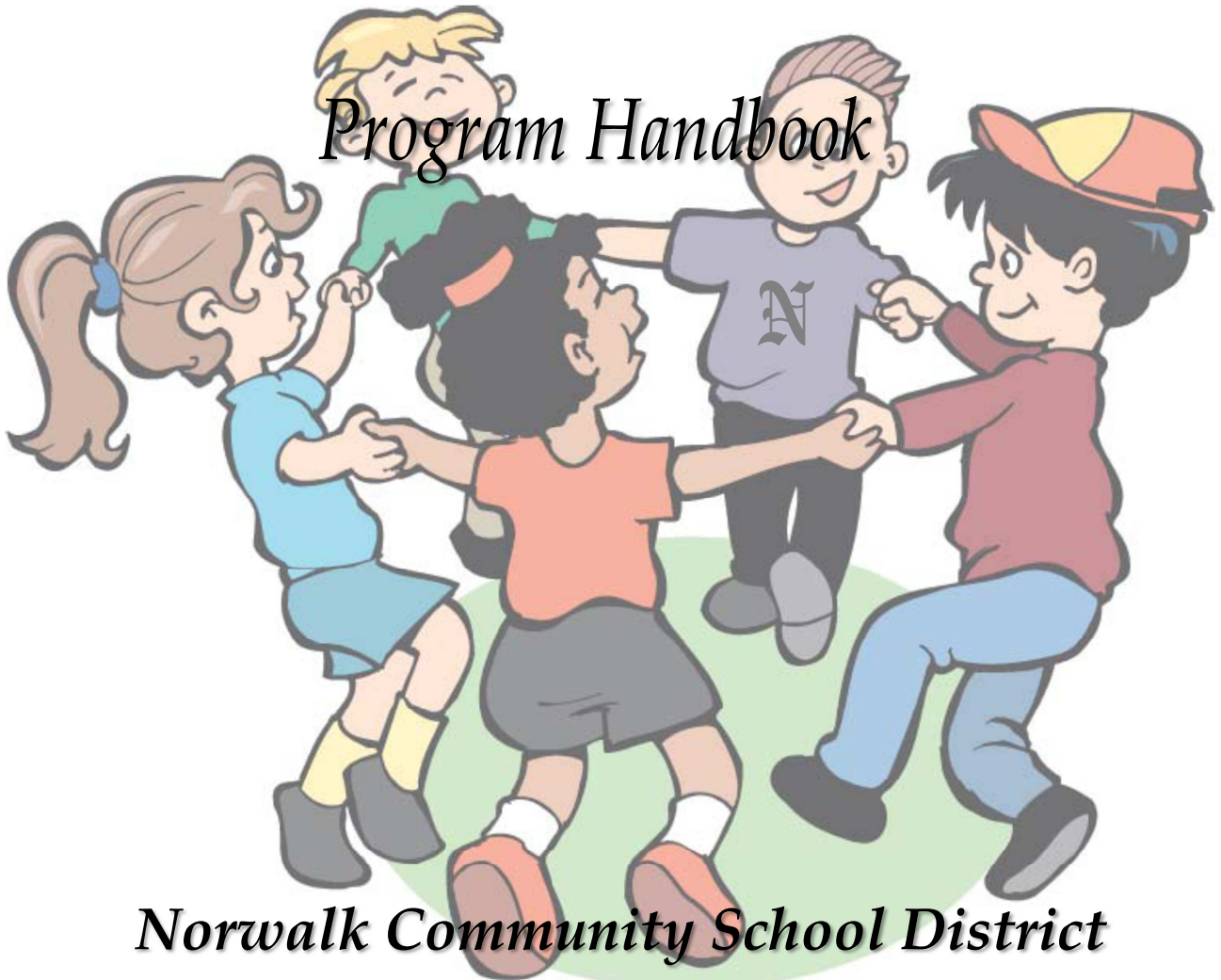


Oviatt Preschool Program

2017-2018 Policies and Procedures



Program Handbook

Norwalk Community School District

713 School Avenue

Norwalk, Iowa 50211

(515) 981-1005

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(515) 981-1005

Preschool Policies and Procedures

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Oviatt Preschool Program Program Policies and Procedures

WELCOME to the OVIATT PRESCHOOL PROGRAM

Oviatt provides a high quality preschool program that meets each child's needs, including children with disabilities and those from a diverse background.

We want children to become independent, self-confident, curious learners who can work well with their peers. We do this by creating purposeful and productive play experiences, accomplishing this in a setting where children feel safe, cared for, and respected.

The preschool program adopted and meets the Iowa Quality Preschool Program Standards (IQPPS), administered by the Iowa Department of Education. The Iowa Early Learning Standards are used to guide expectations for the children and instructional practices.

MISSION of PROGRAM

The mission of the Oviatt Preschool Program is to provide every student in the program with a quality, research-based, comprehensive curriculum, which is adapted to meet the individual needs and goals of both the special education students, and their general education peers. Preschool students learn best through meaningful play experiences. Thus, the Oviatt Preschool Program utilizes developmentally appropriate learning centers as well as small and large group instructional practices to teach pre-academic skills in language arts, mathematics, science, the social sciences, and creative arts.

All students involved with the Oviatt Preschool Program gain from their experiences with peers. The general education students, as well as their special education peers, learn, grow, and play side-by-side in a caring and nurturing environment.

PHILOSOPHY of PROGRAM

The Oviatt Preschool Program is based on the belief that a quality research-based curriculum is the foundation for later success in school. The quality curriculum provides students with opportunities to learn through play activities, small group activities, as well as large group experiences. Throughout the day, students learn skills in language arts, mathematics, science, the social sciences, and the creative arts.

The Oviatt Preschool Program embraces the fact that all children are different and that we have much to learn from each other. Each individual has his or her own learning style and rate of learning. The Oviatt Preschool Program accommodates for these differences through individual goals, program modifications, and numerous learning opportunities.

We believe that a caring and supportive environment is at the core of the Oviatt Preschool Program. All students are treated as equals and all students are provided with the same opportunities to learn and play with each other. Students involved with the Oviatt Preschool Program shall learn to respect, value all people, and recognize that any differences they may encounter are traits to be embraced.

GOALS for CHILDREN

Social/Emotional Development

Emotional and social well-being is vital for everyone's growth and development. The preschool program seeks to develop a positive self-concept in every child as there is a strong connection between early

relationships and later behavior and learning. The Oviatt Preschool Program provides children with opportunities to gain confidence and competence in functioning alone and in cooperation with others.

Physical Development and Well-Being

Physical well-being is an integral part of living and learning. The preschool program provides children with experiences to help them increase their large muscle skills to balance, run, jump, throw, and catch. Tasks such as buttoning, stringing beads, cutting, drawing, and writing help the children build small muscles in their hands. The children learn about their growth and development, and about their own role in maintaining a healthy life-style.

Language Development

Language development encourages children to follow directions, communicate with others, and listen to and participate in conversations. The preschool teacher influences language development through the language they use, the way they set up the environment, and the types of experiences they provide. The teacher provides opportunities for higher levels of play that result in increased language interactions and more complex language structures.

Cognitive Development

Cognitive development is influenced by the preschooler's approaches to learning. The child's background knowledge affects the way a child thinks. This background knowledge influences the child's information processing, memory, classification, problem solving, language acquisition, and reading and mathematics learning.

The physical environment of the classroom, and the kinds of interactions children have with adults and other children, influence the way children approach learning and influence other aspects of their cognitive development. Play is important for learning. Researchers have found many connections between cognitive competence and play, particularly high-quality dramatic play. The benefits of play include self-regulation, memory development, divergent thinking, problem solving, language development, and academic skill development in literacy, math, social studies, and science.

Literacy Development

A print-rich environment that enables children to practice literacy skills in meaningful ways and explicit teaching of important concepts form the foundation of literacy learning in preschool. Teachers thoughtfully and purposefully interact with the children and plan experiences that support emerging literacy. Children read because they are motivated to learn about things that interest them, to uncover the plots of stories, and to discover something that makes them laugh.

Research has determined the following seven components of a literacy curriculum essential for children ages 3-5: 1) literacy as a source of enjoyment; 2) vocabulary and language; 3) phonological awareness; 4) knowledge of print; 5) letters and words; 6) comprehension; and, 7) books and other texts.

Mathematics Development

The preschool teacher creates and uses many opportunities during the day to help the preschooler build competence in math. Everyday activities provide the context of mathematics instruction and are necessary experiences for preschool children to progress in math. The national standards in mathematics (NCTM) provide the framework for the components of math instruction: 1) number and operations; 2) geometry and spatial sense; 3) measurement; 4) patterns (algebra); and, 5) data analysis.

Science Development

Children learn to make meaningful generalizations on the basis of their firsthand observations. Preschoolers learn science by exploring the world around them. The preschool teacher provides an environment with many varied materials to promote exploration and the child's manipulation of varied materials to see how they work. The preschooler is encouraged to experiment and ask questions.

This discovery/inquiry method promotes enjoyment, appreciation, and an understanding of their environment. Components of the science curriculum include: 1) physical science; 2) life science; and, 3) Earth and the environment.

Technology

Children learn about technology by exploring how things work. When children sing into a tape recorder or create colored lines on a computer screen by dragging a mouse or using their finger, they are using tools. For children with disabilities, technology opens new avenues for learning. Special assistive devices enable children with disabilities to have equal access to the environment and learning opportunities.

The following four components of the national technology standards (NETS) apply to preschool children and the Oviatt Preschool Program: 1) awareness of technology; 2) basic operations and concepts; 3) tools and equipment; and, 4) people and technology.

Social Studies

Social studies are concerned with people: how they live today and lived in the past, and how they work, get along with others, and solve problems. Everyday experiences pertinent to children's lives are the foundation for learning social studies. For example, children learn about time (history) from the predictable daily routines in the classroom, such as large-group time after choice time, and outdoor play after snack. Preschoolers begin to learn civics as they learn to cooperate and resolve differences in a classroom setting.

The following components of social studies for preschool guide the preschool teacher in making these everyday experiences available for the children: 1) people and how they live; 2) people and the environment; 3) people and the past; and, 4) spaces and geography.

The Arts

Art involves designing, creating, and exploring. Children mix paints; pound and shape clay; build structures with blocks and boxes; dance; dramatize stories; clap rhythms; and sign chants and songs. Preschool teachers introduce children to a wide variety of experiences in the arts throughout the day.

The Oviatt Preschool Program's curricula includes the four components of the Arts Education Associations: 1) dance; 2) music; 3) theater or performing arts (dramatic play); and, 4) visual arts.

English Language Acquisition

Language learning is a basic feature of the early development of all children. There are considerable individual differences in how young children take on the task of learning a second language. Second-language learners may be socially isolated because of their inability to communicate. The preschool teacher uses strategies to integrate second-language learners into classroom activities, and they develop techniques for helping children begin to understand and use their new language.

The above goals and objectives information is taken from the curricular materials of Teaching Strategies, Inc., adopted by the Oviatt Preschool Program as its core curriculum: [The Creative Curriculum for Preschool](#), and [Objectives for Development & Learning: Birth Through Kindergarten, 2010](#).

GOALS for FAMILIES

Feel Welcome

Families are part of our classroom community. They are encouraged to volunteer in the classroom once each semester. We invite families to participate in our Open House and Family Night activities. We want you to know what your child is learning. We are interested in your ideas and suggestions.

Develop a Home/School Partnership

Families work with the school in a meaningful partnership to help their children be better prepared to learn to read and write. We offer a variety of ways families can be involved. Family members can do projects

at home that will benefit all the children in the program. Families may have special talents and interests to share with the children.

Serve as Advocates

Families advocate for their children. Families exchange observations with the teacher(s). Together, families and teachers create a shared vision of a child's strengths and challenges. Education becomes a team effort.

We encourage the parents/guardians of the children in the Oviatt Preschool Program to consider joining the Parent Advisory Committee.

PROGRAM STANDARDS

The Oviatt Preschool Program . . .

- Standard 1: Promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community, and to foster each child's ability to contribute as a responsible community member.
- Standard 2: Implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.
- Standard 3: Uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.
- Standard 4: Is informed by ongoing systematic, formal, and informal assessment approaches to provide information on child learning and development.
- Standard 5: Promotes the nutrition and health of all children and protects children and staff from illness and injury.
- Standard 6: Employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.
- Standard 7: Establishes and maintains collaborative relationships with each child's family to foster children's development in all settings, being sensitive to family composition, language, and culture.
- Standard 8: Establishes relationships with, and uses the resources of, the children's communities to support the achievement of program goals.
- Standard 9: Provides a safe and healthful environment with appropriate and well-maintained indoor and outdoor physical environments.
- Standard 10: Implements policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high-quality experiences.

ENROLLMENT

Eligibility

Children must be three years of age on or before September 15, 2017 for the Three-Year-Old Program. Children must be four years of age on or before September 15, 2017 for the Four-Year-Old Program. Registration materials are available in Oviatt office or can be accessed on the district's website.

Contact information follows:

District website: www.norwalkschools.org

Principal: staylor@norwalk.k12.ia.us

The Oviatt Preschool Program follows the recommended group size noted in the *Teacher-Child Ratios within Group Size* chart adapted from Standards and included in the Iowa Quality Preschool Program Standards. (See Appendix A.) Ratios are to be lower when one or more children in the group need additional adult assistance to fully participate in the program:

1) because of ability, language fluency, developmental age or stage or other factors or 2) to meet other requirements of QPPS Verification. These ratios are maintained during all hours of operation. Groups of children may be limited to one or may include multiple ages. In addition to the IQPPS group size chart, the district's Special Education Delivery Plan guides the leadership is how to maintain the appropriate ratios within group size. (See Appendix B and Appendix C.)

Hours for Three-Year-Old Program

Classes meet for three hours each day, four days per week for general and special education children. Children attend on the days noted below. Students do not attend on Wednesdays. This allows for parent meetings, planning time for the teacher staff, and collaboration with community agencies. The preschool follows the Norwalk Community School District's school calendar, but begins classes one week later than K-12 students due to scheduled home visits.

AM session:	8:05-11:00	Monday, Tuesday, Thursday, Friday
PM session:	11:50-2:45	Monday, Tuesday, Thursday, Friday

Tuition:

Monthly Fee for the 2017-2018 School Year: \$225/month. First payment is due September 1, 2017. Monthly fee is due the first day of school for each following month, October through May.

Hours for Four-Year-Old Program

Classes meet for three hours each day, four days per week. Children attend on Monday, Tuesday, Thursday, and Friday. Students do not attend on Wednesdays. This allows for parent meetings, planning time for the teacher staff, and collaboration with community agencies. The preschool follows the Norwalk Community School District's school calendar, but begins classes one week later than K-12 students due to scheduled home visits.

AM session:	8:05-11:00	Monday, Tuesday, Thursday, Friday
PM session:	11:50-2:45	Monday, Tuesday, Thursday, Friday

Tuition:

There is no tuition fee for any student who is age four on or before September 15, 2017. This is due to the Oviatt Preschool Programs involvement in the State of Iowa's Voluntary Preschool Program.

GENERAL INFORMATION

Class Size

The maximum class size is 20 children in each session based on square footage of the current location and the expectations of the IQPPS. A teaching staff-child ratio of at least 1:10 is maintained at all times to encourage adult-child interactions and promote activity among children. The elementary principal maintains a current list of available substitutes for both the teacher and paraeducator. Should one of the teaching staff need to temporarily leave the room, the teacher will call the elementary office and the principal, or his/her designee, will arrange for coverage of the classroom to maintain the staff-child ratio.

Inclusion

During both sessions, community students join the special education preschoolers. When the special education and community students are together, the special education children apply what they have learned in a generalized setting with peers. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff is aware of the identified needs of individual children and is trained to follow through on specific intervention plans. It is our belief that inclusion in our program enriches the experience for teachers, students, other children, and their families. The preschool facilities meet the Americans with Disabilities Act accessibility requirements.

A CHILD'S DAY

Who Works in the Preschool?

Program Administrator: An 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, has a minimum of a Master's Degree in elementary administration and Evaluator certification.

Teacher: A full-time teacher licensed by the Iowa Board of Educational Examiners and holding an early childhood endorsement is assigned to the preschool classroom. The Oviatt Preschool Program hires teachers who are certified to teach preschool and have also earned Early Childhood Special Education (ECSE) certification.

Teacher Assistant: A full time teacher assistant in the classroom carries out activities under the supervision of the teacher. The teacher assistant has specialized training in early childhood education.

School Nurse: The preschool has the assistance of the school nurse. The nurse is employed full time, and is a registered nurse, with Bachelor's Degree in Nursing. Licensure is renewed every three years with the State of Iowa. Licensure is current in CPR and pediatric first aid. The nurse maintains student health records and immunizations and conducts annual reviews. She is available for parent consultation when necessary.

Support Staff: Heartland AEA 11 support staff provides resources and assistance to the teacher and classroom upon request to help all children be successful in the preschool setting. Such staff may include: early childhood consultant, speech and language pathologist, social worker, occupational therapist 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:

- Active and quiet times;
- Large-group activities, small-group activities, and time to play alone or with others;
- Indoor and outdoor playtimes; and,
- Time for children to select their own activities and for teacher-directed activities.

Lesson plans for each week are posted in the classroom showing how these activities are incorporated into the daily schedule. Weekly notes are sent home to families in children's backpacks and electronically, if parents desire.

Curriculum

Curriculum is a framework for learning opportunities and experiences in all content and developmental areas. 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.

The preschool program uses *The Creative Curriculum*, a research and evidence based comprehensive curriculum designed for three and four-year-olds. It addresses the following areas of early learning: 1) language and literacy – listening and speaking, early reading, early writing; 2) math; 3) science; 4) social studies; 5) the Arts; and 6) technology.

The first priority of *The Creative Curriculum* is to meet the basic needs of children. Inside the classroom, the teacher creates an atmosphere in which the children are safe, feel emotionally secure, and have a sense of belonging. Another priority for the teachers is the establishment of a reliable, safe atmosphere that reinforces the trust children learn at home. Teachers take care to help children become autonomous by providing structure. Teachers honor children's efforts to become independent and foster their sense of competence.

Teachers give children many opportunities to work with concrete objects and to discover the logic of how these objects behave. Children are provided the time they need to master the world of concrete things and situations, and they open the door to the wider world of abstract thinking.

A *Creative Curriculum* classroom is a place where learning takes place through positive relationships between and among children and adults. Children are taught the skills they need for making friends, solving social problems, and sharing. In this community setting, each child is a learner and a teacher.

Children learn through various types of play: functional, constructive, dramatic, pretend, and games with rules. The teacher watches for opportunities to help children learn, expand their world, and master challenges.

Each child is unique, bringing specific interests, experiences, and learning styles to the classroom. The teacher uses the curriculum to address this uniqueness, making modifications and adaptations that benefit each child.

Note: It is the policy of Norwalk Community School 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 life styles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnic origin, religion, and physical disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural nonsexist society.

Child Assessment

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 curricular goals and objectives guide teachers' ongoing assessment of children's progress. Teacher teams meet at least weekly to interpret and use the results of formative assessments for planning experiences for the children and to guide instruction. Assessment is never 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 are kept confidential, placed in each child's file, and securely stored.

Children are assessed in the following ways:

- *The Teaching Strategies GOLD™ Assessment System* is an authentic, observational assessment system used by the Oviatt Preschool Program.

The primary purposes of the *Teaching Strategies GOLD™* assessment system are to help teachers

- *Observe and document children's development and learning over time*
- *Support, guide, and inform planning and instruction*
- *Identify children who might benefit from special help, screening, or further evaluation*
- *Report and communicate with family members and others.*

The secondary purposes are to help teachers

- Collect and gather child outcome information as one part of a larger accountability system.
- Provide reports to administrators to guide program planning and professional development opportunities.

- Early Literacy Individual Growth and Development Indicators (IGDIs) are given at the beginning, middle, and end of the year to monitor the growth of early literacy skills in the three- and four-year-old program.
- Families are asked to contribute information about their child's progress. Young children often show different skills in different settings. Working together, the teaching staff, and families can gather a complete picture of a child's growth and development.
- The *Child Assessment Portfolio* is the place the teacher records and preserves important information about each child's progress. This is the record-keeping tool for each child. Progress Checkpoints are established three times during the school year: fall, winter, and spring. At each checkpoint, the teacher reflects and takes a snapshot of how a child is progressing in relation to the objectives and dimensions of The Creative Curriculum, the core curriculum of the Oviatt Preschool Program.

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

- To use curriculum in guiding the integration of assessment information with curriculum goals to individualize learning;
- 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; and,
- To indicate possible areas that require additional assessment.

The preschool teacher communicates weekly with colleagues, parents and/or guardians regarding children's activities and developmental milestones. Informal conferences are always welcome and can be requested at any time.

If, through observation or information recorded in the Progress Checkpoints of *Teaching Strategies GOLD™ Assessment System*, the teacher feels that there is a possible issue related to a developmental delay or other special need, she/he will communicate this to the family during a conference, sharing documentation of the concern. Suggestions for next steps may include the following, with the knowledge and consent of the parents:

- A teacher requests Heartland Area Education Agency consultants for support and additional ideas or more formalized testing, using the Disability Suspected process. It is through the Disability Suspected process that norm-referenced and standardized tests results are primarily used to determine information on eligibility for special services.

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

Norwalk Community School District implements the Iowa Quality Preschool Program Standards. We successfully completed a verification visit during the 2010-2011 school year that confirmed we meet these standards. Administrators, families, staff, and other routinely participating adults are 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 is shared with families, staff, Preschool School Improvement Advisory Committee and the district's Board of Directors. The program uses this information to plan professional development and program quality improvement activities as well as to improve operations and policies.

Supervision Practices Before children arrive at school, the preschool teacher or paraeducator completes 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 are 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; and,
- 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 is left unsupervised while attending preschool. Staff supervises 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. **QPPS 3.9**

Child Guidance and Discipline QPPS 1.11& Classroom Observation

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

Challenging Behaviors QPPS 1.2, 1.8, 1.9 (ECSE), 1.10 (ECSE), 3.8 (ECSE), Classroom Observation & Child Files

The teaching staff in the preschool is highly trained, responsive, and respectful. 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; and,
- Encouraging children to listen to one another and helping them to provide comfort when others are sad or distressed.

Staff guides children to develop self-control and orderly conduct in relationship to peers and adults. Children are taught social, communication, and emotional regulation skills. If a child displays persistent, serious,

and challenging behavior, the teaching staff, parents, and AEA support staff 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 intervene immediately when a child becomes physically aggressive to protect all of the children and encourage behavior that is more acceptable.

Permissible Methods of Discipline:

For acts of aggression and fighting (biting, scratching, hitting) staff set appropriate expectations for children and guide them in solving problems. This positive guidance is 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; and, 5) review the adequacy of the teaching staff supervision, appropriateness of program activities, and administrative corrective action if there is a recurrence. Teachers have been trained in the behavior program, Positive Behavior Supports (PBS) for preschoolers.

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

Snacks/Foods and Nutrition QPPS 5.12 – 5.21, Caring for Our Children 4.8.0.6, 4.2.0.10 Facilities Tour, Child Files, Facilities Tour & Classroom Portfolio

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.

The facility's refrigerators maintain food temperature of 41°F or lower in all parts of the food storage areas, and freezers maintain temperatures of 0°F or lower in food storage area. This will be logged in a daily log form completed by staff.

When children with food allergies attend the education facility, the following should occur:

1. Each child with a food allergy should have a care plan prepared for the facility by the child's primary care provider, to include:
 - a. Written instructions regarding the food(s) to which the child is allergic and steps that need to be taken to avoid that food;
 - b. A detailed treatment plan to be implemented in the event of an allergic reaction, including the names, doses, and methods of administration of any medications that the child should receive in the event of a reaction. The plan should include specific symptoms that would indicate the need to administer one or more medications;
2. Based on the child's care plan, the child's teachers should receive training, demonstrate competency in, and implement measures for:
 - a. Preventing exposure to the specific food(s) to which the child is allergic;
 - b. Recognizing the symptoms of an allergic reaction;
 - c. Treating allergic reactions;
3. Parents/guardians and staff should arrange for the facility to have necessary medications, proper storage of such medication, and the equipment and training to manage the child's food allergy while the child is at the education facility;

4. Teachers should promptly and properly administer prescribed medications in the event of an allergic reaction according to the instructions in the care plan;
5. The facility should notify the parents/guardians immediately of any suspected allergic reactions, the ingestion of the problem food, or contact with the problem food, even if a reaction did not occur;
6. The facility should recommend to the family that the child primary care provider be notified if the child has required treatment by the facility for a food allergic reaction;
7. The facility should contact the emergency medical services system immediately whenever epinephrine has been administered;
8. Parents/guardians of all children in the child's class should be advised to avoid any know allergens in class treats or special foods brought into the early care and education setting;
9. Individual child's food allergies should be posted prominently in the classroom where staff can view and/or wherever food is served;
10. The written childcare plan, a mobile phone, and the proper medication for appropriate treatment if the child develops an acute allergic reaction should be routinely carried on field trips or transport out of the educational setting.

High-risk foods, often involved in choking incidents, are not served. For children younger than four years, these include hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas; hard pretzels; spoonful of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.

Outside Play and Learning QPPS 5.5, 5.6, 9.5, 9.6, 9.7, Classroom Portfolio, Child Files, Classroom Observation & Facilities Tour

We have daily opportunities for outdoor play as the weather and air quality permits and environmental safety conditions do not pose a threat. This allows children the opportunity to develop their large muscle skills, get exercise, and be active. Sometimes we spend longer getting bundled up than we spend outside. We use the *Child Care Weather Watch* guidelines produced by Healthy Child Care Iowa to determine if the Wind Chill Factor or the Heat Index is safe for outdoor play. These guidelines are posted at <https://idph.iowa.gov/portals/1/files/hcci/weatherwatch.pdf>.

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

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

There are areas on the playground for children to be in the shade and still be active. We encourage you to send 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 your written parental permission to do so). We will also use an insect repellent containing DEET (only with your written permission) no more than once a day to protect your child from insect bites when the public health authorities recommend its use. The parent/guardian supplies the child's sunscreen and/or insect repellent.

Buildings and Grounds staff completes the National Program for Playground Safety's Suggested General Maintenance checklist or similar document on a weekly basis. **QPPS 9.8**

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 cannot 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, Caring for Our Children 3.2.1.4 Diaper Change Procedure, Classroom Observation & Facilities Tour

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 is only done in the designated diaper area, i.e., the bathroom adjacent to the classroom with a diaper-changing table. Food handling is not permitted in this diapering area.
2. Staff follow all diapering guidelines set forth in the Iowa Quality Preschool Program 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 checks children for signs that diapers or pull-ups are wet or contain feces at least every two hours. Diapers are changed when wet or soiled;
 - Staff changes 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 is clearly labeled to show its intended use; and,
 - Diapering and Gloving posters are posted in the changing area showing procedures with visuals and words. These procedures are used by the program administrator to evaluate teaching staff that change diapers.
3. Soiled diaper and clothing is removed without contaminating any surface not already in contact with stool or urine.
 - a. Fold the soiled surface of the diaper inward;
 - b. Put soiled disposable diapers in a covered, plastic-lined, hands-free covered can. If reusable cloth diapers are used, put the soiled cloth diaper and its content (without emptying or rinsing) in a plastic bag or into a plastic-lined, hands-free covered can to give to parents/guardians.
 - c. Put soiled clothes in a plastic-lined, hands-free plastic bag;
 - d. If gloves were used remove them using the proper plastic-lined, hands-free covered can;
 - e. Whether or not gloves were used, use a disposable antibacterial wipe or alcohol-based hand sanitizer to clean the surfaces of the caregiver/teacher's hands and an application to clean the child's hands, and put the wipes, if used, into the plastic-lined, hands-free covered can. Allow sanitized hands to dry completely before proceeding;
 - f. Check for spills under the child. If there is any, use the paper that extends under the child's feet to fold over the soiled area so a fresh, unsoiled paper surface is now under the child's buttocks.
4. Potty chairs are not used due to the risk of spreading infectious diarrhea.
5. 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 preschool 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. 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.

Classroom Animals and Pets QPPS 5.26 & Classroom Observation

Live animals are allowed inside the Oviatt Preschool Program classroom if the person sharing the animal provides the teacher proof of appropriate shots by a veterinarian. Before bringing your pet, please check with the classroom teacher to schedule a time and make sure there aren't any students that are allergic to the pet.

Birthdays QPPS 5.13 & Classroom Observation

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. Students with birthdays in June, July & August (before school begins) will be recognized on their half-birthday. Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. The teacher will provide families a list of foods meeting the USDA's Child and Adult Care Food Program guidelines. 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.

COMMUNICATION with FAMILIES

QPPS 1.1, 7.5, Classroom Portfolio

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

Open Door Policy

Parents and legal guardians are always welcome to visit the preschool classroom. As a safety feature, all parents and visitors will need to check in using the KeepNTrack system. Visitors will use their driver's license to scan into the system, which is located inside Door 1. It does a check on the sex offender list and then will print a visitor's pass which is bright in color, so easy to identify. If you are volunteering in the classroom working with students or helping on a field trip, then you will need to fill out the application for volunteers which is on our website under KeepnTrack prior to volunteering. The system does a background check and also checks the sex offender list for all volunteers. You will receive confirmation that you have been approved in the system as a volunteer. Visitors are asked to please use discretion with regard to bringing babies and toddlers to school as young children may disrupt class sessions.

Arrival and Departure of Children QPPS 10.11

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

When bringing your child to school, we ask that you park your car in the parking lot and turn off the engine before entering the building. Please hold your child's hand as you enter the building to decrease the possibility of an accident. Parents or legal guardians must either accompany children to the classroom at the beginning of the session (after checking in on the KeepnTrack system) or leave their child in the care of one of the teaching staff at the front door (Door 1). No child is permitted to leave the building without an adult.

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

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

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

Transportation for Special Education Students Only

The Norwalk Community Schools provide school bus transportation only for special education preschoolers. Parents or legal guardians may request transportation at enrollment, indicating the pick-up and drop off address, the name of the responsible person at that address, and emergency contact information for all parties involved. Parents or legal guardians are asked to keep their information current by reporting changes to the preschool teacher or elementary school secretary. All information is updated two times a year during conferences.

For children who have special needs for transportation, the facility uses 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 Plan (IEP) will be implemented as described.

Attendance

Students enrolled for classes in the Oviatt Preschool 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 at 981-1005 with the reason for an absence no later than 8:20 A.M. if your child attends the morning session and by 12:05 if in the afternoon session.

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. If the office does not receive a phone call from the parents/guardians, the office will try to contact you or your emergency numbers. After two attempts, if no one is contacted, a school administrator, social worker, or the school's police liaison officer will make a home visit to confirm your child is safe.

Ethics and Confidentiality

Staff follows an important code of ethics to guide their involvement with children and families. It is essential to protect the confidentiality of all information concerning children and their families. Maintaining a professional attitude includes being responsive to the needs of children and their families while balancing the need for confidentiality. Children are people who deserve respect. One way we demonstrate this respect is to refrain from talking about the children in their presence unless the child is part of the conversation and to refrain from labeling a child negatively or positively. No information about any particular child is 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 teaching staff receives training on ethics and confidentiality on the National Association for the Education of Young Children's (NAEYC) *Code of Ethical Conduct* as part of their orientation. (See Appendix D.)

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 high school administration office.

Parents or guardians are 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.

Preschool Advisory Committee QPPS 7.2 & Family Interview

The Oviatt Preschool Program has a preschool advisory committee composed of parents, school staff, and other community members interested in the preschool program. This group meets a minimum of twice a year to provide feedback on services that meet children and family needs. They also serve as a sounding board for new ideas and services. Please let the preschool teacher know if you are interested in being part of the Preschool Advisory Committee.

Grievance Process QPPS 7.6 & Family Interview

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

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 preschool. If you remain dissatisfied, you may contact the Superintendent of Norwalk Community School District.

As part of our program assessment, in the spring of each year, we 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.

FAMILY INVOLVEMENT QPPS 7.1, 7.2, 7.7, 7.8, Program Portfolio, Child Files & Family Interview

The Oviatt 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 ways to become acquainted with and learn from families about their family structure and their preferred means of child-rearing practices and communication. Families are surveyed in enrollment paperwork and through other questionnaires like the *Ages & Stages Questionnaire*, a parent-completed, child-monitoring system for social-emotional behaviors. Ongoing interactions throughout the school year help strengthen the home/school relationship regarding family, their beliefs, and preferences. Family teacher conferences are held twice a year, as well as when either party requests. At least one Family Night is held during the year.

The Oviatt 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 their child's growth and development are incorporated into ongoing classroom planning. The classroom teacher is responsive to a family's values,

beliefs, and language. Families are encouraged to share any concerns, preferences, or questions with the preschool teacher or administration at any time. **QPPS 2.4**

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

The Oviatt Preschool Program staff invites parents/guardians 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 promptly;
4. Attend Family/Teacher conferences held twice during the school year;
5. Take time to read the family bulletin board;
6. Check your child's backpack each day;
7. Participate in field trip activities;
8. 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;
9. Share any of your families' cultural traditions, celebrations, or customs;
10. Help prepare snack and enjoy it with your child;
11. Read all the material sent home with your child;
12. Come to play;
13. 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, photography, setup before the event, or clean afterwards; or,
14. Serve on the Preschool Advisory Committee.

The teaching staff provides information to families about available community resources and assists as requested in helping the family make connections. Staff support, and encourage families' efforts to negotiate health, mental health, assessment, and educational services for their children.

Home Visits

Home visits are scheduled the week prior to the start of preschool. 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 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 would like addressed. Parents are encouraged to share these preferences, concerns, and questions at any time with either the classroom teacher or administrator.

Family Teacher Conferences

The preschool program will have formal family teacher conferences at the same time as the elementary school – fall and spring. The teacher sends home a sheet before the conference asking you to consider what new skills you see your child developing at home or in the community. You will be asked to think about what you would like more information on regarding the classroom, and whether you have new or different goals for your child. During the conference, the teacher will share results of classroom assessments and samples of your child's work. Together, we 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 selects a topic for the evening. With help from family volunteers, the night is 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 collaborate with the family to make the transition as smooth as possible by connecting family members with the next program's staff. Preschool staff provides information about enrollment policies and procedures, program options, and arrange for a classroom visit whenever possible.

HEALTH AND SAFETY

QPPS 10.6

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

Health and Immunization Certificates QPPS 5.1 & Child Files

Before the child begins the preschool 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 QPPS 10.10 & Facilities Tour

Health and safety information collected from families are maintained on file for each child in the school nurse's office. Files are kept current by updating as needed. 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 include the following: **QPPS 5.1 & Child Files**

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;
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; and **QPPS 10.14**

7. Supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs. Staff implements a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

General Health and Safety Guidelines

- All staff must be alert to the health of each child, known allergies, or special medical conditions;
- 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 is to follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections;
- All staff is familiar with evacuation routes and procedures;
- All teaching staff complete "Occupational Exposure to Bloodborne Pathogens" annually; and,
- At least one staff member who has a certificate of satisfactory completion of pediatric first aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times. **QPPS 5.2, 5.4 & Family Interview**

Hearing Testing

Heartland AEA 11 will conduct its annual Hearing Conservation Program during the school year. Students in Preschool-5th Grade will receive a hearing screening. Students who do not pass this screening may receive individual hearing tests by the Heartland AEA 11 audiologist. **Parents are notified about the results of the hearing test only if their child does not pass the test.** This is a screening process only and does not identify all hearing or ear problems. If your child has had hearing or ear problems recently, feel free to send this information to the school nurse for the audiologist.

If you do not want your child to participate in this screening program and follow-up assessments by the school audiologist, please notify the school. If there are any questions about the hearing testing program in our school, please contact the school nurse.

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°F
- vomiting
- diarrhea
- pink eyes with drainage
- cough with congestion and excessive nasal discharge

Oviatt Elementary School's established policy for an ill child's return:

- Fever free for 24 hours without fever reducing medications (e.g., ibuprofen or acetaminophen);
- 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; and,
- If child has visited a doctor due to illness, a doctor's excuse, explaining illness, needs given to the school nurse.

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, the school 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.

Signs to be observed by staff:

- General mood and changes in behavior
- Fever or elevated body temperature
- Skin rashes, unusual spots, swelling or bruises
- Complaints of pain and not feeling well
- Signs/symptoms of disease (severe coughing, sneezing, breathing difficulties, discharge from nose, ears or eyes, diarrhea, vomiting etc.)
- Reported illness in child or family members

Teachers will use all of their senses...

- LOOK – for signs
- LISTEN – for complaints
- FEEL – for fever
- SMELL – for unusual odor

Taken from California Childcare Health Program
www.ucsfchildcarehealth.org

Communicable Disease Chart

Disease *Immunization is available	Usual Interval Between Exposure and Final Symptoms of Disease	Main Symptoms	Minimum Exclusion From School
*Chicken Pox	13-17 days	Mild symptoms and fever Pocks are "blistery" have scabs, most on covered parts of body	5 days from onset of pocks or until pocks become dry
Common Cold	12-72 hours	Sneezing, temperature, malaise, cough	
Conjunctivitis (pink eye)	24-72 hours	Tearing, redness & puffy eye lids Eye discharge	Until treatment begins or physician approves readmission
Fifth Disease	4-20 days unusual in adults	Usual age 5 to 14 years Low grade fever followed by slapped cheek appearance on cheek A hot like rash on extremities lasting a few days to 5 weeks Rash seems to reappear	After diagnosis no exclusion from school
Hand, Foot and Mouth Disease	3-5 days	Rash on cheeks, gums & tongue May also occur on palms, fingers & soles of feet	During acute stage of illness or as advised
*Haemophilus Meningitis	2-4 days	Fever, vomiting, lethargy, stiff neck & back	Until physician permits return
*Hepatitis A	Variable 15-50 days	Abdominal pain, nausea, usually fever, eyes & skin may turn yellow	7 days from onset of symptoms
Impetigo	4-10 days	Inflamed sores, with pus	Cover lesions when attending school
Lice		Live lice or eggs	Can return to school after treatment
*Measles	3-7 days to rash	Begins with fever, conjunctivitis runny nose, cough, then blotchy red rash	4 days from onset
*Meningococcal Meningitis	2-10 days (commonly 3-4 days)	Headache, nausea, stiff neck, fever	Antibiotics for 24 hours or until physician permits return
*Mumps	12-25 days (commonly 18 days)	Fever, swelling & tenderness of glands at angle of jaw	9 days after onset of swollen glands or until swelling disappears
Ringworm of Scalp	10-14 days	Scaly patch, usually ring shaped, on scalp	No exclusion from school. Exclude from gymnasium, swimming pools, contact sports
Scabies	2-6 weeks initial exposure: 1-4 days re-exposure	Tiny burrows in skin caused by mites	After first treatment
Scarlet Fever Scarletina	1-3 days	Sudden onset, vomiting, sore	24 hours after antibiotics started and no fever
Strep Throat	1-3 days	Fever, later fine rash (not on face). Rash usually only with first infection	
*Whooping Cough	6-20 days	Head cold, slight fever, cough, characteristic whoop after about 2 weeks	5 days after start of antibiotic treatment

Student Absences

When your child is absent, please contact the school's office at 981-1005 within 15 minutes of the actual start of the school session-8:20 for the a.m. session, and Noon for the p.m. session. If the office does not receive a phone call from the parents/guardians, the office will try to contact you or your emergency numbers. After two attempts, if no one is contacted, a school administrator, social worker, or the school's police liaison officer will make a home visit to confirm your child is safe.

If your child is not present at 8:05 or 11:50, depending on the session attended, your child is counted tardy. If not present by 8:20 or 12:05, your child is counted absent.

Attendance Problems

Current research indicates that effective schools demonstrate high levels of student attendance. This is accomplished through careful and consistent monitoring of student attendance and communicating the importance of school attendance to students and parents on a regular basis.

Students, who exceed an absence rate of 10% of the required attendance of a school day, whether excused or unexcused, will have their parents or guardians advised of their attendance. If you find an error in this record, please call Oviatt at 981-1005. Should attendance problems continue, further disciplinary action could result.

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 preschool program and that the families should implement at home. The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

Medication Policies and Procedures QPPS 5.10 & Child Files

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. 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 every two years 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 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 to over-the-counter medications.

Medications are 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 are noted on this log.

Cleaning and Sanitization QPPS 9.11 & Facilities Tour

The facility is maintained in a clean and sanitary condition. When a spill occurs, the area is made inaccessible to children and the area is 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 first cleaned with soap and water then 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 5.23, 5.24, Caring for Our Children 3.3.0.1 & Classroom Observation**

Staff is trained in cleaning techniques, proper use of protective barriers such as gloves, proper handling, and disposal of contaminated materials, and information required by the US Occupational Safety and Health Administration about the use of any chemical agents. Routine cleaning will be supervised by the preschool teacher and will follow the *Cleaning and Sanitation Frequency Table* in Section III, page 47 of the QPPS manual. A checklist is completed as indicated in the table. **QPPS 5.22**

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, Caring for Our Children 3.2.2.1 & 3.2.2.2 & Classroom Observation

Frequent hand washing is key to prevent the spread of infectious diseases. Staff teaches 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; and
- 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;
- playing in sand, on play sets, and outdoors; and,
- when moving from one group to another.

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

- Checking to be sure a clean, disposable paper (or single-use cloth) towel is available;
- Turning on warm water, between 60°F and 120°F, to a comfortable temperature;
- Moistening hands with water and apply soap (not antibacterial) to hands;
- Rubbing hands together vigorously until a soapy lather appears, hands are out of the water stream, and continue for at least twenty seconds (sing Happy Birthday silently twice) (2). Rub area between fingers, around nail beds, under fingernails, jewelry, and back of hands. Nails should be kept short; acrylic nails should not worn (3);
- Rinsing hands under running water, between 60°F and 120°, until they are free of soap and dirt. Leave the water running while drying hands;
- Drying hands with the clean, disposable paper or single use cloth towel;
- Turning taps off with a disposable paper; if taps do not shut off automatically
- Throwing the disposable paper towel into a lined trash container;
- Using hand lotion to prevent chapping of hands, if desired.

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.

First Aid Kit QPPS 9.13 & Facilities Tour

A first aid kit is located in the preschool 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 are inspected and missing or used items replaced immediately. The First Aid kit is 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, Caring for Our Children 3.4.3.2, & Facilities Tour

A fire extinguisher is installed in the preschool classroom with a tag indicating its annual service date. Staff can demonstrate the ability to locate and operate the fire extinguisher within the classroom. 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.**

The classroom teacher or his/her designees use a daily class roster(s) in checking the evacuation and returning to a safe space for ongoing care of all children and staff members in attendance during an evacuation drill.

Emergency Procedures Caring for Our Children 3.4.3.1

When an immediate emergency medical response is required, the following emergency procedures will be utilized:

1. First aid should be employed and an emergency medical response team should be called such as 9-1-1 and/or the poison center if a poison emergency (1-800-222-1222);
2. Emergency medical will transport to a local emergency medical facility;
3. The parent/guardian or parent/guardian's emergency contact person should be called as soon as practical;
4. A staff member will accompany the child to the hospital and will stay with the child until the parent/guardian or emergency contact person arrives.

Medical Emergencies and Notification of Accidents or Incidents QPPS 10.13 & Facilities Tour

The Norwalk Community School District has in place a "Building Safety Plan" that describes the following situations and procedures to follow. This plan is posted by the telephone in the preschool classroom. The "Building Safety Plan" is reviewed by each staff member at the beginning of each school year and when changes are made to it.

- Emergency phone numbers
- Fire/explosion procedures
- Utility Failures (electric power failure, water line break, gas line break)
- Severe weather
- Bomb threat
- Tri-Level Emergency Day Drill, e.g., physical threats/armed intruder
- Evacuations, i.e., steps to follow. (Location not written for security reasons.)
- Poisoning, e.g., accidental Injury or Illness procedures for life threatening and non-life threatening situations
- Missing child/student
- Suicide
- Basic first aid priorities*
- Shelter in Place
- List of CPR/First Aid experienced persons in each building

* A list of CPR/First Aid experienced persons in addition to the school nurse is included in the Preschool Program Portfolio.

The school district's Crisis Intervention Plan, Crisis Intervention Steps, and Media Procedures are posted on the district's shared site. Team members and checklist are included in this plan.

In the event that your child receives a minor, non-life threatening injury during his/her 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 is documented on an "Injury and Illness" form and a copy is 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 are posted by each phone with an outside line. Emergency contact information for each child and staff member is 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 are updated at least twice a year. **Emergency phone numbers are verified by calling the numbers to make sure a responsive, designated person is available.**

Inclement Weather

In the event that the Norwalk Community Schools must be closed due to bad weather, the district's superintendent notifies school patrons on the district's home page, www.norwalkschools.org of dismissal plans. If there is a two-hour delayed start, the morning preschool session is not held. If there is a two-hour early dismissal, the afternoon preschool session is not held.

Protection From Hazards and Environmental Health QPPS 9.12, 9.16, 9.17, 9.18, 10.7

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

The preschool classroom building has been tested for lead, radon, radiation, asbestos, fiberglass, and other hazards that could affect children's health with documentation on file. Custodial staff maintains the building's heating, cooling, and ventilation systems in compliance with national standards for facility use by children. Procedures written to protect children and staff from environmental hazards are located in the main custodian's office. The Building's Department of the district maintains proof of certification that facility systems are maintained 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, which 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 & Facilities Tour

In compliance with the Iowa Smoke free Air Act of 2008, the Norwalk Community School buildings, and grounds are smoke free. A "No Smoking" sign meeting the law's requirements is posted at the entrance to Oviatt Elementary 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 10.8, 10.16, 10.19 & Staff Files

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 has direct interaction with or the opportunity to interact and associate with children. All school personnel must complete a Background Check document that is submitted for evaluation to help ensure the applicant is cleared of 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 Jill Anderson at 981-1850. The alternate investigator is Mark Crady and may be reached at 981-9655. **QPPS 10.9**

Substance Abuse

Persons under the influence of drugs or alcohol will not be permitted on the premises of any building in the Norwalk Community School District. At no time will children be released to a person under the influence of alcohol or drugs.

Volunteers QPPS 10.15, 10.17 & Staff Files

Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. For safety's sake, if a volunteer will be working with children, he/she is required to complete a volunteer screening application through KeepNTrack, which is a link on our district website. Visitors use their driver's license to scan into the system. It does a check on the sex offender list and then will print a visitor's pass which is bright in color, so easy to identify. If you are volunteering in the classroom working with students or helping on a field trip, then you will need to fill out the application for volunteers which is on our website under KeepnTrack. The system does a background check and also checks the sex offender list for all volunteers. These individuals are screened to help ensure 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.

STAFF

QPPS 10.15 – 10.20 & Staff Files

General Information

The Norwalk Community School district 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.

Health Assessment

The preschool program maintains current health information from documented health assessments for all paid preschool staff and for all volunteers who work more than 40 hours per month and have contact with children. A current health assessment (not more than one-year-old) is received by the program before an employee starts work or before a volunteer has contact with children. 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.

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.

Orientation QPPS 6.2

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

- Program philosophy, mission, and goals;
- Expectations for ethical conduct;

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

Follow-up training expands on the initial orientations.

The employee's immediate supervisor provides the new employee with a review of the employee's responsibilities and duties. The superintendent, or his designee, will explain payroll procedures, employee benefit programs, and accompanying forms to the employee. Regular employees ineligible for the school district's group health plan are given information regarding where they can obtain health care or health care insurance.

Staffing Patterns and Schedule

The preschool program complies with staff regulations and certification requirements. Our program follows requirements for staffing for Iowa's Quality Preschool Program Standards of maintaining an adult/child ratio of at least 1:10 at all times. The program administrator maintains lists of current substitutes for both the preschool teacher and the preschool teaching assistant in case of absence. If one of the teaching staff needs to temporarily leave the classroom, the person will call the elementary office to arrange for coverage in order to maintain the adult/child ratio.

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 QPPS 6.6, 10.15 & Staff Files

Personnel policies provide for incentives based on participation in professional development opportunities. All teaching staff continuously strengthens their leadership skills and relationships with others and works to improve the conditions of children and families within their programs, the local community, and beyond. Teaching staff are encouraged to participate in 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.

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

Evaluation and Professional Growth Plan QPPS 6.5, 6.6 & Staff Files

All staff is 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 (IPDP) with their supervisor and use it to inform their continuous professional development.

COMMUNITY RELATIONSHIPS

Linking with the Community QPPS 8.1, 8.2, 8.3 (ECSE-Service Delivery Plan, Question #2)

The Oviatt Preschool Program is represented on the Early Childhood Warren County Empowerment Board. This association ensures district staff is kept up-do-date on the child and family support services

available in the community and county. Resources are shared with families of preschool students and assistance is provided as needed in locating, contacting, and using community resources that support children's and families' well-being and development. In addition, program staff identifies and establishes relationships with specialized consultants who can provide support for children with disabilities, behavioral challenges, or other special needs. (See Appendix B.)

Acting as a Citizen in the Neighborhood and the Early Childhood Community QPPS 8.5, 8.6

Program staff participates in common professional development opportunities with the community's Universal Preschool Program partners –Serendipity Preschool and Stepping Stones Preschool.

In addition, the intermediate agency, Heartland AEA 11, offers a variety of early childhood professional development trainings in academics, behaviors, and other applicable topics. At these AEA meetings, Norwalk preschool program staff have the opportunity to network with other early childhood educators in the regional area. Program staff has membership in early childhood educational associations such as the Iowa (IAEYC) and National Association for the Education of Young Children (NAEYC).

ADDITIONAL DISTRICTWIDE PROCEDURES and POLICIES

504 Rehabilitation Acts of 1973

Collaborative services and additional special services are covered under the Individuals with Disabilities Act and are considered special education services. The Rehabilitation Act of 1974, better known as 504, covers a far greater spectrum of services not only for students but to their families. The Rehabilitation Act also covers all employees of our schools.

In order for an individual to qualify for services under the 504 laws, they would need to meet the following criteria:

1. Is a student receiving an accommodation in school as recommended by the BAT team?
2. Have a physical or mental impairment that substantially limits one or more of the following major life activities: caring for one's self, performing manual tasks, walking, seeing, hearing, breathing, learning, or working.

Anyone that enters our school is entitled to the accommodations that would help them enjoy the same accessibility to our services as all others. Anyone who feels that they or any member of their family needs accommodations to be successful in our schools should contact the school office of their choice.

Asbestos Notification

Asbestos has been an issue of concern for many years. The Asbestos Hazard Emergency Response Act of 1986 (AHEA) was designed to determine the extent of asbestos concerns in the schools and to act as a guide in formulating asbestos management policies for the school.

Asbestos has been used as a building material for many years. The Environmental Protection Agency (EPA) has banned its use as building material since 1978. A certified asbestos inspector as required by AHERA has inspected the school district facilities. The inspector located, sampled, and determined the condition and hazard potential of all material in the school facilities suspected of containing asbestos. The inspection and laboratory analysis records form the basis of the asbestos management plan.

A certified management planner has developed an asbestos management plan for the school district facilities, which includes notification letters, training for employees, a set of procedures designed to minimize the disturbance of asbestos-containing materials, and plan for regular surveillance of the materials. A copy of the management plan is available for inspection at the district office.

Building Assistance Team (BAT)

Each building in the district has a Building Assistance Team. This is a group of educators that meets twice a month. Regular classroom teachers serve as ad hoc members. The AEA learning consultant,

psychologist, and social worker are always available as well as the school nurse. Teachers who have tried alternative instruction without success can come to their BAT as an additional resource. Fresh ideas are always generated at BAT meetings allowing students another chance to be successful in school. The BAT might recommend various services that are available to children in the district. These services include, but are not limited to, G/T, Title I Reading, At-Risk, etc.

Discrimination Policy

Norwalk Community Schools are committed to providing a pluralistic educational culture, which promotes mutual respect and acceptance among people, and in which all people are allowed to reach his/her fullest potential. In addition, Norwalk Community Schools are committed to providing equal opportunity to all people without unlawful harassment or discrimination because of race, gender, ethnic origin, religious belief, different abilities, veteran status, sexual/effectual orientation, or other perceived differences. Any form of unlawful harassment or discrimination is inappropriate, offensive, illegal, and will not be tolerated. The MCNS Coordinator (981-0676), should be contacted if anyone feels they have been discriminated against. He/She will then investigate and handle the complaint according to the Affirmative Action guidelines. No one who complains about improper conduct will be retaliated against in any way.

Equal Educational Opportunity

It is the policy of the Norwalk Community School District not to discriminate in its education programs or educational activities on the basis of sexual orientation, race, religion, color, national origin, marital status, or disability. Students are educated in programs that foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups as well as men and women, to society. If a parent/guardian feels their child has been discriminated against, they are encouraged to report it to the school district's Affirmative Action Coordinator. Procedures and levels are outlined in the district policy for resolving complaints and are available upon request from the District Office.

Fiscal Accountability Policies and Procedures

Financial policies and procedures are consistent with the program's vision, philosophy, mission, goals, and expected child outcomes. Operating budgets are prepared annually, and there is monthly reconciliation of expenses to the budget. A system exists to review or adjust the budget if circumstances change and it includes a yearly audit. Budgets are reviewed and amended as needed. Fiscal records such as revenue and expenditure statements, balance sheets, banking reconciliation, etc.) are kept as evidence of sound financial management. **QPPS 10.5**

Harassment (Board Policy 504.0)

Harassment and abuse are violations of school district policies, rules, and regulations and, in some cases, may also be a violation of "criminal or other laws". The school district has the authority to report students violating this rule to law enforcement officials. Students who feel that they have been harassed should:

- Communicate to the harasser that the student expects the behavior to stop, if the student is comfortable doing so. If the student needs assistance communicating with the harasser, the student should ask a teacher, counselor or principal to help;
- If the harassment does not stop, or the student does not feel comfortable confronting the harasser the student should:
 - Tell a teacher, counselor or principal; and
 - Write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including;
 - what, when and where it happened;
 - who was involved
 - exactly what was said or what the harasser did;
 - witnesses to the harassment;
 - what the student said or did, either at the time or later;
 - how the student felt; and
 - how the harasser responded

Complaint Procedure

A student who believes that he/she has been harassed shall notify the building principal who will notify the designated investigator or an alternate investigator. The investigator may request that the student complete the Harassment Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. Information received during the investigation shall be kept confidential to the extent possible.

The investigator, with the approval of the principal, or the principal has the authority to initiate a harassment investigation in the absence of a written complaint.

Investigation Procedure

The investigator shall reasonably and promptly commence the investigation upon receipt of the complaint. The investigator shall interview the complainant and the alleged harasser. The alleged harasser may file a written statement refuting or explaining the behavior outlined in the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator shall make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the principal. The investigator will outline the finding of the investigation to the principal.

Resolution of the Complaint

Following receipt of the investigator's report, the principal may investigate further, if deemed necessary, and make a determination of the appropriate next step, which may include, discipline up to and including suspension and expulsion.

Prior to the determination of the appropriate remedial action, the principal may, at the principal's discretion, interview the complainant and the alleged harasser. The principal shall file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser, and the investigator shall receive notice as to the conclusion of the investigation.

Points to Remember in the Investigation

- Evidence uncovered in the investigation is confidential to the extent possible.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

Conflicts

If the investigator is a witness to the incident, the alternate investigator shall be the investigator.

Norwalk Grievance Procedure

Students, parents of students, applicants for employment and employees of the Norwalk School District shall have the right to file a formal complaint alleging non-compliance with federal and state regulations requiring non-discrimination in educational programs and employment.

Level One: Principal, Immediate Supervisor or Equity Coordinator

Employees with a grievance of discrimination on the basis of gender, race, national origin, disability, or religion may first discuss it with their principal, immediate supervisor, or the district Equity Coordinator with object of resolving the matter informally. A student, a parent, an employee, or an applicant for employment with a complaint of discrimination on the basis of gender, race, national origin, disability, religion, age, veteran status, sexual orientation or other perceived differences may discuss it with the instructor, counselor, building administrator, or the district Equity Coordinator

Level Two: The Equity Coordinator

If the grievance is not resolved at level one and the grievant wishes to pursue the grievance, they may formalize it by filing a complaint in writing on a Compliance Violation Form, which may be obtained from the Educational Equity Coordinator. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at level two must be within fifteen (15) working days from the date of the event-giving rise to the grievance or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Educational Equity Coordinator. A minor student may be accompanied at that meeting by a parent or guardian. The Equity Coordinator shall investigate the complaint and attempt to resolve it. A written report from the Equity Coordinator regarding action taken will be sent within fifteen (15) days after receipt of the complaint.

Level Three: Superintendent/Administrator

If the complaint is not resolved at level two, the grievant may process it to level three by presenting a written appeal to the Superintendent within ten (10) working days after the grievant receives the report from the Equity Coordinator. The grievant may request a meeting with the Superintendent. The Superintendent has the option of meeting with the grievant to discuss the appeal. The Superintendent will render a decision within ten (10) working days after receipt of the written appeal.

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the federal Office of Civil Rights or the Equal Employment Opportunity Commission for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

It is the Policy of the Norwalk School District to protect the rights of all individuals. **Any acts of discrimination or sexual harassment will not be tolerated by the district.** If you feel that you or anyone else has been sexually harassed or discriminated against, there is a way to get it stopped. Please see a teacher, counselor, sponsor, or an administrator in your building. You may also contact the district coordinator for equal rights (981-0676).

Weapon Policy (Board Policy 502.41)

The Norwalk School Board believes weapons, look-alike weapons and other dangerous objects 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. Weapons are not allowed except for the purpose of education with the permission of the building principal. Parents of students found to possess a weapon, a look-alike weapon, or a dangerous object on school property shall be notified of the incident. Violators will be disciplined according to Board Policy 502.41.

Appendix

Quality Preschool Program Standard

RE: Program Standard 10-Leadership

TABLE 4 – Teacher¹-Child Ratios within Group Size

AGE GROUP	GROUP SIZE									
	6	8	10	12	14	16	18	20	22	24
Infants (birth to 15 months) ²	1:3	1:4								
Toddler/Twos (12-36 months) ²										
12-28 months	1:3	1:4	1:4 ³	1:4						
21-36 months		1:4	1:5	1:6						
Preschool²										
2-5 year olds to 3-year-olds (30-48 months)				1:6	1:7	1:8	1:9			
4-year-olds						1:8	1:9	1:10		
5-year-olds						1:8	1:9	1:10		
Kindergarten								1:10	1:11	1:12

Notes:

- In a mixed-age preschool class of 2.5-year-olds to 5-year-olds, no more than four children between the ages of 2.5 years and 3 years may be enrolled. The ratios within group size for the predominant age group apply. If infants or toddlers are in a mixed-age group, the ratio for the youngest child applies.
- Ratios are to be lower when one or more children in the group need additional adult assistance to fully participate in the program:
 - Because of ability, language fluency, developmental age or stage or other factors **or**
 - To meet other requirements of QPPS verification.
- A *group* or *classroom* refers to the number of children who are assigned for most of the day to a teacher or a team of teaching staff and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area.
- Group sizes as stated are ceilings, regardless of the number of staff.
- Ratios and group sizes are always assessed during on-site visits for QPPS Verification. They are not a required criterion. However, experience suggests that programs that exceed the recommended number of children for each teaching staff member and total group sizes will find it more difficult to meet each standard and achieve QPPS Verification. The more these numbers are exceeded, the more difficult it will be to meet each standard.

¹Includes teachers, assistant teachers/teacher aides.

²These age ranges purposefully overlap. Programs may identify the age group to be used for on-site assessment purposes for groups of children whose ages are included in multiple age groups.

³Group sizes of 10 for this age group would require an additional adult.

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Norwalk Community School District Special Education Delivery Plan

Question #2

How will services be organized and provided to eligible individuals (2.5-21 years old)?

Early Childhood Program: (2.5 Years to 5 Years)

- **Licensure:** Pre-K and Early Childhood Special Education
- **Teacher Responsibilities:** Provide general education and special education instruction
- **Student Population:** Less than 50% children with disabilities

K-12 services

Consulting Teacher Services: Consulting Teacher Services are defined as indirect services provided by a certified special education teacher to a general education teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instruction strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom.

Co-Teaching Services: Co-teaching Services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skill needs of students in the general education classroom. Various co-teaching approaches are used in instruction for all ages. These approaches are based on Marilyn Friend's six co-teaching models.

Supplementary Services in the General Education Environment (Collaborative Service): Supplementary Services in the General Education Environment are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher in a general education classroom to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction.

Special Class Services in the Special Education Environment: Special Class Services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide instruction which is tied to the general education curriculum, but has been modified to meet the unique needs of the student(s) in a self-contained setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her primary instruction separate from non-disabled peers.

Notes:

Students may receive different services at multiple points along the continuum based on their IEP.

The district will provide access to this continuum for all eligible individuals based on the IEP. Services may be provided with the district or through contractual agreement with other districts or agencies.

The continuum includes services for eligible individuals PK-21.

Norwalk Community School District Special Education Delivery Plan

Question #3

How will caseloads of special education teachers be determined and regularly monitored for early childhood (2.5-5)?

Preschool Program Standards

Norwalk Public schools will provide a full continuum of placements by providing instructional services to eligible preschool children while adhering to the following program standards:

- 1. Iowa Quality Preschool Performance (QPPS); OR**
- 2. National Association of the Education of Young Children (NAEYC)**

The regular early childhood program and early childhood special education program will meet the criteria of the Preschool Program Standard being implemented regarding maximum class size and student ratios.

At this time: Norwalk Community schools follow the Iowa Quality Preschool Performance.

Caseload Determination

Iowa Quality Preschool Performance (QPPS)

Teacher' Child Ratios Within Group Size Table is used when determining ratios. (See caseload in QPPS Implementation Guide – Section III, Page 53)

Group Size recommendation for 2.5 year olds to 3 year olds is as follows:

Group Size	Ratio of Teacher to Children
12	1:6
14	1:7
16	1:8
18	1:9

Notes:

In a mixed aged preschool class of 2.5 years to 5 year old, no more than four children between the ages of 2.5 years and 3 years may be enrolled. The ratios within the group size for the predominant age group apply. If infants or toddlers are in a mixed aged group, the ratio for the youngest child applies.

Ratios are to be lower when one or more children in the group need additional adults' assistance to fully participate in the program:

- Because of ability, language fluency, developmental age or stage or other factors **or**
- To meet other requirements of QPPS Verification

A group or classroom refers to the number of children who are assigned for most of the day to a teacher or a team of teaching staff and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area.

- Group sizes as stated are ceilings, regardless of the number of staff.
- Ratios and group sizes are always assessed during on-site visits for QPPS Verification. They are not a required criterion. However, experience suggests that programs that exceed the recommended number of children for each teaching staff member and total group sizes will find it more difficult to meet each standard and achieve QPPS Verification. The more these numbers are exceeded, the more difficult it will be to meet each standard.

Caseload Determination Worksheet

1. How many IEP students are on the roster? ____ x 1 _____
2. Identify each of the students in a category below. (Minutes should be taken from the IEP, Page F. Indicate direct instruction from this teacher only, including specially designed instruction in a co-taught setting.)
 - a. Less than 2 hours per day of direct instruction ____ x .25 _____
 - b. Between two and five hours per day of direct instruction ____ x .5 _____
 - c. More than five hours per day of direct instruction ____ x 1 _____
3. How many students on the roster will have a 3-year? reevaluation this school year? ____ x 0.25 _____
4. For how many roster students will the teacher be planning and supervising work experience? (secondary only) ____ x .5 _____
5. With how many teachers does the teacher co-teach? ____ x 1 _____
(True co-teaching is when both teachers share all instructional responsibility and accountability for a single group of students for whom they both have equal ownership.)
6. How many students are on a Behavior Intervention Plan ____ x .5 _____?
7. How many associates does the teacher supervise? ____ x .25 _____
8. How many students are served off-site? (e.g. homebound, long-term suspension, in gen. educ. preschools, etc.) ____ x 1 _____
9. How many students are on Iowa Alternative? Assessment? ____ x 1 _____
10. How many students have three or more of the following? support services: speech, OT, PT, assistive technology, hearing itinerant, vision itinerant? ____ x 0.25 _____
11. How many students with multiple goal areas.
 ____ 2 goals x .25 ____ 3 goals x .50 ____ 4 goals x 1 _____
12. How many students have Medicaid as a support service?
 ____ x .50 _____
13. How many BAT-referred students in interventions do you monitor?
 ____ x .50 _____

TOTAL _____

Norwalk Community School District Special Education Delivery Plan

Question #3, continued

What procedures will a special education teacher use to resolve caseload concerns?

The following procedures are to be used to resolve concerns about Special Education caseloads:

A scheduled review of teacher caseloads will be conducted by the building principal and/or Special Education Director as follows:

- 1.** At the beginning of the school year
- 2.** During fall parent-teacher conferences (No later than December 1)
- 3.** During spring parent-teacher conferences (No later than April 1)

Upon review, if there appears to be an overload, the teacher may request and the principal and/or special education director will arrange a Caseload Assistance Team meeting. The team will be comprised of members of the Norwalk Special Education Cadre, building administrator and an AEA representative. The team will make recommendations as to whether there is a need for adjustments to the teacher's schedule and/or roster.

At any other time, a teacher may request a caseload review by submitting, in writing, the request to the building principal and/or special education director. A team meeting must be called within five working days. A resolution and written decision must be made available to the teacher within five days after the team meeting.

National Association for the Education of Young Children's (NAEYC) Code of Ethical Conduct: Guidelines for Responsible Behavior in Early Childhood Education

Section 1: Ethical responsibilities to children

Childhood is a unique and valuable stage in the life cycle. Our paramount responsibility is to provide safe, healthy, nurturing, and responsive settings for children. We are committed to supporting children's development by cherishing individual differences, by helping them learn to live and work cooperatively, and by promoting their self-esteem.

Ideals

- I-1.1** To be familiar with the knowledge base of early childhood education and to keep current through continuing education and in-service training.
- I-1.2** To base program practices upon current knowledge in the field of child development and related disciplines and upon particular knowledge of each child.
- I-1.3** To recognize and respect the uniqueness and the potential of each child.
- I-1.4** To appreciate the special vulnerability of children.
- I-1.5** To create and maintain safe and healthy settings that foster children's social, emotional, intellectual, and physical development and that respect their dignity and their contributions.
- I-1.6** To support the right of children with special needs to participate, consistent with their ability, in regular early childhood programs.

Principles

- P-1.1** Above all, we shall not harm children. We shall not participate in practices that are disrespectful, degrading, dangerous, exploitative, intimidating, psychologically damaging, or physically harmful to children. **This principle has precedence over all others in this Code.**
- P-1.2** We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their race, religion, sex, national origin, or the status, behavior, or beliefs of their parents. (This principle does not apply to programs that have a lawful mandate to provide services to a particular population of children.)
- P-1.3** We shall involve all of those with relevant knowledge (including staff and parents) in decisions concerning a child.
- P-1.4** When, after appropriate efforts have been made with a child and the family, the child still does not appear to be benefiting from a program, we shall communicate our concern to the family in a positive way and offer them assistance in finding a more suitable setting.
- P-1.5** We shall be familiar with the symptoms of child abuse and neglect and know and follow community procedures and state laws that protect children against abuse and neglect.
- P-1.6** When we have evidence of child abuse or neglect, we shall report the evidence to the appropriate community agency and follow up to ensure that appropriate action has been taken. When possible, parents will be informed that the referral has been made.
- P-1.7** When another person tells us of their suspicion that a child is being abused or neglected but we lack evidence, we shall assist that person in taking appropriate action to protect the child.

P-1.8 When a child protective agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward improvement of these services.

P-1.9 When we become aware of a practice or situation that endangers the health or safety of children, but has not been previously known to do so, we have an ethical responsibility to inform those who can remedy the situation and who can keep other children from being similarly endangered.

Section II: Ethical responsibilities to families

Families are of primary importance in children's development. (The term family may include others, besides parents, who are responsibly involved with the child.) Because the family and the early childhood educator have a common interest in the child's welfare, we acknowledge a primary responsibility to bring about collaboration between the home and school in ways that enhance the child's development.

Ideals

I -2.1 To develop relationships of mutual trust with families we serve.

I -2.2 To acknowledge and build upon strengths and competencies as we support families in their task of nurturing children.

I -2.3 To respect the dignity of each family and its culture, customs, and beliefs.

I -2.4 To respect families' child rearing values and their right to make decisions for their children.

I -2.5 To interpret each child's progress to parents within the framework of a developmental perspective and to help families understand and appreciate the value of developmentally appropriate early childhood programs.

I -2.6 To help family members improve their understanding of their children and to enhance their skills as parents.

I -2.7 To participate in building support networks for families by providing them with opportunities to interact with program staff and families.

Principles

P-2.1 We shall not deny family members access to their child's classroom or program setting.

P-2.2 We shall inform families of program philosophy, policies, and personnel qualifications, and explain why we teach as we do.

P-2.3 We shall inform families of and, when appropriate, involve them in policy decisions.

P-2.4 We shall inform families of and, when appropriate, involve them in significant decisions affecting their child.

P-2.5 We shall inform the family of accidents involving their child, of risks such as exposures to contagious disease that may result in infection, and of events that might result in psychological damage.

P-2.6 We shall not permit or participate in research that could in any way hinder the education or development of the children in our programs. Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent.

P-2.7 We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with

family members that might impair our effectiveness in working with children.

- P-2.8** We shall develop written policies for the protection of confidentiality and the disclosure of children's records. The policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).
- P-2.9** We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we are concerned about a child's welfare, it is permissible to reveal confidential information to agencies and individuals who may be able to act in the child's interest.
- P-2.10** In cases where family members are in conflict we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.
- P-2.11** We shall be familiar with and appropriately use community resources and professional services that support families. After a referral has been made, we shall follow up to ensure that services have been adequately provided.

Section III: Ethical responsibilities to colleagues

In a caring, cooperative work place, human dignity is respected, professional satisfaction is promoted, and positive relationships are modeled. Our primary responsibility in this arena is to establish and maintain settings and relationships that support productive work and meet professional needs.

A—Responsibilities to co-workers

Ideals

- I -3A.1** To establish and maintain relationships of trust and cooperation with co-workers.
- I -3A.2** To share resources and information with co-workers.
- I -3A.3** To support co-workers in meeting their professional needs and in their professional development.
- I -3A.4** To accord co-workers due recognition of professional achievement.

Principles

- P-3A.1** When we have concern about the professional behavior of a coworker, we shall first let that person know of our concern and attempt to resolve the matter collegially.
- P-3A.2** We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge and relevant to the interests of children and programs.

B—Responsibilities to employers

Ideals

- I -3B.1** To assist the program in providing the highest quality of service.
- I -3B.2** To maintain loyalty to the program and uphold its reputation.

Principles

- P-3B.1** When we do not agree with program policies, we shall first attempt to effect change through constructive action within the organization.

P-3B.2 We shall speak or act on behalf of an organization only when authorized. We shall take care to note when we are speaking for the organization and when we are expressing a personal Judgment.

C—Responsibilities to employees

Ideals

I-3C.1 To promote policies and working conditions that foster competence, well-being, and self-esteem in staff members.

I-3C.2 To create a climate of trust and candor that will enable staff to speak and act in the best interests of children, families, and the field of early childhood education.

I-3C.3 To strive to secure an adequate livelihood for those who work with or on behalf of young children.

Principles

P-3C.1 In decisions concerning children and programs, we shall appropriately utilize the training, experience, and expertise of staff members.

P-3C.2 We shall provide staff members with working conditions that permit them to carry out their responsibilities, timely and nonthreatening evaluation procedures, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

P-3C.3—We shall develop and maintain comprehensive written personnel policies that define program standards and, when applicable, that specify the extent to which employees are accountable for their conduct outside the work place. These policies shall be given to new staff members and shall be available for review by all staff members.

P-3C.4 Employees who do not meet program standards shall be informed of areas of concern and, when possible, assisted in improving their performance.

P-3C.5 Employees who are dismissed shall be informed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.

P-3C.6 In making evaluations and recommendations, judgments shall be based on fact and relevant to the interests of children and programs.

P-3C.7 Hiring and promotion shall be based solely on a person's record of accomplishment and ability to carry out the responsibilities of the position.

P-3C.8 In hiring, promotion, and provision of training, we shall not participate in any form of discrimination based on race, religion, sex, national origin, handicap, age, or sexual preference. We shall be familiar with laws and regulations that pertain to employment discrimination.

Section IV: Ethical responsibilities to community and society

Early childhood programs operate within a context of an immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet its needs and to cooperate with agencies and professions that share responsibility for children. Because the larger society has a measure of responsibility for the welfare and protection of children and because of our specialized expertise in child development, we acknowledge an obligation to serve as a voice for children everywhere.

Ideals

- I -4.1** To provide the community with high quality, culturally sensitive programs, and services.
- I -4.2** To promote cooperation among agencies and professions concerned with the welfare of young children, their families, and their teachers.
- I -4.3** To work, through education, research, and advocacy, toward an environmentally safe world in which all children are adequately fed, sheltered, and nurtured.
- I -4.4** To work, through education, research, and advocacy, toward a society in which all young children have access to quality programs.
- I -4.5** To promote knowledge and understanding of young children and their needs. To work toward greater social acknowledgment of children's rights and greater social acceptance of responsibility for their well-being.
- I -4.6** To support policies and laws that promote the well-being of children and families. To oppose those that impairs their well-being. To cooperate with other individuals and groups in these efforts.
- I -4.7** To further the professional development of the field of early childhood education and to strengthen its commitment to realizing its core values as reflected in this Code.

Principles

- P-4.1** We shall communicate openly and truthfully about the nature and extent of services that we provide.
- P-4.2** We shall not accept or continue to work in positions for which we are personally unsuited or professionally unqualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.
- P-4.3** We shall be objective and accurate in reporting the knowledge upon which we base our program practices.
- P-4.4** We shall cooperate with other professionals who work with children and their families.
- P-4.5** We shall not hire or recommend for employment any person who is unsuited for a position with respect to competence, qualifications, or character.
- P-4.6** We shall report the unethical or incompetent behavior of a colleague to a supervisor when informal resolution is not effective.
- P-4.7** We shall be familiar with laws and regulations that serve to protect the children in our programs.
- P-4.8** We shall not participate in practices, which are in violation of laws, and regulations that protect the children in our programs.
- P-4.9** When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report it to persons responsible for the program. If compliance is not accomplished within a reasonable time, we will report the violation to appropriate authorities who can be expected to remedy the situation.
- P-4.10** When we have evidence that an agency or a professional charged with providing services to children, families, or teachers is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities or to the public.
- P-4.11** When a program violates or requires its employees to violate this Code, it is permissible, after fair assessment of the evidence, to disclose the identity of that program.