



NORTH LINN PRESCHOOL
PARENT STUDENT HANDBOOK
2023-2024

THIS HANDBOOK IS IN ADDITION TO THE DISTRICT-WIDE STUDENT HANDBOOK. ALL POLICIES LISTED IN THE DISTRICT HANDBOOK ALSO APPLY TO PRESCHOOL STUDENTS.

North Linn Community School District
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Welcome To Preschool

Welcome, welcome, we're glad you're here...

We're going to have a wonderful year!

We'll draw and we'll write...

We'll sing and we'll play...

And we'll learn new things...

Each and every day!!

There's lots to learn...

And fun things to do!!

It should be awesome...

For a special child like "You"!!

It is our pleasure to personally welcome you and your child to the North Linn Little Lynx Preschool Program. In July of 2007, the North Linn Community School District was awarded the Statewide Voluntary Preschool Program Grant for four-year-old children. The award was the result of all the dedicated work and collaboration of numerous community members and interested stakeholders. Our program's goal is to provide a high quality preschool program meeting each child's needs, including children with disabilities and those from diverse backgrounds. Establishing a rich learning environment that encourages children's natural curiosity and supports them is essential as we nurture their growth and provide opportunities for them to take risks that lead to new skill development. Children will be in a setting where they feel safe, respected, and cared for. This is an opportunity for all four-year-old children to take part in planned, active learning experiences that enable them to enter school ready to learn.

The Iowa Quality Preschool Program Standards have been adopted by the North Linn Community School District, and the Iowa Early Learning Standards are used to guide expectations for children and instructional practices. The information contained in this handbook is designed to familiarize parents with our program. If you have any questions or concerns about your child's school experience, please feel free to ask our staff.

We are looking forward to a great year!!

Elementary Office (Preschool - 5th Grade)

Principal- Kimberly Graven

Secretary- Char Siddell

Counselor- Sarah Meyer

Middle School/ High School Office (6th - 12th Grades)

Principal- Dominich Giegerich

Secretary- Janelle Aberle

Counselor- Jaci Hilmer

District Office

Superintendent- Leisa Breitfelder

Secretary- Dawn Dvorak

Business Manager- Kerry Peyton

Transportation Director- Tony Olson

Athletics and Activities

Activities Director- Mike Hilmer

Curriculum

Director of School Improvement- Kimberly Graven

Food Service

Food Service Director- Pat Kelly

Site Manager- Sheri Letts

3 Year Old Preschool

Lead Teacher- Beth Dolan

Associate/Wrap Around Care- Yvette Bridgewater

4 Year Old Preschool

Lead Teacher- Amber McGrath

Associate- Cathy Moore

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I. Mission, Vision, Philosophy, and Goals

We are Proud to be a PBIS Program!



What is PBIS?

PBIS is the proactive & intentional structuring of learning environments needed for all students to achieve social, emotional, behavioral and academic success.

Our program has 3 goals for all students:

Be Safe

- Examples: Use walking feet, use nice hands and toys, wash hands

Be Responsible

- Examples: Be a good listener, put things away, participate in class, do your best work

Be a Good Friend

- Examples- Use kind words, take turns, invite others to play

Mission Statement

The mission of the North Linn Community School District Little Lynx Preschool Program is to provide high quality educational opportunities for four year olds so they can experience success and build a foundation for future learning. IQPPS 10.1

Vision Statement

North Linn Community School District in partnership with community members envision that all four-year-old children in the North Linn Community School District and surrounding areas will be

provided access to quality preschool programming, thus preparing them for future educational success. IQPPS 10.1

Philosophy

We realize children come to preschool programs with varying strengths, abilities, backgrounds, and interests. Likewise, all children develop at different rates and are ready to engage in learning experiences at various times and levels. We believe children learn best through a research-based curriculum that stimulates developmentally appropriate learning and integrates social, emotional, physical, and cognitive growth. The North Linn Preschool Program community (students, teachers, administrators, staff, parents, and community members) will work cooperatively to ensure a balanced educational program is implemented to nurture the development of the whole child. IQPPS 10.1

Goals for Children IQPPS 2.1, 10.1

- 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.

Goals for Families IQPPS 4.9, 7.1 - 7.7, 10.1

- 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 when learning to read and write.
- Families will advocate for their children.

II. Eligibility

Admission Requirements

Children without special needs qualify for preschool under the Statewide Voluntary Preschool Program Grant for four-year-old children. A student must be four years old by September 15th of the current school year. Priority will be given in this manner:

1. Any four-year-old showing financial need as evidenced by qualifying for free and/or reduced lunch
2. Any four-year-old living in the North Linn Community School District
3. Four-year-olds from other school districts

Inclusion

The preschool program provides all children, including those with disabilities and unique learning needs, a supportive and safe environment to learn. 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, they are trained to follow through on specific intervention plans. An inclusive program enriches the experience for our teachers, students, other children, and their

families. Our facilities meet the Americans with Disabilities Act accessibility requirements. IQPPS 2.4, 2.5, 3.1, 9.10

III. School Year and Hours

School Year

The North Linn Little Lynx Preschool Program will conduct classes according to the North Linn Community School District's school calendar. Snow makeup days will follow the district snow makeup days.

The program will provide from a qualified teacher at least ten hours per week of intentional instruction directly related to the program's curriculum, such time to be exclusive of recess.

Hours

Two preschool sessions will be available:

- Monday/Wednesday
- Tuesday/Thursday

Hours are as follows:

- School begins at 8:05
- School dismisses at 3:15 for 4 year olds
- School dismisses at 11:05 for 3 year olds

IV. A Child's Day IQPPS 2.6

Daily Activities

A variety of learning activities are planned each day for the children. Classroom routines are designed to assist children in becoming independent and competent. Our classroom provides the following components:

- Large Group: During large group time, the teacher will provide the students with instruction based around a project or topic. Large group time will foster learning focused on big ideas. Specific skills, especially those relating to literacy, math, science, and social studies will be a focus during large group. The teacher will work with students through the use of literature, songs, stories, and group activities to help cultivate social interaction between the children and adults.
- Center Time: Center time is a time for children to learn through play. Children will be given choices; they can choose what to play with, where to play, who to play with, and how to play with materials and peers. Centers might include dramatic play, sensory play, cooperative games, manipulatives and toys, puzzles, block play, art, discovery, technology, music and movement, literacy, and project work. Center time also allows for the teacher to assess students' skills using Teaching Strategies GOLD.

- Story Time: The preschool program will use the *Read It Again Curriculum*. This curriculum focuses on the repeated reading of text and also provides activities to help children learn text features. The preschool teacher will also read quality literature to the students while encouraging participation and interaction between the students and book.
- Outside Learning/Large Motor Time: Outside learning time is meant to help promote large motor skills and enhance social interactions between peers. It is also a time for students to explore and play through imagination.
- Snack Time: Snack will be served family style. The teacher will promote social interaction during snack time as well as help students to gain new experiences through food.
- Small Group Time: The teacher and/or associate will work with students individually or in small groups to learn and practice social/emotional, language, literacy, and math skills.

Staff

Program Administrator: Oversight of the preschool program will be the responsibility of the Elementary Principal. Both individuals meet all qualifications described in the Iowa Quality Preschool Program Standards. IQPPS 10.2, 10.3

Teacher: Our teacher is licensed by the Iowa Board of Educational Examiners and holds an early childhood/special education endorsement. IQPPS 6.2

Teacher Associates: Our classroom teacher associates carry out activities under the supervision of the teacher. Teacher associates have specialized training in early childhood education. IQPPS 6.3

Nurse: North Linn Little Lynx Preschool will have the assistance of the school nurse. She is a certified Registered Nurse. She will maintain student health records and attend to the health needs of the students while they are at school. IQPPS 5.1, 5.3, 5.8, 10.8

Grant Wood Area Education Staff: Support services are available to assist teachers and families when concerns arise with students. These staff members include psychologists, social workers, consultants, speech-language pathologists, occupational and physical therapists, and others. Teachers and families may request input on an informal basis or seek formal assistance from these staff members. IQPPS 7.6, 8.2

V. Arrival, Departure, and Transportation of Children IQPPS 10.9

Arrival

Regular school hours are 8:05 – 3:15. Children should not arrive before 7:45 AM. No supervisor is on duty until that time. The front doors are locked at 8:15 AM. After that time, students will need to check into the office before proceeding to their classroom.

Departure

Dismissal time is 3:15 PM for 4 year olds and 11:05 AM for 3 year olds. At the end of the day bus students will be dismissed to their appropriate busses. Students not riding the bus will not be dismissed until all busses have left the elementary parking lot. Once busses have left the parking lot, parents' vehicles will be allowed to enter the elementary parking lot to pick up their children. 3 year olds will have a mid-day transportation option for a fee, which will leave after lunch at approximately 11:45 AM. Wrap around care is available for 3 year olds for a fee.

Transportation Services

Preschool students whose pick-up point is on the regular route will be allowed to ride the North Linn Community School District's regular school buses daily when school is in session. A transportation request must be completed and on file for efficient scheduling of routes and bussing for all students.

The bus driver's attention must be on his/her driving responsibility at all times. Driving a bus safely is a difficult task. Anything that happens on the bus to divert the driver's attention endangers the safety of the riders. It is necessary that the students riding the bus conduct themselves in the best possible manner. The privilege of bus transportation can be withdrawn from any student who refuses to cooperate with the bus drivers. Precautions are taken to see that each student arrives at his/her destination safely, but this requires the cooperation of the students and parents. Preschool students will follow the same bus guidelines all North Linn Community School District students follow. They are:

- Students are under the authority of the bus driver. Pupils shall be courteous to the driver, fellow pupils, and to the public.
- Pupils shall be on time for the bus both morning and evening. Drivers are not required to wait.
- Students shall remain seated while the bus is in motion.
- Pupils shall not extend their hands, arms, or head through bus windows.
- Students shall converse in normal tones; loud or vulgar language is prohibited.
- Pupils shall keep the bus clean, and refrain from damaging it. Damage in any manner or vandalism of any kind to the seats or any other part of the bus will not be tolerated.
- Students shall enter and leave the bus, at school loading stations and at highway bus stops in orderly fashion and in accordance with instructions.
- Crowding or pushing, roughhousing on the bus is prohibited. Students are not to fight, kick, or spit while using school transportation.
- Students must keep feet off the seats.
- Pupils must not throw objects in the bus or through the bus windows. Shooting paper wads or other material in the bus is not permissible. No snow is to be brought on the bus. Students are not to light matches, lighters, or to have other potentially dangerous materials on the bus..
- Book bags, musical instruments and other property must be properly stowed out of the way and the aisle must be clear at all times.
- When a pupil leaves the bus, he/she must follow bus driver instructions. Pupils who must cross the road to get on, or after leaving the bus, must cross in front of the bus. Pupils must never cross behind the bus.
- Beverages are not to be taken on school buses.
- Students are required to wait at an attendance center for transportation should stay in the designated area of the loading site.
- Students should not be in any part of the attendance center without being chaperoned by the staff of that attendance center.
- If student is to be picked up, parents will need to contact the school if for any reason the student is not riding the bus home (i.e. older siblings, friends, relatives, etc.)

Students choosing to not follow the above regulations are subject to bus suspension and/or bus detention. Continual bus problems may result in more severe consequences.

If your child will be picked up or dropped off at a babysitter/grandparent, etc., you will need to fill out an Alternate Approval Bussing Form. These are provided online or available in the elementary office. If your child will be going home with someone else for one night only and he/she rides the bus, you will need to contact North Linn by a note, email, or phone call before 2:00PM that day in order to make sure the message is passed on to the appropriate people. If you do email, please make sure you get a response back. We must receive communication from the parent in order to allow the student to change his/her normal dismissal routine. Again, please call by 2:00 PM.

As for regular bussing routes, your child's bus driver will contact you with pick up and drop off times, just a few days before school starts.

Special Transportation Needs

For children who have special needs for transportation, the facility will use a plan based on a functional assessment of the child's needs related to transportation that is filled out by the child's physician. This plan will address special equipment, staffing and care in the vehicle during transport. Any accommodations indicated in the child's Individualized Educational Program will be implemented as described.

Vehicle Licensure and Insurance

Program vehicles are licensed and insured in accordance with applicable federal and state laws. Certification of licensing and insurance is available on site.

Early Dismissal/Cancellation Procedures

In the event of school cancellations/delays due to inclement weather, road conditions., emergencies, etc., North Linn Community School District uses the School Reach System. Once your child has been registered into Powerschool, you will automatically receive notifications. If for some reason you do not receive text messages, please contact the school and we will look into the matter.

To be sure children are safe and parents know where their children will be, we ask you to follow these suggestions:

- Tell your child where to go if school is dismissed early.
- Plans need to be made ahead of time and clearly outlined for your child since it is impossible to contact each parent.
- Make alternate plans in case the first plan does not work.
- If both parents work and the child is to go home, the child needs to phone a parent as soon as he/she arrives home.

VI. Families

The first teachers of our students are their parents and family members. It is imperative that teachers work in partnership with families, establishing and maintaining regular, on-going, two-way communication. Program staff use a variety of formal and informal strategies (including conversations) to become familiar with and learn from families about their family structure; their

preferred child-rearing practices; and information families wish to share about their socioeconomic, linguistic, racial, religious, and cultural backgrounds. Although in-person daily contact cannot be replaced, additional communication tools preschool staff will utilize include notes to and from home, emails, phone calls, newsletters, and bulletin boards as alternatives means to establish and maintain open, two-way communication. Staff also includes a way to receive parent feedback on their child at the bottom of each newsletter sent home. Families are encouraged to provide feedback about the program and program operations through these avenues, or by contacting the school principal. IQPPS 1.1, 7.1 - 7.7, 10.15

Each year, the preschool program shall involve families through at least:

- One Home Visit: These will be scheduled with each family at the beginning of the year. This is the time for the teacher to get to know you, your child, and your family and for you to begin to create a partnership between home and school in order to best meet your child's needs. Home visits are required by the Iowa Quality Preschool Program Standards. During the home visits the classroom teacher and associate will meet the child in his/her home, complete activities, and discuss family needs and programming.
- Two Parent/Teacher Conferences: Two times each year (fall and spring semester) the preschool teacher will meet with parents for parent/teacher conferences. At the conference the teacher will provide a written progress report. These progress reports are based upon ongoing assessment procedures that will be shared with you. We are always interested in your input regarding your child's development so that we can work together to plan a program that best meets the needs of your child.
- One Family Night: This is an opportunity for you and your family to come to school to participate in fun as well as educational activities. Information will be coming home once this night is scheduled.

All families are included in all aspects of the program. Family involvement may include volunteering in the classroom, orientation to the preschool program, parent education, general communications, or other activities. IQPPS 1.1, Chapter 16: 16.3(12)

Program Staff Nurturing Families as Advocates for Their Children

- Encouraging families to raise concerns and work collaboratively with them to find mutually satisfying solutions that staff then incorporate into classroom practice.
- Encouraging and supporting families to make the primary decisions about the services their children need, and encouraging families to advocate to obtain needed services
- Providing families with information about programs and services from other organizations
- Using established linkages with other early childhood education programs and local elementary schools to help families prepare for and manage their children's transitions between programs
- Assisting families with their transitions to other programs or schools by providing basic general information on enrollment procedures and practices IQPPS 7.1 - 7.7

VII. Curriculum IQPPS 2.1, 2.2, 2.3

We believe children learn best through a research-based curriculum that stimulates developmentally appropriate learning and integrates social, emotional, physical, and cognitive growth. Curriculum is the framework that provides a coherent focus for planning children's experiences. The North Linn Little Lynx Preschool follows uses *The Creative Curriculum*. It is flexible and allows for adaptations and modifications to ensure all children are able to be successful and build a foundation for learning. In addition to *The Creative Curriculum*, we use the *Read It Again* Literacy Curriculum, *Jolly Phonics*, and *Handwriting Without Tears*.

VIII. Child Assessment: Gold and Individual Growth & Development Indicators of Early Literacy (IGDIs)

Assessment Overview

Your child will be assessed using informal and formal assessments throughout the school year by the teacher and associate. The purpose of the informal assessments is to inform teachers of your child's daily classroom experiences and growth throughout the school year. The Gold Assessment is from Creative Curriculum which assesses your child over the thirty-eight goals in language development, social/emotional, physical development, cognitive development, math, and literacy. The IGDIs assessment will be used to screen all students on early language and literacy skills. It also allows for more intensive progress monitoring for those students who do not meet seasonal screening benchmarks. IQPPS 4.1, 4.2, 7.3

Informal Assessments

Informal assessments (observation notes) procedures occur throughout the day with teachers and associates taking anecdotal notes of your child's daily activities. Teachers look for informal assessments or observations daily throughout the school year.

Formal Assessments

Formal assessment procedures include teachers and associated observing your child in daily classroom activities. The informal assessment results guide the formal observations. Another component of formal assessment procedures includes sitting with your child one on one to answer and complete questions about basic skills. The formal assessments are completed three times a year: fall, winter, and spring. IQPPS 4.1

Assessments Results will be Used To:

- Provide information to parents about their children's developmental milestones
- Arrange for developmental screening and referral for diagnostic assessment when indicated
- Identify children's interests and needs
- Describe the developmental progress and learning of children
- Improve curriculum and adapt teaching practices and the environment
- Communicate with families confidentially in English or other languages spoken by families

Communicating with Families and Involving Families in the Assessment Process

Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process. Families will be informed about their child's assessment results during conferences and through progress reports. These take place during the fall and spring semester. Unless parents request being informed at an earlier date, these will be the dates the information will be shared. If staff suspects that your child has a developmental delay or other special need, this will be communicated to your family in a sensitive, supportive, and confidential manner. You will be provided with documentation and explanation for the concern, suggested next steps, and information about resources. IQPPS 4.9, IQPPS 7.4

IX. Program Assessment

The North Linn Community School District has adopted the Iowa Quality Preschool Program Standards. A preschool verification visit has become part of North Linn Community School District's comprehensive school visit which occurs every five years. Analyzing student assessment results in another essential component of program evaluation as we continue to move forward and plan program improvement.

X. Supervision Policy

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 frequently on children who are out of sight (e.g. those who can use the toilet independently, who are in the library area, or who are napping).

Throughout the day, including naptime, the indoor environment is designed so that staff can supervise children by sight and sound at all times without relying on artificial monitoring devices. In semiprivate areas, it is always possible for both children and adults to be observed by an adult from outside the area.

The outdoor play area is arranged so staff can supervise children by sight and sound.

To prevent drowning accidents, staff supervise all children by sight and sound in all areas with access to water in tubs, pails, and water tables. IQPPS 3.7, 9.2, 9.7, 9.14

XI. Child Guidance and Discipline

Teaching staff anticipate and take measures to prevent potential challenging behaviors. They evaluate and change their responses based on individual needs. Teaching staff vary their interactions to be sensitive and responsive to:

- Differing abilities
- Temperaments
- Activity levels

- Cognitive development
- Social development IQPPS 1.2

Rather than focus solely on reducing the challenging behavior, teachers focus on:

- Teaching the child social, communication, and emotional regulation skills
- Using environmental modifications
- Using activity modifications
- Using adult and/or peer support
- Using other teaching strategies to support the child's appropriate behavior IQPPS 1.8

To promote self-regulation, teaching staff help children manage their behavior by guiding and supporting children to:

- Persist when frustrated
- Play cooperatively with other children
- Use language to communicate needs
- Learn turn taking
- Gain control of physical impulses
- Express negative emotions in ways that do not harm others or themselves
- Use problem-solving techniques
- Learn about self and others IQPPS 1.9

Teachers work to prevent challenging or disruptive behaviors through:

- Environmental design
- Schedules that meet the needs and abilities of children
- Effective transitions
- Engaging activities IQPPS 3.2

Teaching staff never use threats or derogatory remarks and neither withhold nor threaten to withhold food as a form of discipline. IQPPS 1.3

XII. Health and Safety

Health and Immunization Certificates

The program must follow the requirements for enrollment related to immunizations established by the Iowa Department of Public Health [IAC 641-7] IQPPS 5.1

When a child is overdue for any routine health services, parents, legal guardians, or both provide evidence of an appointment for these services before the child's entry into the program and as a condition of remaining enrolled in the program, except for immunizations for which parents are using religious exemption. IQPPS 5.1

Health and Safety Records

Health and safety information collected from families will be maintained on file for each child in one central location within the facility. 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. IQPPS 10.8

Child Health Records will include:

- Current information about any health insurance coverage required for treatment in an emergency
- 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
- Current emergency contact information for each child, that is kept up-to-date by a specified method during the year
- Names of individuals authorized by the family to have access to health information about the child
- Instruction 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, etc.)
- The program must follow the requirements for exclusions related to immunizations established by the Iowa Department of Public Health [IAC 641-7.3] IQPPS 5.1

General Health and Safety Guidelines

- Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g., those who can use the toilet independently, who are in the library area, or who are napping) IQPPS 3.7, 9.2, 9.7
- At least one staff member who has a certificate showing satisfactory completion of pediatric first-aid training and satisfactory completion of pediatric CPR is always present with each class of children IQPPS 5.2
- All staff are to follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections IQPPS 5.6
- All staff are familiar with procedures for standard precautions IQPPS 5.19
- Written policies are in place to promote wellness and safeguard the health and safety of children and adults IQPPS 10.5
- All staff are familiar with evacuation routes and procedures IQPPS 10.10

Reporting Communicable Diseases

Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that the families should implement at home. The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur. IQPPS 5.3

Medication Policies and Procedures

Safeguards are used with all medications for children:

- Staff administer both prescription and over-the-counter medications to a child only if the child's record documents that the parent or legal guardian has given the program written permission.
- The child's record includes instructions from the licensed health provider who has prescribed or recommended the medication for that child.
- Any administrator or teaching staff who administers 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 which are closely monitored. These are:
 1. Right Child
 2. Right Medication
 3. Right Dose
 4. Right Time
 5. Right Method of Administration
 6. Documentation of each time medication is given is on file. The person giving the medication signs documentation of items 1-5 above. Teaching staff who are required to administer special medical procedures have demonstrated to a health professional that they are competent in the procedures and are guided in writing about how to perform the procedure by the prescribing health care provider.
- Medications are labeled with the child's first and last names, the date that either the prescription was filled or the recommendation was obtained from the child's licensed health care provider, the name of the medication or the period of use of the medication, the manufacturer's instructions or the original prescription label that details the name and strength of the medication, and instructions on how to administer and store it.
- All medications are kept in a locked container. IQPPS 5.8

First Aid Kit

A first aid kit is located in the preschool classroom and 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. IQPPS 9.12

Outside Play and Learning

Children of all ages have daily opportunities for outdoor play (when weather, air quality, or environmental safety conditions do not pose a health risk). To protect against cold, heat, sun injury, and insect-borne disease, the program ensures that:

- Children wear clothing that is dry and layered for warmth in cold weather.
- Children have the opportunity to play in the shade. When in the sun, they wear sun-protective clothing, applied skin protection, or both.
- When public health authorities recommend the use of insect repellants due to a high risk of insect-borne disease, only repellents containing DEET are used.

When outdoor opportunities for large motor activities are not possible because of conditions, the program provides similar activities inside. IQPPS 5.4

Hand Washing Practices

Frequent and appropriate hand washing is key to prevent the spread of infectious diseases. Community Partners will follow all hand washing guidelines set forth in the Iowa Quality Preschool Programs Standard 5, Criteria 6:

- 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 wash either independently or with staff assistance.

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
- When moving from one group to another (e.g., visiting) that involves contact with infants and toddlers/twos

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 20 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 handwashing in any situation listed above.

- Staff must wear gloves when contamination with blood may occur.
- Staff do not use hand washing sinks for bathing children or removing smeared fecal material.

- In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.
- Hand hygiene with an alcohol-based sanitizer with 60% to 95% alcohol is an alternative to traditional hand-washing (for children over 24 months and adults) with soap and water when visible soiling is not present. IQPPS 5.6

Toilet Learning

For children who are unable to use the toilet consistently, the program makes sure that:

1. Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility, i.e., the bathroom adjacent to the preschool classroom with a fold down changing table. Food handling will not be permitted in this diapering area.
2. Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standard 5, Criteria 5:
 - For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit.
 - 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 two hours when children are awake
 - When children awaken
 - 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
 - Each changing area is separated by a partial wall or at least three feet from other areas that children use and is used exclusively for one designated group of children
 - At all times, caregivers have a hand on the child when being changed on an elevated surface
 - In the changing area, staff
 - Post and follow changing procedures
 - Surfaces used for changing and on which changing materials are placed are not used for other purposes
 - 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).
3. All families are asked to provide an extra set of clothing for each 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. IQPPS 5.5

Ensuring Children's Nutritional Well-Being

Children need healthy meals to learn, and the North Linn Community School District offers healthy meals every school day that is prepared, served, and stored in accordance with the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) guidelines. Children attending Little Lynx Preschool will have the opportunity to eat breakfast, lunch, and an afternoon snack. Birthday

treats may be provided by families if they follow Approved Treat List which is found on our district website *Documents and Forms* tab. IQPPS 5.9

1. Staff take steps to ensure the safety of food brought from home:
 - They work with families to ensure that foods brought from home meet the USDA's CACFP food guidelines
 - All foods and beverages brought from home are labeled with the child's name and the date
 - Staff makes sure that food requiring refrigeration stays cold until served
 - Food is provided to supplement food brought from home, if necessary
 - Food that comes from home for sharing among the children are either whole fruits or commercially prepared packaged foods in factory-sealed containers and is on the Approved Treat List IQPPS 5.10
2. The program takes steps to ensure food safety in its provision of meals and snacks.
 - Staff discards foods with expired dates
 - The program documents compliance and any corrections that it has made according to the recommendations of the program's health consultant, nutrition consultant, or a sanitarian that reflect consideration of federal and other applicable food safety standards IQPPS 5.11
3. For all children with disabilities who have special feeding needs, program staff keep a daily record documenting the type and quantity of food a child consumes and provide families with that information. IQPPS 5.12
4. For each child with special health care needs or food allergies or special nutrition needs, the child's health provider gives the program an individualized care plan that is prepared in consultation with family members and specialists involved in the child's care. Children with food allergies shall be protected from the problem food. IQPPS 5.13
5. Clean sanitary drinking water is made available to children throughout the day. IQPPS 5.14
6. Staff do not offer children younger than four years these foods: hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas; hard pretzels; spoonfuls of peanut butter; chunks of raw carrots or meat larger than can be swallowed whole. Staff cut foods into pieces no larger than ½ inch square for toddlers/twos, according to each child's chewing and swallowing capability. IQPPS 5.15
7. The program prepares written menus, posts them where families can see them, and has copies available for families. Menus are kept on file for review by a program consultant. IQPPS 5.16
8. The program serves meals and snacks at regularly established times. Meals and snacks are at least two hours apart but not more than three hours apart. IQPPS 5.17

Communal Water Play

Precautions are taken to ensure that communal water play does not spread infectious disease:

- Children are not allowed to drink the water.
- Children with sores on their hands are not permitted to participate with others.
- Water is drained at the end of an activity period and refilled with fresh water before a new group of children comes to participate. Alternatively, fresh potable water flows freely through the water play table and out through a drain in the table.

IQPPS 5.7

Cleaning and Sanitizing

The routine frequency of cleaning and sanitizing all surfaces in the facility is as indicated in the Cleaning and Sanitation Frequency Table 1 of the Iowa Quality Preschool Program Standards document. Ventilation and sanitation, rather than sprays, air freshening chemicals, or deodorizers, control odors in inhabited areas of the facility and in custodial closets. IQPPS 5.18

Procedures for Standard Precautions

Standard precautions procedures are intended to prevent transmission of infection, as well as decrease the risk of exposure for employees and students. The program has written policies to promote wellness and safeguard the health and safety of children and adults. IQPPS 5.19, 10.5

Smoking

In compliance with the Iowa Smokefree Air Act of 2008, North Linn Community 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 and in all district vehicles to inform people that they are entering a non-smoking place. No smoking is allowed on the school grounds or in the presence of children. IQPPS 9.15, 10.5

Weapons

The North Linn Community School District believes school facilities are not an appropriate place for weapons, dangerous objects, or objects which look like weapons. Weapons, other dangerous objects, and objects which look like weapons shall be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district. Parents of students found to possess a weapon, dangerous objects or objects which look like weapons on school property shall be notified of the incident. For further information, please refer to Board Policy Manual, Code Number 502.6. IQPPS 10.5

Disaster Preparedness and Emergency Situations

North Linn Community School District has written emergency evacuation policies and procedures. Each classroom including the preschool room has written and posted disaster evacuation procedures. District policies and procedures include:

- Plans that designate how and when to either shelter in place or evacuate to a specific location
- Plans for handling lost or missing children, security threats, utility failure, and natural disasters
- Arrangements for emergency transport and escort from the program
- Monthly practice of evacuation procedures for preschool with yearly practice of other emergency procedures IQPPS 10.10

Child Abuse

Licensed Teachers are mandatory reporters of child abuse and required by law to report incidents of alleged child abuse to the Department of Human Services. If the mandatory reporter believes the child is in immediate danger, the local law enforcement agency shall also be notified. Within six

months of their initial employment, mandatory reporters shall take a two-hour training course involving the identification and reporting of child abuse. Recertification for mandatory reporters is required every five years. IQPPS 10.6

Child Abuse by a Staff Member

Physical or sexual abuse of students, including inappropriate and intentional sexual behavior, by employees will not be tolerated. The definition of employees for the purpose of this policy includes not only those who work for pay, but also those who are volunteers of the preschool under the direction and control of the Collaborative Partner. Employees found in violation of this policy will be subject to disciplinary action. For further information, please refer to Board Policy Manual, Code Number 402.3. IQPPS 10.7

XIII. Other Items

Staff-Children Ratio

There must be at least one staff member present per every ten children in a classroom at all times. A minimum of two staff members shall be present when 11 – 20 children are present. There will be no more than twenty children per classroom. Teaching staff-child ratios within group size are maintained during all hours of operation, including indoor time, outdoor time, and during transportation and field trips. Groups of children may be limited to one or may include multiple ages. IQPPS 10.4

Indoor and Outdoor Equipment, Materials and Furnishings

A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes:

- Dramatic play equipment
- Sensory material such as sand, water, play dough, paint, and blocks
- Materials that support curriculum goals and objectives in literacy, math, science, social studies, and other content areas
- Gross motor equipment for activities such as pulling up; walking; climbing in, on, and over; moving through, around, and under; pushing; pulling; and riding IQPPS 9.1

The indoor environment is designed:

- So that staff can supervise children by sight and sound at all times without relying on artificial monitoring devices
- In semiprivate areas, it is always possible for both children and adults to be observed by an adult from outside the area IQPPS 9.2

Materials and equipment are available:

- To facilitate focused individual play or play with peers
- In sufficient quantities to occupy each child in activities that meet his or her interests IQPPS 9.3

Indoor space is designed and arranged to:

- Accommodate children individually, in small groups, and in a large group
- Divide space into areas that are supplied with materials organized in a manner to support children's play and learning
- Provide semi-private areas where children can play or work alone or with a friend
- Provide children with disabilities full access (making adequate adaptations as necessary) to the curriculum and activities in the indoor space IQPPS 9.4

Outdoor Environmental Design

Outdoor play areas, designed with equipment that is age and developmentally appropriate and that is located in clearly defined spaces with semi-private areas where children can play alone or with a friend accommodate:

- Motor experiences such as running, climbing, balancing, riding, jumping, crawling, scooting or swinging
- Activities such as dramatic play, block building, manipulative play, or art activities
- Exploration of the natural environment, including a variety of natural materials such as nonpoisonous plants, shrubs, and trees
- The program makes adaptations so children with disabilities can fully participate in the outdoor curriculum and activities. IQPPS 9.5

The outdoor play area is:

- Protected by fences or by natural barriers to prevent access to streets and to avoid other dangers, such as pits, water hazards, or wells. IQPPS 9.6
- Arranged so that staff can supervise children by sight and sound. IQPPS 9.7

The outdoor play area protects children from:

- Injury from falls (resilient surfacing should extend six feet beyond the limits of stationary equipment)
- Catch points, sharp points, and protruding hardware
- Entrapment (openings should measure less than 3.5 inches or more than 9 inches)
- Tripping hazards
- Excessive wind and direct sunlight IQPPS 9.8

Building and Physical Design

1. There is a minimum of 35 square feet of usable space per child in each of the primary indoor activity areas. IQPPS 9.9
2. Facilities meet Americans with Disabilities Act (ADA) accessibility requirements. Accessibility includes access to buildings, toilets, sinks, drinking fountains, outdoor play space, and all classroom and therapy areas. IQPPS 9.10
3. 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 or slipping. IQPPS 9.11

4. Fully equipped first-aid kits are readily available and maintained for each group of children. Staff take at least one kit to the outdoor play areas as well as on field trips and outings away from the site. IQPPS 9.12
5. Fully working fire extinguishers, fire alarms, and carbon monoxide detectors are installed in each classroom and are tagged and serviced annually. IQPPS 9.13
6. Smoke detectors, fire alarms, and carbon monoxide detectors are tested monthly, and a written log of testing dates and battery changes is maintained and available. IQPPS 9.13

Volunteers

Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the teacher or program director if you would like to be a school volunteer. IQPPS 7.2

Parent Concerns

Parents, guardians, and community members should work with district staff to resolve disagreements or concerns. It is most effective to work as closely to with the people who are directly involved so start by contacting the teacher or provider. If your problem is not resolved, contact the principal, then the superintendent, and ultimately the school board if necessary. For more information on this topic, you may visit this Iowa Department of Education website:

<https://educateiowa.gov/pk-12/parent-guardian-and-community-concerns>