

# Olin Elementary Pre-K Program

Program Policies and Procedures

*2023-2024*

**319-484-2170**

**[www.olin.k12.ia.us](http://www.olin.k12.ia.us)**



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# **Olin Elementary PreK Program Policies and Procedures**

## **I. WELCOME TO OLIN PREK PROGRAM QPPS 10.1**

Olin Consolidated School District was awarded the Statewide Voluntary PreK Program Grant in 2010. The program's goal is to provide a high quality PreK program meeting each child's needs, including children with disabilities and those from a diverse background. The PreK provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new skill development. It is a setting where children feel safe, respected, and cared for. This is an opportunity for all four-year-old children to take part in planned, active learning experiences to build their readiness skills. The PreK program has adopted and meets the Iowa Quality PreK Program Standards, administered by the Iowa Department of Education. The Iowa Early Learning Standards are used to guide expectations for the children and instructional practices.

## **II. MISSION, PHILOSOPHY, AND GOALS QPPS 10.1**

### ***Mission:***

The mission of Olin CSD is preparing students for future opportunities and success. This will be accomplished by recognizing the value of each individual and promoting academic and personal growth in a challenging and caring environment.

### ***PreK-6<sup>th</sup> Grade School Philosophy of Education:***

The Olin Consolidated School District's mission, philosophy and beliefs comprise our collective vision. Our district believes in the following:

- All students are given the opportunity to learn and succeed, recognizing that all students learn at different rates.
- Stakeholders have responsibility in supporting the school's mission, enriching the curriculum and upholding community values.
- A positive and comfortable atmosphere promotes student learning.
- Curriculum should be responsive to a changing society.
- Teach appropriate learning activities for students of all ages.
- Students learn best when actively involved in learning activities.
- Students will be aware of the world around them.

### ***Goals: QPPS 2.5***

#### **Program Goals:**

- ◇ To provide a caring, safe, healthy environment for students
- ◇ To provide quality staff who enjoy interacting with children.
- ◇ To encourage and support communication between staff, students, families, other district staff, and the community.

#### **Goals for Children:**

- ◊ Children will build skills in social/emotional, physical, cognitive, and language development skills.
- ◊ Children will be enthusiastic and curious learners.
- ◊ Children will be safe and healthy.

**Goals for Families:**

- ◊ Families will feel welcome in the classroom and school.
- ◊ Families will work with the school in a meaningful partnership to help their children be better prepared to learn to read and write.
- ◊ Families will advocate for their children.

**III. ENROLLMENT**

**Equal Educational Opportunity**

It is the policy of the Olin Consolidated School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (Employment only) marital status, sexual orientation, gender identify, and socioeconomic status (students/programs only) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district’s Equity Coordinator, Kelly Stillwagon, (Employment and Education Programs Coordinator), PO Box 320, Olin, IA 52320, 319-484-2170, kstillwagon@olin.k12.ia.us. Code No. 102

**Eligibility**

Children must be four years of age prior to September 15<sup>th</sup> of the current school year to participate in Olin’s SWVPP funded hours. Three year olds with an Individual Education Plan (IEP) will be accepted and served in an appropriate environment as determined by the IEP Team. Five year olds are accepted if there are slots available. The tuition rate for non SWVPP-funded hours is set each fall by the Olin School Board. The tuition defrays the cost of a full school day, as the State only funds 10 hours per week of Preschool for 4 year-olds. Little Lions Learning Center (Olin Daycare) offers a half a day option for 3-year old preschool. Parents who may have difficulty paying the monthly fee may apply for a scholarship from Jones Early Childhood Iowa. Contact Olin Elementary School for application materials.

A PreK Parents’ Meeting and Roundup occurs in the spring to share information about the program. Final registration will occur in the fall. Proof of age (birth certificate, physician record) is required prior to enrollment. When there is a change in address, phone number, emergency number or work number, parents MUST contact the school office to update information. The PreK Program follows the Olin CSD school calendar with the exception of the start date. The school calendar can be found on the school’s website.

**Hours**

Students attend Monday, Tuesday, Thursday, and Friday from 8:00-3:10. (SWVPP Funded Hours are from 8:00-11:00).

**General Information QPPS 5.1, 10.4**

Within six weeks after a child begins the program, health records that document the dates of service shall be submitted that show the child is current for routine screening tests and immunizations according to the

schedule recommended and published by the American Academy of Pediatrics.

The maximum class size is 20 as required by Iowa Law. A teaching staff-child ratio of at least 1:10 will be maintained at all times to encourage adult-child interactions and promote activity among children. The office will maintain a current list of available substitutes for both the teacher and teacher assistant. Should one of the teaching staff need to temporarily leave the room, the teacher will call the elementary office and the secretary will arrange for coverage of the classroom to maintain the staff-child ratio.

## **QPPS 10.4**

### **Inclusion**

The PreK program provides for all children, including those with disabilities and unique learning needs. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff are aware of the identified needs of individual children and are trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for teachers, students, other children and their families. The PreK facilities meet the Americans with Disabilities Act accessibility requirements. **QPPS 9.10**

## **IV. A CHILD'S DAY**

### **Who Works In The PreK QPPS 10.2**

Program Administrator The elementary principal is designated as the program administrator supervising the PreK program. The principal meets all qualifications described in the Iowa Quality PreK Program Standards.

Teacher A full-time teacher licensed by the Iowa Board of Educational Examiners and holding an early childhood endorsement with special education is assigned to the PreK classroom. **QPPS 6.3**

Teacher Assistant (if enrollment >10 students)

A full time teacher assistant in the classroom carries out activities under the supervision of the teacher. Assistant teacher has a HS diploma or GED. The teacher assistant will have specialized training in early childhood education. **QPPS 6.4**

### School Nurse

The PreK will have the assistance of the school nurse. The current nurse is employed full time, is a licensed RN, and is relicensed every three years. She maintains student health records by updating them quarterly, and attends to the health needs of the students while they are at school. The school nurse is certified in pediatric first aid and CPR. The nurse office connects directly to the district PreK classroom. The nurse is available for parent consultation when necessary. **QPPS 10.10**

### Support Staff

Grant Wood AEA support staff provide resources and assistance to the teacher and classroom upon request to help all children be successful in the PreK setting. Such staff may include: early childhood consultant, school psychologist, speech and language pathologist, social worker, occupational therapist, physical therapist or others.

**Daily Activities**

A consistent daily schedule is planned to offer a balance of learning activities. Learning is both formal and informal. Play is planned for every day. Listening is balanced with talking, group activities with solitary time, indoors with outdoors, quiet play with noisy play. Your child will have the opportunity for the following types of activities every day:

Large, Small Group, and Individual Activities	Self-directed Play Snack
Interest Areas art, books, blocks and wheel toys, dramatic play, kitchen/cooking, role playing/caregiving, building/engineering	Story Time Computers Outdoor Activities (weather permitting) Individual Activities Music and Movement
Center Areas: math, science, library, dramatic play, blocks, writing, art, sensory, fine motor, gross motor	Specials rotation (Music, PE, Art, Counselor Connections, Library) Daily unstructured play time (recess)

**Curriculum QPPS 2.1, 2.2, 2.3**

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

It is the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles open to all in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnic origin, religion, and physical disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural nonsexist society. **QPPS 1.7**

The PreK Program uses *Read it Again*, *Pint Sized Science*, *Jolly Phonics for PreK*, all research, and evidence-based comprehensive curriculum designed for young children. It is based on investigative study of topics designed to support early childhood development and learning. The curriculum provides children an opportunity to learn through books, dramatic play, toys and games, art, library, discovery, sand and

water, computer, and the outdoors. Areas of learning include social-emotional, physical, language, literacy, cognitive, mathematics, the arts, social studies. **QPPS 2.1, 2.2**

**Child Assessment QPPS 4.1, 4.2**

*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, and stored in a secure filing cabinet.

The purpose of assessments and the annual schedule are as follows:

<b>Date</b>	<b>Type of Assessment</b>	<b>Purpose</b>	<b>Process</b>	<b>Use of Results</b>
August	Parent Interview during Home Visit	Identify interests, needs, health, and safety concerns	Parents are interviewed during a home visit before PreK begins	*Guides plan and instruction *Aids in development of a health and safety plan *Fosters communication between families and staff
Fall	Hearing Screening	Screening for hearing loss	GWAEA provides the screening	Determines a hearing loss so appropriate plans can be made.
Winter	Dental Screening	Screen for dental issues.	I-SMILE Staff	Determine dental needs. I-SMILE follows up with supports for treatment.



On-going and via checkpoints in Fall, Winter, Spring	School Year Report/Teaching Strategies GOLD	*Identify areas of strength and need *Monitors development in areas of social-emotional, physical, language literacy, cognition, mathematics, science and technology, social studies, the arts, and English language acquisition,	*Teacher and associate observe children and record observations *Child portfolio is developed with evidence of child's skills *Teacher and associate 1:1 interactions with child	*Guides planning and instruction *Communication with family regarding child's progress
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Fall, Winter, Spring	IGDIs- picture naming, rhyming, sound identification, WODB (what one doesn't belong), alliteration (Winter/Spring)	state-approved literacy screener	*1:1 assessment *multiple choice format * Student records kept within state Portal to track growth	*Guides planning and instruction *identifies students who may be at risk in certain areas *Identifies students who are advanced in certain areas
October, January, April, June	Report Card	Student Performance and progress on PreK outcomes	*Teacher observations of child *Portfolio evidence *Interview with child	*Guides planning and instruction *Communication with family regarding child's progress

Spring Program Feedback Survey Gather information on PreK program strengths/areas of improvement \*Survey link emailed out to parents (paper copies also available) \*Results reviewed with PreK staff and program administrator \*Guides planning and implementation for future programming

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

- Improve curriculum and adapt teaching practices and the environment.
- Planning program improvement.
- To provide information about children's needs, interests, and abilities in order to plan developmentally appropriate experiences for them;
- To provide information to parents about their children's developmental milestones; ▪  
To indicate possible areas that require additional assessment.

### **QPPS 4.5, 7.3, 7.5**

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

If, through observation or results of assessments 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:

- The teacher requests assistance from the School Psychologist as an early intervention process. They engage in problem identification, plan interventions, provide support, and make outside resources available to those individuals requesting assistance.
- A request made to Grant Wood AEA for support and additional ideas or more formalized testing. The PreKteacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated. **QPPS 7.4**

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

### **Program Assessment**

Olin PreK Program implements the Iowa Quality PreK Program Standards. 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 annual evaluation process includes gathering evidence on all areas of program functioning, including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. A report of the annual evaluation findings will be available to 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.

### **Supervision Policy QPPS 9.2**

Before children arrive at school, the PreK teacher, PreK staff, or maintenance staff will complete the following daily safety checklist indoor and outdoor:

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

No child will be left unsupervised while attending PreK. Staff will supervise primarily by sight. Supervision for short intervals by sound is permissible as long as teachers check every two to three minutes on children who are out-of-sight (e.g. those who can use the toilet independently, who are in the library area, etc.)

### **Child Guidance and Discipline (QPPS 1.11)**

Teaching staff will equitably use positive guidance, redirection, planning ahead to prevent problems. They will encourage appropriate behavior through the use of consistent clear expectations, and involving children in problem solving to foster the child's own ability to become self disciplined. Where the child understands words, discipline will be explained to the child before and at the time of any disciplinary action. Teaching staff will encourage children to respect other people, to be fair, safe, respect property and learn to be responsible for their actions. Teaching staff will use discipline that is consistent, clear, and understandable to the child. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn taking. Olin CSD's PreK program participates in district-wide PBIS expectations, celebrations, and recognition.

### ***Challenging Behavior (QPPS 1.2, 1.8, 1.9, 1.10)***

The teaching staff in the PreK is highly trained, responsive, respectful, and purposeful. The teachers anticipate and take steps to prevent potential challenging behaviors. They evaluate and change their responses based on individual needs. When children have challenging behaviors teachers promote pro-social behavior by:

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

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

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

more acceptable behavior.

#### Permissible Methods of Discipline:

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

#### *Prohibited Practices*

The program does not, and will not, employ any of the following disciplinary procedures: 1.

harsh or abusive tone of voice with the children nor make threats or derogatory remarks. 2.

physical punishment, including spanking, hitting, shaking, or grabbing.

3. any punishment that would humiliate, frighten, or subject a child to neglect.

4. withhold nor threaten to withhold food as a form of discipline.

#### **Water activities QPPS 5.9, 9.15**

At times a water table may be used in the classroom for children to stand and play with their hands in the water. Children's hands will be washed before and after the water table is used. If used the following procedures will be followed: During water play children are involved in active experiences with science and math concepts. Children with sores on their hands are not allowed to participate with others in the water table to ensure that no infectious diseases are spread. Children are not allowed to drink the water during water play activities. When the activity period is complete, the water table is drained and refilled with fresh water before a new group of children comes to participate. Outdoor water play is limited to tubs and buckets or containers as well as the water table. We do not participate in swimming pool activities on school grounds. Staff supervises all children by sight and sound in all areas with access to water in tubs, buckets, and water tables.

#### **Snacks/Foods and Nutrition (QPPS 5.12- 5.21)**

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

Parents of PreK children may choose to participate in breakfast before class begins. According to USDA guidelines children **MUST** take three of four different items: grain, milk, juice, fruit. All PreK children receive a school lunch. Children **MUST** take at least three items: meat, milk, ½ cup fruit, and ¾ cup vegetable. A child may bring a cold lunch and / or purchase a milk instead of eating the school's lunch. Appropriate nutrition is essential for students bringing cold lunch. Carbonated beverages are not allowed at any time. Students may not share food from their meals.

The program serves meals and snacks at regularly established times. Meals and snacks are at least two hours apart but not more than three hours apart. The PreK encourages families to provide a wide variety of nutritional snacks, and encourages children to expand their tastes by at least trying a portion of the food

offered.

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

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

The school district does not use foods or beverages during mealtime as rewards for academic performance or good behavior, and will not withhold food or beverages as a punishment, nor will teaching staff ever threaten to withhold food as a form of discipline.

### **Outside Play and Learning QPPS 5.5, 5.6 9.5-9.7**

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

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. In order to make sure that your child can play comfortably outside it is important to dress him/her according to the weather. When it is cold outside (s)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.

### **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 shoes they can independently take on and off. While we encourage the use of paint smocks or shirts during art projects, we can't guarantee that spills or stains will not occur. Clothing should be free of words, graphics, or pictures that are profane, immoral, illegal, or disruptive in nature. All families are asked to provide an extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

### **Toilet Learning (QPPS 5.7)**

Toilet learning is an important time in a child's development. For children who are unable to use the

toilet consistently, the following procedures are in place:

1. Diapering will only be done in the designated diaper area, i.e., the bathroom located in the special education classroom. Food handling will not be permitted in this diapering area. 2. Staff will follow all diapering guidelines set forth in the Iowa Quality PreK Programs Standards: Standard 5, Criteria 7:

- 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 use only commercially available disposable diapers or pull-ups unless the child has a medical reason that does not permit their use (the health provider documents the medical reason.) ▪ For children who require cloth diapers, the diaper has an absorbent lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit.
- Staff check children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours. Diapers are changed when wet or soiled.
- Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
- At all times, caregivers have a hand on the child if being changed on an elevated surface. ▪ Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
- Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use. Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.
- Diapering and Gloving posters will be posted in the changing area showing procedures through the use of visuals and words. These procedures are used by the program administrator to evaluate teaching staff that change diapers.

3. All families are asked to provide an extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

### **Objects From Home**

Because the PreK program provides ample toys and learning materials for your child, we ask that you limit toys brought from home. If your child brings an "attachment" item from home, we ask that it is small enough to fit inside his/her backpack or cubby. Please do not allow children to bring gum, candy, money, or toy guns to school. The program cannot be responsible for lost or broken toys brought from home.

### **Weapon Policy**

No student shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any real weapon or a look-alike weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school building or other buildings or premises used for school functions, whether or not any person is endangered by such actions. "Look-alike weapon" means any item that resembles or appears to be a weapon.

### **Classroom Animals and Pets (QPPS 5.26)**

Staff is prohibited from keeping live classroom pets.

### **Visiting Animals and Pets (QPPS 5.26)**

*No live animals are to be inside the Olin Elementary School buildings or classrooms at any time without explicit permission from Administration.* However, the Jones County Naturalistic may bring animals for instructional purposes and proper safety procedures are observed. If you, as a parent or legal guardian, want to bring your family pet to share with your child's classroom you are welcome. However, all animals must remain outside the school buildings during the visit. The PreK teacher ensures that the animal does not create an unsafe or unsanitary condition. The animal would appear to be in good health and have documentation from a veterinarian or an animal shelter to show that the animal is fully immunized (if the animal should be so protected) and suitable for contact with children. The teacher would ensure staff and children practice good hygiene and hand washing when coming into contact with the animal and after coming into contact with the animal. Teaching staff supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals.

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

### **Birthdays QPPS 5.13**

Birthdays are an important and significant event in the life of a child. They afford the opportunity for children to be given special recognition. Accordingly, students who wish to bring treats for the class on their birthday may do so. Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. Those who have summer birthdays are welcome to choose a school day to celebrate with their class. Invitations to parties outside of school that do not include the entire class will not be distributed at school.

## **V. COMMUNICATION WITH FAMILIES (QPPS 1.1, 7.5)**

The program will promote communication between families and staff by using written notes as well as informal conversations, e-mail, or Class Dojo. Families are encouraged to send communication with important information so all the staff who work with the child can share the parent's communication. Staff will use communication to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Parents are encouraged to maintain regular, on-going, two-way communication with the teaching staff in a manner that best meets their needs - email, in person, notes, or phone calls.

### **Open Door Policy**

Parents and legal guardians are always welcome to visit the PreK classroom. As a safety feature, all parents and visitors will check in at the elementary school office. Visitors are asked to please use discretion with regard to bringing babies and toddlers to school as young children may disrupt class sessions. Photo identification will be required for any unknown visitor to the classroom.

### **Arrival and Departure of Children (QPPS 10.11b, c, e)**

All motor vehicle transportation provided by parents, legal guardians or others designated by parents or legal guardians will include the use of age-appropriate, and size-appropriate seat restraints.

Parents or legal guardians may accompany children to the classroom during the first week of PreK, after that, they will leave their child in the care of one of the teaching staff. No child will be permitted to leave

the building without an adult.

Other than parents or legal guardians, only persons with prior written authorization (Parent Consent Form) will be allowed to pick up a child from the school. Anyone who is unfamiliar to teaching staff, including authorized individuals, will be asked to present photo identification before a child is released to them.

PreK students will be dismissed from the northwest (American Flag) doors, and will only be released directly to their responsible adult. Students attending afterschool daycare will be dismissed directly to daycare staff, in the Olin School building.

In the interest of students safety, parents/guardians/authorized individuals are requested to report directly to the office when picking up their child at a time other than dismissal. Likewise, when a student returns to the building following an absence during the school day, the adult should stop in the office and sign the child into school.

Students will begin their day by dropping off materials to classroom staff in the classroom, and then going to the cafeteria for breakfast. At 8:00, teaching staff will walk the children to the classroom where the PreK teacher will record attendance for the day. Throughout the day each time children transition from one location to another, i.e. classroom to outdoor, the teacher will be responsible for counting the number of children whenever leaving one area and when arriving at another to confirm the safe whereabouts of every child at all times.

### **Transportation QPPS 10.11d**

The Olin PreK Programs will provide school bus transportation for PreKers. Parents or legal guardians may request transportation at enrollment, indicating the pick up and drop off address, the name of the responsible person at that address, and emergency contact information for all parties involved. Parents or legal guardians are asked to keep their information current by reporting changes to the PreK teacher or elementary school secretary. All information will be updated at least quarterly by teaching staff.

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

### **Field Trips**

An important learning opportunity can take place in the form of a field trip that is relevant and reinforces what has been taught in the classroom. The Olin CSD buses are used for these field trips. Parents will be informed of each field trip well in advance. A parent or legal guardian must sign an informed consent form for trips for each child before each trip. Adult family members are asked to volunteer to go on these trips to provide increased supervision and adult/child ratios. A notice posting the dates, time of departure, time of return, and the destination location will be posted within a week of the field trip. Each child will be assigned to an adult for every part of the trip. Before every trip, the teaching staff will instruct children and all adults about bus safety.

During the field trip, all children will wear identifying information that, for children, gives the program



name and phone number. 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 while on a field trip. Children may only use a public restroom if they are accompanied by a staff member. Children will never be left alone in a vehicle or unsupervised by an adult.

### **Attendance**

Students who are enrolled in the Olin PreK program are expected to be in school for the full session and are expected to be punctual in their arrival and departure. Students are not expected to be absent any more than is necessary for health reasons or appointments. Irregular attendance interferes with the progress of your child and others as teachers find themselves taking class time to repeat information and make adjustments for those students who have been absent. Please call the elementary office with the reason for an absence no later than 8:25 A.M.. For safety's sake, if a student is absent without notification, the school secretary/teaching staff will attempt to contact the family to verify the child's absence from school.

### **Ethics and Confidentiality**

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

### **Children's Records**

Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have a legitimate educational interest, are allowed to access a student's records without the parent's permission. Parents may access, request amendments to, and copy their child's records during regular office hours. Parents 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 business office.

Parents or guardians will be asked to sign a release of information form should they or the school request information be shared with another agency, stating to whom the information is to be released, the reason or purpose for the release of information, when it expires, and ways the parents can withdraw permission if they choose to do so.

### **Grievance Policy QPPS 7.6**

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

If you have a concern regarding some aspect of the program or policy, please contact the Elementary Principal who is the program administrator for the PreK. If you remain dissatisfied, you may contact the Superintendent, and finally, School Board President.

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

## **VI. FAMILY INVOLVEMENT QPPS 7.1, 7.2**

Olin School District 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 by contacting the PreK teacher and setting up an appropriate time.

Teachers and administrators use a variety of formal and informal ways to become acquainted with and learn from families about their family structure and their preferred means of child-rearing practices and communication; and information about their socioeconomic, linguistic, racial, religious, and cultural backgrounds as they wish to share. Families are surveyed in enrollment paperwork and through other questionnaires during the year regarding their family, beliefs, and preferences. Home visits are conducted at the beginning of the school year. Program staff communicate with families regularly 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 both the fall and spring semesters, as well as when either party requests. At least one Family Night is held during the year.

The Olin PreK 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 PreK teacher or administration at any time.

The Olin PreK Program 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. Return all forms, questionnaires and so on promptly.
3. Attend Family/Teacher conferences in the Fall and Spring semesters.
4. Get connected on Class Dojo, and frequently check class stories as well as individual messages
5. Check your child's backpack each day.
6. Participate in field trip activities.
7. Share some of your talents in your child's class through activities such as: reading or storytelling, cooking, art, music, sewing, crafts, hobbies, your profession, or artifacts from trips you have taken.
8. Share any of your families' cultural traditions, celebrations, or customs.

9. Help prepare new foods at home and enjoy it with your child.
10. Read all the material sent home with your child.
11. Come and visit your child in the classroom or eat lunch with your child.
12. 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.

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

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 Visits**

Home visits are made prior to the start of school. This is an opportunity for the PreK teacher to get to know you, your child, and your family and for you to begin to create a partnership between home and school in order to best meet your child's needs. This is a great time for you to share what makes your family unique, how you prefer to communicate with the teacher, and share your knowledge about your child's interests, approaches to learning, and developmental needs. You can help the teacher understand what your goals are for your child and whether you have any concerns you'd like addressed. Parents are encouraged to share these preferences, concerns, and questions at any time with either the classroom teacher or administrator.

### **Parent Teacher Conferences**

The PreK program will have formal family teacher conferences at the same time as the elementary school - fall and spring. Prior to the conference the teacher will place specific questions in the PreK newsletter for the parent to consider before attending conferences. During the conference the teacher will review the student assessment results and share samples of your child's work. Together you can make a plan to continue to encourage your child's growth and development.

### **Family Night**

Family night is an opportunity for you and your family to come to school to participate in fun as well as educational activities. Based on results from a family survey, the teaching staff will select a topic for the evening. With help from family volunteers, the night will be planned to meet the needs of the children and families in the classroom.

### **Transitions QPPS 7.9, 7.10**

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

## **VII. HEALTH AND SAFETY**

Olin PreK 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 Quality Preschool Program Standards, regulatory agencies and pediatric authorities in the field.

### **Health and Immunization Certificates QPPS 5.1a, b**

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

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

### **Health and Safety Records**

Health and safety information collected from families will be maintained on file for each child in the school nurse's office. Files are kept current by updating as needed, but at least quarterly. The content of the file is confidential, but is immediately available to administrators or teaching staff who have consent from a parent or legal guardian for access to records; the child's parent or legal guardian; and regulatory authorities, upon request. **QPPS 10.10**

Child Health and Safety Records will include: **QPPS 10.14**

1. Current information required for treatment in an emergency:
  - a. Current emergency contact information for each child, that is kept up to date by a specified method during the year.
  - b. Identification of a hospital or other source of medical care as the primary site for emergency care
  - c. Immediate access to written familial consent forms, to relevant health insurance information for emergency medical treatment, and transportation arrangements.
  - d. 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).
  - e. 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.

2. Results of health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results;
3. Names of individuals authorized by the family to have access to health information about the child;
4. 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);
5. 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.

### **General Health and Safety Guidelines**

- All staff must be alert to the health of each child, known allergies, or special medical conditions.
- Under the supervision of the PreK 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 are familiar with evacuation routes and procedures.
- All teaching staff complete "Occupational Exposure to Bloodborne Pathogens" annually.

### **Illness Policy and Exclusion of Sick Children QPPS 5.3**

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

- Fever greater than 100.4 degrees F
- Vomiting
- Diarrhea
- Chicken pox
- Strep Throat
- Impetigo
- Influenza
- Pertussis
- COVID-19

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

- Fever free for 24 hours without fever reducing agents
- Vomiting/Diarrhea: 24 hours after last episode
- Chicken pox: one week after onset (or when lesions are crusted)
- Strep: 24 hours after initial antibiotic
- Impetigo- with blisters covered AND 24 hours after initial antibiotic
- Influenza- fever free for 24 hours AND resolution of exclusion criteria
- Pertussis- after 5 days of antibiotic AND resolution of exclusion criteria

- COVID-19- 10 days after positive test or onset of symptoms AND resolution of exclusion criteria

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

#### **Reporting Communicable Diseases QPPS 5.4**

Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that the families should implement at home. The program has documentation that it has cooperative arrangements with local health authorities (Child Care Business, signed 11-4-13) 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. The full-time school nurse also contacts and reports health concerns to Iowa Public Health.

#### **Medication Policies and Procedures QPPS 5.10**

**Policy:** The school will administer medication to children with written approval of the parent and an order from a health provider for a specific child. Because administration of medication in the school is a safety hazard, medication administration will be limited to situations where an agreement to give medicine outside PreK hours cannot be made. Whenever possible, the first dose of medication should be given at home to see if the child has any type of reaction.

**Procedure:** The school nurse coordinates and/or administers medication during school hours only if the parent or legal guardian has provided written consent and the medication is available in an original labeled prescription or manufacturer's container that is child-resistant. Any other person who would administer medication has specific training and a written performance evaluation, updated annually by a health professional on the practice of the five right practices of medication administration: (1) verifying that the right child receives the (2) right medication (3) in the right dose (4) at the right time (5) by the right method with documentation of each right each time the medication is given. Medication errors will be controlled by checking and recording these five right practices each time medication is given. Should a medication error occur, the Regional Poison Control Center and the child's parents will be contacted immediately. The incident will be documented in the child's record at the school.

For prescription medications, parents or legal guardians will provide the school with the medication in the original, child-resistant container that is labeled by a pharmacist with the child's name, the name and strength of the medication; the date the prescription was filled; the name of the health care provider who wrote the prescription; the medication's expiration date; and administration, storage, and disposal

instructions.

For over-the-counter medications, parents or legal guardians will provide the medication in a child-resistant container. The medication will be labeled with the child's first and last names; specific, legible instructions for administration and storage supplied by the manufacturer; and the name of the health care provider who recommended the medication for the child.

Instructions for the dose, time, method to be used, and duration of administration will be provided to the teaching staff in writing (by a signed note or a prescription label) or dictated over the telephone by a physician or other person legally authorized to prescribe medication. This requirement applies both to prescription and over-the-counter medications.

Medications will be kept at the temperature recommended for that type of medication, in a sturdy, child-resistant container that is locked and prevents spillage.

Medication will not be used beyond the date of expiration on the container or beyond any expiration of the instructions provided by the physician or other person legally permitted to prescribe medication. Instructions which state that the medication may be used whenever needed will be renewed by the physician at least annually.

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

### **Cleaning and Sanitization QPPS 9.11**

The facility will be maintained in a clean and sanitary condition. When a spill occurs, the area will be made inaccessible to children and the area will be cleaned immediately. Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Toys and surfaces will be disinfected using a non-toxic solution of one tablespoon household bleach to one quart of tap water made fresh daily. To disinfect, the surfaces will be sprayed until glossy. The bleach solution will be left on for at least 2 minutes before it is wiped off with a clean paper towel, or it may be allowed to air dry. Machine washable cloth toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion must be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used.

### **QPPS 5.24**

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

Routine cleaning will be supervised by the PreK teacher and will follow the Cleaning and Sanitation Frequency Table in Section III, page 47 of the QPPS manual. 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.

### **Hand Washing Practices QPPS 5.8**

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

- Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
- Hand washing is required by all staff, volunteers, and children when hand washing reduces the risk of transmission of infectious diseases to themselves and to others.
- Staff assist children with hand washing as needed to successfully complete the task.

Children and adults wash their hands:

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

Adults also wash their hands

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

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

- using liquid soap and running water;
- rubbing hands vigorously for at least 20 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water).

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

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

### **First Aid Kit QPPS 9.13**

A first aid kit is located in the PreK classroom next to the door. It is inaccessible to children, but readily available for adult use. It is fully equipped according to guidance from Healthy Child Care Iowa.



Following each use of the First Aid kit, the contents will be inspected and missing or used items replaced immediately. The First Aid kit will be inspected monthly. The first aid kit is taken to the outdoor play areas as well as on field trips and outings away from the site.

### **Fire Safety QPPS 9.14**

A fire extinguisher is installed in the PreK 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 quarterly and recorded on a log.

### **Medical Emergencies and Notification of Accidents or Incidents QPPS 10.13**

The Olin CSD has in place a "Safety Procedures Booklet" that describes the following situations and procedures to follow:

- Emergency phone numbers
- Fire procedures
- Utility Failures (electric power failure, water line break, gas line break)
- Severe weather
- Bomb threats
- Physical Threats/Armed Intruder
- Evacuations
- Crisis Intervention Plan, Crisis Intervention Steps, and Media Procedures
- Accidental Injury or Illness procedures for life threatening and non-life threatening situations ▪ School crisis team members and a checklist to use
- List of CPR/First Aid experienced persons in each building

This booklet will be posted by the telephone and included in the first aid kit. The booklet will be reviewed by each staff member at the beginning of each school year and when changes are made to it.

In the event that your child receives a minor, non-life threatening injury during their time at PreK, 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 "Accident Report" 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 at least quarterly. Emergency phone numbers will be verified by calling the numbers to make sure a responsive, designated person is available.

### **Inclement Weather**

Olin CSD will call either a late start or cancel school in the event of severe weather conditions or other emergency during the day. Please do not call the school. Parents, students, and community members can be notified in the following ways:

- Olin CSD provides a text service. Make sure the office has a current cell phone number and numbers of all adults (daycare provider, grandparent, sibling, etc.) needing to be informed of such events.
- The Olin CSD will have information posted on Facebook and Class Dojo.
- Announcements will be made on KWWL, KGAN, and KCRG.

**Protection From Hazards and Environmental Health QPPS 9.16, 9.17, 10.7** Program staff protect children and adults from hazards, including electrical shock, burns, or scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping.

The PreK classroom building has been tested for air pollution, lead, radon, radiation, asbestos, fiberglass, and other hazards that could impact children's health with documentation on file. Well water is tested twice a year by the City of Olin. Custodial staff maintain the building's heating, cooling, and ventilation systems in compliance with national standards for facility use by children.

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

### **Smoke Free Facility QPPS 9.19**

In compliance with the Iowa Smokefree Air Act of 2008, Olin PreK Program buildings and grounds are smoke free. A "No Smoking" sign meeting the law's requirements is posted at the entrance to the PreK classroom building to inform people that they are entering a non-smoking place. No smoking is allowed on the school grounds or within sight of any children.

### **Child Protection Policies QPPS 10.9 10.8, 10.16, 10.19**

The health and well being of every child in our care is of the utmost importance and the protection of children is our responsibility. A background check conducted by Inquirehire is completed on every applicant or volunteer for temporary or permanent employment who is involved in direct interaction with or the opportunity to interact and associate with children. It is the policy of the Olin CSD to NOT hire any individual in any school capacity whose background check comes back negative.

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 Liz Birdsley at 319-484-2170. The alternate investigator is the Jones County Attorney.

### **Substance Abuse**

Persons under the influence of drugs or alcohol will not be permitted on the premises of the Olin PreK Program. At no time will children be released to a person under the influence of alcohol or drugs.

### **Volunteers QPPS 10.15, 10.17**

Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the teacher, the elementary principal, or our office secretary if you would like to be a school volunteer. We have a volunteer job description that defines the role and responsibilities of a volunteer. For safety’s sake, if a volunteer will be working with children, he/she will be expected to execute and submit an affidavit of clearance from any and all crimes against a child or families. In addition no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children. If a volunteer works more than 40 hours per month with children, he/she will also need to provide a current health assessment, not more than one year old.