

Jack and Jill
Preschool Handbook
Program Policies and Procedures



Jack and Jill Preschool
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Preschool Policies and Procedures

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I. Welcome to Jack and Jill Preschool QPPS 10.1

The program's goal is to provide a high quality preschool program meeting each child's needs, including children with disabilities and those from a diverse background. The preschool provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new skill development. It is a setting where children feel safe, respected, and cared for. This is an opportunity for all preschool children to take part in planned, active learning experiences to build their readiness skills. Jack and Jill Preschool program uses the Quality Preschool Program Standards, administered by the Iowa Department of Education as a guideline for the program.

II. Mission, Philosophy, and Goals QPPS 10.1

Mission Statement:

At Jack and Jill Preschool we believe that learning is a creative activity which is built on ones experiences.

Young children need the opportunity and TIME to explore, experiment, reflect on their experiences, develop their physical capabilities, and interact with their peers.

It is our goal at Jack and Jill Preschool to provide each child with materials and activities that are developmentally appropriate in a place that is safe, non-threatening, and most importantly, FUN!

Beliefs of Jack and Jill Preschool:

We believe:

- i. Learning is a life-long process.
- ii. Everyone can learn.
- iii. Everyone has the right to a quality education.
- iv. Everyone is entitled to an environment in which he/she can learn.
- v. Everyone can be intrinsically or extrinsically encouraged to learn.
- vi. Everyone deserves to have his/her basic needs met.
- vii. Everyone deserves to be treated with dignity and respect.
- viii. Everyone deserves the opportunity to discover and develop his/her capabilities.
- ix. Everyone needs to experience success.
- x. Everyone needs to express his/her physical, social, and intellectual abilities in an appropriate manner.
- xi. Everyone has a contribution to make.
- xii. The future is affected by today's thoughts, actions, and ideas.

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.

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.

III. Enrollment

Equal Educational Opportunity

It is the policy of the Jack and Jill Preschool not to discriminate in its education programs or educational activities on the basis of sexual orientation, race, religion, color, national origin, marital status, or disability. Students are educated in programs, which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Parents who feel they have been discriminated against are encouraged to visit and discuss their feelings with the Preschool Director or the Executive Director of the YMCA.

Eligibility

Children must be four years old prior to September 15th of the current school year, unless they are special education qualified. Pre-registration will begin in early spring each year. Registration materials are available from the Preschool director. Final registration will occur in the late spring. Parents will be able to tour the facilities and be given a handbook of the preschool. Staff will go over the handbook at the Annual Open House as well to be held prior to classes beginning. A digital copy of both small and large handbooks can be found at the Nishna Valley YMCA website: <http://www.nishnavalleymca.com> under the Jack & Jill tab.

Hours

Four year old children will attend a minimum of 10 hours per week on Monday, Wednesday, Friday (am and pm), or Monday, Tuesday, Thursday, Friday (am only). Morning classes are 8:10 – 11:30am and afternoon classes are 12:10 – 3:30pm. Classes begin the first Wednesday following Labor Day. Home visits are scheduled the last week of August for all 4 year olds. This time allows for planning time for teaching staff, and collaboration with community agencies.

Three year old classes, which meet Tuesday and Thursday 9:000 – 11:30am or 12:30 – 3:00pm and start the day after Labor Day.

The Preschool follows the Atlantic Community School District calendar as closely as possible, with the exception of Professional Development days.

Fees and Payment Policy

4 year olds: Free for all through Universal Grant (must be 4 by September 15)

3 year olds: A non-refundable registration fee of \$50 will be collected at time of enrollment. Class fees, due on the 1st of each month, will be determined by the YMCA board of directors. Checks should be made out to Jack and Jill Preschool or ACH (Automatic Clearing House). The ACH come out the 5th of each month. Parents may be asked to withdraw their child from the Preschool if the required fees are not paid by the middle of each month, unless the matter has been discussed with the director.

Admission Policy

Children will be admitted to Jack and Jill Preschool upon receipt of a completed application form, a registration deposit (for 3 year olds only), signed certificate of immunization (or religious exemption), and a report of a physical examination signed by the physician completing the exam. Children will be accepted in the order in which their applications are received.

Children with special needs will be accepted and integrated into all group activities (small and large), with reasonable accommodations as needed.

General Information QPPS 5.1 10.4, 10.18

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

A teaching staff-child ratio of at least 1:8 will be maintained at all times with 4-5 year olds and 1:7 with the 3-4 year olds to encourage adult-child interactions and promote activity among children. There are 20 children in each of our 4 year old classrooms and our 3 year olds have 21 children. The Jack and Jill Director will maintain a current list of available substitutes for both the teacher and teacher assistant. Each staff member will have a 15 minute to half hour break each three and a half hour period.

Inclusion QPPS 9.10

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

IV. A Child's Day

Who Works In the Preschool QPPS 10.2, 10.3

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 Education Examiners and holding an early childhood endorsement, is assigned to the preschool classroom.

QPPS 6.3

Teacher Assistant A full time teacher assistant in the classroom carries out activities under the supervision of the teacher. The teacher assistant will have specialized training in early childhood education. **QPPS 6.4**

School Staff AEA 13 support staff provides resources and assistance to the teacher and classroom upon request to help all children be successful in the preschool setting. Such staff may include: early childhood consultant, speech and language pathologist, social worker, occupational therapist, physical therapist, or others. Standardized testing will be used by the support staff if needed. **QPPS 4.5, 7.8**

Daily Activities QPPS 3.9, 5.11

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. Your child will have the opportunity for the following types of activities every day:

Large and Small Group Activities	Self-directed Play	Snack
<i>Learning Center Activities:</i> Art, Science, Writing Table, Games and Put Together Toys, Book Center, Blocks and Wheel Toys, Dramatic Play, Math	Story Time	Computers
	Outdoor Activities Tooth Brushing (to be evaluated yearly by DHS)	Individual Activities

Lesson plans for each week are in the teacher’s office showing how these activities are incorporated into the daily schedule. Weekly notes will be sent home to families with children in the 4-year-old program.

Curriculum QPPS 2.1, 2.2, 2.3, 2.4, 2.5, 3.13

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

It is the policy of the Preschool that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and life styles open to women 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.

The preschool program uses *C4Learning*, a research and evidence based comprehensive curriculum. It addresses all areas of early learning: language and literacy, math, science, physical skills, and social skills. It provides children an opportunity to learn in a variety of ways through play, problem solving, movement, art, music, drawing and writing, listening, and storytelling. Suggestions for modification and adaptations are an integral part of the curriculum.

Child Assessment QPPS 2.6, 4.1, 4.2, 4.3

Guiding principles:

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

Children are assessed in the following ways:

- a. *GOLD Preschool Progress Report*
This report records student progress in all developmental areas at the beginning, middle, and end of the year.
- b. *Observational data* provides an ongoing anecdotal record of each child's progress during daily activities.
- c. *Jack and Jill Preschool Progress Report*
This will be filled out and shared with parents at parent-teacher conferences in the fall and spring.
- d. *Child portfolios* are organized by the teaching staff and include the assessments, observational data, and child work samples collected on an on-going basis.
- e. *Families* are asked to contribute information about their child's progress. Young children often show different skills in different settings. Working together, the teaching staff and families can gather a complete picture of a child's growth and development.
- f. *Get Ready To Read* (evaluated fall and spring)
- g. *C4Learning* enriches the 4 domains of learning, math, science, literacy and social-emotional learning.
- h. *Check Readiness*
- i. *An ASQ (Ages and Stages Questionnaire)* will be handed out at open house or at the beginning of the school year. (to be filled out by parent or caregiver)

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

- To provide information about children's needs, interests, and abilities in order to plan developmentally appropriate experiences for them.
- To provide information to parents about their children's developmental milestones.
- To indicate possible areas that requires additional assessment.
- Lead teachers meet monthly for instructional decision making. Additional observational data are looked at by the preschool teaching staff daily, week by week and at monthly meetings (as well as Professional Development days).

QPPS 7.3, 7.5

Assessment information will be shared formally with families during Parent Teacher Conferences in the fall and spring. In addition, the *Creative Curriculum Preschool Progress Report* will be sent home at the end of the school year. The preschool teacher will communicate weekly regarding children's activities and developmental milestones. Informal conferences are always welcome and can be requested at any time.

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

- a. The teacher requests assistance from the AEA as an early intervention process. This team will engage in problem identification, plan interventions, provide support, and make outside resources available to those individuals requesting assistance. The AEA Preschool Staff team is available and functional for all students and teachers in the preschool.
- b. A request made to Area Education Agency 13 for support and additional ideas or more formalized testing.

The preschool teacher will assist in arranging for developmental screening (ASQ or ASQ-SE) and referral for diagnostic assessment when indicated.

QPPS 7.4

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

Supervision Policy QPPS 3.9, 9.2

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

- i. All safety plugs and electric outlets are covered, heat/AC, water temperature, and toilets, etc. are in working order.
- ii. All cleaning supplies/poisons out of children's reach and stored properly.
- iii. Classroom and materials checked for cleanliness/broken parts, etc. including playground.
- iv. Supply check – first aid kit, latex gloves, soap, paper towels, etc.
- v. Daily monitoring of environment – spills, sand, etc. Other serious problems reported to head custodian.
- vi. Upon arrival, each child is observed by the teacher for signs of illness or injury that could affect the child's ability to participate in 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 library area, etc.).

Child Guidance and Discipline QPPS 1.11

Teaching staff will equitably use positive guidance, redirection, and planning ahead to prevent problems. They will encourage appropriate behavior using consistent, clear rules and involve children in problem solving to foster the child's own ability to become self-disciplined. Dependent upon the child's understanding, discipline will be explained to the child before and at the time of any disciplinary action. Teaching staff will encourage children to respect other people, to be fair, respect property, and learn to be responsible for their actions. Teaching staff will use discipline that is consistent, clear, and understandable to the child. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn to take turns.

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:

- a. Interacting in a respectful manner with all children.
- b. Modeling turn taking, sharing, as well as caring behaviors.
- c. Helping children negotiate their interactions with one another and with shared materials.
- d. Engaging children in the care of their classroom and ensuring that each child has an opportunity to contribute to the group.

- e. Encouraging children to listen to one another and helping them to provide comfort when others are sad or distressed.

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

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

Permissible Methods of Discipline:

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

Prohibited Practices

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

1. Harsh or abusive tone of voice with the children nor make threats or derogatory remarks.
2. Physical punishment, including spanking, hitting, shaking, or grabbing.
3. Any punishment that would humiliate, frighten, or subject a child to neglect.
4. Withhold nor threaten to withhold food as a form of discipline.

Water activities QPPS 5.9, 9.15

We have a water table in the classroom for children to stand and play with their hands in the water. During water play, children are involved in active experiences with science and math concepts. Children with sores on their hands are not allowed to participate with others in the water table to ensure that no infectious diseases are spread. Children are not allowed to drink the water during water play activities. When the activity period is complete, the water table is drained and refilled with fresh water before a new group of children come to participate. Outdoor water play is limited to tubs and buckets as well as the water table. Staff supervises all children by sight and sound in all areas with access to water in tubs, buckets, and water tables.

Snacks/Food and Nutrition QPPS 5.12 – 5.21

Attitudes about food develop early in life. The food children eat affects their well-being, physical growth, 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 food, and eating in a relaxed atmosphere are healthy habits for young children to develop.

The preschool has snacks and drinks available. The preschool staff encourage children to expand their tastes by at least trying a portion of the food offered to them that day.

Each family may volunteer to donate items for snack throughout the year. Foods for sharing must follow the healthy snack policy for nutrition and meet the USDA's CACFP food guidelines. Staff will take steps to ensure the safety of food brought from home. All foods and beverages will be labeled with the child's name and date. Food that come from home for sharing must either be whole fruits, or commercially prepared, packaged foods in factory-sealed containers.

Clean, sanitary drinking water is made available to children throughout the day. Staff discards any foods with expired dates. Foods requiring refrigeration will be kept cold until served.

Ensuring Children's Nutritional Well-being QPPS 5.13

For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider should provide the program with an individualized care plan prepared in consultation with family members and specialist involved in the child's care. Children with food allergies shall be protected from contact with the problematic 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 quality of food a child consumes when any child with a disability has special feeding needs and provide parents/caregivers with that information.

High risk foods, often involved in choking incidents, will not be served whole.

The preschool does not use foods or beverages as rewards for academic performances 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.

Birthdays

Birthdays are an important and significant event in the life of a child. They offer the opportunity for children to be given special recognition. Accordingly, students who wish to bring treats for the class on their birthday may do so. Food that comes from home for sharing among the children must follow the CACFP guidelines. Those who have a summer birthday will celebrate a ½ birthday. Invitations to parties outside of school that do not include the entire class will not be distributed at school. Parents may arrange to send special treats to share with their children's friends on birthdays. This is not required.

Outside Play and Learning QPPS 5.5, 5.6, 9.5-9.8

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.

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

In order to make sure that your child can play comfortably outside it is important to dress him/her according to the weather. When it is cold outside he/she needs a warm coat, mittens, or gloves and a hat (labeled with your child's name). 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. This also includes comfortable footwear.

A certified Nurse Consultant visits the preschool playground every two years using a playground checklist to assess the playground area.

Clothing

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

Toilet Learning QPPS 5.7

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

1. Diapering will only be done in the designated diaper area. 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:
 - j. Cloth diapers, underwear, 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.
 - k. Staff changes children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
 - l. Surfaces used for changing and on which changing materials are placed are not used for others purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
3. Potty chairs will not be used due to the risk of spreading infectious diarrhea.
4. All families are asked to provide an extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mix-ups.

Objects from Home

Because the preschool program provides ample toys and learning materials for your child, we ask that you do not allow toys to be brought from home. The program cannot be responsible for lost or broken toys brought from home. Toys will only be brought to school for sharing purposes.

Weapon Policy

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

Classroom Animals and Pets QPPS 5.26

No live animals are to be inside the Jack and Jill preschool or 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 you are welcome. The preschool teacher will ensure that the animal does not create any unsafe or unsanitary condition. The animal should 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 will ensure staff and children practice good hygiene and hand washing both before and after coming in contact with the animal. Teaching staff will supervise all interactions between children and animals and instruct children to be gentle when in close proximity of the animals.

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

V. Communication with Families QPPS 1.1, 4.14, 7.5, 7.7,

The program will promote communication between families and staff by using written notes as well as informal conversations or e-mail. Families are encouraged to send written notes with important information so all the staff who work with the child can share the parent's communication. Teaching staff will write notes for families no less than weekly (4-year-old classes). Staff will use these notes to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Parents are encouraged to maintain regular, on-going, two-way communication with the teaching staff in a manner that best meets their needs – email, in person, notes, or phone calls.

Open Door Policy

Parents and legal guardians are always welcome to visit the preschool classroom. As a safety feature, all parents and visitors will check in at the front desk. For safety sake, if a volunteer (including a parent) is working with children, he/she will be expected to execute and submit an affidavit of clearance from any and all crimes against a child or families. Visitors are asked to please use discretion with regard to bringing babies and toddlers to school as young children may disrupt class sessions. Photo identification may be required for any unknown visitor to the 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. Each family will have a name tag given to them at Open House to be put in the passenger window of their vehicles, so staff knows who are in each vehicle. Translation, reading assistance, etc. provided if needed.

Each child attending Jack and Jill Preschool shall be accompanied to the Preschool by a parent or someone given custody of the child on that day, and shall not be left until his/her presence is acknowledged by Preschool staff. The purpose of this policy is to make sure that the child is safely within the building and in the care of the Preschool personnel before the accompanying adult leaves the child.

Other than parents or legal guardians, only persons with prior written authorization (Parent Consent Form) will be allowed to pick up a child from the school. Anyone who is unfamiliar

to teaching staff, including authorized individuals, may be asked to present photo identification before a child is released to them.

In the interest of students' safety, parents/guardians/authorized individuals are requested to report directly to the front desk when picking up their child rather than going to the child's classroom.

If your child rides the school bus to school, teaching staff will greet and assist the student off the bus. At dismissal, teaching staff will accompany each student to the bus and assist the student onto the bus.

As children arrive, teaching staff 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 QPPS 8.5

Transportation is the responsibility of the families or caregiver, unless they attend the Ann W Wickman Center then the YMCA will provide. SWITA (Southwest Iowa Transit Agency 243-4196) will provide school bus transportation for the 3 and 4 year old preschoolers. Forms may be obtained at the preschool. Parents or legal guardians may request transportation at enrollment, 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 bus director. All information will be updated at least annually by teaching staff.

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

Field Trips

An important learning opportunity can take place in the form of a field trip that is relevant and reinforces what has been taught in the classroom. SWITA buses are used for these field trips. Parents will be informed of each field trip through a newsletter and notes sent home. A parent or legal guardian must sign an informed consent form at the time of registration. Adult family members are asked to volunteer to go on these trips to provide increased supervision and adult/child ratios. Each child will be assigned to an adult for every part of the trip. Before every trip, the teaching staff will instruct children and all adults using the bus about the 10-foot danger zone around the vehicle where the driver cannot see.

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

Attendance

Students who are enrolled for classes at Jack & Jill 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 preschool with the reason for an absence no later than 8:00 a.m. For safety's sake, if a student is absent without notification, the school teaching staff will attempt to contact the family to verify the child's absence from school.

Ethics and Confidentiality

Staff follows 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. We continually strive to model such qualities as patience, tolerance, cooperation, acceptance, understanding of others, and enthusiasm for children as well as for other adults.

All teaching staff will receive training on ethics and confidentiality through the YMCA handbook.

Children's Records QPPS 5.1

Student records containing personal identifiable information, except for directory information, are confidential. Only persons, including employees, who have a legitimate educational interest, are allowed to access a student's records without the parent's permission. Parents may access, request amendments to, and copy their child's records during regular office hours. Parents may also file a complaint with the United States Department of Education if they feel their rights regarding their child's records have been violated.

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.

Jack and Jill Advisory Committee QPPS 7.2

The Jack and Jill Preschool have a preschool committee composed of parents, school staff, and board members interested in the school program. This group meets quarterly to provide feedback on services that meet children and family needs. They also serve as a sounding board for new ideas and services. Please let the preschool teacher know if you are interested in being part of the Preschool Committee.

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.

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

VI. Family Involvement QPPS 7.1, 7.2

Jack and Jill School 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 as well as accessing their child's file (translations, reading assistance, etc. provided if needed).

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

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

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

Jack and Jill Preschool invite you to become involved in one or all of the following ways, and welcome other ideas as well.

- xiii. 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.
- xiv. Return all forms, questionnaires and so on promptly.
- xv. Attend Family/Teacher conferences in the fall and Spring Semesters.
- xvi. Check your child's backpack each day.
- xvii. Participate in field trip activities.
- xviii. 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.
- xix. Share any of your families' cultural traditions, celebrations, or customs.
- xx. Read all the material sent home with your child.
- xxi. Come to play.

Home Visits

Home visits are made prior to the start of the school year for incoming 4-year-olds. This is an opportunity for the preschool 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. This is a great time for you to share what makes your family unique, how you prefer to communicate with the teacher, and share your knowledge about your child's interests, approaches to learning, and developmental needs. You can help the teacher understand what your goals are for your child and whether you have any concerns you'd like addressed. Parents are encouraged to share these preferences, concerns, and questions at any time with either the classroom teacher or administrator.

Family Teacher Conferences

The preschool program will have formal family teacher conferences in the fall (4-year-olds only) and spring for all students. Assessments will be sent home in December for 3-year-olds so parents can see their child's progress. If parents have any questions or concerns, they are encouraged to contact the teacher to set up a conference time. During conferences, 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 work, growth, and development.

Transitions QPPS 7.9, 7.10

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

VII. Health and Safety QPPS 10.16

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

Health and Immunization Certificates QPPS 5.1

Health records that document the dates of service shall be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics.

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

Health and Safety Records

Health and safety information collected from families will be maintained on file for each child in the Director's office. Files are kept current by updating as needed, but at least yearly.

The content of the file is confidential, but is immediately available to administrators of 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: **QPPS 10.10**

Child Health and Safety records will include: **QPPS 5.1, 10.6**

1. Current information about any health insurance coverage required for treatment in an emergency;
2. Results of health examination, showing up-to-date immunization and screening test with an indication of normal/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). These plans will be checked annually. **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 implements a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

General Health and Safety Guidelines QPPS 5.11, 10.6

- a. All staff must be alert to the health of each child, known allergies, or special medical conditions.
- b. Under the supervision of the preschool teacher, all staff must be alert to the whereabouts of all children. Systems are in place for accounting for children at regular intervals, especially during periods of transition.
- c. All staff are to follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections.
- d. All staff are familiar with evacuation routes and procedures.
- e. All teaching staff will complete "Occupational Exposure to Blood borne Pathogens" annually.
- f. At least one staff member who has a certificate of satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times. **QPPS 5.4**

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; if the illness requires more care than staff are able to provide without compromising the needs of the other children in the group; or if keeping the child at school poses an increased risk to the child or to other children or adults with whom the child will come in contact.

When a child develops signs of an illness during their day at preschool, parents, legal guardians, or other person authorized by the parent will be notified immediately to pick up the child. For this reason, please be sure that we have current, accurate phone numbers for you, your authorized emergency contact person, and your child's pediatrician. In the meantime, we will provide the child a place to rest until the parent, legal guardian, or designated person arrives under the supervision of someone familiar with the child. If the child is suspected of having a contagious disease, then until she or he can be picked up, the child is located where new individuals will not be exposed.

Reporting Communicable Diseases QPPS 5.4

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

Medication QPPS 5.10

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 will include instructions from the licensed health care provider who has prescribed or recommended a medication for that child. Instructions for the child's care plan will be kept in an area where staff can read the plan. Staff will record the medications administered (prescription and non-prescription). Medications will be locked in a filing cabinet in the office and out of reach of children. All medication will be kept in the original containers with instructions on the label.

Teaching staff who administer medications will have specific training in medication administration, complete with certification, and a written performance evaluation updated annually by a health care professional.

Cleaning and Sanitization QPPS 5.22, 5.23, 5.24, 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 (NAEYC Standards).

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

Routine cleaning will be supervised by the preschool teacher and will follow the Cleaning and Sanitation Frequency Table as a guideline.

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 because hand washing reduces the risk of transmission of infectious diseases to themselves and to others.
- Staff assists 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;
- After handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood, or vomit);
- Before snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry);
- Before and after playing in water that is shared by two or more people;
- After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals; and

Adults also wash their hands

- Before and after feeding a child;
- Before and after administering medication;
- After assisting a child with toileting; and
- After handling garbage or cleaning.
- When returning from outside.

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

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

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

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

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

Tooth Brushing Policy (4-year-olds) QPPS 5.11

At least once daily, where children receive two or more meals, teaching staff provide an opportunity for tooth brushing and gum cleaning to remove food and plaque. (Toothpaste is not required.) Toothbrushes will be rinsed thoroughly after each use and air dried in individual, labeled containers. Toothbrushes will be replaced every 4 months or as needed. This policy will be evaluated on a yearly basis by Department of Human Services.

First Aid Kit QPPS 9.13

A First Aid kit is located in the preschool classroom at all times. It is inaccessible to children, but readily available for adult use. It is fully equipped according to guidance from Healthy Child Care Iowa. Following each use of the First Aid kit, the contents will be inspected and missing or used items replaced immediately. The First Aid kit will be inspected monthly. The First Aid kit is taken to the outdoor play areas as well as on field trips and outings away from the site. A class roster / emergency cards will be in each bag to account for each child.

Fire Safety QPPS 9.14

A fire extinguisher is installed in the preschool classroom with a tag indicating its annual service date. The fire alarm system is serviced annually. Smoke detectors and fire alarms are tested monthly.

Medical Emergencies and Notification of Accidents or Incidents QPPS 10.13

Jack and Jill Preschool have in place a "Safety Procedures Booklet" that describes the following situations and procedures to follow:

- Emergency phone numbers
- Fire procedures (the roster with the children's names in it will be taken with to assure an accurate head count. (name to face)
- Utility failures (electric power failure, water line break, gas line break)
- Severe weather
- Bomb threats
- Physical threats/Armed intruder
- Evacuations
- Crisis Intervention Plan, Crisis Intervention Steps, and Media Procedures
- Accidental Injury or Illness procedures for life threatening and non-life threatening situations
- School crisis team members and a checklist to use

This information will be reviewed by each staff member at the beginning of each school year and when changes are made to it.

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

If a child is seriously injured, all parents/legal guardians will be notified. Staff will travel with the child to the hospital. If no parent is present, staff will remain with the child. Office staff at the YMCA will go into the preschool to maintain an appropriate staff to student ratio.

All staff will have immediate access to a device that allows them to summon help in an emergency. The telephone numbers of the Fire Department, Police Department, Hospital, and Poison Control will be posted by each phone with an outside line. Emergency contact

information for each child and staff member will be kept readily available. The list of emergency telephone numbers and copies of emergency contact information and authorization for emergency transport will be taken along anytime children leave the facility in the care of facility staff.

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

Inclement Weather

In case of inclement weather or other appropriate reasons, the "no school" weather announcement will be made over KSOM (96.5FM) and KJAN (1220AM). When the Atlantic Community School district has a 2 hour late start the morning preschool classes will not have class. If the Atlantic Community School district dismisses school early the afternoon preschool classes will not meet. In case of special days (example – Grandparents Day) check with Preschool staff for class.

Protection from Hazards and Environmental Health QPPS 9.12, 9.16, 9.17, 9.18

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

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

The program maintains facilities so they are free from harmful animals, insect pests, and poisonous plants. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility and in a manner that prevents skin contact, inhalation, and other exposure to children. The program uses the techniques known as Integrated Pest Management (IPM) so that the least hazardous means are used to control pests and unwanted vegetation.

Smoke Free Facility QPPS 9.19

Jack and Jill Preschool building 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.

Child Protection Policies QPPS 10.8, 10.9, 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 or volunteer for temporary or permanent employment with the preschool program involving direct interaction with or the opportunity to interact and associate with children must execute and submit an affidavit of clearance from any and all crimes against a child or families. In addition, no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children.

The program has a written out policy for reporting child abuse and neglect as well as procedures in place that comply with applicable federal, state, and local laws. The policy includes requirements for staff to report all suspected incidents of child abuse, neglect, or both by families, staff, volunteers, or others to the appropriate local agencies. Staff who report suspicions of child abuse or neglect where they work are immune from discharge,

retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious. All certified staff complete "Mandatory Reporter: Child and Dependent Adult Abuse" at least every five years and within six months of employment.

Jack and Jill 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, director, or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical or sexual abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations.

Substance Abuse

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

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

Disaster Drills & Procedures QPPS 9.12, 10.7

Blizzard:

- * Decisions for cancellation, postponement, or early closure are made by the Director and administration. Any cancellation, postponement, or early closure will be announced over the following radio stations: **KSOM 96.5FM, KJAN 1220AM.**
- * Children will remain under the supervision of classroom staff until all have been picked up.

Fire:

- * When a fire emergency is detected, children and staff will be evacuated according to fire drill instructions posted on the doors.
- * Director will call the fire department while the other teachers evacuate the children. The attendance will be brought along for drills to ensure an accurate head count. (Name-to-face).
- * The children will be counted.
- * Parents will be contacted as soon as possible to pick up their children.
- * These fire drills will be practiced with the children each month, and recorded and posted for our Department of Human Services manual.

Tornado:

- * In the event of a tornado warning, children will proceed to the family locker room. The children will crouch in a ball and cover their head for protection.
- * As the children gather in the assigned area, attendance will be taken to ensure an accurate head count (Name-to-face).
- * Parents will be called and informed of the children's safety.

- * The teachers will stay with the children while the Director monitors the progress of the storm as well as seeing that all windows and doors are safe.
- * These tornado drills will be practiced with the children each month and recorded and posted for our DHS manual.

Power Failure:

- * Children will remain in classrooms.
- * We will continue to follow scheduled activities as possible.
- * Staff will check to see if the power outage is confined within the building, or the surrounding area.
- * Staff will make sure the building is safe, and call the Municipal Utilities to report the outage.
- * If the weather is cold, children will put coats, hats, etc. on and use blankets to cover and keep them warm.
- * Parents will be contacted if the need should arise that daily activities cannot continue.
- * The Director will check for downed lines before going outside at dismissal.

Bomb Threat:

- * If there is a Bomb Threat, the children will be removed from the facility immediately.
- * The director will call 911 and report the threat, and make sure that all staff and children are out of the building safely.
- * Parents will be called on cell phones and instructed to pick up their children in the parking lot at the Gospel chapel located at 104 East 13th street. 243-2439. The 2nd alternative location will be the 7th-8th grade Middle School located at 1100 Linn Street, 243-1330.
- * Upon evacuation, attendance will be taken to ensure an accurate head count (Name-to-face).
- * The police will give the ok that the building is safe before any staff re-enter the building.
- * All parents will be called and assured that their children are in safe care, and the building is safe once again.

Chemical Spills:

- * In the event of a chemical spill, the children will be evacuated from the building by the staff in each room and kept safely away from the chemical.
- * Upon evacuation, attendance will be taken to ensure an accurate head count (Name-to-face). Children will be closely monitored to ensure their safety.
- * The Director will call 911, and report the spill, and make sure that all staff and children are out of the building safely.
- * Police and the FEMA safety unit will come to the scene to address the situation.
- * Parents will be called on cell phones and instructed to pick up their child in the parking lot farthest from the building.
- * The police will give the ok that the building is safe before any staff re-enter the building.
- * All parents will be called and assured that their children are in safe care, and the building is safe once again.

Earthquake:

- * Director will call 911
- * If outside, children and staff will move away from the building and playground.
- * Staff and children will stay as a group, and staff will calm the children.
- * The North parking lot will be the primary gathering point, far away from buildings and wires.
- * Upon arrival to the evacuation area, attendance will be taken to ensure an accurate head count (Name-to-face).
- * Parents will be contacted as soon as possible to pick up their children.

Nuclear Evacuation:

- * The Child Care facility is not within a 10 mile radius of a nuclear facility.
- * In the event of a nuclear attack, the Director will contact our local Emergency Management Agency or the Iowa Emergency Management Division in Des Moines at 1-515-281-3231 for further instructions.
- * Staff will gather children into the gym, and attendance will be taken (Name-to-face).
- * Emergency cards containing children's information and a first aid kit shall be taken with the children.
- * Parents will be contacted, and staff will remain calm and keep children calm and happy until all parents have picked up their children.

Flooding:

- * Staff and children will remain in their classrooms or taken to higher ground at the Atlantic Senior High School located at 1201 E 14th Street since the building is on high ground. The children will be transported by SWITA bussing
- * Each room will have a flashlight in case of power outages, and blankets for children.
- * Staff will calm children, and call parents to let them know how children are, and how to pick up children. The local radio stations will be notified. KSOM, KJAN.

Pandemic:

- * Staff will follow guidelines as advised by YMCA management as well as from recommendations and mandates from state and local authorities. The health and wellbeing of each child and staff will be of utmost importance.

VIII. Staff QPPS 10.15-10.20**General Information**

Jack and Jill Preschool have 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, length of employment, performance evaluations, benefits, resignation, termination, and grievance procedures. Personnel policies provide for incentives based on participation in professional development opportunities. The policies are provided to each employee upon hiring.

Hiring procedures include completion of the following checks:

- Criminal-record check
- Free from history of substantiated child abuse or neglect check
- Education credentials
- Verification of age
- Personal references
- Current health assessment and immunization records (or religious exemption)

Health Assessment

The preschool program maintains current health information from documented health assessments for all paid preschool staff and for all volunteers who work more than 40 hours per month and have contact with children. A current health assessment (every 3 years) is received by the program before an employee starts work. The health assessment is updated every three years. Documented health assessments include:

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

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 Operational Director's office.

First Aid/CPR Certification

Each staff will have a valid/approved and current certification in pediatric CPR. It will be renewed every two years or as often as required by law.

Orientation QPPS 6.2

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

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

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

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

Staffing patterns and schedule

The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing according to Iowa's Quality Preschool Program Standards. An adult/child ratio of at least 1:8 for 4-year-olds and a 1:7 for the 3-year-olds is maintained at all times. The program administrator will maintain lists of current substitutes for both the preschool teacher and the preschool teaching assistant in case of absence. If one of the teaching staff needs to temporarily leave the classroom, a teacher assistant or senior aide will be asked to step in to cover adult/child ratio.

Staff are provided space and time away from children during the day. Should staff work directly with children for more than four hours, staff are provided breaks of at least 15

minutes in each four-hour period. In addition, staff may request temporary relief when they are unable to perform their duties.

Staff development activities QPPS 6.6, 10.15

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

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

Evaluation and Professional Growth Plan QPPS 6.5, 6.6

All staff are evaluated at least annually by an appropriate supervisor or in the case of the program administrator, by the executive director. Staff also evaluate and improve their own performance based on ongoing reflections and feedback from supervisors, peers, and families. From this, they develop an annual individualized professional development plan with their supervisor and use it to improve their professional work in Early Childhood.

X. Cass County Family Resources

Cass County Public Health
Nancy Gibson (Parents as Teachers)
1408 East 10th Street
Atlantic, Iowa 50022
Phone: (712) 243-7475
Fax: (712) 243-7442

Southwest Iowa Mental Health
2307 North Olive Street
Atlantic, Iowa 50022
Monday-Thursday 8am-5pm
Friday 8am-2pm
Phone: (712) 243-2606

Family Crisis Support Network
P.O. Box 11
Atlantic, Iowa 50022
Phone: (712) 243-6615
Fax: (712) 243-3098

Zion Recovery
2307 North Olive Street
Atlantic, Iowa 50022
Phone: (712) 243-5091
Emergency Phone: (712) 542-3720

SWIPCO (SW IA Planning Council)
1501 Southwest 7th Street
Atlantic, Iowa 50022
Phone: (712) 243-4196
Phone: (866) 279-4720

Department of Human Services
601 Walnut Street
Atlantic, Iowa 50022
Phone: (712) 243-4401

West Central Community Action
1408 "A" Hwy 44
Harlan, Iowa 51537
Phone: (712) 755-5135
Fax: (712) 755-3235
info@westcca.org

TSI (Transitional Services of IA)
1207 Sunnyside Lane, Suite D
Atlantic, Iowa 50022
Phone: (712) 243-7089
www.TransitionalServicesOfIowa.org

Full Circle Therapy
808 East 7th Street
Atlantic, Iowa 50022
Phone: (712) 352-0917
www.FullCircleTherapy.com

Atlantic Medical Center
1501 East 10th Street
Atlantic, Iowa 50022
(712) 243-2850
www.CassHealth.org

Atlantic Comm. School District
110 Linn Street
Atlantic, Iowa 50022
Phone: (712) 243-4252

Nishna Valley Family YMCA
1100 Maple Street
Atlantic, Iowa 50022
Phone: (712) 243-3934

Atlantic Dental Center
1404 East 10th Street
Atlantic, Iowa 50022
Phone: (712) 243-5270

Cass County Sheriff's Dept.
5 West 7th Street
Atlantic, Iowa 50022
Phone: (712) 243-2206

Atlantic Police Department
23 East 4th Street, Suite B
Atlantic, Iowa 50022
Phone: (712) 243-3512

Atlantic City Hall
23 East 4th Street, Suite A
Atlantic, Iowa 50022
Phone: (712) 243-4810

Atlantic Food Pantry
19 West 4th Street
Atlantic, Iowa 50022
Phone: (712) 243-5019

SIRHA (Southern IA Regional
Housing Authority)
219 North Pine Street
Creston, Iowa 50801
Phone: (641) 782-8585

Iowa Family Support Network
<https://www.iafamilysupportnetwork.org/family-support>