterns. The teacher will use the Center Action Plan for documentation and ask the following questions:
 - Was the space too crowded
 - Were there too few toys
 - Was there too little to do or too much waiting
 - Was the child who bit getting the attention and care he/she deserved at other times, other than when he/she was biting
2. The teacher will change the environment, routines or activities if necessary
3. The teacher will work with the child who is biting to resolve conflicts and frustrations in more appropriate manners, including using words, if they are capable of them.
4. The teacher will observe the child, to get an idea of why and when they are likely to bite.
5. The teacher will identify children likely to be bitten and make special efforts to reduce their chance of being bitten.
6. The teacher, parent and administration will meet regularly to regulate an action plan and to measure the outcome of these changes.
7. If biting continues the teacher will observe the group more closely and work with the parents to seek out additional resources as necessary to shadow the child who is biting.

First Aid in response to biting (both child and adult)

1. Wear gloves, clean wound with soap and water. Run water over wound for 5 minutes.

2. Apply ice or cool compress to help reduce the pain or swelling.
3. Bandage the wound as necessary.
4. Write a detailed incident report for both children involved with the incident.

First Aid if bite breaks the skin. (both child and adult)

1. Wear gloves, clean wound with soap and water. Run water over the wound for 5 minutes.
2. Control the bleeding.
3. Cover the wound with sterile dressing and bandage.
4. Contact parent of BOTH children involved and encourage them to contact their healthcare provider to determine if they need to be seen.
5. Write a detailed incident report for both children involved with the incident.

*If a staff member is bitten we will use the Cedar Rapids School District Exposure Control Plan.

When children bite, their parents are informed personally and privately the same day. All information is confidential and names of the children involved in the incident are not shared between parents. In addition, biting is always documented on our standard incident form which is completed and signed by teacher, parents and an administrator is notified. One copy is give to the parent and one copy is kept a locked file cabinet in office.

When biting occurs, here's what you can expect from us:

- We will put the child's safety first and provide first aid as well as comfort, support and advice to any child who is bitten.
- We will provide appropriate programming for children to help prevent biting.
- We will make current information and resources on biting available to you.
- We will provide teachers with adequate knowledge and training to deal properly and effectively with biting.
- We will take your concerns seriously and treat them with understanding and respect.
- We will tell you what specific steps we are taking to address biting and explain the reasoning behind those steps.
- We will respond to your questions, concerns and suggestions—even when our response to some suggestions is no.
- We will work to schedule conferences about biting with you, at a time you can attend.
- We will keep your child's identity confidential if he or she bites. This helps avoid labeling or confrontations that may prolong the behavior.

We wish we could guarantee that biting will never happen in our program, but we know there is no such guarantee. You can count on us to deal appropriately with biting so it will end as quickly as possible. We want the best for all the children in our program. If you want more information on biting or have questions or concerns, please let us know—we are here to help you and your child on their journey to independence!

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 and possibly give a timeout if needed; (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.

Water Activities (QPPS 5.9, 9.15)

We have a sensory table that may have water in it, where the children 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 or containers as well as the water table. 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 5.12- 5.21)

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.

The preschool encourages a wide variety of nutritional snacks. Children attending the AM session have snack approximately two hours before lunch. All day children receive both an AM and PM snack. Snacks will be provided by parents. Notes will be sent home requesting more snacks as needed throughout the school year. A list of healthy snacks will be sent home to parents in the fall.

Lunch is served in the cafeteria for children attending all day. A lunch menu is sent home to parents in the St. Joseph's Newsletter and is posted on their website. All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines.

Money for meals should be sent in your child's folder and will be taken to the office to be deposited in your child's lunch account. The school office will send notes home through your child's folder to alert you of a low balance

Clean, sanitary drinking water is made available to children throughout the day. Staff discards any foods with expired dates. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served.

For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider should provide the program an individualized care plan prepared in consultation with family members and the 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, in accordance with an Individualized Education Plan, 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 (QPPS 5.5, 5.6 9.5-9.7)

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. 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 play inside.

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, boots, snow pants, mittens or gloves and a hat (all 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.

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.

Toilet Learning (QPPS 5.7)

Toilet learning is an important time in a child's development. Although most children will be using the toilet independently, 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. 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:

- * Clothing that is soiled by urine or feces are immediately placed in a plastic bag (without rinsing to avoid 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.
- * Diapering and Gloving posters will be posted in the changing area showing procedures through the use of visuals and words. These procedures are used by the program administrator to evaluate teaching staff that change diapers.

3. Potty chairs will not be used due to the risk of spreading infectious diarrhea.

4. **All preschool children must be potty trained prior to attending preschool.** Please provide an extra pair of clothing (shirt, pants, underwear, socks) in case of an accident or spill.

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 something from home for show & tell, please have your child keep it in their backpack until the teacher asks for it at the appropriate time. Please do not allow children to bring gum, candy, money, or toy guns to school. The program cannot be responsible for lost or broken toys brought from home.

Classroom Animals and Pets (QPPS 5.26)

No live animals are to be inside the Learning Center classrooms at any time.

If you, as a parent or legal guardian, want to bring your family pet to share with your child's classroom with prior approval from the teacher, you are welcome. However, all animals must remain outside, if possible, the school buildings during the visit. The preschool teacher ensures that the animal does not create an unsafe or unsanitary condition. The animal would appear to be in good health and have documentation from a veterinarian or an animal shelter to show that the animal is fully immunized (if the animal should be so protected) and suitable for contact with children. The teacher would ensure staff and children practice good hygiene and hand washing when coming into contact with the animal 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.

Birthdays (QPPS 5.13)

Birthdays are an important and significant event in the life of a child. They afford the opportunity for children to be given special recognition. Accordingly, students who wish to bring treats for the class to celebrate their birthday may do so. **(See Snack Policy at the end of this document.)** Teachers will develop a show-and-tell calendar. Teachers try to schedule students' turn for show-and-tell around their birthdays when possible. When several students share the same week teachers will try to schedule as near their birthday as possible.

VI. COMMUNICATION WITH FAMILIES (QPPS 1.1, 7.5)

The program will promote communication between families and staff by using newsletters and 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 parents' 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.

Open Door Policy

Parents and legal guardians are always welcome to visit the preschool classroom.

Arrival and Departure of Children (QPPS 10.11)

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.

Parents or legal guardians must accompany children to the classroom at the beginning of the day. No child will be permitted to leave the building without an adult or an older sibling with written permission. Bus student arrival times are between 8:00-8:15, all other students should arrive no earlier than 8:10 (and no later than 8:20). When picking up students at the end of the day, doors will open at 3:05. Doors are locked during the day and parents will need to come in through the office if late arriving or to pick up your child. Parents must sign in and sign out students in the office, if arriving late or if leaving early.

Other than parents or legal guardian, only persons with prior written authorization (Drop-Off/Pick-Up Form) will be allowed to pick up a child from the school. Anyone who is unfamiliar to teaching staff, including authorized individuals, may be asked to present photo identification before a child is released to them.

If your child rides the school bus to school, a bus buddy (or sibling) will be assigned to them, and will assist them into the preschool room. At dismissal, bus buddies will accompany each student to the bus and assist the student onto the bus.

When all children have arrived, 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 New Hampton Community School will provide school bus transportation for four-year-olds to and from school for MWThF all day sessions, if needed. Transportation will not be provided for three-year-old children. Parents or legal guardians may sign up for transportation at enrollment or contact the transportation director at 394-5065, indicating the pick up and drop off address, the name of the responsible person at that address, and emergency contact information for all parties involved.

Parents or legal guardians are asked to keep their information current by reporting changes to the preschool teacher and elementary school secretary.

The New Hampton School District expects student behavior on the bus to be orderly and follow the school district procedure for riding the bus. There are four basic expectations for riding the bus:

1. Sit down and remain seated.
2. Keep your hands and feet to yourself.
3. Use a quiet voice.
4. No throwing anything.

Video cameras are used on the bus to monitor and maintain a safe environment for students and employees.

Transportation will be addressed during the Individualized Educational Program meeting, for children who have special needs for transportation. Any accommodations indicated in the child's Individualized Educational Program will be implemented as described. This plan will address special equipment, staffing and care in the vehicle during transport if needed.

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 New Hampton school buses are used for field trips when needed. Parents will be informed of field trips through a newsletter and notes sent home. A parent or legal guardian must sign a consent form for trips out of town for each child before each trip. Adult family members are asked to volunteer to go on these trips to provide increased supervision and adult/child ratios. A note stating the date, time of departure, time of return, and the destination location will be sent home 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 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 Learning Center 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 with the reason for an absence no later than 8:30 A.M. for your child in the morning and all day sessions and by 12:30 for the afternoon session. The office will notify the teacher. If you wish to talk to the teacher after notifying the office, call the office at 394-2865 and request the extension. 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.

If you know your child will not be attending class for any reason, we ask you inform us as much in advance as possible. No refunds or credits will be given for absences.

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 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 7.6)

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

VII. FAMILY INVOLVEMENT (QPPS 7.1, 7.2)

Sunrise 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. However, we do feel that it is important that children be given a chance to adjust to their preschool setting before parents visit. Please phone Sunrise Preschool before you visit so that we can make you aware of the schedule. When you visit, you will probably be asked to read a story, build with blocks, or get involved in some way either by the teacher or a student. Parents are an important part of our program, and we will offer you many different ways in which to participate in your child's experience. These may include sharing special talents, helping with projects or parties, or making

things for later use.

Teachers and administrators use a variety of formal and informal ways to become acquainted with and learn from families about their family structure and information about their socioeconomic, linguistic, racial, religious, and cultural backgrounds as they wish to share. Families are surveyed in enrollment paperwork regarding their family, beliefs, and preferences. If you have religious or cultural beliefs that may affect your child's participation in activities, please inform your child's teacher.

Program staff communicate with families on a regular basis regarding children's activities and other information that affects the well-being of their children in a newsletter, on a monthly calendar, and other notes. Please check your child's backpack and folder every day for communication from the preschool. Family teacher conferences are held in both the fall and spring semesters, as well as when either party requests to go over developmental milestones.

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

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

Sunrise Preschool invites you to become involved in as many of the following ways you can, and welcomes other ideas.

1. Support your child's daily transition to school by sharing information about your child's interests and abilities. Keeping the teacher informed of changes and events that might affect your child allows the teacher to be more responsive to your child's needs.
2. Return all forms, questionnaires and permission slips promptly.
3. Attend Family/Teacher conferences in the Fall and Spring semesters.
4. Check your child's backpack each day and take time to read information sent home.
5. Participate in field trip activities as your schedule allows.
6. 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.
7. Share any of your families' cultural traditions, celebrations, or customs.
8. Help prepare snack and enjoy it with your child.
9. Come to play.
10. Help with special events such as classroom celebrations, cooking lessons in the classroom, and the celebration of faith program.

It is the policy of the Sunrise Preschool not to discriminate on the basis of race, national origin, creed, age, marital status, or physical disability in its education programs, activities, or employment policies as required by Title VI or VIII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and the Federal Rehabilitation Act of 1973.

Sunrise Preschool 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.

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

Home Visits for 4 year old program: (QPPS 7.1, 7.3)

Home visits are made prior to the start of the school year. This is an opportunity for the preschool teacher to get to know parents, the preschool child, and the family. It is a time to begin to create a partnership between home and school in order to best meet a child's needs. This is a great time for parents to share what makes their family unique and how they prefer to communicate with the teacher. At a home visit, the preschool teacher hopes to learn about a child's interests, strengths, and developmental needs. Parents can help the teacher understand what their goals are for their child and whether there are concerns that should be addressed. Of course, parents are encouraged to share these preferences, concerns, and questions at any time with either the classroom teacher or administrator.

Family Teacher Conferences

The preschool program will have formal family teacher conferences at the same time as the elementary school - fall and spring for 4 year olds- spring for 3 year olds. 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 (QPPS 7.9, 7.10)

Home-school connections are crucial to the transition to kindergarten. 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. Preschool staff will provide information about enrollment policies and procedures, program options, and arrange for a classroom visit.

Health and Safety Records

Health and safety information collected from families will be maintained on file for each child in the school nurse's office. Files are kept current by updating as needed. (QPPS 10.10)

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

1. Current information about any health insurance coverage required for treatment in an emergency;
2. Results of health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results;
3. Current emergency contact information for each child, that is kept up to date by a specified method during the year;
4. Names of individuals authorized by the family to have access to health information about the child;
5. Instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes);
6. Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures,

orthopedic or sensory problems, and other chronic conditions; conditions that require regular medication or technology support. **(QPPS 10.14)**

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 will implement a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

Illness Policy and Exclusion of Sick Children (QPPS 5.3)

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

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

The center's established policy for an ill child's return:

- Fever free for 24 hours
- Chicken pox: one week after onset (or when lesions are crusted)
- Strep: 24 hours after initial medication
- Vomiting/Diarrhea: 24 hours after last episode
- Conjunctivitis: 24 hours after initial medication or when without drainage

Upon arrival at school, each child is observed by teaching staff for signs of illness or injury that could affect the child's ability to participate comfortably in the daily activities. Children will be excluded when a child is not able to participate comfortably; if the illness requires more care than staff are able to provide without compromising the needs of the other children in the group; or if keeping the child at school poses an increased risk to the child or to other children or adults with whom the child will come in contact.

When a child develops signs of an illness during their day at preschool, the child will be taken to the nurse's office. Parents, legal guardians, or other person authorized by the parent will be notified immediately to pick up the child. The parent will be expected to pick up the child in the nurse's office within one hour. 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. Please keep the staff informed of any changes in your child's health status and/or eating habits.

Reporting Communicable Diseases (QPPS 5.4)

The school nurse, 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 School Nurse has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

Medication Policies and Procedures (QPPS 5.10)

The preschool teacher will not be permitted to administer any medicines, drugs, or other prescriptions to children in school. If a child's health is such that he or she is unable to participate in the normal school program and is under medical prescriptions or other like need, that child should remain at home. If medication is necessary, but the child is to participate in the regular school program, the school policy concerning medication at school as stated below must be followed.

Policy: Absolutely no medication will be dispensed without parental consent. The school nurse 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. The school nurse will be responsible for dispensing the medication to the student. Any other person who would administer medication has specific training, 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. Please ask the pharmacist to divide the prescription into two bottles, one for home and one for school. The pharmacies are very willing to do this, and it saves your child from having to transport the medicine each day.

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 nurse in writing (by a signed note or a prescription label) 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 stored in the nurse's office and 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 nurse/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 9.11)

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.

(QPPS 5.24)

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

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 (QPPS 5.8)

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 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;
- after assisting a child with toileting; and
- after handling garbage or cleaning.

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

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.

- 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.

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.

Universal Precaution Policies:

ALL blood and body fluids are to be treated as potentially infectious.

All staff and volunteers must always exercise good hygiene practices in the work place, particularly in and around classrooms. They serve as role models for children as they develop hygiene habits.

Hand washing: The best possible means to prevent disease and control infection is good hand washing. This should be done as soon as possible after:

1. Helping children with toileting
2. After nose-blowing (your own or assisting children)
3. Changing diapers or undergarments
4. Before and after changing or applying dressings to wounds
5. After your toilet use, combing hair, applying make-up, etc.
6. Before setting tables, working with foods or feeding children
7. After cleaning up spills, body fluids or other potentially dangerous materials
8. After outdoor activities
9. AFTER REMOVING GLOVES

Method:

1. Wash hands under running water
2. Wet hands with water and apply a heavy soap lather
3. Wash all areas of the hands-between fingers, around nail beds, under finger nails and back of hands
4. Rinse well under running water holding hand so water flows from wrist to finger tips
5. Dry with disposable towel, using a new towel
6. Use towel to turn off faucet and discard

7. Use hand lotion to prevent cracks in the skin which are openings for germs

Special antibacterial cleaning towelettes should be used when soap and water are not available, to be followed up by soap and water AS SOON AS POSSIBLE thereafter.

Clean-Up: Disposable gloves should be worn anytime staff or volunteers need to clean up a blood spill, vomit, or a child who has had a diarrhea-like accident. Paper towels should be used for clean ups. Changing soiled clothes should take place on a disposable surface or a non-porous surface which can be disinfected. Where a diaper changing area is available, ALWAYS disinfect after each use.

Use a solution of 1 part bleach to 10 parts water or to disinfect, $\frac{1}{4}$ C bleach to 1 gallon water. Clean up surfaces that have been contaminated with blood, mucus or any other body fluid. Mops should be cleaned and rinsed in the bleach solution.

Put cloth soiled or wet diapers or other clothing in a plastic bag and tie securely. Label with child's name and send home with a parent.

Sharps: The greatest chance for blood exposure comes from skin punctures from contaminated articles.

1. Use a broom and dustpan or tongs to pick up sharp objects like needles or broken glass.
2. Dispose of sharp items in puncture resistant containers.

Bloody Materials: Gauze, sponges or towels that have been saturated with blood should be placed in leak proof plastic bags and tied off so they cannot be emptied and reused. Call the nurse for further instructions.

Employee/Student Health Status:

1. Employees with open lesions or broken skin should keep these areas covered.
2. Children in child care programs who have open sores should have these covered by a dressing to keep them from being contaminated, from touching others who may have scratches, or accidentally be contaminated from any oozing or bleeding.

Food, Drink, and Cosmetics: Eating, drinking, applying cosmetics or handling contact lenses should not be done in areas where there is a potential for exposure to blood borne pathogens.

Personal Protective Equipment: All personal protective equipment will be provided to employees. This equipment has been chosen based upon anticipated exposure to blood and other potentially infectious materials. The equipment provided consists of disposable protective gloves for use when attending to any situation in which exposure to blood, potentially infectious materials, non-intact skin, and mucus membranes may occur. Gloves are available and located in the following locations classroom first-aid kit and the shared preschool bathroom.

First Aid Kit (QPPS 9.13)

A first aid kit is located in the preschool classroom and 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 is taken to the outdoor play areas as well as on field trips and outings away from the site.

Fire Safety (QPPS 9.14)

Fire extinguishers are tagged indicating 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 and logged in the office.

Floods

When flooding threats arise, students will be taken to the highest level of the school using the nearest stairwell. Teachers will take emergency contact information for all students upon leaving the classroom. Once students are safely upstairs parents will be contacted and notified of the threat. Immobile children will be transported by elevator or adult carry as needed.

Intoxicated Parents

If a teacher suspects a parent of being intoxicated, teachers will keep all children in the classroom and will notify the police. Children will be kept in the classroom until the intoxicated parent is restrained and no longer a threat to the children. Parents will be notified of the incident as soon as the threat has been resolved.

Lost or Abducted Children

In the situation of a child being lost or abducted, the teacher will immediately notify the police and then parents/guardians. Remaining students will be kept under close supervision while school personnel and emergency crews search for the child.

Blizzards

In the event of a blizzard, students will be kept in the safety of the preschool classroom. Parents will be notified when conditions become so unsafe that students can no longer be picked up by parents. Teachers will work to keep children calm. Meals and snacks will be served to the children as needed during the time of the confinement due to the blizzard.

Power Failures

Students will be kept in the classroom in the event of the power failure. Teachers will work to keep students calm and use flashlights to provide lighting as needed in the room. Teachers will use their cell phones or other means of communication to notify parents of the power failure.

Bomb Threats

In the event of a bomb threat, students will be taken to an undisclosed location. Emergency contact information will be taken with the class as they evacuate the building. Once students are safely evacuated and relocated parents will be called and notified of the children's whereabouts (planned bomb threat location is kept confidential for the safety of the students, and will only be disclosed when students are safely relocated). Immobile children will be transported by elevator or adult carry as needed.

Chemical Spills

In the event of a chemical spill, students will evacuate the classroom. Depending on the severity of the spill and type of chemical, students may be taken to the school library (on the second floor) or the school gym (in a separate building across the road). Teachers will take along

emergency contact information and will notify parents as soon as students are safely relocated. Immobile children will be transported by elevator or adult carry as needed.

Earthquakes

In the event of an earthquake, students will be directed under tables and will cover their heads. Teachers will work to keep students calm. Once students and teachers are safe from threats of additional earthquakes, parents will be notified of the event and its details.

Disasters that Result in Structural Damage or Health Hazards

In the event of a disaster that causes structural damage or a health hazard, students and teachers will evacuate the building. Parents will be notified as soon as students are safely relocated. Students will be taken to the gym (located across the street) until the classroom is either safe to re-enter or parents are able to pick up children. Immobile children will be transported by elevator or adult carry as needed.

Intruders

In case of intruders, classroom doors will be locked and no one will be allowed in or out of classrooms. Emergency supplies are located in the classroom. Parents will be notified as soon as it is safe to do so.

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

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. An incident or injury, that requires the nurse's attention, will be documented on an "Injury and Illness" form and a copy will be given to the parent the same day.

In the situation where emergent care is required (either for serious injury or significant change in health status) for Medical or Dental purposes the nearest care facility will be used. Parents will be notified immediately of the situation and all emergent care paperwork on file will be taken with the student to either the hospital or dentist office.

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. **Please contact us if your emergency phone numbers change.**

Inclement Weather

In the event that the New Hampton Schools must be closed due to inclement weather, Sunrise will also be closed. Please listen to KCZE (The Bull) or KOEL radio stations or the KIMT or KWWL television channels for announcements. If we are dismissed early please pick up your child at the announced dismissal time. KCZE (95.1), the New Hampton radio station, is the best source of information regarding weather related closings. School reach calls and text may also be sent to participating families through St. Joseph Community School.

Weather Related Closings:

All Day Classes: In the event of a two-hour late start, arrival time is 10:10-10:20, classes will begin at 10:20. Please also be aware of the possibilities of early dismissals due to inclement weather and be prepared to have children picked up early if need be.

Morning Classes: In the event of a two-hour late start classes will run from 12:15-3:15pm.

Protection From Hazards and Environmental Health (QPPS 9.16, 9.17)

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. The School uses City Water for drinking and other uses. 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.

Smoke Free Facility (QPPS 9.19)

In compliance with the Iowa Smoke free Air Act of 2008, St. Joseph 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 (QPPS 10.8, 10.16, 10.19)

The health and well being of every child in our care is of the utmost importance and the protection of children is our responsibility. An applicant for 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 policies 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.

Sunrise Preschool 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.

Volunteers (QPPS 10.15, 10.17)

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

would like to be a school volunteer. For safety's sake, if a volunteer will be working with children, he/she will be expected to be clear 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.

Access Policy

Centers are responsible for ensuring the safety of children at the center and preventing harm by being proactive and diligent in supervising not only the children, but other people present at the facility.

1. Any person in the center who is not an owner, staff member, substitute, or subcontracted staff or volunteer who has had a record check and approval to be involved with child care **shall not** have **“unrestricted access”** to children for whom that person is not the parent, guardian, or custodian, nor be counted in the staff to child ratio.
 - ***“Unrestricted access” means that a person has contact with a child alone or is directly responsible for child care.**
 - ***It is imperative that centers not allow people who have not had a record check assume child care responsibilities or be alone with children. This directly relates both to child safety and liability to the center.**
2. Persons who do not have unrestricted access will be under the direct **“supervision”** and **“monitoring”** of a paid staff member at all times and will not be allowed to assume any child care responsibilities. The primary responsibility of the supervision and monitoring will be assumed by the teacher unless he/she delegates it to the teacher assistant due to a conflict of interest with the person.
 - ***“Supervision”** means to be in charge of an individual engaged with children in an activity or task and ensure that they perform it correctly.
 - ***“Monitoring”** means to be in charge of ensuring proper conduct of others.
3. Center staff will approach anyone who is on the property of the center without their knowledge to ask what their purpose is. If staff is unsure about the reason they will contact their Site Manager or another management staff to get approval for the person to be on site. If it becomes a dangerous situation staff will follow the “intruder in the center” procedures. Non-agency persons who are on the property for other reasons such as maintenance, repairs, etc. will be monitored by paid staff and will not be allowed to interact with the children on premise.
4. A sex offender who has been convicted of a sex offense against a minor (even if the sex offender is the parent, guardian, or custodian) who is required to register with the Iowa sex offender registry (Iowa Code 692A):
 - a. Shall not operate, manage, be employed by, or act as a contractor or volunteer at the child care center.
 - b. Shall not be on the property of the child care center without the written permission of the center director, except for the time reasonably necessary to transport the offender's own minor child or ward to and from the center.
 - i. The center director is not obligated to provide written permission and must consult with their DHS licensing consultant first.
 - ii. If written permission is granted it shall include the conditions under which the sex offender may be present, including:
 1. The precise location in the center where the sex offender may be present.
 2. The reason for the sex offender's presence at the facility.
 3. The duration of the sex offender's presence.
 4. Description of how the center staff will supervise the sex offender to ensure that the sex offender is not left alone with a child.
 5. The written permission shall be signed and dated by the director and sex offender and kept on file for review by the center licensing consultant.

IX. STAFF (QPPS 10.15 - 10.20)

General Information

Sunrise Preschool has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. The policies outline nondiscriminatory hiring procedures and policies for staff evaluation. Policies detail job descriptions for each position, including reporting relationships; salary scales with increments based on professional qualification, length of employment, and performance evaluation; benefits; and resignation, termination, and grievance procedures. 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.

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 St. Joseph Community School office.

Orientation (QPPS 6.2)

Employees must know their role and duties. New preschool teaching staff will 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.

The employee's immediate supervisor should provide the new employee with a review of the employee's responsibilities and duties. The principal will explain payroll procedures, employee benefit programs and accompanying forms to the employee.

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 1:10 in our 4 year old room, and 1:6 in our 3 year old classroom. The program administrator will maintain lists of current substitutes for both the preschool teacher and the para educators in case of absence.

Staff Development Activities (QPPS 6.6, 10.15)

Teachers 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. Teachers 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, such as NAEYC, attend meetings, or share information with others both at and outside the program.

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

Evaluation and Professional Growth Plan (QPPS 6.5, 6.6)

Teachers are evaluated formally every three years by an appropriate supervisor. Teachers 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.

SNACK POLICY OF SUNRISE PRESCHOOL

Sunrise Preschool's policy for bringing treats for birthdays or scheduled parties has changed. We are asking that all treats be prepackaged so that we may see the ingredients listed. This is to ensure that if we have a student with food allergies we are being diligent about their nutritional needs. The policy in the student handbook is as follows: If students wish to bring treats for birthdays or scheduled parties, you are asked to choose healthy snacks in order to promote student wellness. All treats must be prepackaged with the ingredient list on it so that staff may review it due to allergy concerns.

Here are some suggested snacks that you could purchase pre-packaged that would have the ingredients listed:

Raw vegetables with low-fat dressing or yogurt dip
Fresh fruit
100% fruit juices
Tray of cheese
Dried fruit, such as raisins, banana chips, etc.
Trail mix
Granola bars
Jello cups or squares
Low-fat pudding cups
Yogurt cups and Yoplait Go-Gurt
Air-popped popcorn
Low-fat muffins, mini muffins
Angel food cake
Low-fat crackers, such as animal crackers, graham crackers, goldfish, Cheezits, etc.
Baked chips
Low-fat string cheese
Pretzels
Beef jerky
Pepperidge Farms 100% whole wheat mini bagels
100 calorie packs
Nutrigrain bars
Flavored applesauce cups
Fruit cups
Rice cakes
Beef sticks
Mini muffins
Chex mix
Dry cereal
Graham cracker sticks to dip in yogurt cups
Cubed cheese in individual packs

Snacks can be individually packaged from the store or they can send an unopened box or bag of crackers, cereal, etc and it can be divided out at school into individual servings.

Other treats and prizes that could be brought instead of food:

Pencils Erasers Stickers Bookmarks

Snacks at School

Snacks served during the school day will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and healthy beverages conforming to this policy. The staff of Sunrise Preschool will assess if and when to offer snacks based on timing of meals, children's nutritional needs, children's ages and other considerations.

Iowa Quality Preschool Program Standards (QPPS) requires that children younger than four years of age not be served whole grapes, nuts, popcorn, raw peas, or hard pretzels.

Classroom Schedules - will be sent home the first week of school

KidZone

St. Joseph Community School will be continuing KIDZONE, our before and after school child care program, for St. Joseph School preschool-eighth grade students. For the current school year, the program will be offered from 7:00am to 8:10am and after school until 5:30pm. Earlier drop-off is provided upon request. KIDZONE will be open in the event of late starts or early outs due to weather. However, if children come in the morning and school is cancelled before 11:00am, you will need to make arrangements to pick your children up as lunch would not be available.

KidZone Fees:

Morning fees:

- \$3 per student
- Late start: \$2 per hour.

After School Fees:

- \$2 per hour with increments of hours billed at the full \$2. After 10 minutes you will be billed for the next hour.

A non-refundable fee of \$15 is required with enrollment.

KidZone Behavior Policy

Our KidZone policy states that if a child's behavior affects the safety and well-being of other children attending KidZone, the child's parents will be given a verbal notice. If the behavior does not improve, the child will not be allowed to attend the program.

KidZone Contact Information:

St. Joseph School: (641) 394-2865
KidZone: (641) 394-5586
Director Kim Ovel: (641) 229-0001

KIDZONE POLICY CHANGE

Effective January 1, 2020

Kidzone bills will be given out every 2 weeks. Your Kidzone bill must be paid within 14 days of receipt. If your current bill is over \$100.00, your family will not be allowed to use kid zone until the balance is paid in full.

Thank you.