



# Kreft Preschool Handbook



In

*Inspire Excellence!*

**Kreft Primary School  
3206 Renner Drive  
Council Bluffs, IA 51501  
(712) 366-8290  
2024-2025**

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### Standard Response Protocol

**Pottawattamie County Community Resources** -(NAEYC 8.A.1, 8.A.2)

### Lewis Central Early Childhood Programs

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## **Welcome to Lewis Central Early Childhood Preschool Programs (NAEYC 10B.17)**

The Kreft Primary Preschool Program was awarded the Harkin/Iowa West Grant in 2003 and the Statewide Voluntary Preschool Program (SWVPP) Grant in 2007 as a result of the Pottawattamie County Preschool Advisory Committee's dedicated work. Funding no longer is awarded through Harkin. The relationship with Iowa West Foundation and SWVPP continues to provide funding for the preschool program. The program's goal is to provide families access to high quality preschool programs that meet each child's needs, including children with disabilities and those from diverse backgrounds, at reduced or no cost. 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. The preschool settings provide an environment where children feel safe, respected, and cared for while learning occurs. The preschool classrooms provide an opportunity for all four-year-old children and students to take part in planned, active learning experiences to build their readiness skills for kindergarten and for life. This program also serves children on individualized education plans (IEP) that are transitioning from Early Access Services into the public school system. The Kreft Primary Preschool Program is currently accredited through the National Association for the Education of Young Children (NAEYC). The Iowa Early Learning Standards along with the Creative Curriculum are used to guide expectations for the children and instructional practices.

Children may be eligible to attend our **full day** preschool program free of charge.

Preschool students **MUST** be 4 years old on or before September 15.

**Full Day Tuition:** \$400 per month (September - May)

### **Meet the Kreft Primary School Staff**

**Director/Principal:** Desiree Jensen

**Associate Principal:** Kellie Vinchattle

**Secretary:** LeAndra Horton

**Clerks:** Melissa Katzer

**Preschool Teachers:** Becca Bourrette, Jill Heller, Aisha Figueroa, Angie Smith, Sandy Williams

### **IMPORTANT PHONE NUMBERS**

Kreft Primary School – (712) 366-8290

Transportation Office: Director- (712) 366-8207

Nurse: 712-366-8352

## **MISSION & BELIEF STATEMENTS**

(NAEYC 10.B.17)

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## **District Mission Statement**

The mission of Kreft Primary Preschool Program, a part of the Lewis Central Community School District, is to *Inspire Excellence!*

## **District Vision Statement**

Developing passionate, innovative, adaptable learners prepared to embrace the challenges of the future and make a positive difference in their community.

## **Belief Statements**

The Kreft Primary preschool program believes each child should receive quality care and be provided with a developmentally appropriate education. We believe that all children and families should be treated with respect and kindness. We will always appreciate family, cultural, and individual differences.

We believe all young children experience success through active learning opportunities within a safe, nurturing environment to meet the individual needs of the child. (NAEYC 1.B) We believe with the combined efforts of parents, educators, community and students, all children will succeed intellectually, physically, emotionally, and socially. To help in this effort, staff will provide support and resources for families. (NAEYC 1.A) We believe we must create an environment that is warm and caring, which gives our children a sense of security and belonging. We believe young children learn best through activities and explorations that are hands-on and include supportive adult-child and child-to-child interactions. Active thinking, investigating, and experimenting as well as adult guided instruction provide children an opportunity to learn and function at their own developmental age level, to discover how things work, and to learn firsthand about the world around them. (NAEYC 1.D) We believe play provides the foundation for future academic learning. Active learning through play enables us to promote the standards and benchmarks of our Creative Curriculum. (NAEYC 1.C)

## **Definitions**

In this handbook, the word "parent" also means "guardian" unless otherwise stated. An administrator's title, such as superintendent or principal, also means that individual's designee unless otherwise stated. The term "school grounds" includes the school district facilities, school district property, property within the jurisdiction of the school district or school district premises, school-owned or school-operated buses or vehicles and chartered buses. The term "school facilities" includes school district buildings. The term "school activities" means all school activities in which students are involved whether they are school-sponsored or school-approved, whether they are an event or an activity, or whether they are held on or off school grounds.

## **Equal Educational Opportunity**

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The Lewis Central Community School District does not discriminate in its educational programs or educational activities on the basis of race, religion, color, national origin, creed, marital status, socioeconomic status, marital status, sexual orientation, gender identity, physical attributes 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, in society. Students who feel they have been discriminated against are encouraged to report it to the school district Equity Coordinator. The Equity Coordinator is Lisa Hartman, 4121 Harry Langdon Blvd., Council Bluffs, IA 51503, 712-366-8206, [lisa.hartman@lewiscentral.org](mailto:lisa.hartman@lewiscentral.org). Inquiries may also be directed in writing to the Director of the Region VII Office of Civil Rights. Director of the Office for Civil Rights, Chicago Office, U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604, Telephone: (312) 730-1560, Facsimile: (312) 730-1576, Email: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov). (Reference Board Policy 505.4).

## **Homeless Child or Youth**

Defined as a child or youth from the age of 3 years through 21 years who lacks a fixed, regular, and adequate nighttime residence and includes the following:

1. A child or youth who is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, trailer park, or camping grounds due to the lack of alternative adequate accommodations; is living in an emergency or transitional shelter; is abandoned in a hospital; or is awaiting foster care placement.
2. A child or youth who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
3. A child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; or 4. A migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described in paragraphs "1" through "3" above.

## **Grievance Procedure (NAEYC 10.B.20, 10.E.5)**

It is the policy of the Lewis Central 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 5 (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 Lisa Hartman, 4121 Harry Langdon Blvd., Council Bluffs, IA 51503, 712-366-8206, [lisa.hartman@lewiscentral.org](mailto:lisa.hartman@lewiscentral.org).

Students, parents of students, employees, and applicants for employment in the school district have the right to file a formal complaint alleging discrimination. The district has policies and procedures in place to identify and investigate complaints alleging discrimination. If appropriate, the district will take steps to prevent the recurrence of discrimination and to correct its discriminatory effects on the Complainant and others.

A Complainant may attempt to resolve the problem informally by discussing the matter with a building principal or a direct supervisor. However, the Complainant has the right to end the



informal process at any time and pursue the formal grievance procedures outlined below. Use of the informal or formal grievance procedure is not a prerequisite to the pursuit of other remedies. Please note that informal processes and procedures are not to be used in certain circumstances (e.g., sexual harassment and sexual assault).

**Filing a Complaint** -A Complainant who wishes to avail himself/herself of this grievance procedure may do so by filing a complaint with the equity coordinator(s). An alternate will be designated in the event it is claimed that the equity coordinator or superintendent committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within fifteen (15) of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The equity coordinator(s) shall assist the Complainant as needed.

**Investigation**-Within five (5) working days, the equity coordinator will begin the investigation of the complaint or appoint a qualified person to undertake the investigation (hereinafter "equity coordinator"). If the Complainant is under 18 years of age, the equity coordinator shall notify his or her parent(s)/guardian(s) that they may attend investigatory meetings in which the Complainant is involved. The complaint and identity of the Complainant, Respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. The investigation may include, but is not limited to the following:

- A request for the Complainant to provide a written statement regarding the nature of the complaint.
- A request for the individual named in the complaint to provide a written statement.
- A request for witnesses identified during the course of the investigation to provide a written statement.
- Interviews of the Complainant, Respondent, or witnesses.
- An opportunity to present witnesses or other relevant information; and
- Review and collection of documentation or information deemed relevant to the investigation.

Within fifteen (15) working days, the equity coordinator shall complete the investigation and issue a report with respect to the findings.

The equity coordinator shall notify the Complainant and Respondent of the decision within five (5) working days of completing the written report. Notification shall be by U.S. mail, first class.

**Decision and Appeal** -The complaint is closed after the equity coordinator has issued the report, unless within ten (10) working days after receiving the decision, either party appeals the decision to the superintendent by making a written request detailing why he/she believes the decision should be reconsidered. The equity coordinator shall promptly forward all materials relative to the complaint and appeal to the superintendent. Within fifteen (15) working days, the superintendent shall affirm, reverse, amend the decision, or direct the equity coordinator to gather additional information. The superintendent shall notify the Complainant, Respondent, and the equity coordinator of the decision within five (5) working days of the decision. Notification shall be by U.S. mail, first class.

The decision of the superintendent shall be final. The decision of the superintendent in no way prejudices a party from seeking redress through state or federal agencies as provided by in law.

This policy and procedures are to be used for complaints of discrimination, in lieu of any other general complaint policies or procedures that may be available.

If any of the stated time frames cannot be met by the district, the district will notify the parties and pursue completion as promptly as possible.

Retaliation against any person, because the person has filed a complaint or assisted or participated in an investigation, is prohibited. Persons found to have engaged in retaliation shall be subject to discipline by appropriate measures. (Board Policy 102.R1)

## **Civil Rights Complaint Procedure**

Lewis Central Community School District students, parents of students, employees, applicants for employment and others having business or contact with the District who feel they have been subject to denial of rights in their dealings with or education by the District shall have the right to file a formal complaint alleging discrimination under federal and/or state regulations requiring non-discrimination in programs and employment.

Level One – Principal or Immediate Supervisor (Informal and Optional – may be bypassed by the Complainant) Employees who have a complaint of discrimination based upon their gender, race, national origin, religion, age, or disability are encouraged to first discuss the problem and/or the alleged discriminatory event with their principal or immediate supervisor, with the objective of resolving the matter informally.

A student, a parent of a student, an applicant for employment or others having business or contact with the District 8 who have a complaint of discrimination based upon gender, race, national origin, religion, age, or disability are encouraged to discuss the problem and/or the alleged discriminatory event with the instructor, counselor, supervisor, building administrator, or program administrator directly involved, with the objective of resolving the matter informally.

Level Two – The Equity Coordinator If the complaint is not resolved informally and the Complainant wishes to pursue the matter, a formal written complaint may be filed with the District's Equity Coordinator on a form provided by the Coordinator. An investigation of harassment or other discrimination may be initiated without a complaint by the Equity Coordinator, with the approval of the superintendent or the Board of Directors; the Superintendent; and/or the Board of Directors.

The written complaint shall include at least: (1) full name, address and telephone number of the complainant; (2) complainant's relationship to the District; (3) the nature of the complaint; (4) specifics about the incident(s) resulting in the complaint, (including date, time, place of occurrence, if known); (5) full name and other identifying information about the alleged violator; (6) names, addresses, telephone numbers of witnesses and (7) the remedy requested. The complaint may be accompanied by other relevant documents and/or evidence. (See Board Policy 104 for types of relevant evidence in a harassment complaint.)

The formal, written complaint must be filed with the office of the Equity Coordinator within fifteen (15) working days either from the date of the event giving rise to the complaint, or from the date the complainant could reasonably have become aware of such occurrence.

After, or as part of filing the complaint, the complainant may request that a meeting concerning the complaint be held with the Equity Coordinator. A complainant who is a minor student may be accompanied at any such meeting by a parent or guardian.

The Equity Coordinator shall be responsible for investigating the complaint. The investigation shall be confidential and include, but not be limited to: interviewing and/or obtaining written statements from the complainant, witnesses, and the alleged violator. The investigation will be impartial and if requested every effort will be made to protect the parties' confidentiality.

A written, confidential Discrimination Complaint Report will be sent by certified mail or hand delivered to the complainant (or their parent), the alleged discriminator and the immediate supervisor, school principal or program administrator directly involved within ten {10} working days after receipt of the formal complaint. The Superintendent may approve a ten {10} day extension of time if circumstances justify the same.

This report shall include a statement of the findings of the investigation with a clear statement that, in the investigator's opinion, the complaint is founded, unfounded, or unclear. The Equity Coordinator shall determine the action to be taken, (discipline, further investigation, or dismissal of the complaint), and/or provide a statement of resolution of the complaint.

## **Notice of Nondiscrimination**

Students, parents, employees and others doing business with or performing services for the Lewis Central Community School District are hereby notified that this school district does not discriminate on the basis of race, color, age (except for permitting/prohibiting students to engage in certain activities), religion, national origin, marital status, sexual orientation, gender identity, socioeconomic status, gender, creed, disability or genetic information in its educational programs and/or activities.

The school district does not discriminate on the basis of race, color, age (except for permitting/prohibiting students to engage in certain activities), religion, national origin, marital status, , sexual orientation, gender identity, socioeconomic status, gender, creed, disability, or genetic information in admission or access to, or treatment in, its hiring and employment practices.

Any person having inquiries concerning the school district's compliance with the regulations implementing Title 9 VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 is directed to contact:

Lisa Hartman  
4121 Harry Langdon Blvd.  
Council Bluffs, IA 51503  
712-366-8206  
Email address: [lisa.hartman@lewiscentral.org](mailto:lisa.hartman@lewiscentral.org)

who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, § 504 and Iowa Code § 280.3 (2007).

## **Jurisdictional Statement**

This handbook is an extension of board policy and is a reflection of the goals and objectives of the board. The board, administration and employees expect students to conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others. Students are expected to treat teachers, other employees, students, visitors and guests with respect and courtesy. Students may not use abusive language, profanity or obscene gestures or language.

This handbook and school district policies, rules and regulations are in effect while students are on school grounds, school district property or on property within the jurisdiction of the school district; while on school-owned and/or school-operated buses or vehicles or chartered buses; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district or involves students or staff. School district policies, rules and regulations are in effect 12 months a year. A violation of a school district policy, rule or regulation may result in disciplinary action and may affect a student's eligibility to participate in extracurricular activities whether the violation occurred while school was in session or while school was not in session.

Students are expected to comply with and abide by the school district's policies, rules and regulations. Students who fail to abide by the school district's policies, rules and regulations may be disciplined for conduct which disrupts or interferes with the educational program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to obtain their education or to participate in school activities; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation and expulsion. Discipline can also include prohibition from participating in extracurricular activities, including athletics and study trips. The discipline imposed is based upon the facts and circumstances surrounding the incident and the student's record.

The school reserves and retains the right to modify, eliminate or establish school district policies, rules and regulations as circumstances warrant, including those contained in the handbook. Students are expected to know the contents of the handbook and comply with it. Students or parents with questions or concerns may contact the principal's office for information about the current enforcement of the policies, rules or regulations of the school district, (Reference Board Policy 502.1).

## **Eligibility**

Children must be four years of age on or prior to September 15<sup>th</sup> of the current school year, excluding those on Individual Education Plans (IEP). Students on IEPs transitioning from Part C Early Access to Part B can be enrolled into the preschool programs at 3 years old. Children enrolled in the all-day classrooms will also need to meet the income and/or secondary risk criteria as outlined in the Iowa West Grant that supports the funding of these classrooms. Pre-registration will begin in the spring of the year prior. Registration materials are available through the Kreft Primary school secretary. Registration will be ongoing until all spaces are filled.

## **Inclusion**

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

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

## **Admission and Fees**

Our all-day preschool programs are partially funded by an Iowa West Grant, Special Education dollars and statewide preschool funding. All 4 year olds that attend preschool have their tuition supplemented by the Iowa Statewide Voluntary Preschool Program funding. Parents need to call the Kreft Primary office in order to register their child. Preschool registration is held at Kreft Primary in both the spring. Please check with the office staff to confirm the current school year's dates. **All paperwork must be completed and submitted before your child will be offered a placement and begin attendance.**

Children may be eligible to attend our **full day** preschool program free of charge.

**Full Day Tuition: \$400 per month (September - May)**

## **Who Works In the Preschool**

Program Administrators: (NAEYC 10.B.21) Desiree Jensen and Kellie Vinchattle

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 and the NAEYC Program Standards.

Teachers:(NAEYC 10.B.21)Becca Bourrette, Jill Heller, Aisha Figueroa, Angie Smith, Sandy Williams

A full-time teacher licensed by the Iowa Board of Educational Examiners and holding an Early Childhood endorsement and/or Early Childhood Special Education endorsement is assigned to the preschool classrooms.

Teacher Paraeducators:(NAEYC 10.B.21)

A full time paraeducator in the classroom carries out activities under the supervision of the teacher. The paraeducator will have specialized training in early childhood education. All will be working toward or maintaining a CDA or the equivalent.

School Nurse (NAEYC 10.D.10)

The preschool will have the assistance of the school nurse. She maintains student health records by updating them quarterly, and attends to the health needs of the students while they are at school. She is available for parent consultation when necessary.

### **Support Staff** (NAEYC 10.E.4)

Green Hills Area Education Agency support staff provides resources and assistance to the teacher and classroom upon request to help all children to be successful in the preschool setting. Support staff must be with, and supervised by, regularly scheduled teaching staff at all times. Such staff may include: an early childhood consultant, a speech and language pathologist, a social worker, an occupational therapist, a physical therapist, an ECSE consultant, an ELL coordinator and/or others. Green Hills AEA is an intermediate agency of the Iowa Department of Education.

## **The Kreft Primary Preschool Programs**

### **Preschool Description** (NAEYC 2A.3, 9.B.5)

The preschools are open to 4-year-old children in our community. The programs serve both children with disabilities and normally developing peers. The preschool follows the Lewis Central Community School District's calendar year. There are five preschool classrooms. Three programs are full day programs that operate 4 days per week. Two programs are half days and operate 4 days a week. The staff includes three certified Early Childhood Special Education teachers and two certified Early Childhood Regular Education teachers. Each classroom has a para-educator as part of the teaching team as well. Teachers and paras remain with the same group of children throughout the year and maintain a ratio of 1 adult to every 10 children at all times.

Learning is facilitated by the staff that provides children with open-ended materials, experiences that are meaningful to them, and support through active involvement from the adults. Small group time encourages children to explore and experiment with new or familiar materials that adults have selected based on their daily observations of children's interests, the Key Developmental Indicators, the Early Learning Standards and local events. In large group time, both children and adults initiate music and movement activities, re-enact stories, and have group and community building discussions. The children engage in social relations with peers and adults throughout their entire preschool day and are able to learn and function in the preschool at their own developmental level. Content such as reading, math, science and social studies is integrated into the daily routine as well as gross motor activities that support physical development.

### **Daily Activities** (NAEYC 2. A.8, 4.D.4, 4.D.5, 8.B.1)

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, indoor time with outdoor time, quiet play with noisy play, child directed activities with teacher facilitated activities, etc. The teaching team meets weekly to

discuss and review student observations and anecdotal notes enabling them to plan for instruction. Each child will engage in the following types of activities every day:

- Large and Small Group Activities
- Self-initiated Play
- Learning Center Activities: *Art, Science, Writing Table, Manipulatives, Book Center, Blocks, Dramatic Play, Computers, Sensory, Listening Center*
- Story Time
- Individual Activities
- Outdoor Activities
- Music and Movement

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

### **Study Trips (NAEYC 8.B.1, 2.D.4)**

In certain classes, study trips are authorized and may be taken as an extension of the classroom to contribute to the achievement of the educational goals of the school district. If a study trip is required for a course, students are expected to attend the study trip and ride the bus to and from the school with the class. Parents must sign a study trip release upon registration. Absences in other classes or school activities due to attendance on study trips or excursions are considered excused absences. While on study trips students are guests and considered representatives of the school district. Students must treat employees, chaperones, and guides with respect and courtesy, (Reference Board Policy 603.2).

Chaperone Procedures and Responsibilities: Chaperones need to be identified two weeks prior to the study trip and a background check will be required. Chaperones must be willing to lead a group of students. Chaperones should arrive 10 minutes early for study trip instructions. Chaperones should check in the school office upon arrival and pick up a study trip chaperone badge. Chaperones will be asked to sign in when they go to their child's classroom after stopping at the office. Each chaperone will be assigned to a group of students. A chaperone and his/her group of students will be teamed with another chaperone and group of students. Fees associated with the study trip will be waived for chaperones. Chaperones are welcome to ride the bus to the study trip destination. Chaperoning will be open to parents and family members 21 years and older. If you are a designated chaperone and need to change your plans, please call your child's teacher immediately.

A first aid kit, emergency contact information, and emergency transport authorization information for the children in the group will be taken on all trips. Children will be counted every 15 minutes during the study 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. At least one staff member on the trip will have a cell phone available at all times.

### **Curriculum (NAEYC 2.A.1, 2.A.2, 2.A.3, 2.A.6, 2.A.7, 8.B.1)**

Curriculum is a framework for learning opportunities and experiences. Lewis Central utilizes the Creative Curriculum resources. It is a process by which learners obtain knowledge and



understanding, while developing readiness and life skills. It is continually revised and evaluated to make learning fun, exciting and valuable.

It is the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the community and in the United States including a variety of careers, roles, and lifestyles open to women as well as men in our society. One of the objectives of the curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnic origin, religion, and physical disability. The curriculum fosters respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural, nonsexist society.

The Kreft Primary preschool programs use Handwriting without Tears Curriculum. The Handwriting without Tears curriculum is a developmentally appropriate handwriting curriculum for preschool children designed by occupational therapists. Suggestions for modifications and adaptations are an integral part of each curriculum.

### **Creative Curriculum (NAEYC 2.A.01-2.A.12)**

The Kreft Primary Preschool Programs use the Creative Curriculum framework. Creative Curriculum addresses all areas/domains of learning including language & literacy, math, science, gross/fine motor skills, and social emotional skills. It provides children an opportunity to learn in a variety of ways such as play, problem solving, movement, art, music, drawing and writing, listening, storytelling, and technology. Suggestions for modifications and accommodations are an integral part of the curriculum as each objective is based on developmental milestones and guidelines for ages Birth – 6.

### **Iowa Early Learning Standards**

The Iowa Early Learning Standards are used within the preschool programs as early childhood developmental guidelines, activity and instructional planning guides, and for goals used on Individual Education Plans (IEP's) for special education students. The Iowa Early Learning Standards are a comprehensive set of standards that are evidence based for 3-to-5 year olds

### **Child Assessment (NAEYC 4.A.1, 4.A.2, 4.B.3, 4.D.6, 4.E.2, 4.E.3, 4.E.4, 4.E.5, 7.B.3, 8.A.2)**

*Guiding principles:* It is the school district's belief that assessment of young children should be purposeful, developmentally appropriate, and take place in the natural setting by familiar adults. The results will be used for planning experiences for the children and to guide instruction. Assessment will never be used to label children or to include or exclude them from a program. A family's culture and a child's experiences outside the school setting are recognized as being an important piece of the child's growth and development. All results will be kept confidential, placed in each child's file. For non-English speaking students, an ELL instructor will be available for any translation needs in curriculum or assessment.

Children are assessed in the following ways:

- Gold Assessment, which is COR observational data, provides an ongoing anecdotal record of each child's progress. Anecdotal notes are aligned with the Key Developmental Indicators and/or the Iowa Early Learning Standards
- Kreft Primary Preschool Report Card Checklist



- Ages and Stages Questionnaire
- Ages and Stages Social Emotional
- Child portfolios are organized by the teaching staff and include the assessments, observational data, and child work samples collected on an on-going basis.

Teachers are trained as needed to conduct child assessments.

See Early Childhood Assessment Plan (NAEYC Standard 4 Binder) for specific information on each assessment administered.

The information gathered from assessments is used in the following ways:

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

Assessment information will be shared formally with families during Parent/Teacher Conferences in the fall, winter, and spring. In addition, a Preschool Progress Report will be sent home three times during the school year. The preschool teacher will communicate daily/weekly regarding children's activities during the daily routine. Informal conferences are always welcome and can be requested at any time.

If, through observation or data collected, the teacher feels that there is a possible concern 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:

- **Green Hills Area Education Agency (GHAEA) Referral:** The teacher requests assistance from the Green Hills Area Education Agency (AEA) as an early intervention process. This team engages in problem identification, planned interventions, provides consultative support, and makes outside resources available to those individuals requesting assistance. The Green Hills AEA team's assistance is available for all students and teachers in the building. A request made to Green Hills Area Education Agency for support and additional ideas or more formalized testing can be made.
- **MTSS System:** A SAT meeting can be scheduled with administration. This is a brainstorming meeting with a team to develop strategies to carry out and document in the classroom. An I-Plan may follow if needed. The I-Plan process is also a brainstorming session with the classroom teacher, other staff, parents, and the administrator to develop additional strategies to try in the classroom. An I-Plan is a classroom intervention for reading, writing, math, behavior, and/or speech and not necessarily part of special education. Sometimes a student who has an I-Plan is later identified for special education with an IEP. A request for special education evaluation can be made. The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated. The family is encouraged to advocate for services for their child and be actively involved in the eligibility process.
- **Evaluation for Additional Services/Support:** If a child is determined to need special accommodations or modifications by the preschool team, those accommodations/modifications occur within 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.

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. When a formal standardized diagnostic assessment is needed, the district works with GHAEA to administer and determine eligibility. The assessments listed on the Assessment plan table in the program portfolio are examples that have been used and are used in conjunction with GOLD to determine IEP goals.

The program supports families with information about programs and services during our referral, MTSS, and evaluation processes. Community resources that may be available to families: Green Hills AEA, Child Care Resource and Referral, Family, Inc, Heartland Family Services, Child Health Specialty Clinic, Stones Worth Stepping, Lions Club, UNMC Munroe-Meyer Institute, DHS, *Parents as Teachers* programs, and medical professionals.

### **Program Assessment** (NAEYC 4.A.2, 7.A.2, 7.A.4, 7.A.5, 10.F.1, 10.F.2, 10.F.3, 10.F.4)

The Lewis Central Early Childhood Preschool Program implements the National Association for the Education of Young Children (NAEYC) program standards and has been accredited since 1995. Administrators, families, staff, and other routinely participating adults will be involved annually in a program evaluation that measures progress toward the program's goals and objectives. The NAEYC Annual Report includes gathering evidence on each of the 10 program standards including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. As part of our program assessment, families are asked to complete a family questionnaire in order to gain input regarding our program. This information helps us to assess how the program is meeting the needs of families and children, as well as to identify strengths and weaknesses.

A report of the annual evaluation findings is shared with families, staff, and appropriate advisory and governance boards. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

### **Preschool Registration** (NAEYC 4.C.3)

Preschool registration is advertised on social media (facebook), school newsletters, and PeachJar (online resource). Registration is an opportunity for families to have their children screened for developmental levels, language, dental, and hearing. Green Hills AEA staff supports the Child Fair. Screening assessments include, but are not limited to, the ASQ (all children) and the ASQ social emotional(when more data needs to be gathered based on concerns from the ASQ). These screening services are a part of the registration process and allow families access to specialists if they have concerns about their child's development.

### **General Education Assessment** (NAEYC 4.A.1, 4.A.2, 4.C.3, 4.E.4, 7.A.5)

All children enrolled in the preschool program are assessed ongoing. Several assessments are used for initial screening and allow for parent input prior to and/or early in the school year. The district programs use the ASQ3 and the ASQ-SE-2 as screening assessments. These surveys

inform all areas of development and provide families with opportunities to give input into the assessment process.

Teaching Strategies GOLD is used for ongoing formative assessment in all developmental areas. GOLD is used as it is 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. Electronic portfolios support GOLD for each child and information is shared informally and formally at parent/teacher conferences three times a year.

Teachers are trained as needed to conduct child assessments.

## **Arrival & Departure of Children**

(NAEYC 6.A.6, 6.A.7, 7.A.6, 10.D.7, 10.D.8)

**Full Day Preschool:** 8:35-3:30 (Monday-Friday, no preschool on Wednesdays)

**Half Day Preschool:** 8:35-11:05 a.m. & 1:00-3:30 p.m. (Monday-Friday, no preschool on Wednesdays)

In order for the Lewis Central Community School District to fulfill NAEYC's required adult/child ratio which is designed to provide a safe and secure environment for all children, the Lewis Central preschool staff will require students to enter their classrooms only at the designated times listed above. If your child does not arrive and depart from school using district provided transportation, then the child must be accompanied by an adult to and from the preschool staff at drop off and pickup.

Every Wednesday, the preschool classrooms will not hold classes. This allows for parent meetings and home visits, planning time for the teaching staff, professional development and collaboration with community agencies. The preschool will provide a yearly as well as a monthly calendar to families. The preschool calendar can also be accessed on the Lewis Central website at [www.lewiscentral.org](http://www.lewiscentral.org).

For the 2025-2026 school year, in addition to the Lewis Central adopted calendar, there will be no preschool on the following dates: **March 26 and 27, and April 24.**

**Parents or legal guardians may park and walk their child into the preschool entrance each day or may join the car line where a Kreft staff member will assist them with getting into the building.** Once students arrive at school, they are not to depart the school grounds until they are directly on their way home at the conclusion of the school day. Students who are authorized to leave the school premises for specific purposes shall follow the sign out procedure (School Board Policy 505.3). No child will be permitted to leave the building without an adult.

Other than parents or legal guardians, only persons with prior written authorization (within PowerSchool) 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 as well as be cleared by the office as having permission to pick up before a child is released to them.

If a child rides the school bus/van to school, staff assists the student(s) off the bus/van. All motor vehicle transportation provided by the Lewis Central School District includes the use of age-appropriate and size-appropriate seat restraints. At dismissal, teaching staff accompany each student to the bus/van and assist the student onto the bus/van. **Parent/guardians picking up students will use the program called School Dismissal Manager, or SDM. Parents will scan the QR code and Kreft staff will walk preschool students out to their parent.**

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.

## **Attendance**

Preschool follows the elementary attendance policy listed within the elementary handbook and board policy.

## **Transportation (NAEYC 10.D.8, 10.D.9)**

Making a smooth transition from home, daycare or a bus/van to preschool and back is important for your child's safety and well-being. **It is very important that you, as a parent, communicate with your child and your child's teacher about his or her arrangements for getting to and from preschool.** Lewis Central Community School District bus/van transportation **may** be available based on eligibility. **If your child will not be riding the bus on a particular day, it is your responsibility to call the transportation office before 7:00 a.m. to let the transportation director know of the busing change.** Children need to know what is happening next and where they will be going next.

When you register your child, you need to indicate who may or may not pick up your child. It is very important that this information of your child's records is updated regularly to ensure your child's safety. Changes should be reported to the preschool teacher and school office.

For children who have special needs for transportation, the facility will use a plan based on a functional assessment of the child's needs related to transportation. Any accommodations indicated in the child's Individualized Educational Program (IEP) will be implemented as described. (10.D.06.d)

## **Child Guidance, Discipline, & Challenging Behaviors**

(NAEYC 1.E & NAEYC 1.F)

### **Child Guidance and Discipline (NAEYC 1.B.9, 3.B.2, 3. B.3, 10.B.18)**

Teaching staff will equitably use positive guidance, redirection, and planning environmental and instructional supports to prevent problems. Teaching staff will encourage appropriate behavior through the use of consistent clear rules and expectations (Positive Behavior Interventions and Supports,PBIS), involving children in problem solving to foster the child's own ability to become self-disciplined, and the use of positive behavior support strategies. 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, developmentally appropriate and understandable to the child. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn taking. Discipline is a part of teaching. It helps children better understand inner control and appropriate behaviors when interacting with others in a group setting. Our preschools support children participating in activities without disruptive behavior from others, though we know there will be conflicts. We use a problem-solving approach as this process supports staff and children as they work through conflicts. Our goal is to support children during conflicts by giving them strategies that help them resolve conflicts. Another goal is to provide positive behavior support in the form of social stories, visual supports, environmental supports, and friendship skills to prevent behaviors before they can occur.

Healthy self-esteem is reflected in appropriate behavior choices. A discouraged child may “act out” and provide us with clues we can use to help this child regain more positive feelings. We base our guidance decisions on what we believe best meets an individual's needs without sacrificing the needs of the group.

The following conflict resolution strategy is used in your child's preschool program. We have found this to be effective in helping children resolve conflicts.

1. Approach calmly...(SOUL – Silence, Observation, Understanding, Listening)
2. Acknowledge feelings
3. Gather information. “You seem to be upset.” Talk to one child/person and then the other.
4. Restate the problem...according to what the child said, not what you think. Be specific.
5. Ask for ideas for solutions and choose one together. “What do you think we could do?”
6. Be prepared to give follow-up support.

With adults as models, children learn to talk through their problems with each other. Teachers help, as needed, to guide children to reach fair and mutually respectful conclusions to their conflicts. If a solution cannot be reached, both children may be given teacher-directed choices to help them resolve the conflict. Over time, the goal is for children to become independent problem-solvers.

If a conflict has reached a high level of frustration and/or anger between two or more children, at times it is necessary to have them find an alternative area or activity to calm down. This may be a book, puzzle, or a time to lay on a pillow or blanket and relax and then return to play.

The following specific techniques may be used by staff and student

1. Simple, consistent expectations and guidelines appropriate for the age of the children are explained and modeled by the adults in the center. We want children in our center to understand there are good reasons – and positive benefits – for doing things a certain way. Encouragement of children is the key to appropriate behavior. It helps them focus on their ability to manage life constructively.

2. Respectful communication at the child's level with eye contact goes a long way toward maintaining children's attention when guiding them, and a polite request to do something necessary often comes before any other technique is needed.
3. We attempt to say "yes" more than "no" to create an environment where children feel confident and successful in their friendships and group interactions.
4. We also provide quiet, individual places where children can be alone productively. Our concept of "time-out" is to have the child "sit apart" from the group until inner control is reached and the child wishes to rejoin the group.
5. Occasionally, it is necessary to redirect a child. By calling attention to a more suitable activity, the adult can help the child discover how to make more appropriate choices.
6. When inappropriate behavior occurs, children are given natural consequences related to the incident. For example, if a child spits on the table, he/she needs to clean it up. Whenever possible, children help the adult decide which consequence would best teach them to not repeat the inappropriate behavior.
7. Large group time is an opportunity to brainstorm solutions to problems that affect the whole group. Children are invited to problem-solve with the teacher to find mutually agreeable solutions. Children often have the answers to problems affecting them and they will share these answers willingly when invited to do so. For example, if the children are beginning to get off-task, this is a good time to re-group and discuss what their plans are. This helps the child recall where they intend to work and provides an opportunity to review classroom guidelines.
8. Families are our partners. We believe children benefit from a supportive home/school partnership. Occasionally, we may need to resolve a difficulty by discussing conflicts concerning inappropriate behaviors with individual families. Classroom goals, expectations, and guidelines are shared with families to promote a positive, respectful environment that is consistent between home and school. We strive to work with families to explore all alternatives to reach mutually acceptable conclusions.
9. Occasionally, intervention is needed from our support staff. The preschool principal, Green Hills Area Education Agency (AEA) staff, and other professionals may be consulted if guidance and discipline issues cannot be resolved between teacher and families.

Our discipline and guidance policy complies with our state licensing guidelines. Every effort is made to communicate our policy with students, staff, and parents so that we are all consistent with our expectations for children.

### **Challenging Behavior** (NAEYC 1.B.8, 1.B.9, 1.B.10, 1.E.1, 10.B.18)

The teaching staff are 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. Teachers promote pro-social behavior by:

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



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 Green Hills AEA support staff will work as a team to develop and implement an individualized behavior 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.

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. (6) Implement the district's Code of Conduct when these strategies are not successful.

#### 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, frightens, or subjects a child to neglect.
4. Neither withhold nor threaten to withhold food as a form of discipline.

### **Child Protection Policies (NAEYC 10.D.5)**

The health and well being of every child in our care is of the utmost importance and the protection of children is our responsibility. An applicant or volunteer for temporary or permanent employment with the preschool program involves direct interaction with or the opportunity to interact and associate with children must execute and submit an affidavit of clearance from any and all crimes against a child or families. In addition no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children. The program has written school board policy for reporting child abuse and neglect as well as procedures in place that comply with applicable federal, state, and local laws. The policy includes requirements for staff to report all suspected incidents of child abuse, neglect, or both by families, staff, volunteers, or others to the appropriate local agencies. Staff who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious. All teaching staff complete "Mandatory Reporter: Child and Dependent Adult Abuse" at least every five years and within six months of employment. The school district does not tolerate employees physically, or sexually abusing or harassing students. Students who are physically or sexually abused or harassed by an employee should notify their parents, legal guardians, teacher, principal, or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical or sexual abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations. The school district has designated Desiree Jensen at (712)366-8290.

Examples of physical punishment: shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears; requiring a child to remain inactive for a long period of time.

Examples of psychological abuse: shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection, seclusion

Examples of coercion: Rough handling (shoving, pushing, pulling, grasping any body part); Physical restraint (forcing a child to sit down, lie down, or stay down) except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning up)

NOTE: The use of a physical escort as defined below and properly used when necessary to protect the child or others from harm is NOT coercion.

Mechanical restraint: the use of devices as a means of restricting a students freedom of movement

Physical escort: the temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location

Physical restraint: a personal restriction that immobilizes or reduces the ability of an individual to move the individual's arms, legs, torso, or head freely, except that such term does not include a physical escort, mechanical restraint, or chemical restraint.

Seclusion: the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, except that such term does not include a time out.

## **Snacks, Foods, & Nutrition**

(NAEYC 5.B.3-9, 10.D.3)

Attitudes about food develop early in life. The food children eat affects their well-being, their physical growth, their ability to learn, and their overall behavior. We have an opportunity to help children learn about foods, to enjoy a variety of foods from their own culture and others, and to help them begin to appreciate their bodies need to be strong, flexible, and healthy. Eating moderately, eating a variety of foods, and eating in a relaxed atmosphere are healthy habits for young children to form.

Meals and snacks are at regularly scheduled times, two hours apart and not more than three hours apart. See daily schedule. For all day preschool we offer breakfast and lunch daily from the school cafeteria, as well as a snack. If you choose to send a lunch for your child (all-day classrooms), we recommend you send food from each of the 5 groups (dairy, meat, fruit, veggies, grain). Kreft Preschool is a National Association Education Young Child Accredited site and focuses on teaching healthy habits. Examples of healthy food include:

<b>Grain</b>	<b>Dairy</b>	<b>Fruits</b>	<b>Vegetables</b>	<b>Meat-Protein</b>
bread	milk	applesauce	carrots	peanut butter



crackers bagels noodles	yogurt string cheese cottage cheese	fresh fruit fruit cups 100% juice	celery peppers broccoli	nuts lunch meat hard boiled eggs
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All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines. Clean, sanitary drinking water is available to children throughout the day. Staff discards any foods with expired dates. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served.

For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider must provide the program with an individualized care plan prepared in consultation with family members and specialists involved in the child's care. Children with food allergies shall be protected from contact with the problem food to the best of our abilities. With family consent, the program posts information about the child's allergies in the food preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day. Program staff will keep a daily record documenting the type and quantity of food a child consumes when any child with a disability has special feeding needs and provide parents with that information.

High risk foods, often involved in choking incidents, will not be served. For children younger than three years, these include hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; or chunks of raw carrots or meat larger than can be swallowed whole. The school district does not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages as a punishment, nor will teaching staff ever threaten to withhold food as a form of discipline.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions 10 participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866)632-9992. Submit your completed form or letter to USDA by:

- Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410
- Fax: (202)690-7442: or

- Email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

## **Breakfast, Snacks, and Lunch Fees**

The Lewis Central Community School District Food Service Program will provide breakfast and lunch to full day preschool students, as well as a snack. For special occasions or parties, please consult your child's teacher about providing a prepackaged treat.

Pricing will be communicated at the beginning of each school year. Payment plans can be arranged with the office staff. All money should be put in a sealed envelope with the student's first and last name and their teacher's name. **Checks should be made payable to Lewis Central Schools.**

Each student will have an account in the Food Service Computer System. Parents put money into their child's account. A new meal tracker program allows parents to have a family account for all siblings in the district. Parents contact food service staff at any one of the Lewis Central schools to set up a family account. <https://lewiscentral.totalk12.com/> is a site for parents to make pre-payments into their child's account anytime using Visa, Discover, or MasterCard (credit or debit). Parents can also monitor their child's meal account balance and transactions online.

At breakfast and lunch time (if applicable) staff members are seated with students while eating and engage children in conversation as this promotes positive relationships and provides positive models in language, speech and vocabulary development.

## **Birthdays and Celebrations**

Birthday treats are allowed. However, they must be store purchased. If invitations to a party are not given to all students in a class, they should not be distributed on the school campus. Birthday celebrations will be limited to preserve instructional time. The school is unable to furnish class lists with telephone numbers and addresses for parents to address birthday invitations. Balloons and flower bouquets are not allowed.

## **Communication with Families**

(NAEYC 7.A.6)

Teachers and administrators use a variety of formal and informal (including conversations) ways to become acquainted with and learn from families about their family structure and their preferred means of child-rearing practices and communication, and information about their socioeconomic, linguistic, racial, religious, and cultural backgrounds as they wish to share. Families are surveyed in enrollment paperwork and through other questionnaires during the year regarding their family, beliefs, and preferences. Home to school visits are conducted at the beginning of the school year. The time spent talking and interacting with families and developing strong, reciprocal relationships is valued. Teachers also communicate often through SeeSaw, email, or phone calls.

The school district will, to the extent possible, provide full opportunities for meaningful participation of the families with children with limited English proficiency, families with children with disabilities, including providing information and school reports in an understandable and

uniform format and, including alternative formats on request, and, to the extent possible, in a language families understand.

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

### **Open Door Policy (NAEYC 10.B.19)**

We encourage parents to visit their child's classroom. Please call in advance and schedule a time convenient for both you and your child's teacher. Our buildings have a buzzer entry system. Guests will press the button outside of the main entrance for doors to be unlocked. All visitors must sign in and get a visitor badge in the main office. This badge should be worn by guests the entire time in the building. This is for the safety of your child.

### **Anti-Bullying/Anti-Harassment**

Preschool follows and adheres to the same policy and procedures for bullying/harassment as to what is explained in the elementary handbook and board policy.

### **Family Involvement**

(NAEYC 1.A, 4.D.6, 6.A.7, 7.A.3, 7.A.4, 7.A.7)

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

Teachers and administrators use a variety of formal and informal (including conversations) ways to become acquainted with and learn from families about their family structure and their preferred means of child-rearing practices and communication; and information about their socioeconomic, linguistic, racial, religious, and cultural backgrounds as they wish to share. Families are surveyed in enrollment paperwork and through other questionnaires during the year regarding their family, beliefs, and preferences. Program staff communicates 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 well being of their children. Family teacher conferences are held in each trimester, as well as when either party requests. At least one Family Night is held during the year.

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

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

The Kreft Primary School Preschool Staff invites you to become involved in one or all of the following ways, and welcomes other ideas as well.

1. Support your child's daily transition to school by sharing information about your child's interests and abilities. Keeping the teacher informed of changes and events that might affect your child, allows the teacher to be more responsive to your child's needs.
2. Attend family meetings.
3. Return all forms, questionnaires, and so on, promptly.
4. Attend Family/Teacher conferences in the Fall and Spring semesters.
5. Take time to read the classroom or preschool parent bulletin board(s).
6. Check your child's folder in his/her backpack each day.
7. Participate in field trip activities & Family Nights.
8. Share some of your talents in your child's class through activities such as: reading or storytelling, art, preparing visuals, music, sewing, crafts, hobbies, your profession, or artifacts from trips you have taken.
9. Share any of your families' cultural traditions, celebrations, or customs.
10. Read all the material sent home with your child.
11. Help with special events. Helping takes many different forms such as preparation of materials at home, making telephone calls, preparing or posting flyers, recruiting other volunteers, collecting donations or prizes, run errands, photography, setup before the event, or clean afterwards.
12. Ice Cream Social for Families

The school district will, to the extent possible, provide full opportunities for meaningful participation of the families with children with limited English proficiency, families with children with disabilities, including providing information and school reports in an understandable and uniform format and, including alternative formats on request, and, to the extent possible, in a language families understand.

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

### **Home/Class Visits** (NAEYC 7.A.3, 7.A.6, 7.C.1)

Home/Class visits are made prior to the start of school and are highly encouraged to facilitate a positive start for your child's school year. 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. It also allows your child to become familiar and comfortable with his/her teacher and have any questions you may have answered. This is a great time for you to share what makes your family unique, how you prefer to communicate with the 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. A translator will be provided by the district if needed.

### **Family Teacher Conferences** (NAEYC 7.B.3, 7.C.1)

The preschool program will have formal parent teacher conferences at the same time as the elementary school – fall and winter. During the conference the teacher will share results of classroom assessments and samples of student's work. Plans will be made together with

families to continue the child's growth and development. A translator/interpreter will be provided for families if needed. Please make every effort to attend your conference, and if you absolutely cannot, contact your child's teacher to line up another time.

### **Family Activity Nights** (NAEYC 7.A.5, 7.A.6, 8.B.2, 8.B.3)

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

### **Transitions** (NAEYC 7.C.01)

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 the 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 and support specialists. Transition meetings and activities are planned for all students including those on Individualized Education Plans (IEP). Preschool staff will provide information about enrollment policies and procedures, program options, and arrange for a classroom visit whenever possible. In the spring, the preschool conducts a Child Fair and Preschool Registration Days for the upcoming school year.

### **Parent Advisory Opportunities** (NAEYC 10.F.04)

#### Parent Advisory Committee (Kreft):

At the building level, parents of Kreft students have the opportunity to join the Parent Advisory Committee. This committee meets once a month with building administration and teachers with the purpose of strengthening the connection between school and home.

#### SIAC/School Improvement Advisory Committee:

The School Improvement Advisory Committee or SIAC is a committee composed of parents, school staff, and other community members interested in the governance of grades PreK-12. This group meets five to seven times a year, to provide feedback on services that meet children and family needs.

#### Pottawattamie County Preschool Program Advisory Committee:

In addition, the Lewis Central Preschool Programs also has the Pottawattamie County Preschool Program Advisory Committee to support the vision and mission of the program. This group meets quarterly to discuss budget, professional development, and best practices in early childhood education. This group is composed of EC/ECSE Consultants from GHAEA, Pottawattamie County principals and superintendents, and GHAEA administrators. This group serves as a sounding board for new ideas and services. If parents have any ideas, concerns, or questions for these governance boards, they can contact their child's teacher or Desiree Jensen, Kreft Primary Principal.

### **Children's Records - Confidentiality** (NAEYC 10.D.6)

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

Student directory information is released without parental permission unless the parent asks the school district not to release it. Parents must notify the school district in writing at the beginning of the school year if they do not want the school district to release directory information. Directory information includes name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, degrees and awards received, most recent educational institution attended, year in school, dates of attendance, and heights and weights of athletes, (Reference Board Policy 505.1)

The Lewis Central Community School District maintains records on each student in order to facilitate the instruction, guidance, and educational progress of the students. The records contain information about the student and his or her education and may include, but are not limited to, the following types of information:

Identification data, attendance data, record of achievement, family background data, aptitude tests, educational and vocational plans, honors and activities, discipline data, objective counselor or teacher ratings and observations, and external agency reports.

The records of each student are generally located in the school that he or she is attending. Any exceptions will be noted in the student's other records or by the person in charge of record maintenance for each school building. The name and position of the person responsible for maintenance of student records for each school building is listed below:

- Desiree Jensen (principal), Kellie Vinchattle (associate principal), Melissa Katzer (office clerk)

The following persons, agencies, and organizations may have restricted access to student records without prior written consent of the parent or student over the age of 18 years. Any other access to student records shall be only upon written consent or upon court order or legally issued subpoena.

- A. School officials, teachers, and AEA personnel with a legitimate educational interest.
- B. Officials of other schools in which the student proposes to enroll.
- C. Representatives of state and local government when auditing and evaluating federal educational programs.
- D. Officials connected with a student's educational financial aid applications.
- E. Governmental officials to whom information is to be reported under state law adopted prior to November 19, 1974.
- F. Organizations that process and evaluate standardized tests.
- G. Accrediting organizations for accreditation purposes.
- H. Parents of dependent children, regardless of child's age.
- I. Appropriate parties in a health or safety emergency.



Student records are reviewed and inappropriate material removed periodically and, at a minimum, whenever a student moves from the elementary level to the high school level and when a student moves out of the district. Those records not of permanent importance are destroyed within three years of graduation or discontinued attendance.

Parents of students under age 18 and students over age 18 may exercise the opportunity to review the educational record of the student, to obtain copies of the records, to write a response to material in the record, to challenge the content of the record on the grounds of inappropriateness, inaccuracy, or invasion of privacy, and to have the records explained.

Students and parents may file with the Department of Education complaints alleging failures of the school district to comply with federal legislation dealing with student records. Correspondence should be addressed to: The Family Educational Rights and Privacy Act Office, Department of Education, Switzer Building, 330 C Street, Washington, D.C. 20201.

## **Health and Safety Policies & Procedures**

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

Throughout the year, the school district sponsors health screening for vision, hearing, and dental. Students are automatically screened unless the parent submits a note asking that the student be excused from the screening. The grade levels included in the screening are determined annually. However, upon a teacher's recommendation and with parental permission, students not scheduled for screening may also be screened. (NAEYC 4.C.2)

### **Health Records and Immunization Certificates (NAEYC 5.A.13, 5.A.14)**

Before a child begins the school year, 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 Iowa Department of Public Health. All shot records must be up to date, or your child will not be permitted to attend school. A copy of immunization records will be kept on file by the health office. The exception to this guideline is if an IDPH approved medical or religious exemption is provided. (Reference Board Policy 504.1)

- 4 years of age and older
- 5 doses Diphtheria/Tetanus/Pertussis with 1 dose received > 4 years of age if
- born on or after September 15, 2003; or 4 doses, with 1 dose received > 4 years of age if born after September 15, 2000, but before September 15, 2003; or 3 doses, with 1 dose received > 4 years of age on or before September 15, 2000.
- 4 doses Polio with 1 dose received > 4 years of age if born after September 15, 2003; or 3 doses, with 1 dose received > 4 years of age if born on or before September 15, 2003.
- 2 doses Measles/Rubella the first dose shall have been received > 12 months of age; the second dose shall have been received > 28 days after the first.
- 3 doses Hepatitis B if born on or after July 1, 1994.

- 2 doses Varicella  $\geq$  12 months of age if born on or after September 15, 2003; or 1 dose received  $\geq$  12 months of age if born on or after September 15, 1997, but born before September 15, 2003, unless the applicant has a reliable history of natural disease.

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.

### **Dental Health Emergency (NAEYC 10.D.10)**

Each family is required to submit in writing a family dentist or dentist of their choice as per NAEYC standard requirements to ensure the family's wishes are granted, if possible, in the case of a dental emergency. The files will be maintained by the nurse.

### **Illness and Exclusion Policy (NAEYC 10.B.19)**

Please call the Kreft office (712-366-8368) to notify us if your child is ill. It is important for the office to have current phone numbers and emergency contacts in the event your child should get sick while at school. If your child is absent from school please provide a doctor's note. 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 100.4 °F
- vomiting
- diarrhea
- pink eyes with drainage
- skin rashes

The 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
- Skin Rashes: Doctor note stating non contagious

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

When a child develops signs of an illness during their day at preschool, parents, legal guardians, or other person authorized by the parent will be notified immediately to pick up the child. For this reason, please be sure that we have current, accurate phone numbers for you, your authorized emergency contact person and your child's pediatrician. In the meantime, we will provide the child a place to rest until the parent, legal guardian or designated person arrives under the supervision of someone familiar with the child. If the child is suspected of having a contagious



disease, then, until she or he can be picked up, the child is located where new individuals will not be exposed. If a child develops signs of an illness during their day at preschool, parents will be notified by the health office personnel to pick up the child. For this reason, it is important we have current, accurate phone numbers for families, with authorized emergency contact persons and the child's pediatrician. While waiting to be picked up, we will provide the child a place to rest until the parent or designated person arrives under the supervision of someone familiar with the child.

## **Medication Policies and Procedures (NAEYC 5.A.21,10.B.19)**

Students may need to take prescription or non-prescription medication during school hours. The school must know the medication a student is taking in case the student has a reaction. Prescriptions must be in the original containers with the child's name and written instructions for administration of the medication. A physician and parent note are required for all prescription medications given at school. A parent note is required for over the counter medications such as Tylenol, cold medications, etc. Health

### *Policy for Administering Prescription Medication*

The school will administer prescription medication with a written order from a health care provider and written permission from a parent. Whenever possible, medication should be administered at home before or after school hours. Medication must be in a clearly labeled prescription bottle with the child's name, name of drug, and direction for administration, prescriber information and the medication's expiration date.

### *Policy for administering Over the Counter Medication*

Parents will provide the school with the over the counter medication to be given. The medication must be in the original manufacturer container with legible instructions for administration, dosing, and storage of the medication. Parents must provide written permission for school health staff to administer an over the counter medication. Medication that has expired will not be administered at school.

*Procedure:* The school nurse will coordinate medication administration in the school setting. Any person administering medication will have completed an approved medication administration course. The 5 rights of medication administration will be followed: 1) verification of the right child 2) the right medication 3) the right dose 4) at the right time 5) by the correct method of administration followed by documentation of the administration.

Medication errors will be controlled by following the 5 rights each time a medication is administered. In the event a medication error occurs (any violation of the 5 rights) a medication incident report will be completed and kept on file in the health office. Any error will be reported to the district nurse, parent/guardian and the medical provider immediately.

*Storage of Medication:* Medications will be stored in the health office at the temperature recommended for each type of medication. All prescription medication will be stored in a locked cabinet at all times.

A medication log will be maintained by the school staff to record the instructions for giving the medication, consent obtained from the parent, amount, the time of administration, and the person who administered each dose of medication. Spills, reactions, and refusal to take medication will be noted on this log.

## Head Lice

In accordance with the Iowa Department of Health recommendations, students will no longer be excluded from school for head lice. If head lice is detected on a student, health office personnel will make every effort to reach the parents or guardian to communicate the recommended treatment.

## Communicable Diseases (NAEYC 10.D.1)

Students who have an infectious or communicable disease are allowed to attend school as long as they are able to do so and their presence does not pose an unreasonable risk of harm to themselves nor does it create a substantial risk of illness or transmission to other students or employees. If there is a question about whether a student should continue to attend classes, the student shall not attend class nor participate in school activities without his/her personal physician's approval. Infectious or communicable diseases include, but are not limited to, mumps, measles, ringworm, and chickenpox. A child with a rash is not allowed in school until a doctor's note is received or the rash is gone. (Reference Board Policy 504.2).

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.

## Health and Safety Records (NAEYC 10.D.6)

Health and safety information collected from families will be maintained on file for each child in the school nurse's office. Files are kept current by updating as needed, but at least quarterly. Health records document the dates of routine screening tests and immunizations. The content of the file is confidential, but is immediately available to administrators or teaching staff who have consent from a parent or legal guardian for access to records; the child's parent or legal guardian; and regulatory authorities, upon request.

Child Health and Safety Records will include:

1. Current information about any health insurance coverage required for treatment in an emergency;
2. Results of health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results; Families must provide current immunization records before entering the programs.
3. Current emergency contact information for each child, that is kept up to date by a specified method during the year;
4. Names of individuals authorized by the family to have access to health information about the child;

5. Instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes);
6. Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions, conditions that require regular medication or technology support;
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 implement a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.
8. Lewis Central Community Schools will follow Public Health procedures in the event of an outbreak.

### **General Health and Safety Guidelines for the Teaching Staff** (NAEYC 3.C.9, 5.A.15, 5.A.20, 5.A.9,10.B.21, 10.D.2)

- All staff must be alert to the health of each child, known allergies, or special medical conditions. Parents will be required to sign a release of medical information (HIPPA).
- 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.
- All staff are to follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections.
- All staff will use gloves, other barriers and techniques when needed to minimize contact of mucous membranes or of openings in the skin with potentially infectious body fluids.
- All staff are familiar with evacuation routes and procedures.
- All teaching staff completes "Occupational Exposure to Blood borne Pathogens" training as required for employment orientation in the Lewis Central Community School District.
- 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.

### **Safety Procedures in the Classroom Environment**

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

- All safety plugs and electrical outlets are covered, heat/AC, water temperature, and toilets, etc. are in working order.
- All cleaning supplies/poisons out of children reach and are stored properly.
- Classroom and materials checked for cleanliness/broken parts, etc. including playground.
- Supplies checked - first aid kit, latex gloves, soap, paper towels, etc.
- Daily monitoring of the environment - spills, sand, etc. Other serious problems reported to the maintenance staff.
- Upon entry into the classroom from outside, children and adults wash their hands.

- 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 the daily activities.
- First Aid Kits are available for use in the classroom and taken outdoors at all times.
- Prior to participating in 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.
- No child will be left unsupervised while attending preschool. (3.C.04)

### **Supervision, Ratios, & Square Footage Policies (NAEYC 3.C.1-14, 9.B.5,9.C.7, 10.B.12,10.D.1, )**

- The maximum class size in each session is based on square footage of the current location.
- Our center maintains a ratio no more than 1 adult to 10 children at all times. Additional staff may be provided based on the individual needs of children.
- All children will be within "line of sight" of adults both indoors and outdoors unless toileting.
- When toileting, students will be monitored by sound and checked visually when necessary.
- When students enter the hallways to access their cubbies, an adult visually monitors and supervises the children from the classroom doorway.
- Adult-student ratios are maintained on field trips.
- Outdoor and indoor spaces are zoned by the teaching staff to provide adequate supervision of the entire classroom.
- The elementary principal will maintain a current list of available substitutes for both the teacher and Para educators. Should one of the teaching staff need to temporarily leave the room; arrangements will be made to cover the classroom to maintain the staff-child ratio.

### **Water Activities-Health & Safety Policies and Procedures**

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

### **Outside Play: Health & Safety Precautions (NAEYC 5.A.16, 9.B.1, 9.B.3, 10.D.4)**

We have daily opportunities for outdoor play as the weather permits and provided the weather air quality and environmental safety conditions do not pose a threat. This allows children the opportunity to develop their large muscle skills, get exercise, and be active. We use the Child

Care Weather Watch guidelines produced by Healthy Child Care Iowa to determine if the Wind Chill Factor or Heat Index is safe for outdoor play.

In cases when we cannot go outside (due to weather conditions) children are given the opportunity to use indoor equipment for similar activities 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 according to the weather. When it is cold outside he 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. It is expected that all students will go outside unless there is a doctor's note indicating the reason why the child cannot go outside.

There are areas on the playground for children to be in the shade and still be active. We encourage you to bring a hat or other clothing for your child to wear as another protection from the sun. Sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher will be applied to your child's exposed skin (only with written parental permission to do so). We will also use an insect repellent containing DEET (only with written parental permission) no more than once a day to protect your child from insect bites when the public health authorities recommend its use. Should parents send sunscreen or request bug spray, staff would apply it to the child with written parental permission. If parents request this, sunscreen or bug spray must be provided to the school.

Program staff will complete the National Program for Playground Safety's Suggested General Maintenance Checklist on a quarterly basis. The maintenance personnel will inspect the playground weekly to ensure that there are no safety issues. Mike Lidgett is the contact staff member for playground inspection.

### **Classroom Animals and Pets: Health & Safety Guidelines** (NAEYC 5.C.5)

If you, as a parent or legal guardian, want to bring your family pet to share with your child's classroom, you are welcome. Please note the sharing of any pets must be pre arranged with your child's classroom teacher and office. The preschool teacher ensures that the animal does not create an unsafe or unsanitary condition. The animal would appear to be in good health and have documentation from a veterinarian or an animal shelter to show that the animal is fully immunized (if the animal should be so protected) and suitable for contact with children. The teacher would ensure staff and children practice good hygiene and hand washing when coming into contact with the animal and after coming into contact with the animal. Teaching staff supervises all interactions between children and animals and instructs children on safe behavior when in close proximity to animals.

*Note: 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.*

## **Cleaning and Sanitization** (NAEYC 5.C.1-3, 5.C.5, 5.C.6 9.C.6)

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. Staff will clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning as part of standard precautions. Staff will use ventilation and sanitation rather than sprays, air freshening chemicals, or deodorizers, controlling odors in inhabited areas of the facility and in custodial closets.

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Toys will be cleaned with soap and water then air dried. Surfaces will be disinfected using 3M Neutral Quat Disinfectant Cleaner, a non-toxic cleanser. To disinfect, the surfaces will be sprayed until glossy. The cleaning solution will be left on for at least two minutes before it is wiped off with a clean paper towel, or it may be allowed to air dry. Machine washable cloth toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion must be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used. Staff will be trained in cleaning techniques, proper use of protective barriers such as gloves, proper handling and disposal of contaminated materials, and information required by the US Occupational Safety and Health Administration about the use of any chemical agents.

Routine cleaning will be supervised by the preschool teacher and will follow the NAEYC Cleaning and Sanitation Frequency Table found on the NAEYC website ([www.naeyc.org/torch](http://www.naeyc.org/torch)). A checklist will be completed as indicated in the table.

Facility cleaning requiring potentially hazardous chemicals will be scheduled when children are not present to minimize exposure of the children. All cleaning products will be used as directed by the manufacturer's label. Nontoxic substances will be used whenever possible. Staff are trained yearly prior to the start of the school year.

## **Hand Washing Practices** (NAEYC 5.A.19)

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

- Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
- Hand washing is required by all staff, volunteers, and children when hand washing reduces the risk of transmission of infectious diseases to themselves and to others.
- Staff 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 (use of wet wipes is acceptable for infants);
- after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit);
- before meals and snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry);



- after playing in water that is shared by two or more people;
- after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals

Adults also wash their hands:

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

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

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

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

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

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

## **Toilet Learning & Diapering** (NAEYC 5.A.17, 5.A.18, 5.A.19)

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 be done in the designated diaper area, i.e., the changing room with a changing table or the bathroom stall. Food handling will not be permitted in these diapering areas.
2. Staff will follow all diapering guidelines set forth in the NAEYC Standards: Standard (5.A.08):
  - Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
  - Staff checks children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours. Diapers are changed when wet or soiled.
  - Staff changes children's diapers or soiled underwear in the designated changing areas including bathroom stall as needed and not elsewhere in the facility.
  - At all times, caregivers have a hand on the child if being changed on an elevated surface.
  - Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
  - Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container.
  - Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use.



- Diapering and Gloving posters will be posted in the changing area showing procedures through the use of visuals and words. These procedures are used by the program administrator to evaluate teaching staff that change diapers.
  - For children who require cloth diapers, the diaper has an absorbent interlining completely contained within an outer covering made of waterproof material that prevents the escapes of feces & urine. Both the diaper and the outer covering are changed as a unit. ( 5.A.08.b)
3. Potty chairs will not be used due to the risk of spreading infectious diarrhea.
  4. Families may be asked to provide an extra set of clothing for their child in case of an “accident” or messy play. Please clearly label the clothing with your child’s name to reduce the possibility of mistakes.

## **Tooth Brushing**

Oral health specialists will visit yearly and perform oral exams (with parental permission) and oral health education.

## **First Aid Kit**

It is inaccessible to children, but readily available for adult use. It is fully equipped according to guidance from NAEYC. 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 study trips and outings away from the site.

## **Fire Safety**

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 monthly and recorded on a log.

## **Emergencies and Notification of Accidents or Incidents**

The Kreft Preschool Program has in place the *Standard Response Protocols* that describes the following situations and procedures to follow:

- Secure
- Lockdown
- Evacuations
- Shelter (Hazard and Safety Strategy)
- Hold in Classroom

This plan is posted by doorway in each classroom. The protocols will be reviewed ongoing by each staff member. Emergency backpacks are located in each classroom and contain:

- emergency telephone numbers of students
- small first aid kit

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

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

## Weather Policies

When school is canceled because of inclement weather prior to the start of the school day, students and parents are notified over The River, KISS Country, KQKQ, KKAR, KOIL, FOX KCTY, KGOR, KXKT, KTMP, KFAB radio and KMTV, WOWT, KETV, and KPTM Channel 17 television stations and the Lewis Central Website. Families that would like to be notified directly when classes are canceled may sign up for GovDelivery – a free email notification service provided by the State of Iowa by going to the website: [www.lewiscentral.org](http://www.lewiscentral.org).

The designation LEWIS CENTRAL COMMUNITY SCHOOLS includes Lewis Central High School, Lewis Central Middle School, Titan Hill and Kreft Primary Schools. It is our intent to have all information to these stations by 6:30 a.m. Council Bluffs Public School notices **DO NOT** include Lewis Central.

If school is dismissed because of inclement weather after the school day has begun, parents are notified by the same means. To prepare for early dismissal parents should have arrangements made with friends or neighbors to have children stay with them. Anyone picking up children will come to the principal's office or designated area.

Extracurricular activities or practices scheduled for the day or evening of a day when school is canceled or dismissed early are generally canceled and rescheduled. If the extracurricular activity is to be held, students and a parent are notified in the same manner as the notification that school was dismissed.

If there is a one or two hour late start, the All Day Preschool classrooms' start times will align with the PreK-12 schedule. If there is an early dismissal, the schedule will vary. Early dismissals and late starts for the Half Day preschool are as follows:

**Two-hour late start -- No A.M. preschool**

**Two-hour early dismissal -- No P.M. preschool**

## Fire and Disaster Drills

Drills are held throughout the year so the preschool students may become familiar with and practice the proper safety procedures. Fire exit plans and tornado safety locations are posted in each classroom.

## **Standard Response Protocol (NAEYC 10.B.19)**

As part of our ongoing process to help make our school a safer place for children, we will have hold, secure, and lockdown practice drills ongoing. Teachers notify students of the procedures to follow in the event of a drill. Emergency procedures and proper exit areas are posted in all rooms. See Appendix for the full Standard Response Protocol procedures.

## **Protection from Hazards and Environmental Health (NAEYC 9.D.1, 9.D.3, 9.D.4)**

Program staff protects children and adults from hazards, including electrical shock, burn, scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping or slipping. Teaching staff and maintenance personnel perform routine indoor inspections of classrooms and take action to correct any safety issues.

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

Council Bluffs is a small town with little air pollution, smog or heavy traffic. If there was a pollution alert, staff would limit the amount of time students were outside doing physical activities.

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 or adults. 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.

## **Smoking-Drinking-Drugs**

The board prohibits the distribution, dispensing, manufacture, possession, use, or being under the influence of beer, wine, alcohol, tobacco, other controlled substances, or "look alike" substances that appear to be tobacco, beer, wine, alcohol or controlled substances by students while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if the misconduct will directly affect the good order, efficient management and welfare of the school district.

The board believes such illegal, unauthorized or contraband materials generally cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors.

Violation of this policy by students will result in disciplinary action including suspension or expulsion. Use, purchase or being in possession of cigarettes, tobacco or tobacco products for those under the age of eighteen, may be reported to the local law enforcement authorities. Possession, use or being under the influence of beer, wine, alcohol and/or of a controlled substance may also be reported to the local law enforcement authorities.

Students who violate the terms of this policy may be required to satisfactorily complete a substance abuse assistance or rehabilitation program approved by the school board. If such a student fails to satisfactorily complete such a program, the student may be subject to discipline including suspension or expulsion.

The board believes the substance abuse prevention program will include:

- Age-appropriate, developmentally-based drug and alcohol curriculum for students in grades kindergarten through twelve, which address the legal, social, and health consequences of tobacco, drug and alcohol use and which provide information about effective techniques for resisting peer pressure to use tobacco, drugs or alcohol;

- A statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful; Standards of conduct for students that clearly prohibit, at a minimum, the unlawful possession, use, being under the influence of or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities; A clear statement that disciplinary sanctions, up to and including suspension or expulsion and referral for prosecution, will be imposed on students who violate the policy and a description of those sanctions;

- A statement that students may be required to successfully complete an appropriate rehabilitation program; Information about drug and alcohol counseling and rehabilitation and re-entry programs available to students;

- A requirement that parents and students be given a copy of the standards of conduct and the statement of disciplinary sanctions required; and, Notification to parents and students that compliance with the standards of conduct is mandatory.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

## **Child Protection Policies (NAEYC 10.D.5, 10.E.02)**

The health and well being of every child in our care is of the utmost importance and the protection of children is our responsibility. An applicant or volunteer for temporary or permanent employment with the preschool program involves direct interaction with or the opportunity to interact and associate with children must execute and submit an affidavit of clearance from any and all crimes against a child or families. In addition no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children.

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

The school district does not tolerate employees physically, or sexually abusing or harassing students. Students who are physically or sexually abused or harassed by an employee should notify their parents, legal guardians, teacher, principal, or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical or sexual abuse of students by employees. That procedure requires the school district

to designate an independent investigator to look into the allegations. The school district has designated Lisa Hartman, Level 1 Investigator, (712) 366-8206 as the contact person.

## **Suspected Substance Abuse**

Persons under the influence of drugs or alcohol will not be permitted on the premises of the Lewis Central Community School District. At no time will children be released to a person under the influence of alcohol or drugs and school officials will call the proper authorities if warranted.

## **Volunteers**

Families are encouraged to take an active part in the educational process of the children. Families are encouraged to contact the teacher if they would like to volunteer in the classroom. 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 report directly to the Kreft Primary office staff and it may be necessary to undergo an interview with teaching staff and/or principal before permission to volunteer is granted. Volunteers must be with, and supervised by, regularly scheduled teaching staff at all times. 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. People interested in volunteering should contact the Kreft Primary Office at (712) 366-8290.

## **Weapon Policy (NAEYC 10.D.1)**

The board believes weapons, other dangerous objects and look-alikes in school district facilities cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the school district premises or property within the jurisdiction of the school district.

School district facilities are not an appropriate place for weapons, dangerous objects and look-alikes. Weapons and other dangerous objects and look-alikes will be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district. Parents of students found to possess weapons, dangerous objects or look-a-likes on school property are notified of the incident. Possession or confiscation of weapons, dangerous objects or look-alikes will be reported to law enforcement officials, and students will be subject to disciplinary action including suspension or expulsion.

Students bringing firearms to school or knowingly possessing firearms at school will be expelled for not less than one year. The superintendent has the authority to recommend this expulsion requirement be modified for students on a case-by-case basis. For purposes of this portion of this policy, the term "firearm" includes, but is not limited to, any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, any explosive, incendiary or poison gas, or otherwise defined by applicable law.

Weapons under the control of law enforcement officials or other individuals specifically authorized by the board are exempt from this policy. The superintendent may develop an administrative process or procedures to implement the policy.

**NOTE:** This is a mandatory policy.

**NOTE:** The board may specifically authorize individuals to be armed with, carry, or transport a firearm on school grounds under limited circumstances outlined in law. Reasons for this authorization may include, conducting instructional programs regarding firearms or for conducting an Iowa Department of Natural Resources approved hunter education course or shooting sports activities course on school property. Legal Reference: 18 U.S.C. § 921 Iowa Code §§ 279.8; 280.21B; 483A.27(11), 724 281 I.A.C. 12.3(6)

## **STAFF Policies & Procedures**

(NAEYC 10.B.20, 10.E.5)

The Kreft Preschool Program has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. The policies outline nondiscriminatory hiring procedures and policies for staff evaluation. Policies detail job descriptions for each position, including reporting relationships; salary scales with increments based on professional qualification, length of employment, and performance evaluation; benefits; and resignation, termination, and grievance procedures. Personnel policies provide for incentives based on participation in professional development opportunities. The policies are provided to each employee upon hiring.

Hiring procedures include completion of the following checks: criminal-record check, free from history of substantiated child abuse or neglect check, education credentials, verification of age, completion of high school or GED, personal references and a current health assessment.

### **Staff Health Assessment**

The preschool program maintains health information from documented health assessments for all paid preschool staff who have contact with children. A health assessment is received by the program before an employee starts work or before a volunteer has contact with children. The health assessment is updated at the request of the administration (see Board Policy 403.1).

Documented health assessments include:

- Capacities and limitations that may affect job performance
- Documentation by a licensed health professional of TB skin testing using the Mantoux method and showing the employee to be free from active TB disease. For those who have a positive TB skin test and who develop a persistent cough or unexpected fever, immediate assessment by a licensed physician is required. For those who have increased risk of TB according to the Centers for Disease Control (CDC), documentation is required annually by a licensed health professional showing that the employee is free from active TB disease (upon hire).
- Documentation of a Hepatitis B vaccination OR a signed *Refusal of Hepatitis B Vaccination* form will be included.

### **Staff Records**

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 Superintendent's office



**Staff Orientation** (NAEYC 6.D.1, 6.D.2, 6.D.3, 6.D.4, 6.D.5, 7.A.2, 10.E.1, 10.E.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;
- National Association for the Education of Young Children Standards;
- Regulatory requirements.

The employee's immediate supervisor should provide the new employee with a review of the employee's responsibilities and duties. The school board secretary will explain payroll procedures, employee benefit programs and accompanying forms to the employee. Regular employees ineligible for the school district's group health plan will be given information regarding where they can obtain health care or health care insurance. In addition, an Early Childhood consultant provides on-going professional development and coaching regarding the 10 program standards and specific content as well as regular on-site visitation (Board Policy 401).

**Staff - Code of Ethics** (NAEYC 6.B.2)

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

**Staffing Patterns and Schedule** (NAEYC 6.A.15, 6.B.3, 10.B.12)

The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing according to both the NAEYC and IQPPS program standards and maintains an adult/child ratio of at least 1:10 at all times. Children remain on the same roster with the same teacher over the course of the school year. The program administrator will maintain lists of current substitutes for both the preschool teacher and the preschool teaching assistant in case of absence.

Staff is provided space and time away from children during the day. Should staff work directly with children for more than four hours, staff is 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** (NAEYC 6.A.6, 6.B.2, 6.B.4, 6.B.5 8.C.1, 8.C.2)

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

Kreft Preschool staff have ongoing close relationships with Green Hills AEA. Resources are provided formally through professional development and informally during classroom observations. Kreft Preschool staff also have a close relationship with staff at the Child and Family Resource network as they often have children in class whose parents are enrolled in this program. Other resources are provided by IAEYC, Child Care Resource and Referral, and other local agencies such as the Lion's Club or Pottawattamie County Public Health.

### **Staff Evaluation and Professional Growth Plan** (NAEYC 6.B.1, 6.B.2, 6.D.6, 6.D.7, 6.D.8, 6.D.9, 6.D.10, 6.D.13)

All staff are evaluated at least annually by an appropriate supervisor or, in the case of the program administrator, by the superintendent. 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.

## **General Student Policies & Procedures**

### **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. If needed, families may be asked to provide an extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

### **Requests to Stay Indoors at Recess**

It is our belief that fresh air and exercise are a beneficial part of our students' day. Therefore, a physician's note is needed for any child who requests to stay in from recess.

We work very hard to monitor the wind chill and make sure our students do not go outside, or stay outside, for any length of time when the conditions are unfavorable. Please make sure your child is dressed appropriately for the season. For example, in the winter please make sure your child wears a winter coat, gloves, hat and boots if needed. In addition, if your child wears boots to school, please send a pair of shoes in their bag for their school day. PLEASE LABEL ALL ITEMS YOUR CHILD WEARS TO SCHOOL.

## Objects from Home/Personal Property

Because the preschool program provides ample toys and learning materials for your child, we ask that you do not bring toys from home. Please do not allow children to bring gum, candy, money, or toy guns, etc to school. The program cannot be responsible for lost or broken toys brought from home.

## Sharing Time

The schedule and guidelines for sharing time will be provided to parents by the individual classroom teachers. Parents must obtain prior approval from the principal before bringing a pet to school.

## Lost and Found

The office will hold items found during the year. Articles lost or found should be reported to the office promptly. Please check the office regularly for lost items. Periodically, unclaimed items will be donated to charity.

## Parent Teacher Association

Lewis Central PTA incorporates two elementary buildings. The association meets three times a year. The association conducts an annual membership drive and encourages all parents and teachers to become involved. The PTA works closely with the schools to form a partnership between the home and school.

## Student Insurance

The Lewis Central Community School District **DOES NOT** provide any type of medical insurance coverage for students who are injured while on school property. If parents/guardians want medical insurance for their child, it is their responsibility to purchase such insurance. Parents/guardians may purchase medical insurance from any agent they choose. The Lewis Central Community School District's only role in making insurance available is to have available application forms for supplemental insurance.

The school district will provide information regarding the Hawk-I Insurance program. This program is designed for families without health insurance for their children. Information regarding this program is available in all school offices or through the school nurses. Likewise, information is also available to families who wish to purchase accident only dental coverage. Insurance forms for this type of coverage will also be available at registration or through the office in each building.

## Telephone

All elementary schools are equipped with an automated message system and can be contacted at any time. Students may use the telephone in emergencies with the teacher's permission. The school office will take a message and forward it to the student. Only in emergency situations are students removed from class or another school activity to receive a telephone call. Teachers will not be called from class unless it is an emergency.

## Telephone and Address Change

Please notify the school **immediately** if there is a change in your address, telephone number, daycare provider, or person to contact in an emergency. This information is very important in

case your child becomes ill or injured.

## **Withdrawal of Students**

Parents who plan to move out of the Lewis Central Community School District should notify the Kreft Primary office. Time is needed to make the transition process smooth in advance of the withdrawal.

## **Release of Information Related to Photos**

In the Lewis Central Community School District, photographs or likenesses may be released without written consent unless qualified objectors comply with the following procedure. If any parent or guardian of students under the age of 18, or students over the age of 18, object to this policy of releasing photographs or likenesses, they should contact the building principal in writing by September 15 (or within two weeks of the student's enrollment should it occur after this date).

## **Procedures of Action to Be Taken in Unique Situations:**

### **Child Abduction / Lost or Missing Child**

If a child is abducted, following are the steps that will be taken:

- Immediately notify the principal.
- Contact the police and give a complete description of the child
- Contact the parents.

### **Vehicle / Person Identification**

If you see a child pulled into a vehicle or a vehicle seems to be driving back and forth or unfamiliar to the area, remember the following and write down if possible.

- Color of vehicle and Type of vehicle (Ford, Toyota, etc.)
- License plate number and state
- Window tint, dents, rust, or anything else that might be used to distinguish the vehicle
- Race/nationality of driver
- Sex
- Hair
- Clothes
- Other passengers

## **Power Failure Procedures**

### ***Electrical Power Failure:***

- Notify local utility company of the interruption of service and ascertain cause of outage. Follow their instructions.
- Keep everyone in one room to conserve battery-powered flashlights and radios, as well as keeping track of everyone.
- If outage is only temporary, wait until power is restored then proceed with normal duties.
- If outage is for an extended period of time, telephone parents to pick up children and close facility.

**Gas Power Failure:**

- Notify local utility company of the interruption of service and ascertain the cause of outage. Follow their instructions.
- If outage is caused by the utility company, find out the duration of the outage. If temporary, keep everyone in one room to conserve heat.
- If outage will be for an extended period of time, telephone parents to come pick up their children and close facility.
- If outage is a result of damage to the facility, evacuate immediately following the fire evacuation plan. Remember to take first aid kit and classroom list.

**No power outage, but smell gas:**

- Evacuate facility immediately following the fire evacuation plan. Remember to take first aid kit and classroom list.
- Notify utility company of gas leak. Follow their instructions.
- Remain outside the facility until the utility company gives clearance to the Principal to return to the facility.

**Chemical Spills**

The local Fire Department will notify the school district when evacuation is necessary. Fire Department personnel will designate the safe shelter location. Staff will have First Aid kits containing emergency contact numbers to notify parents/guardians once the children and staff are in the designated shelter.

## Additional Information

### Recommended Preschool Supply List:

- 1 Backpack, large enough to hold a folder (No wheels)
- 2 Black Expo Markers, Dry Erase, Fine Tip
- 1 Facial Tissue, 200 Count
- White 1 Fiskars Scissors For Kids, 5" Blunt Tip
- 4 Elmer's Glue Stick Washable Purple, Dries Clear, .77 oz.
- 1 Crayola Crayons, Tuck Box, 24/Box
- 1 Paint Set, Watercolor, Washable, 8 Colors w/Brush (Crayola or Prang)
- 1 Markers, Washable, Classic Colors, Wide Tip, 10/Set
- 1 Crayola Colored Pencils, 12 ct
- 1 Pencil Box, Plastic, 8 1/4" x 5 1/4" x 2"
- 1 Storage Bags, Gal, 20 ct
- 1 Sandwich Bags, 50 ct
- 1 Change of clothing stored in a baggie and labeled with student's name (Shirt, pants, underwear and socks)

For the following items, please refer to the Lewis Central Elementary Handbook located on the Lewis Central web site.

- Student Code of Conduct
- Expulsion Policy.
- Student Search Rule
- Attendance policy
- Bullying/Harassment Policy
- Lewis Central Elementary PreK-5 Building Discipline Matrix
- Building Response to Reports of Harassment and Bullying
- Discrimination and Harassment Based on Sex Prohibited
- Student Complaint Procedures for Sexual Harassment
- Assemblies/Special Events
- Student Funds and Fund Raising
- Procedures for students who are transferring to another school or school district
- Care of School Property
- Illegal Items Found in School or in Student' Possession
- Walking/Biking to School
- Dual Enrollment Students
- Interferences in School
- Legal Status of Students
- Payments of Meals, Negative Account Balance, Communication of Policy, and Free and Reduced Priced School Meals Program
- Lewis Central Community Schools Transportation Rules and Policies
- Student Complaints
- Computer Equipment and Internet Appropriate Use Procedures
- Citizenship
- Inspection of Educational Materials
- Teacher Requests
- Dress code

## Appendix

1. NAEYC Standards & Criteria Page Number Alignment
2. Standard Response Protocol

### NAEYC Standards and Criteria – Page Number Alignment

<b>Standard 1</b>	1.A (pg. 8, 30), 1.B (pg. 8), 1.B.8 (pg. 23), 1.B.9 (pg. 21, 23), 1.B.10 (pg.23) 1.C (pg. 8), 1.D (pg. 8), 1.E (pg. 21), 1.E.1 (pg.23), 1.F (pg. 21),
<b>Standard 2</b>	2.A.1 (pg. 16, 17), 2.A.2, (pg. 16, 17) 2.A.3 (pg. 15, 16, 17), 2.A.4 (pg. 16, 17), 2.A.5 (pg. 17), 2.A.6 (pg. 17), 2.A.7(pg. 16, 17), 2.A.8 (pg. 15, 17), 2.A.9 (pg. 17), 2.A.10 (pg. 17), 2.A.11 (pg. 17), 2.A.12 (pg. 17), 2.D.4 (pg. 16)
<b>Standard 3</b>	3.B.2 (pg. 21), 3.B.3 (pg. 21), 3.C.9 (pg. 38), 3.C.1-14 (pg. 39)
<b>Standard 4</b>	4.A.1 (pg. 17, 19), 4.A.2 (pg. 17, 19), 4.B.3 (pg.17), 4.C.2 (pg. 34), 4.C.3 (pg. 19), 4.D.4 (pg. 15), 4.D.5 (pg. 15), 4.D.6 (pg. 17, 30), 4.E.2 (pg. 17), 4.E.3 (pg. 17), 4.E.4 (pg. 17, 19), 4.E.18 (pg. 17)
<b>Standard 5</b>	5.A.9 (pg. 38),5.A.13 (pg. 34), 5.A 14 (pg. 34), 5.A.15 (pg. 38), 5.A.16 (pg. 40), 5.A.17 (pg. 43, 45), 5.A.19 (pg. 42) 5.A.20 (pg. 38) 5.A.21 (pg. 36), 5.B.3-9 (pg. 25), 5.C.1 (pg. 41), 5.C.2 (pg. 41), 5.C.3 (pg. 41), 5.C.5 (pg. 41), 5.C.6 (pg. 41)
<b>Standard 6</b>	6.A.6 (pg. 20, 50), 6.A.7 (pg. 20, 30),6.A. 15 (pg. 50)6.D.1 (pg. 49), 6.B.2 (pg. 50),6.B.3 (pg. 50), 6.B.4 (pg. 50), 6.B.5 (pg. 50), 6.D.2 (pg. 49), 6.D.3 (pg. 49, 50), 6.D.4 (pg. 49), 6.D.5 (pg. 49), 6.D.6 (pg. 50) 6.D.7 (pg. 50), 6.D.8 (pg. 50), 6.D.9 (pg. 50), 6.D.10 (pg. 50)
<b>Standard 7</b>	7.A.2 (pg. 19, 49), 7.A.3 (pg. 30, 31), 7.A.4 (pg. 19), 7.A.5 (pg. 19, 32) 7.A.6 (pg. 20, 27, 31), 7.A.7 (pg. 30), 7.B.3 (pg. 17, 50), 7.C.1 (pg. 31, 32)
<b>Standard 8</b>	8.A.2 (pg. 17), 8.B.1 (pg. 15, 16, 50), 8.B.2 (pg. 32), 8.B.3 (pg. 32) 8.C.1 (pg. 50), 8.C.2 (pg. 50)
<b>Standard 9</b>	9.B.1 (pg. 40), 9.B.5 (pg. 15, 39), 9.C.5 (pg. 41), 9.C.7 (pg. 39), 9.D.1 (pg. 45), 9.D.3 (pg. 45), 9.D.4 (pg. 45)
<b>Standard 10</b>	10.B.12 (pg. 39, 50), 10.B. 17 (pg. 7, 8), 10.B.18 (pg. 21, 23) 10.B.19 (pg. 28, 35, 36, 45), 10.B.20 (pg. 9, 48), 10.B.21 (pg. 14, 38), 10.D.1 (pg. 37, 39, 48), 10.D.2 (pg. 38), 10.D.3 (pg. 25), 10.D.4 (pg. 40), 10.D.5 (pg. 24, 47), 10.D.6 (pg. 33, 38), 10.D.7 (pg. 20), 10.D.8 (pg. 20, 21), 10.D.9 (pg. 14, 34), 10.D.10 (pg. 21), 10.E.1 (pg. 49), 10.E.2 (pg. 47, 49), 10.E.4 (pg. 15), 10.E.5 (pg. 9, 48), 10.F.1 (pg. 19), 10.F.2 (pg. 19), 10.F.3 (pg. 19), 10.F.4 (pg. 19, 32)

# Standard Response Protocol



## INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

## COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

## HOLD

### "In Your Classroom or Area"

**Students** are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

**Adults and staff** are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



## SECURE

### "Get Inside. Lock outside doors"

**Students** are trained to:

- Return to inside of building
- Do business as usual

**Adults and staff** are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



## LOCKDOWN

### "Locks, Lights, Out of Sight"

**Students** are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

**Adults and staff** are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



## EVACUATE

### "To a Location"

**Students** are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

**Adults and staff** are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



## SHELTER

### "State Hazard and Safety Strategy"

**Hazards** might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

**Safety Strategies** might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

**Students** are trained in:

- Appropriate Hazards and Safety Strategies

**Adults and staff** are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.

