

Central DeWitt CSD Community

Preschool Program

**Program Policies and Procedures
Fall 2025**



Central DeWitt Community School District

DeWitt, Iowa

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Preschool Policies and Procedures
Table of Contents

- I. [Central DeWitt CSD Community Preschool](#)
- II. [Mission, Philosophy, and Goals for Children and Families](#)
- III. [Program Standard 1–RELATIONSHIPS](#)
- IV. [Program Standard 2–CURRICULUM](#)
- V. [Program Standard 3–TEACHING](#)
- VI. [Program Standard 4–ASSESSMENT OF CHILD PROGRESS](#)
- VII. [Program Standard 5–HEALTH](#)
- VIII. [Program Standard 6–TEACHERS](#)
- IX. [Program Standard 7–FAMILIES](#)
- X. [Program Standard 8- COMMUNITY RELATIONS](#)
- XI. [Program Standard 9- PHYSICAL ENVIRONMENT](#)
- XII. [Program Standard 10–LEADERSHIP AND MANAGEMENT](#)

Central DeWitt CSD Community Preschool Program

Policies and Procedures

- I. Central DeWitt CSD Community Preschool Program QPPS 10.1
 - A. The Central DeWitt Community School District was awarded the Statewide Voluntary Preschool Program Grant in 2009. The program's goal is to work collaboratively with participating preschools to provide a high quality preschool program meeting each child's needs, including children with disabilities and those from a diverse background. The program provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new skill development. Each preschool center is a setting where children feel safe, respected, and cared for. This is an opportunity for preschool children to take part in planned, active learning experiences to build their readiness skills. The preschool program has adopted and meets the Iowa Quality Preschool Program Standards, administered by the Iowa Department of Education. The Iowa Early Learning Standards are used to guide expectations for the children and instructional practices.
- II. MISSION, PHILOSOPHY, AND GOALS QPPS 10.
 - A. **Mission:** The Central DeWitt CSD Community 4 Year Old Preschool Program believes that staff, families and community work together to provide opportunities for children to learn through developmentally appropriate activities in a safe, nurturing environment.
 - B. **Goals for Children:** Our goal is to help children become independent, self-confident, inquisitive, life-long learners through the following areas of development:
 - C. **Goals for Families:**
 1. Families will feel welcome in the classroom and school.
 2. Families will work with the school in a meaningful partnership to help their children be better prepared to succeed in school. Families will advocate for their children.
- III. ENROLLMENT
 - A. Equal Educational Opportunity
 1. It is the policy of the Central DeWitt Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the Superintendent, 331 E. 8th St., P.O. Box 110, DeWitt, IA 52742, phone 563-659-0700. Inquiries may also be directed in writing to the Director of the region VII Office of Civil Rights, US Department of Education, 310 W. Wisconsin Ave., Ste. 800, Milwaukee, WI, 53203-2292, (414) 291-1111, or the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, (515) 281-5294. Procedures and levels are outlined in district policy for resolving complaints and are available upon request from the curriculum director's office.
 - B. Eligibility
 1. Children must be four years of age prior to September 15th of the current school year.
 2. Registration will begin in the spring of the year. Registration materials are available at each participating preschool or at the school district's administration office at 1010 4th Avenue East.
 - C. Hours
 1. Classes meet for a minimum of 10 hours each week. Each preschool site has varying class days and times. Please contact the preschool of your choice to learn more about their

schedule. The schedules are also listed on the registration forms. All of the preschools follow the Central DeWitt CSD calendar.

D. General Information QPPS 5.1 10.4

1. Within thirty days after a child begins the program, health records that document the dates of service shall be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics. The maximum class size is 20 children in each session based on square footage of the current location. A teaching staff-child ratio of at least 1:10 will be maintained at all times to encourage adult-child interactions and promote activity among children. Each center will maintain a current list of available substitutes for both the teacher and teacher assistant. Should one of the teaching staff need to temporarily leave the room, the teacher will arrange for coverage of the classroom to maintain the staff-child ratio.

E. Inclusion QPPS 9.10

1. The preschool program provides all children, including those with disabilities and unique learning needs. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff 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.

I. Program Standard 1–RELATIONSHIPS

A. Building Positive Relationships Among Teachers and Families

1. Although in-person daily contact cannot be replaced, preschool staff will also rely on notes sent home, emails, phone calls, newsletters, and bulletin boards as alternative means to establish and maintain open, two-way communication
2. Central DeWitt CSD Community Preschools value the time spent talking and interacting with families and developing strong, reciprocal relationships. As the teachers learn from the families' expertise regarding their child's interests, approaches to learning, and developmental needs, goals for 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.

B. Building Positive Relationships Between Teachers and Children

1. Teaching staff evaluate and change their responses based on individual needs. Teaching staff vary their interactions to be sensitive and responsive to a. differing abilities, b. temperaments, c. activity levels, and d. cognitive and e. social development.
2. Prohibited Practices: The program does not, and will not, employ any of the following disciplinary procedures:
 - a) Harsh or abusive tone of voice with the children nor make threats or derogatory remarks.
 - b) Physical punishment, including spanking, hitting, shaking, or grabbing.
 - c) Any punishment that would humiliate, frighten, or subject a child to neglect.
 - d) Withhold nor threaten to withhold food as a form of discipline.
3. Child Guidance and Discipline
 - a) Teaching staff will equitably use positive guidance, redirection, and planning ahead to prevent problems.
 - b) They will encourage appropriate behavior through the use of consistent clear rules, and involving children in problem solving to foster the child's own ability to become self

disciplined. Where the child understands words, discipline will be explained to the child before and at the time of any disciplinary action.

- c) 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.
- d) They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn taking.

C. Helping Children Make Friends

- 1. Teaching staff support children as they practice social skills and build friendships by helping them
 - a) Enter into play;
 - b) Sustain play;
 - c) Enhance play
- 2. Teaching staff assist children in resolving conflicts by helping them:
 - a) identify feelings
 - b) describe problems
 - c) try alternative solutions

D. Creating a Predictable, Consistent, and Harmonious Classroom

- 1. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnic origin, religion, and physical disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural nonsexist society. QPPS 1.7

E. Addressing Challenging Behaviors/Promoting Self Regulation

- 1. The teaching staff in the preschool is highly trained, responsive, respectful, and purposeful. The teachers anticipate and take steps to prevent potential challenging behaviors. They evaluate and change their responses based on individual needs. When children have challenging behaviors teachers promote prosocial behavior by:
 - a) Interacting in a respectful manner with all children.
 - b) Modeling turn taking and 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.
 - f) 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 success.
 - g) 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.

II. Program Standard 2-CURRICULUM

A. Curriculum: Essential Characteristics

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

district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles open to women as well as men in our society.

2. Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society, including:
 - a) gender [diversity]
 - b) age [diversity]
 - c) language [diversity], and
 - d) [diversity of] abilities
3. Materials and equipment:
 - a) provide for children's safety while being appropriately challenging
 - b) encourage exploration, experimentation and discovery
 - c) promote action and interaction
 - d) are organized to support independent use
 - e) are rotated to reflect changing curriculum and accommodate new interests and skill levels
 - f) are rich in variety
 - g) accommodate children's special needs
4. The preschool program uses Creative Curriculum, a research and evidence based comprehensive curriculum designed for four-year-olds. It addresses all areas of early learning: language and literacy, math, science, physical skills, and social skills. It provides children an opportunity to learn in a variety of ways - through play, problem solving, movement, art, music, drawing and writing, listening, and storytelling. Suggestions for modifications and adaptations are an integral part of the curriculum.
5. Schedule: 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
Examples of Learning Center Activities: Art, Science, Writing Table, Games and Put together toys, Book Center, Blocks and Wheel Toys, Pretend Play, Computer	Story Time	Music
	Outdoor Activities	Individual Activities

B. Areas of Development: Social-Emotional

1. Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery

C. Areas of Development: Physical Development

1. Children are provided varied opportunities and materials that support fine-motor development.
2. Children have varied opportunities and are provided equipment to engage in large motor experiences that:
 - a) stimulate a variety of skills

- b) enhance sensory-motor integration
- c) develop controlled movement (balance, strength, coordination)
- d) enable children with varying abilities to have large-motor experiences similar to those of their peers
- e) range from familiar to new and challenging
- f) help them learn physical games with rules and structure

D. Areas of Development: Language Development

1. Children have varied opportunities to develop competence in verbal and nonverbal communication by:
 - a) responding to questions
 - b) communicating needs, thoughts and experiences
 - c) describing things and events
2. Children have varied opportunities to develop vocabulary through
 - a) conversations
 - b) experiences
 - c) field trips
 - d) Books
3. Curriculum Content Area for Cognitive Development: Early Literacy
 - a) Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom:
 - b) Items belonging to a child are labeled with his or her name
 - c) Materials are labeled
 - d) Print is used to describe some rules and routines
 - e) Teaching staff help children recognize print and connect it to spoken word
4. Children have varied opportunities to
 - a) be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs
 - b) be read to regularly in individualized ways including one-to-one or in small groups of two to six children
 - c) explore books on their own and have places that are conducive to the quiet enjoyment of books
 - d) have access to various types of books including storybooks, factual books, books with rhymes, alphabet books, and wordless books
 - e) be read the same book on repeated occasions
 - f) retell and reenact events in storybooks
 - g) engage in conversations that help them understand the content of the book
 - h) be assisted in linking books to other aspects of the curriculum
 - i) identify the parts of books and differentiate print from pictures.
5. Children have multiple and varied opportunities to write:
 - a) Writing materials and activities are readily available in art, dramatic play, and other learning centers
 - b) Various types of writing are supported including scribbling, letter-like marks, and developmental spelling
 - c) Children have daily opportunities to write or dictate their ideas
 - d) Children are provided needed assistance in writing the words and messages they are trying to communicate. Children are given the support they need to write on their own, including access to the
 - (1) alphabet and

- (2) to printed words about topics of current interest,
 - e) both of which are made available at eye level or on laminated cards
 - (1) Children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life.
- 6. Children are regularly provided multiple and varied opportunities to develop phonological awareness:
 - a) Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and fingerplays
 - b) Children are helped to identify letters and the sounds they represent
 - c) Children are helped to recognize and produce words that have the same beginning or ending sounds
 - d) Children's self-initiated efforts to write letters that represent the sounds of words are supported
- 7. Curriculum Content Area for Cognitive Development: Early Mathematics
 - a) Children are provided varied opportunities and materials to build an understanding of numbers, number names, and their relationship to object quantities and to symbols
 - b) Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color
 - c) Children are provided varied opportunities and materials to help them understand the concept of measurement by using
 - (1) standard and
 - (2) non-standard units of measurement
 - d) Children are provided varied opportunities and materials to understand basic concepts of geometry by, for example, naming and recognizing two- and three- dimensional shapes and recognizing how figures are composed of different shapes
 - e) Children are provided varied opportunities and materials that help them recognize and name repeating patterns
- 8. Curriculum Content Area for Cognitive Development: Science
 - a) Children are provided varied opportunities and materials to learn key content and principles of science such as
 - (1) the difference between living and non-living things (e.g., plants versus rocks) and life cycles of various organisms (e.g., plants, butterflies, humans)
 - (2) earth and sky (e.g., seasons; weather; geologic features; light and shadow; sun, moon, and stars)
 - (3) structure and property of matter (e.g., characteristics that include concepts like hard and soft, floating and sinking) and behavior of materials (e.g., transformation of liquids and solids by dissolving or melting).
 - (4) Children are provided varied opportunities and materials to
 - (a) collect data and to
 - (b) represent and document their findings (e.g., through drawing or graphing).
 - (5) Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena
- 9. Curriculum Content Area for Cognitive Development: Technology
 - a) All children have opportunities to access technology (e.g. tape recorders, microscopes, computers) that they can use:
 - (1) by themselves
 - (2) collaboratively with their peers
 - (3) with teaching staff or a parent

- b) Technology is used to:
 - (1) extend learning within the classroom
 - (2) integrate and enrich the curriculum
- 10. Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts
 - a) Children are provided many and varied open-ended opportunities and materials to express themselves creatively through
 - (1) Music
 - (2) Drama
 - (3) Dance
 - (4) Two- and three-dimensional art
- 11. Curriculum Content Area for Cognitive Development: Health and Safety
 - a) Children are provided with varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
 - b) Children are provided varied opportunities and materials that help them learn about nutrition, including
 - (1) identifying sources of food
 - (2) Recognizing
 - (3) Preparing
 - (4) Eating
 - (5) Valuing healthy foods
- 12. Curriculum Content Area for Cognitive Development: Social Studies
 - a) Children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging
 - b) Children are provided varied opportunities and materials to learn about the community in which they live
- 13. All faith-based partners will ensure that, from the time instruction supported by Statewide Voluntary Preschool Program funds starts until the time such instruction ends, no religious instruction takes place. There is to be no interruption (no “sprinkling”) of such religious instructional time for any faith-based purpose

III. Program Standard 3–TEACHING

A. Designing Enriched Learning Environments

- 1. Teachers organize space and select materials in all content and developmental areas to stimulate
 - a) exploration, experimentation, discovery
 - b) conceptual learning
- 2. Teachers work to prevent challenging or disruptive behaviors through
 - a) environmental design
 - b) schedules that meet the needs and abilities of children
 - c) effective transitions
 - d) engaging activities

B. Creating Caring Communities for Learning

- 1. Teaching staff are active in identifying and countering any teaching practices, curriculum approaches, or materials that are degrading with respect to gender, sexual orientation, age, language, ability, race, religion, family structure, background, or culture
- 2. Teachers help individual children learn socially appropriate behavior by providing guidance that is consistent with the child’s level of development.
- 3. Teachers:

- a) manage behavior and
- b) implement classroom rules and expectations in a manner that is consistent and predictable
- c) Teachers address challenging behavior by
 - (1) assessing the function of the child's behavior
 - (2) convening families and professionals to develop individualized plans to address behavior
 - (3) using positive behavior support strategies

C. Supervising Children

1. No child will be left unsupervised while attending preschool. Staff will supervise primarily by sight. Supervision for short intervals by sound is permissible as long as teachers check every two to three minutes on children who are out-of-sight (e.g. those who can use the toilet independently, who are in the library area, etc.).
2. Teaching staff coach and support children as they learn to participate in daily cleanup and maintenance of the classroom
3. Teachers create opportunities for children to engage in group projects and to learn from one another

D. Responding to Children's Interests and Needs

1. Teachers scaffold children's learning by
 - a) modifying the schedule
 - b) intentionally arranging the equipment
 - c) making themselves available to children
2. Teachers use their knowledge of the following for each child to tailor learning opportunities for groups and individuals:
 - a) social relationships
 - b) interests
 - c) ideas
 - d) skills

E. Making Learning Meaningful for All Children

1. Play is planned for each day.
2. Teaching staff help children understand spoken language (particularly when children are learning a new language) by using:
 - a) pictures
 - b) familiar objects
 - c) body language, and
 - d) physical cues
3. Teaching staff support the development and maintenance of children's home language whenever possible.

F. Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge

1. Teachers use their knowledge of content to pose problems and ask questions that stimulate children's thinking. Teachers help children express their ideas and build on the meaning of their experiences.
2. Teachers help children identify and use prior knowledge. They provide experiences that extend and challenge children's current understandings
3. Teachers promote children's engagement and learning by
 - a) responding to their need for and interest in practicing emerging skills, and
 - b) by enhancing and expanding activities that children choose to engage in repeatedly
4. Teachers promote children's engagement and learning by guiding them in acquiring specific skills and by explicitly teaching those skills.

IV. Program Standard 4-ASSESSMENT OF CHILD PROGRESS

1. A Preschool Progress Report is modified to align with the Iowa Early Learning Standards. It records student progress in all developmental areas at the beginning, middle and end of the year.
 2. Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
 3. Creative Curriculum assessments are given at the beginning, middle, and end of the year to monitor the growth of early literacy skills.
 4. Child portfolios are organized by the teaching staff and include the assessments, observational data, and child work samples collected on an on-going basis.
 5. Families are asked to contribute information about their child's progress. Young children often show different skills in different settings. Working together, the teaching staff and families can gather a complete picture of a child's growth and development. The information from the above is used in the following ways:
 6. To provide information about children's needs, interests, and abilities in order to plan developmentally appropriate experiences for them;
 7. To provide information to parents about their children's developmental milestones;
 8. To indicate possible areas that require additional assessment. QPPS 7.3, 7.5
 9. Assessment information will be shared formally with families during Parent Teacher Conferences in the fall and spring semesters. 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 assessment, the teacher feels that there is a possible issue related to a developmental delay or other special need, she/he will communicate this to the family during a conference, sharing documentation of the concern. Suggestions for next steps may include the following, with the knowledge and consent of the parents:
 10. A request made to Mississippi Bend Area Education Agency for support and additional ideas or more formalized testing. The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated. QPPS 7.4
 11. If a child needs 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.
- B. Using Appropriate Assessment Methods
1. Programs use a variety of assessment methods that are sensitive to and informed by family culture, experiences, children's abilities and disabilities, and home language; are meaningful and accurate; and are used in settings familiar to the children.
 2. Norm-referenced and standardized tests are used primarily when seeking information on eligibility for special services or when collecting information for overall program effectiveness. When formal assessments are used, they are combined with informal methods such as observation, checklists, rating scales, and work sampling
- C. Identifying Children's Interests and Needs and Describing Children's Progress (Criterion 4.2)
1. It is the school district's belief that assessment of young children should be purposeful, developmentally appropriate, and take place in the natural setting by familiar adults. The results will be used for planning experiences for the children and to guide instruction. Assessment will never be used to label children or to include or exclude them from a program. A family's culture and a child's experiences outside the school setting are recognized as being an important piece of the child's growth and development. All results will be kept confidential, placed in each child's file, and stored in a secure filing cabinet

2. Teachers assess the developmental progress of each child across developmental areas, using a variety of instruments and multiple data sources that address the program's curriculum areas. Staff with diverse expertise and skills collect information across the full range of children's experiences.
 3. Teachers or others who know the children and are able to observe their strengths, interests, and needs on an ongoing basis conduct assessments to inform classroom instruction and to make sound decisions about individual and group curriculum content, teaching approaches, and personal interactions.
 4. Teaching teams meet at least weekly to interpret and use assessment results to align curriculum and teaching practices to the interests and needs of the children.
 5. Teachers and other professionals associated with the program use assessment methods and information to design goals for individual children as well as to guide curriculum planning and monitor progress.
- D. Communicating With Families and Involving Families in the Assessment Process (Criterion 4.2)
1. Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process.

V. Program Standard 5-HEALTH

- A. The program maintains current health records for each child (Criterion 5.1):
1. The program must follow the requirements for enrollment related to immunizations established by the Iowa Department of Public Health [IAC 641-7].
 2. 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.
 3. Child health records include:
 - a) Current information about any health insurance coverage required for treatment in an emergency;
 - b) 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;
 - c) Current emergency contact information for each child, that is kept up to date by a specified method during the year;
 - d) Names of individuals authorized by the family to have access to health information about the child;
 - e) 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);
 - f) The program must follow the requirements for exclusions related to immunizations established by the Iowa Department of Public Health [IAC 641-7.3].
 4. 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.
 5. 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.
 6. 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.

7. To protect against cold, heat, sun injury, and insect-borne disease, the program ensures that:
 - a) Children wear clothing that is dry and layered for warmth in cold weather.
 - b) Children have the opportunity to play in the shade. When in the sun, they wear sun protective clothing, applied skin protection, or both. Applied skin protection will be either sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher that is applied to exposed skin (only with written parental permission to do so).
 - c) When public health authorities recommend use of insect repellents due to a high risk of insect-borne disease, only repellents containing DEET are used, and these are only applied on children older than 2 months of age. Staff apply insect repellent no more than once a day and only with written parental permission.
8. For children who are unable to use the toilet consistently, the program makes sure that (Criterion 5.5):
 - a) 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.
 - b) 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.
9. Staff check children for signs that diapers or pull-ups are wet or contain feces
 - a) at least every two hours when children are awake
 - b) when children awaken.
 - c) diapers are changed when wet or soiled.
 - d) staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
 - e) 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. For kindergartners, the program may use an underclothing changing area designated for and used only by this age group.
 - f) At all times, caregivers have a hand on the child when being changed on an elevated surface.
10. In the changing area, staff
 - a) post changing procedures
 - b) follow changing procedures
 - c) these procedures are used to evaluate teaching staff who change diapers.
 - d) Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding
 - e) 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).
 - f) containers are kept closed and
 - g) are not accessible to children
 - h) staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day
11. The program follows these practices regarding hand washing:
 - a) Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.

- b) 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.
- c) Staff assist children with hand washing as needed to successfully complete the task. Children wash either independently or with staff assistance.

12. Children and adults wash their hands:

- a) on arrival for the day
- b) after diapering or using the toilet (use of wet wipes is acceptable for infants);
- c) after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit);
- d) before meals and snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry);
- e) after playing in water that is shared by two or more people;
- f) after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals; and
- g) when moving from one group to another (e.g., visiting) that involves contact with infants and toddlers/twos.

13. Adults also wash their hands:

- a) before and after feeding a child,
- b) before and after administering medication,
- c) after assisting a child with toileting, and, n. after handling garbage or cleaning

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

- a) using liquid soap and running water;
- b) 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).

15. 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 required hand-washing situation listed above.

- a) Staff wear gloves when contamination with blood may occur.
- b) Staff do not use hand-washing sinks for bathing children or removing smeared fecal material.
- c) In situations where sinks used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.
- d) 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.

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

No child drinks the water. Children with sores on their hands are not permitted to participate in communal water play. Fresh potable water is used, and the water is changed before a new group of children comes to participate in the water play activity. When the activity period is completed with a group of children, the water is drained. Alternatively, fresh potable water flows freely through the water play table and out through a drain in the table.

17. Safeguards are used with all medications for children (Criterion 5.8):

- a) 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.
- b) The child's record includes instructions from the licensed health provider who has prescribed or recommended the medication for that child.

- c) Any administrator or teaching staff who administers medication has
 - (1) specific training and
 - (2) a written performance evaluation updated annually by a health professional on the practice of the six right practices of medication administration:
 - (3) verifying that the right child receives the
 - (a) right medication in the right dose (4) at the right time (5) by the right method with documentation of each right each time the medication is given.
 - (4) The person giving the medication signs documentation of items 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.
 - (5) 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.
 - (6) All medications are kept in a locked container.

18. Ensuring Children's Nutritional Well-being

- a) If the program provides food for meals and snacks (whether catered or prepared on-site), the food is prepared, served, and stored in accordance with the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) guidelines
- b) Staff take steps to ensure the safety of food brought from home:
 - (1) They work with families to ensure that foods brought from home meet the USDA's CACFP food guidelines.
 - (2) All foods and beverages brought from home are labeled with the child's name and the date.
 - (3) Staff make sure that food requiring refrigeration stays cold until served.
 - (4) Food is provided to supplement food brought from home, if necessary.
 - (5) Food that comes from home for sharing among the children are either whole fruits or commercially prepared packaged foods in factory-sealed containers
- c) The program takes steps to ensure food safety in its provision of meals and snacks.
 - (1) Staff discards foods with expired dates.
 - (2) 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.
- d) 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.
- e) 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. The program protects children with food allergies from contact with the problem food. The program asks families of a child with food allergies to give consent for posting information about that child's food allergy and, if consent is given, then posts

that information in the food preparation area and in the areas of the facility the child uses so it is a visual reminder to all those who interact with the child during the program day. (Criterion 5.13)

- f) Clean sanitary drinking water is made available to children throughout the day
- g) Staff do not offer children younger than four years these foods: hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole. Staff cut foods into pieces no larger than ¼ inch square for infants and ½ inch square for toddlers/twos, according to each child's chewing and swallowing capability
- h) 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
- i) 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.

19. Maintaining a Healthful Environment

- a) The routine frequency of cleaning and sanitizing all surfaces in the facility is as indicated in the Cleaning and Sanitation Frequency Table. Ventilation and sanitation, rather than sprays, air freshening chemicals, or deodorizers, control odors in inhabited areas of the facility and in custodial closets. (Criterion 5.18)
- b) Procedures for standard precautions are used and include the following (Criterion 5.19):
- c) Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized.
- d) Staff use barriers and techniques that minimize contact of mucous membranes or of openings in skin with potentially infectious body fluids and reduce the spread of infectious disease.
- e) When spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing.
- f) After cleaning, staff sanitize nonporous surfaces by using the procedure for sanitizing designated changing surfaces described in the Cleaning and Sanitation Frequency Table.
- g) Staff clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning.
- h) Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container.

VI. Program Standard 6—TEACHERS

A. Preparation, Knowledge, and Skills of Teaching Staff

- 1. Before working alone with children, new teaching staff are given an initial orientation that introduces them to fundamental aspects of program operation including
 - a) program philosophy, values, and goals;
 - b) expectations for ethical conduct;
 - c) health, safety, and emergency procedures;
 - d) individual needs of children they will be teaching or caring for;
 - e) accepted guidance and classroom management techniques;
 - f) daily activities and routines of the program;
 - g) program curriculum;
 - h) child abuse and neglect reporting procedures;
 - i) program policies and procedures;
 - j) Iowa Quality Preschool Program Standards and Criteria; and,

- k) regulatory requirements
 - l) Follow-up training expands on the initial orientation
- 2. Teachers hold an Iowa teaching license issued by the Iowa Board of Educational Examiners (BOEE) and must hold an early childhood endorsement that reflects their current teaching assignment.
- 3. Assistant Teachers-teacher aides (staff who implement program activities under direct supervision) have a high school diploma or GED and:
 - a) 50% of assistant teachers-teacher aides have at least a Child Development Associate Credential (CDA) or equivalent.
 - b) 100% of assistant teachers-teacher aides who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent, are actively participating in the program, and are demonstrating progress toward the CDA or equivalent.
 - c) College-level course work is from regionally accredited institutions of higher education may include distance learning or online coursework.
 - d) If there is only one assistant teacher-teacher aide, then either of the requirements can be met
- 4. All teaching staff have specialized coursework or professional development training in the program's curriculum as well as in communication and collaboration skills that prepare them to participate as a member of a team.
- 5. All teachers and assistant teachers-teacher aides have specialized professional development training in how to accurately use the program's assessment procedures for assessment of child progress and program quality. Their training is used to adapt classroom practices and curriculum activities.

B. Teacher's Dispositions and Professional Commitment

- 1. All teaching staff evaluate and improve their own performance based on ongoing reflection and feedback from supervisors, peers, and families. They add to their knowledge and increase their ability to put knowledge into practice. They develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development

VII. Program Standard 7–FAMILIES

A. Knowing and Understanding the Program's Families

- 1. Program staff use a variety of formal and informal strategies (including conversations) to become acquainted 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.
- 2. Program staff ensure that all families regardless of family structure, socioeconomic, racial, religious, and cultural backgrounds; gender; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities. These opportunities consider family's interests and skills and the needs of program staff

B. Sharing Information Between Staff and Families

- 1. Program staff inform families about the program's systems for formally and informally assessing children's progress. This information includes the purposes of the assessment, the procedures used for assessment, procedures for gathering family input and information, the timing of assessments, the way assessment results or information will be shared with families, and the ways the program will use the information
- 2. Program staff communicate with families on at least a weekly basis regarding children's activities and developmental milestones, shared caregiving issues, and other information that affects the wellbeing and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means.

C. Nurturing Families as Advocates for Their Children

1. Program staff encourage families to raise concerns and work collaboratively with them to find mutually satisfying solutions that staff then incorporate into classroom practice.
2. Program staff provide families with information about programs and services from other organizations. Staff support and encourage families' efforts to negotiate health, mental health, assessment, and educational services for their children.
3. Program staff use established linkages with other early education programs and local elementary schools to help families prepare for and manage their children's transitions between programs, including special education programs. Staff provide information to families that can assist them in communicating with other programs.

VIII. Program Standard 8- COMMUNITY RELATIONS

A. Linking with the Community

1. Program staff maintain a current list of child and family support services available in the community based on the pattern of needs they observe among families and on a families and based on what families request (e.g., health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention/special education screening and assessment services, and basic needs such as housing and child care subsidies). They share the list with families and assist them in locating, contacting, and using community resources that support children's and families' well-being and development.
2. Program staff develop partnerships and professional relationships with agencies, consultants, and organizations in the community that further the program's capacity to meet the needs and interests of the children and families that they serve.

B. Accessing Community Resources

1. Program staff use their knowledge of the community and the families it serves as an integral part of the curriculum and children's learning experiences.

C. Acting as a Citizen in the Neighborhood and the Early Childhood Community

1. The program encourages staff to participate in joint and collaborative training activities or events with neighboring early childhood programs and other community service agencies.

IX. Program Standard 9- PHYSICAL ENVIRONMENT

A. Indoor and Outdoor Equipment, Materials, and Furnishings

1. A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes:
 - a) dramatic play equipment;
 - b) sensory materials such as sand, water, play dough, paint, and blocks;
 - c) materials that support curriculum goals and objectives in literacy, math, science, social studies, and other content areas; and,
 - d) gross motor equipment for activities such as pulling up; walking; climbing in, on, and over; moving through, around, and under; pushing; pulling; and riding
2. 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 semi private areas, it is always possible for both children and adults to be observed by an adult from outside the area.
3. Materials and equipment are available
 - a) to facilitate focused individual play or play with peers.
 - b) in sufficient quantities to occupy each child in activities that meet his or her interests
4. Indoor space is designed and arranged to...
 - a) accommodate children individually, in small groups and in a large group.
 - b) divide space into areas that are supplied with materials organized in a manner to support children's play and learning.
 - c) provide semi private areas where children can play or work alone or with a friend.

- d) provide children with disabilities full access (making adaptations as necessary) to the curriculum and activities in the indoor space.

5. Outdoor Environmental Design

- a) 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...
 - (1) motor experiences such as running, climbing, balancing, riding, jumping, crawling, scooting, or swinging
 - (2) activities such as dramatic play, block building, manipulative play, or art activities.
 - (3) exploration of the natural environment, including a variety of natural materials such as nonpoisonous plants, shrubs, and trees.
 - (4) The program makes adaptations so children with disabilities can fully participate in the outdoor curriculum and activities.
- b) Program staff provide for an outdoor play area that 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.
- c) The outdoor play area is arranged so that staff can supervise children by sight and sound.
- d) The outdoor play area protects children from...
 - (1) injury from falls (resilient surfacing should extend six feet beyond the limits of stationary equipment).
 - (2) [protects children from] catch points, sharp points, and protruding hardware.
 - (3) [protects children from] entrapment (openings should measure less than 3.5 inches or more than 9 inches).
 - (4) [protects children from] tripping hazards. e. [protects children from] excessive wind and direct sunlight.

6. Building and Physical Design

- a) There is a minimum of 35 square feet of usable space per child in each of the primary indoor activity areas.
- b) 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.
- c) 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. The program excludes baby walkers
- d) 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.
- e) Fully working fire extinguishers and fire alarms are installed in each classroom and are tagged and serviced annually.
- f) Fully working carbon monoxide detectors are installed in each classroom and are tagged and serviced annually.
- g) 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.
- h) Any body of water, including swimming pools, built-in wading pools, ponds, and irrigation ditches, is enclosed by a fence at least four feet in height, with any gates childproofed to prevent entry by unattended children. 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.

7. Environmental Health

- a) The facility and outdoor play areas are entirely smoke free. No smoking is permitted in the presence of children.

X. Program Standard 10-LEADERSHIP AND MANAGEMENT

A. Leadership

- 1. The program has a well-articulated mission and philosophy of program excellence that guide its operation. The goals and objectives relate to the mission, philosophy, and all program operations and include child and family desired outcomes.
- 2. The program administrator has the educational qualifications and personal commitment required to serve as the program's operational and pedagogical leader. This criterion can be met in one of three ways:

- a) The administrator... • has at least a baccalaureate degree. [AND]
- b) has at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, and management. (which can be in school administration, business management, communication, technology, early childhood management or administration, or some combination of these areas.) [AND]
- c) has at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children's learning from birth through kindergarten; family and community relationships; the practices of observing, documenting, and assessing young children; teaching and learning processes; and professional practices and development.

(1) OR

- d) The administrator documents that a plan is in place to meet the above qualifications within five years.

(1) OR

- e) The administrator can provide documentation of having achieved a combination of relevant formal education and experience as specified in the table titled, "Alternative Pathways to Achieve Educational Qualifications as a Program Administrator."
- f) The program, regardless of its size or funding auspices, has a designated program administrator with the educational qualifications detailed in Criterion 10.2.

(1) When a program has a total enrollment of fewer than 60 full-time equivalent (FTE) children, employs fewer than eight FTE staff, or both, the program may have a part time administrator or an administrator who fulfills a dual role (e.g. teacher administrator), and [OR]

(2) In multi-site programs, the sites may share an off-site administrator.

(3) When a program has a total enrollment of 60 or more FTE children and employs eight or more FTE staff the program has a full-time administrator, OR

(4) In multi-site programs with 60 or more FTE children and 8 or more FTE staff, individual facilities have on-site a full-time administrator or full-time manager under the direct supervision of an individual who meets the qualifications outlined for the program administrator.

g) Management Policies and Procedures

- (1) Written procedures address the maintenance of developmentally appropriate teaching staff child ratios within group size to facilitate adult-child interaction and constructive activity among children. Teaching staff-child ratios within group size are maintained during all hours of operation, including:

- (a) indoor time
 - (b) outdoor time, and
 - (c) during transportation and field trips (when transporting children, the teaching staff-child ratio is used to guide the adult-child ratio).
- (2) Groups of children may be limited to one age or may include multiple ages. (A group or classroom consists of the children assigned to a teacher or a team of teaching staff for most of the day and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area.)
- h) Health, Nutrition, and Safety Policies and Procedures
 - (1) The program has written policies to promote wellness and safeguard the health and safety of children and adults. Procedures are in place that address:
 - (a) steps to reduce occupational hazards such as infectious diseases (e.g. exposure of pregnant staff to CMV (cytomegalovirus), chicken pox), injuries (e.g. back strain, falls), environmental exposure (e.g. indoor air pollution, noise stress);
 - (b) management plans and reporting requirements for staff and children with illness, including medication administration, and inclusion/exclusion;
 - (c) supervision of children in instances when teaching staff are assigned to specific areas that are near equipment where injury could occur;
 - (d) the providing of space, supervision, and comfort for a child waiting for pick-up because of illness;
 - (e) the providing of adequate nutrition for children and adults;
 - (f) sleeping and napping arrangements;
 - (g) sanitation and hygiene, including food handling and feeding;
 - (h) maintenance of the facility and equipment;
 - (i) prohibition of smoking, firearms, and other significant hazards that pose risks to children and adults; and,
 - (j) the providing of referrals for staff to resources that support them in wellness, prevention and treatment of depression, and stress management
 - (2) The health and well being of every child in our care is of the utmost importance and the protection of children is our responsibility. An applicant or volunteer for temporary or permanent employment with the preschool program involves direct interaction with or the opportunity to interact and associate with children must execute and submit an affidavit of clearance from any and all crimes against a child or families. In addition no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children.
 - (3) The program has written school board policy for reporting child abuse and neglect as well as procedures in place that comply with applicable federal, state, and local laws. The policy includes requirements for staff to report all suspected incidents of child abuse, neglect, or both by families, staff, volunteers, or others to the appropriate local agencies. Staff who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious. All teaching staff complete "Mandatory Reporter: Child and Dependent Adult Abuse" at least every five years and within six months of employment.

- (4) Central DeWitt CSD Community Preschools do not tolerate employees physically, or sexually abusing or harassing students. Students who are physically or sexually abused or harassed by an employee should notify their parents, legal guardians, teacher, principal, or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical or sexual abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations. The school district has designated Dan Peterson at 563-659- 0700. The alternate investigator is Jen Vance and may be reached at 563-659-0735.
- i) *Health and safety information* collected from families will be maintained on file for each child in the preschool's office. Files are kept current by updating quarterly. The content of the file is confidential.
- (1) Child Health and Safety Records will include:
- (a) Current information about any health insurance coverage required for treatment in an emergency;
 - (b) Results of health examination, showing up-to-date immunizations and screening tests;
 - (c) Current emergency contact information for each child, that is kept up to date by a specified method during the year;
 - (d) Instructions and/or plans 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) will be developed by the staff and/or parent;
 - (e) Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions; conditions that require regular medication or technology support; QPPS 10.14
 - (f) Supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs. Staff will notify the parents promptly in order to exclude their child if a vaccine-preventable disease to which children are susceptible occurs in the program.
- j) *Arrival/Departure/Transportation*
- (1) 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.
 - (2) When bringing your child to school, we ask that you park your car and turn off the engine before entering the building. Please hold your child's hand as you enter the building to decrease the possibility of an accident. Parents or a designated adult must either accompany children to the classroom at the beginning of the day or leave their child in the care of one of the teaching staff. No child will be permitted to leave the building without an adult. Other than parents or legal guardians, only persons with prior written authorization will be allowed to pick up a child from the school. Anyone who is unfamiliar to teaching staff, including authorized individuals, will be asked to present photo identification before a child is released to them. If your child rides the school

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

- (3) The Central DeWitt CSD will provide school bus transportation for preschoolers. 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.
- (4) 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.

k) Disaster Preparedness

(1) Fire Safety

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

(2) Medical Emergencies and Notification of Accidents or Incidents

- (3) The Central DeWitt CSD Community Preschools have written plans in place that describe the following situations and procedures to follow:

- (i) Emergency phone numbers
 - (ii) Fire procedures
 - (iii) Utility Failures (electric power failure, water line break, gas line break)
 - (iv) Severe weather
 - (v) Bomb threats
 - (vi) Physical Threats/Armed Intruder
 - (vii) Evacuations
 - (viii) Accidental Injury or Illness procedures for life threatening and non-life threatening situations
- (b) These plans will be reviewed by each staff member at the beginning of each school year and when changes are made to it.
 - (c) 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 form and a copy will be given to the parent within 24 hours of the incident.

- (d) All staff will have immediate access to a telephone that allows them to summon help in an emergency.
 - (e) The telephone numbers of the Fire Department, Police Department, Hospital, and Poison Control will be posted by each phone with an outside line. Emergency contact information for each child and staff member will be kept readily available. The list of emergency telephone numbers, and copies of emergency contact information and authorization for emergency transport will be taken along anytime children leave the facility in the care of facility staff. Emergency phone numbers will be updated at least annually or as needed.
- (4) Inclement Weather
 - (a) In the event that the Central DeWitt CSD Community Preschools must be closed due to bad weather, parents will be notified by the school messenger system.
- (5) Protection From Hazards and Environmental Health
 - (a) Program staff protect children and adults from hazards, including electrical shock, burns, or scalding, slipping, tripping, or falling.
 - (b) The preschool classroom building has been assessed for lead, radon, radiation, asbestos, fiberglass, and other hazards that could impact children's health with documentation on file if applicable. No well water is used at any site. The building's heating, cooling, and ventilation systems are kept in compliance with national standards for facility use by children.
 - (c) 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.
- (6) Smoke Free Facility
 - (a) In compliance with the Iowa Smokefree Air Act of 2008, Central DeWitt CSD Community Preschool buildings and grounds are smoke free. A "No Smoking" sign meeting the law's requirements is posted at the entrance to the preschool classroom building to inform people that they are entering a non-smoking place. No smoking is allowed on the school grounds or within sight of any children.
- I) Personnel Policies
 - (1) Who Works In The Preschool?
 - (a) *Program Administrator*: The director at each site is designated as the program administrator supervising the preschool program. The director meets all qualifications described in the Iowa Quality Preschool Program Standards.
 - (b) *Teacher*: A full-time teacher licensed by the Iowa Board of Educational Examiners and holding an early childhood endorsement is assigned to the preschool classroom.
 - (c) *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.
 - (d) *Medical Staff*: The preschool will maintain student health records by updating them annually. The director and teachers will attend to the

health needs of the students while they are at school. They are available for parent consultation when necessary. The school nurse will aid the preschool program at the elementary building.

(e) Support Staff

- (i) Mississippi Bend AEA (Area 9) support staff provide resources and assistance to the teacher and classroom upon request to help all children be successful in the preschool setting. Such staff may include: early childhood consultant, speech and language pathologist, social worker, occupational therapist, physical therapist or others.
- (2) Central DeWitt CSD's Community Preschools implement the Iowa Quality Preschool Program Standards.
- (3) Staffing patterns and schedule
 - (a) The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing for Iowa's Quality Preschool Program Standards of maintaining an adult/child ratio of at least 1:10 at all times..
- (4) Staff development activities
 - (a) Personnel policies encourage participation in professional development opportunities. All teaching staff continuously strengthen their leadership skills and relationships with others and work to improve the conditions of children and families within their programs, the local community, and beyond. Teaching staff are encouraged to participate in informal and formal ways in local, state, or regional public-awareness activities. They may join an early childhood group or organization, attend meetings, or share information with others both at and outside the program.
 - (b) Teaching staff will be informed of professional development activities Staff are expected to attend all staff training and meetings throughout the year. Training will focus on early childhood topics relevant to the program and community.
- (5) Evaluation and Professional Growth Plan
 - (a) All staff are evaluated at least annually by an appropriate supervisor. Staff also evaluate and improve their own performance based on ongoing reflections and feedback from supervisors, peers, and families. From this, they develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development.
 - (b) The program offers staff and families the opportunity to assist in making decisions to improve the program. Staff and families meet at least annually to consult on program planning and ongoing program operations. Families are invited to participate in an annual survey to provide feedback regarding areas of strength and areas for improvement. (Criterion 10.15)