



Little Rascals Preschool & Daycare
Parent Handbook

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This handbook is intended to familiarize family members with current Little Rascals Preschool & Daycare policy, practices and standards. An electronic version (PDF) of the handbook is available by emailing littleascallemars@gmail.com

A print copy of the handbook is available upon request. Little Rascals Preschool & Daycare reserves the right to revise its policies, practices and standards as deemed appropriate by the Director. Staff members will be notified of updates to the parent handbook as they occur.

WELCOME & PHILOSOPHY

We are delighted you have chosen our center for your childcare and preschool needs. We are proud to be creating a safe learning environment for children to enjoy while exploring and developing. We will supply an atmosphere that embraces children's love of learning and

encourages creativity while having fun. Little Rascal's offer quality learning experiences that reflect the unique development of each individual supported by qualified and caring educators to help each child reach their full potential.

This handbook is designed to inform families of Little Rascals the policies and procedures that are implemented in support of children's healthy development and to enable a successful home to school partnership. We want to work with you to provide the utmost care for your child. While no one knows your child better than you, it is imperative that we work together. To help our preschool and childcare business operate smoothly and effectively we ask that you adhere to our policies and procedures under which we provide our services. Please read carefully and don't hesitate to ask questions/make comments about our handbook. We will always provide 100% respect for all families and we expect that same respect in return. We look forward to working with you to provide a secure foundation for your child to ensure successful growth and learning.

MISSION STATEMENT (IQPPS 10.1)

Little Rascals is a licensed childcare and preschool center, providing a safe, nurturing environment for preschool and school age children. The mission of Little Rascals is to provide a high-quality preschool and childcare educational program to the children in our care. Our staff works hand in hand with parents to ensure every child has a positive learning experience. Today's children are tomorrow's leaders and Little Rascals is proud to be encouraging growth, development, self-esteem, and self confidence in them. The Little Rascals Universal Preschool program has 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.

PRESCHOOL PHILOSOPHY OF EDUCATION: (IQPPS 2.1)

The Little Rascals Preschool Programs are based on the importance of children who are respected and valued in a nurturing, supportive and caring environment. We take an interest in all aspects of the children's development, both at home and at school. We work closely with families in helping the children achieve their potential, while letting them develop at their own pace. We implement The Creative Curriculum which aligns to the following objectives for development and learning:

- Social-Emotional (emotions and social skills)
- Physical (fine and gross motor skills)
- Language (communicates and listens)
- Cognitive (thinking skills)
- Literacy (pre-reading and prewriting skills)
- Mathematics (number concepts)
- Science and Technology (asks questions about their surroundings and tools)
- Social Studies (understands self, people and places)
- The Arts (drawing, music, dance, drama)
- English-Language Acquisition (listening, speaking and understanding English)

The State of Iowa Department of Human Services (DHS) licenses the Little Rascal Preschool & Daycare Programs. We comply with all the childcare regulations set forth by the DHS. A copy of the Child Day Care Licensing Standards is available upon request.

Our Goals and Objectives (IQPPS 10.1)

Goals for Children:

- Little Rascals Preschool Programs will promote physical, social, emotional and cognitive growth for children and prepare them for future growth and development.
- Children will be enthusiastic and curious learners.
- Children will be safe and healthy.

Goals for Families:

- Little Rascals Preschool Programs will promote family involvement and collaborate with families and agencies.
- Families will feel welcome in the classroom and school.
- Families will work with the school in a meaningful partnership to help their children with their early childhood development, socially, emotionally, physically and academically.
- Families will advocate for their children.
- Families will feel supported and nurtured in their child rearing efforts.

HOME AND SCHOOL PARTNERSHIP

A close family-school relationship is essential for the school to be fully responsive to the child and if the child is to reap maximum benefits from the early educational experience. To assist in this, all children in Little Rascals are assigned a primary teacher. This is the teacher who has primary responsibility for the assessing of and planning for your child and, the one responsible for primary communication with you, as a parent. All family information shared with the Little Rascals, either written or verbal, is kept confidential and only shared with necessary Little Rascals personnel, which includes the teaching staff working with your child and administration. Additionally, any information concerning your child, including observations, assessments, and work samplings, will not be shared with anyone outside of the Little Rascals, such as an AEA consultant, without your written permission. If you need any information, whether verbal or written, translated, please contact your child's teacher. Parent and Child Orientations are held each fall. This is an opportunity for parents to learn more about Little Rascals and about their child's classroom and teachers. The teaching staff will explain their classroom, activities, schedules etc. at this meeting. This is also a wonderful opportunity for parents to ask general questions about the Little Rascals Preschool program.

ENROLLMENT

Equal Educational Opportunity: Code No. 102

It is the policy of Little Rascal Preschool & Daycare Programs not to discriminate in its education programs or educational activities on the basis of race, color, national origin, religion, sex, disability, sexual orientation, gender identity, socioeconomic status, creed, or marital status

If, at any time a parent/guardian is need of any part of the paper to be in their home language, please notify us and we will give you the needed paperwork. Also, if you ever feel there is a language barrier between you and the staff, please share the concern with us and we will try to provide an interpreter to help us with communication.

Americans With Disabilities Act (ADA)

The ADA is a federal civil rights law that went into effect in 1992. The Act states that people with disabilities are entitled to equal rights in employment, state and local public services, and public accommodations such as preschools, childcare centers, and family childcare homes. ADA presents an exciting opportunity to plan for and include children with disabilities in early childhood settings. Children and families benefit from inclusion. Children with disabilities share learning opportunities with

their peers. Inclusion also fosters caring attitudes and teaches children about interdependence and understanding for human differences. For early childhood professionals it is an extension of continuing efforts to meet the individual needs of each child and family.

Inclusion (IQPPS 9.10)

The Little Rascals Preschool and Daycare provides all children, including those with disabilities and unique learning needs, accommodations and modifications as needed to differentiate instruction. 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 will enrich the experience for teachers, students, other children and their families. All preschool facilities meet the Americans with Disabilities Act accessibility requirements.

ENROLLMENT POLICIES

Registration & Orientation:

We require one meeting with parents and child before we choose to work together. We do interviews during rest time Monday through Friday from 1:00-3:00 PM. If these times do not work, we can set up a time outside of our normal business hours to meet. We like to take the time to go through our policies and answer any questions that may arise. During this time, parents can look around the center and ask any questions regarding our services. To ensure a spot is held for your child we require a \$50 registration fee. The registration fee is per child and is non-refundable. It is required at the time of enrollment. If you choose to leave the center for any extended period of time without reserving your placement, you must pay the registration upon your return. Universal Preschool children will not have a registration fee to be part of our Preschool Program.

Little Rascals is licensed by the state of Iowa Department of Human Services. We adhere to the childcare regulations set forth by DHS. Prior to your child's first day, there are several forms that must be filled out, signed and returned before we can take responsibility for caring for your child. NO EXCEPTIONS. The forms will be kept on file and must be kept up to date. These forms include: •

Parent Contract Form

- Registration Form (Contract Agreement)
- Emergency Information Form
- Current physical and immunization card for each child
- Child Profile and Information Sheet
- Consent Form (Photography, Video and Social Media, Sunscreen & Bug Spray) • Little Rascals Community Partnership Student Information Form (**Universal Preschool Requirement**)

- Child/Parent Interest Inventory Questionnaire (**Provided at Home Visit for Universal Preschool Only**)
- Medication Authorization Form (if applicable)
- Health Care Plan (if applicable)

Please keep us informed of any change in addresses, telephone numbers, and other pertinent information listed on any/all the above forms. If you have any questions regarding the completion of these forms, please don't hesitate to ask.

Registration Requirements

All children registered for the 3-Year-Old Preschool program must meet the following age requirements:

- Qualifying children must be Iowa residents and 3 1/2 years old by September 15 of that school year.

All children registered for the Universal Preschool program must meet the following age requirements:

- Qualifying children must be Iowa residents and four years old by September 15 of that school year.

Hours

3-Year-Old Preschool:

T/Th 8:45-11:30 AM

The Statewide Preschool Program operates on the following schedule:

M-W-F from 8:15-11:45 and is free of charge if your child meets the requirements of enrollment.

Extended care is available upon request.

Both programs will follow the Le Mars Community School District calendar. Please check the district calendar for closing due to holidays, staff development and other related closing.

School Day Hours, Late Starts, Early Dismissals

The center is open Monday through Friday, 7:00 AM-5:30 PM. We follow the Le Mars Community School District's calendar. In case of school cancellation, the closing will be announced on the radio and area TV stations. Please listen to:

Radio Stations: KLEM 1410

TV Stations: KTIV Channel 4, KCAU Channel 9, and KMEG Channel 14

The opening and closing hours of the program must be respected. In the case of a scheduling conflict, the parent(s)/guardian(s) must make other arrangements for another adult to pick up the child. However, children can be released only to parent(s)/guardian(s) or to individuals designated in writing.

Late Pick-ups

If you will be late picking up your child at 5:30 pm, you will need to let the Little Rascal's staff know prior to the late pick-up. There will be a charge for late pick-ups. Each minute late, is a dollar added to your account.

Daily Sign in and Out

When you bring your child to school in the morning, you are required to come in with him or her and check them in (adult to adult exchange) unless your child rides the bus. All families are invited to use the Brightwheel App. and are asked to check-in child upon arrival and check out during departure. When you pick up your child, be certain that the teachers are aware of your departure. Parents are asked to inform the teachers during these times, so they are able to greet you and your child, communicate any vital information, etc.

Persons Allowed to Pick-up and Drop-off

We understand that occasionally someone other than the parent may need to pick up or drop off your child. Upon enrollment, every family in the center will submit a signed form stating the people who can and cannot pick up their children. It can be confusing to the staff if this list is overly extensive. Parents should consider limiting this list when possible. If you should forget to tell a staff member about a person who may be picking up your child, we will call you to verify the pick-up, causing a delay. It is very important that the center is notified in advance of others who are picking

up your child. Be advised that we ask for photo identification of all persons picking up the child who are not the parents. Visitors of the center will be closely monitored by staff. The visitor will not be allowed access to a child alone without a staff present.

In the case of a divorce or separation, the center may request a copy of the decree if it affects the child custody. We cannot deny any parental rights for access based on verbal requests only. The pertinent documents must be present in the child's file. Little Endeavors tries to be sensitive to difficult personal situations, while always keeping the child first. The center will call conferences with both/all parties if disturbances in the adult's personal relationships cause problems.

General Information (IQPPS 5.1; 10.4)

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

Licensing/Child Ratio (IQPPS 10)

All staff is expected to be knowledgeable in Iowa State Licensing Rules and Regulation for Child Care and is expected to follow all procedures as outlined in the Rules and Regulations for care of children. A copy of the DHS licensing standards is available upon request. The classrooms follow the recommended ratios per class.

Three-year-olds: 10 children with one adult

Four-year-olds: 12 children with one adult

Universal Preschool: 20 children with two adults

Groups of children may be one age or may include multiple ages; however, ratio must remain for the majority age of the group. **(IQPPS 10.4)**

Waiting List

If more children desire admission into the program than space and/or state guidelines permit, a waiting list will be established, and guidelines set forth. This information will be available upon request.

Withdrawal

Parents are asked to give the preschool two weeks' notice of withdrawal. This enables the preschool to prepare your child and his/her friends for the transition and to fill the resulting vacancy.

Attendance

Students who are enrolled for classes in the Little Rascals 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 office with the reason for an absence no later than 9:00 AM if your child for the morning session. For safety's sake, if a student is absent without notification, the school staff will attempt to contact the family to verify the child's absence from school.

Address, Telephone Number and Email Changes (IQPPS 10.10)

Please notify the Director or On-Site Supervisor with any address, home telephone number, work telephone number, cellular telephone number, or email changes as soon as they occur. This is essential in being able to contact a parent in case of an emergency. This information is kept in the facility office and is updated as needed, but at least quarterly. The content of the file is confidential,

but is immediately available to:

- Teaching staff who have consent from a parent or legal guardian for access to records •
- The child's parents or legal guardian
- Regulatory authorities, upon request

Photography, Video and Social Media Permission

Students may be involved in school-sponsored activities that may result in photographs being taken of students engaged in those activities. These activities may include but shall not be limited to performing in school activities, displaying samples of student work, or representing an instructional program. These visual images may take the form of videos, photographic (film or digital) display, or pictures in newspapers, magazines, reports, school-sponsored Internet sites or class social media pages. Students may or may not be identified. Parents who do not want their student's directory information and/or photograph/visual image to be given out and/or published must notify the Little Rascals staff in writing (on permission form) which is included in their initial packet of paperwork at the beginning of each school year.

FUNDING AND FEES

The Little Rascals Statewide Voluntary Preschool Programs (SWVPP) is a program that provides services for eligible families. All students attending the Universal Preschool will be at no cost.

	5 DAYS	4 DAYS	3 DAYS	2 DAYS	1 DAY
DAYCARE	\$150	\$135	\$105	\$75	\$40
(1/2 Day Rate= Less than 5 hrs) DAYCARE	\$75	\$65	\$50	\$35	\$20

LITTLE RASCALS PROGRAMS OFFERED

3-Year-Old Preschool (NON-Universal) \$50 Registration Fee to Save Spot

DAYS	HOURS	RATES
Tues/Thursday Mornings	8:45-11:30	\$80.00/month

DAYCARE RATES (Extended Care) \$50 Registration Fee to Save Spot

4-Year-Old Universal Preschool Program-No Charge

5-Year-Old Preschool: \$50 Registration Fee to Save Spot

DAYS	HOURS
5-Year-Old Preschool: M-F Mornings	8:15-11:45 (10.5 Hours/Week) \$225/Month

Before School Care \$45/week	After School Care \$45/week
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\$50 Registration Fee for 3-Year-Old Preschool each year

\$50 Registration Fee for 5-Year-Old Preschool each year

\$50 Registration Fee for Extended Care each year

\$50 Registration Fee for Before/After School Care each year

Weekly rates are based on your contracted days, not if your child is at Little Rascals or not. There may be Staff Development Classes that teachers will need to attend, which the center may need to be closed for. These will be included in your weekly contracted rate.

Hours of Operation:

M-F from 7:00 AM-5:30 PM

Holidays:

The following holidays will be closed and are paid holidays which will be added to your weekly bill:

- New Year's Eve Day
- New Year's Day
- Memorial Day
- Fourth of July
- Labor Day
- Thanksgiving Day and the day after
- Christmas Eve and Christmas Day

If these holidays fall on a Saturday the Friday prior will closed, and if the holiday falls on a Sunday the following Monday we will be closed that day. If additional days are taken off around these holidays, they will be no charge to you.

Vacation Days

We ask that all parents provide a respectable 2 week notice prior to the time you want to take off for vacations. Regular weekly fees are still due as Little Rascals will be open for business. Payment of fees will hold your child's space.

Students with Special Needs (IQPPS 8.3, 9.10)

The preschool program provides all children, including those with disabilities and unique learning needs, with accommodations and modifications as needed to differentiate instruction. 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 will enrich the experience for teachers, students, other children and their families. The preschool facilities meet the Americans with Disabilities Act (ADA) accessibility requirements. The Northwest Iowa Area Education Agency (AEA) office provides additional services to our special needs population who meet the qualifying guidelines for services and to assist them in serving the needs of all children, especially those with disabilities, behavior challenges and/or other special physical and psychological needs. The school and AEA shall partner with the parents or legal guardians of the child to initiate and maintain an ongoing approach to meet all special needs/challenges the child might have for academic and social success. Students of concern may receive additional testing, learning/enhancement materials,

consultant services and/or home care assistance when available. AEA support services provided include occupational therapy, physical therapy, speech, or visual and hearing-impaired services.

A CHILD'S DAY: WHO WORKS IN THE PRESCHOOL (IQPPS 10.2)

Program Administrator

The Le Mars Community Administrative Curriculum Director Rachel Leavitt, is designated as the program administrator supervising the Little Rascal Universal Preschool program. The Director meets all qualifications described in the Iowa Quality Preschool Program Standards. She is housed at the Administration Office of Le Mars Community Schools.

Teacher/Owner & Director

A full-time teacher, Amber Hansen is licensed by the Iowa Board of Educational Examiners and holding an early childhood endorsement and is assigned to the 3-Year-Old Preschool classroom.

Lead Universal Teacher/On-Site Supervisor (IQPPS 6.3)

A full-time teacher, Nicki Rolling is licensed by the Iowa Board of Educational Examiners and holding an early childhood endorsement is assigned to the Universal Preschool classroom.

Teacher Associate/Food-Aid (IQPPS 6.4)

A full-time or part-time teacher associate in the classroom carries out activities under the supervision of the Director or On-Site Supervisor. The teacher associate will have specialized training in early childhood education.

Off-Sight Child Care Nurse Consultant (IQPPS 10.10)

Deb Baldwin, Region 1 Child Care Nurse Consultant with Healthy Child Care Iowa (HCCI) and is a registered nurse who is an expert in child health, child care and child safety and works with Little Rascals Preschool and Daycare about health and safety policies, health programs, health of personnel and specific child health or safety issues.

Support Staff

Northwest Area Education Agency (AEA) support staff provides resources and assistance to the teacher and classroom upon request to help all children be successful in the preschool setting. Such staff may include early childhood consultant, speech and language pathologist, social worker, occupational therapist, physical therapist or others.

Using Time, Grouping and Routines to Achieve Learning Goals

Little Rascals Preschool teachers provide time daily for indoor and outdoor activities (except when conditions pose a health risk as defined by local health officials). Teaching staff use routine care to facilitate children's self-awareness, language and social interaction. Teachers provide time and materials daily for children to select their own activities. Teaching staff offer children opportunities to interact with children of various ages. Teachers plan for children to revisit experiences and materials over periods of days, weeks and months. Little Rascals teaching staff coach and support children as they learn to participate in daily cleanup and maintenance of the classroom. Teaching staff help children follow a predictable but flexible daily routine by providing time and support for transitions.

Little Rascals Teachers organize time and space daily to allow children to work or play individually, in pairs, to come together in small groups and to engage as a whole group. **(IQPPS 3.10)**

They also create opportunities for children to engage in group projects and to learn from one another. **(IQPPS 3.11)**

Daily Activities (IQPPS 2.10)

A consistent daily schedule is planned at Little Rascals to offer a balance of learning activities. Learning is both formal and informal. Play is planned for every day. Teaching staff support children's development of friendships and provide opportunities for children to play with and learn from each other. Listening is balanced with talking, group activities with solitary time, indoors with outdoors, quiet play with noisy play. The schedule provides learning opportunities, experiences and projects that extend over the course of several days and incorporates time for play, creative expression, large group, small group and child-initiated activity.

Your child will have the opportunity for the following types of activities every day: **(IQPPS 9.1)**

A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day.

This equipment includes:

- Dramatic play equipment
- Sensory materials such as sand, water, play dough, paint, and blocks
- Materials that support curriculum goals and objectives in literacy, math, science, social studies, and other content areas; and
- Gross motor equipment for activities such as pulling up, walking, climbing in, on, and over, moving through, around, and under, pushing, pulling, and riding.

Daily Schedules

Little Rascal teachers implement daily activities planned to meet our program goals and objectives. Each classroom follows developmentally appropriate daily schedules based on the Creative Curriculum which meets the unique needs of the children served. The daily schedules for each classroom are posted.

A sample classroom schedule might look like this:

- **Arrival Time**-the children learn responsibility by finding their classroom, hanging up backpacks, and coats. Usually when the children first arrive in the classroom, they participate in limited-choice play activities set out by the teachers as they become acclimated to the classroom.
- **Group Meeting Time**-the children take attendance of the class, talk about the different centers that will be opened for the day, discuss any new toys that will be out, what small group will look like, the snack for the day, and any special events for the day.
- **Snack**-the children will be in different small groups and can socialize while eating a healthy snack. This is an opportunity to learn about manners and independence as they serve and clean up after themselves.
- **Group Activities**-sometimes the children are in small groups of 6-8 learners who are working on an activity together. Other times, a group activity may be for the whole class to come together to enjoy a story or sing and dance together, etc.
- **Learning Centers/Free Choice Time**-Children will have the opportunity to have choices involving blocks, dramatic play, writing, reading, technology, water and sand play, science and discovery, music and movement, cooking activities, games and toys, art activities, etc.
- **Outside Time**-children enjoy playground activities such as sliding, pushing activities, pulling activities, climbing, riding tricycles, running and participating in group games.
- **Music and Movement**-children express themselves through finger plays, music and rhythm, dancing, story retelling, etc.

Lesson plans for each week are developed at least one week in advance and will be posted outside

the classroom showing how these activities are incorporated into the daily schedule. Monthly or weekly notes will be sent home to families in children's backpacks and electronically, if parents desire.

Responding to Children's Interests and Needs

Teaching staff reorganize the environment when necessary to help children explore new concepts and topics, sustain their activities and extend their learning. Teachers scaffold children's learning by modifying the schedule, intentionally arranging the equipment and making themselves available to children. They use children's interests in and curiosity about the world to engage them with new content and developmental skills. They also use their knowledge of individual children to modify strategies and materials to enhance children's learning. Staff organize and group materials on low, open shelves to encourage children to use them independently. Staff rotates and adapts materials to promote learning and extend children's play opportunities.

Teachers use their knowledge of children's social relationships, interests, ideas and skills to tailor opportunities for groups and individuals. **(IQPPS 3.12)**

Throughout the day, teaching staff actively seek out children's ideas and discern how they understand things by observing, talking with and listening to them.

Making Learning Meaningful for All Children

Teachers use curriculum in all content and developmental areas as a flexible framework for teaching and to support the development of daily plans and learning experiences. **(IQPPS 3.13)**

Play is planned for each day. **(IQPPS 3.14)**

Teachers and families work together to help children participate successfully in the early childhood setting when professional values and practices differ from family values and practices. Teaching staff help children understand spoken language by using pictures, familiar objects, body language and physical cues. **(IQPPS 3.15)**

They support the development and maintenance of children's home language whenever possible. Teachers offer children opportunities to engage in classroom experiences with members of their families. Teaching staff use varied vocabulary and engage in sustained conversations with children about their experiences.

CURRICULUM (IQPPS 1.2, 1.4, 1.5, 1.7, 2.1-2.6, 3.13)

Curriculum is a framework for learning opportunities and experiences. It is a process by which learners obtain knowledge and understanding, while developing life skills. It is continually revised and evaluated to make learning fun and exciting. Teaching staff evaluate and change their responses based on individual needs. The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language and cognitive development. It also encourages integration of key areas of content including literacy, mathematics, sciences, technology, creative expression and the arts, health and safety and social studies. **(IQPPS 2.9)**

It is the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles open to women as well as men in our society. 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 fosters respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural, nonsexist society. **(IQPPS 1.7)**

The curriculum is implemented in a manner that reflects responsiveness to family home values, beliefs, experiences and language. **(IQPPS 2.4)**

The Creative Curriculum Model is used by the Little Rascals Preschool Program to assist teachers in planning a classroom and outdoor environment. A wide variety of learning materials with curriculum goals in mind are provided so that no matter where the children choose to play, they are learning. The materials are all at the children's access level in containers or on hooks so children can get them independently and also are able to put the materials away again. Children learn through direct, hands-on experiences with people, objects, events, and ideas. The Little Rascal Preschool staff understand how children develop and how to scaffold the important areas of learning in the preschool years to offer guidance and support. Activities are adapted to meet the developmental level of all the children.

The environment is organized into a variety of interest areas, which might include: blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and movement, cooking, computers and outdoors. These areas support children's development. Teaching staff support children's competent and self-reliant exploration and use of classroom materials.

A daily schedule is planned, and the teacher arranges the day to best meet the needs of that group of children. A large part of the child's day is spent in play. This is because preschool children learn best by exploring, experimenting and creatively using their imagination. Through play, children also learn to make choices, learn to share, practice language, express emotions and develop muscles and coordination. Teaching staff encourage children's appropriate expression of emotions, both positive and negative. Children are provided varied opportunities and materials that encourage them to engage in discussions with one another. **(IQPPS 2.18)**

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

Teachers have and use a variety of teaching strategies that include a broad range of approaches and responses. Teachers use multiple sources to identify what children have learned, adapt curriculum and teaching to meet children's needs and interests, foster children's curiosity, extend children's engagement and support self-initiated learning. **(IQPPS 3.16)**

As children learn and acquire new skills, teachers use their knowledge of children's abilities to fine tune their teaching support. Teachers adjust challenges as children gain competence and understanding. Teaching staff help children enter into and sustain play. Teachers support and challenge children's learning during interactions or activities that are teacher initiated and child initiated. Teachers use their knowledge of content to pose problems and ask questions that stimulate children's thinking.

Teachers engage in collaborative inquiry with individual children and small groups of children. Teaching staff join children in learning centers to extend and deepen children's learning. They observe children, engage children in conversations and position themselves at eye-level with the children. Teachers are able to determine the different components of a task and break it into meaningful and achievable parts. Teachers promote children's engagement and learning by responding to their need for and interest in practicing emerging skills while enhancing and expanding activities that children choose to engage in repeatedly. **(IQPPS 3.1 9)**

Socio-Emotional Development (IQPPS 1.4)

Little Rascals teaching staff express warmth through behaviors such as physical affection, eye contact, tone of voice, and smiles. Teaching staff talk frequently with children and listen to children with attention and respect.

Teaching staff foster children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter and affection. Teaching staff function as secure bases for children. They respond promptly in developmentally appropriate ways to children's positive initiations, negative emotions and feelings of hurt and fear by providing comfort, support and assistance. Teaching staff talk frequently with children and listen to children with attention and respect. They respond to children's questions and requests, as well as, use strategies to communicate effectively and build relationships with every child. Every attempt is made to maintain continuity of relationships between teaching staff and children and among groups of children. Staff engages regularly in meaningful and extended conversations with each child. Teaching staff support children as they practice social skills and build friendships by helping them enter into play, sustain play and enhance play. Teaching staff guide children who bully, isolate or hurt other children to learn and follow the rules of the classroom. Teaching staff facilitate positive peer interaction for children who are socially reserved or withdrawn and for those who are bullied or excluded. Teachers help children talk about their own and others' emotions. They provide opportunities for children to explore a wide range of feelings and the different ways that those feelings can be expressed.

Children have varied opportunities to:

- a. Recognize and name their own and others' feelings, to learn the skills needed to regulate their emotions, behavior and attention.
- b. To develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity and mastery.
- c. To develop skills for entering social groups, developing relationships, learning to help, and other pro-social behavior.
- d. Interact positively, respectfully and cooperatively with others.
- e. Learn from and with one another.
- f. Resolve conflicts in constructive ways.
- g. To learn to understand, empathize with and take into account other people's perspectives.

Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society including:

- a. Gender.
- b. Age.
- c. Language.
- d. Abilities.

Materials and equipment:

- a. Provide for children's safety while being appropriately challenging.
- b. Encourage exploration, experimentation and discovery.
- c. Promote action and interaction.
- d. Are organized to support independent use.
- e. Are rotated to reflect challenging curriculum and accommodate new interests and skills levels.
- f. Are rich in variety.
- g. Accommodate children's special needs. **(IQPPS 2.8)**

Materials and equipment that facilitate focused individual play or play with peers are available in

sufficient quantities to occupy each child in activities that meet his or her interests. **(IQPPS 9.3)**

Indoor space is designed and arranged to:

- a. Accommodate children individually, in small groups, and in a large group; b. Divide space into areas that are supplied with materials organized in a manner to support children's play and learning;
- c. Provide semiprivate areas where children can play or work alone or with a friend; and, d. Provide children with disabilities full access (making adaptations as necessary) to the curriculum and activities in the indoor space. **(IQPPS 9.4)**

Physical Development (IQPPS 2.13)

Children are provided variety opportunities and materials that support fine-motor development.

Children have varied opportunities and are provided equipment to engage in large motor experiences that:

- a. Stimulate a variety of skills.
- b. Enhance sensory-motor integration.
- c. Develop controlled movement (balance, strength, coordination).
- d. Enable children with varying abilities to have large-motor experiences similar to those of their peers.
- e. Range from familiar to new and challenging.
- f. Help them learn physical games with rules and structures. **(IQPPS 2.14)**

Language Development

Children are provided with opportunities for language acquisition that:

- a. Align with the program philosophy.
- b. Consider family perspectives.
- c. Consider community perspectives.

Children are provided opportunities to experience oral and written communication in a language their family uses or understands.

Children have varied opportunities to:

- a. Develop competence in verbal and nonverbal communication by responding to questions, communicating needs, thoughts and experiences and describing things and events.
- b. Develop vocabulary through conversations, experiences, field trips and books.
- c. Encourage them to have discussions to solve problems that are interpersonal and related to the physical world. **(IQPPS 2.15, 2.16, 2.17)**

Early Literacy (IQPPS 2.19)

Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom: items belonging to the child are labeled with his or her name. Materials are labeled. Print is used to describe some rules and routines. Teaching staff help children recognize print and connect it to spoken word.

Children have multiple and varied opportunities to:

- a. Be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs.
- b. Be read to regularly in individualized ways including one-to-one or in small groups of two to six children.
- c. Explore books independently and have places that are conducive to the quiet enjoyment of

books.

- d. Have access to various types of books including storybooks, factual books, books with rhymes, alphabet books and wordless books.
- e. Be read the same book on repeated occasions.
- f. Retell and reenact events in storybooks.
- g. Engage in conversations that help them understand the content of the book.
- h. Be assisted in linking books to other aspects of the curriculum.
- i. Identify the parts of books and differentiate print from pictures. **(IQPPS 2.20)** j.

Children have access to books and writing materials throughout the classroom.

Children have multiple and varied opportunities to write:

- a. Writing materials and activities are readily available in art, dramatic play and other learning centers.
- b. Various types of writing are supported, including scribbling, letter-like marks and developmental spelling.
- c. Children have daily opportunities to write or dictate their ideas.
- d. Children are provided needed assistance in writing the words and messages they are trying to communicate.
- e. Children are given the support they need to write on their own, including access to the alphabet, to printed words about topics of current interest (both made available at eye level or on laminated cards). Children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life. **(IQPPS 2.21)**
- f. Children are given opportunities to recognize and write letters.

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- a. Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and fingerplays;
- b. Children are helped to name and point to letters and say the sounds they represent;
- c. Children are helped to say and point to words that have the same beginning or ending sounds; and,
- d. Children's self-initiated efforts to write letters that represent the sounds of words are supported. **(IQPPS 2.22)**

Early Mathematics

Children are provided varied opportunities and materials to:

- a. Build an understanding of numbers, number names, and their relationship to object quantities and to symbols. **(IQPPS 2.23)**
- b. Categorize by one or two attributes such as shape, size and color. **(IQPPS 2.24)** c. Encourage them to integrate mathematical terms into everyday conversations.
- d. Help them understand the concept of measurement by using standard and nonstandard units of measurement.
- e. Understand basic concepts of geometry by naming and recognizing two- and three-dimensional shapes and recognizing how figures are composed of different shapes. **(IQPPS 2.26)** f. Build an understanding of time in the context of their lives, schedules, and routines.
- g. Help them recognize and name repeating patterns.

Science

Children are provided varied opportunities and materials to:

- a. Learn key content and principles of sciences such as: the difference between living and nonliving things and life cycles of various organisms, earth and sky, and structure and property of matter and behavior of materials. **(IQPPS 2.27)**
- b. Encourage them to use the five senses to observe, explore and experiment with scientific phenomena.

- c. Use simple tools to observe objects and scientific phenomena.
- d. Collect data and represent and document their findings.
- e. Encourage them to think, question and reason about observed and inferred phenomena. **(IQPPS 2.28)**
- f. Encourage them to discuss scientific concepts in everyday conversations.
- g. Help them learn and use scientific terminology and vocabulary associated with the content areas.

Technology

All children have opportunities to access technology that they can use by themselves, collaboratively with their peers and/or with a teaching staff or parent. **(IQPPS 2.30)** The use of passive media such as television, film, videotapes and audiotapes is limited to developmentally appropriate programming. **(IQPPS 2.29)**

Technology is used to extend learning within the classroom and to integrate and enrich the curriculum. **(IQPPS 2.31)**

Creative Expression and Appreciation for the Arts

Children are provided opportunities to gain appreciation of and learn new concepts and vocabulary related to:

- a. Art;
- b. Music;
- c. Drama; and
- d. Dance in ways that reflect cultural diversity.

Children are provided varied (open-ended) opportunities and materials to:

- a. Develop and widen their repertoire of skills that support artistic expression.
- b. Express themselves creatively through music, drama, dance and two- and three-dimensional art. **(IQPPS 2.32)**
- c. Respond to the art of other children and adults.

Health and Safety

Children are provided varied opportunities and materials that:

- a. Encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing and tooth brushing. **(IQPPS 2.33)**
- b. Help them learn about nutrition including identifying sources of food and recognizing, preparing, eating and valuing healthy foods. **(IQPPS 2.34)**
- c. Increase their awareness of safety rules in their classroom, home and community. **(IQPPS 2.35)**
- d. Children have opportunities to practice safety procedures. **(IQPPS 2.36)**

Social Studies

Children are provided varied learning opportunities and materials that:

- a. Foster positive identity and an emerging sense of self and others.
- b. Help them become part of the classroom community so that each child feels accepted and gains a sense of belonging. **(IQPPS 2.37)**
- c. Help build their understanding of diversity in culture, family structure, ability, language, age and gender in non-stereotypical ways. **(IQPPS 2.38)**
- d. Help them explore social roles in the family and workplace through play. **(IQPPS 2.39)**
- e. Help them learn about the community in which they live.
- f. Engage them in discussions about fairness, friendship, responsibility, authority and differences. **(IQPPS 2.40)**
- g. Help them learn about physical characteristics of their local environment as a foundation for learning geography.
- h. Help them learn how people affect their environment in positive and negative ways.
- i. Build a foundation for understanding economic concepts.

CHILD ASSESSMENT PLAN

Little Rascals Universal Preschool Program Child Assessment Plan:

The Little Rascals Universal Preschool program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on child learning and development. Curriculum goals and objectives guide teachers' ongoing assessment of children's progress. Teaching Strategies GOLD is the program's ongoing assessment tool which has been tested for reliability and validity. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing teachers about sound decisions, teaching, and program improvement.

It is Little Rascal's belief that assessment of young children should be purposeful, developmentally appropriate and take place in the natural setting by familiar adults. The results will be used for planning experiences for the children and to guide instruction and program improvement. Assessments will never be used to label children or include or exclude them from a program. A family's culture and a child's experiences outside the school setting are recognized as being an important piece of the child's growth and development. All results will be kept confidential and stored in student files. Children are assessed in the following ways:

- The Teaching Strategies GOLD assessment tool is modified to align with the Iowa Early Learning Standards. Teaching staff record and submit student progress data in all developmental areas throughout the year. Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
- Child portfolios are organized by the teaching staff and include the assessments, observational data and child work samples collected on an on-going basis.
- Families are asked to contribute information about their child's progress. Young children often demonstrate different skills in different settings. Working together, the teaching staff and families can gather a complete picture of a child's growth and development.
- Ages and Stages is a questionnaire that assesses a child's physical, intellectual, and social growth.

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

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

Assessment information will be shared formally with families during Parent/Teacher Conferences in the fall and spring. In addition, the Creative Curriculum GOLD assessment data will be sent home in November, February, and May. On-line access to GOLD may be available to families. The preschool teacher will communicate at least weekly regarding children's activities and developmental milestones. Informal conferences are always welcome and may be requested at any time.

If, through observation, or information on the Creative Curriculum GOLD or through concerns expressed by parents, 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 concerns.

If the need is related to academic or social/behavioral progress, the teacher/parent will follow up with AEA Staff, addressing student needs, and as a resource for an early intervention process. This team engages in problem identification, plans interventions, provides support, and makes outside

resources available to those individuals requesting assistance. The team is available and functional for all students and teachers in the building.

A request may be made to Northwest Area Education Agency for support or more formalized testing. With parental consent, the preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated.

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

Little Rascals Preschool Program implements the Iowa Quality Preschool Program Standards (IQPPS). The program administrator will be working closely with all sites to ensure all standards are met and maintained. Administrators, families, staff, and other routinely participating adults will be involved annually in a program evaluation that measures progress toward the program's goals and objectives. The annual evaluation process includes gathering evidence on all areas of program functioning, including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. A report of the annual evaluation findings is shared with families, staff, and appropriate advisory and governance boards. The program uses this information to plan professional development and program quality improvement activities as well as to improve operations and policies. **(IQPPS 4.2)**

The annual evaluation processes include 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.

The program establishes goals for continuous improvement in innovation using information from the annual program evaluation. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies. The program offers staff and families opportunities to assist in making decisions to improve the program. Collaborative and shared decision making is used with all participants to build trust and enthusiasm for making program changes. Staff and families meet at least annually to consult on program planning and ongoing program operations. The program has an ongoing monitoring system to ensure that all program goals and requirements are met. The program has a data system that is used to collect evidence and objectives are met. This evidence is incorporated in the annual program evaluation.

A parent survey is provided at least annually each school year to collect parents' feedback on positive/negative aspects of the program. Each year a self-evaluation is completed by the classroom teachers and administrators, as well. Information gathered from all of these sources is used to continue to enhance the quality of the program and the services provided to children and families. Collaborative and shared decision making is used with all participants to build trust and enthusiasm for making program changes. Staff and families meet at least annually to consult on program planning and ongoing program operations.

The link to the parents' survey and agenda items can be found here:

[Parent survey link for handbook](#)

SUPERVISION POLICY

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

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

The indoor environment is designed so that staff can supervise children by sight and sound at all times without relying on artificial monitoring devices. In semiprivate areas, it is always possible for both children and adults to be observed by an adult from outside the area.

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

Child Guidance and Discipline

Teaching staff will equitably use positive guidance, redirection, planning ahead to prevent problems. Teachers provide children opportunities to develop the classroom community through participation in decision making about classroom rules, plans and activities. They will encourage appropriate behavior through the use of consistent clear rules and involving children in problem solving to foster the child's own ability to become self-disciplined. Where the child understands words, discipline will be explained to the child before and at the time of any disciplinary action. Teaching staff will encourage children to respect other people, to be fair, respect, property and learn to be responsible for their actions. Teaching staff will use discipline that is consistent, clear, and understandable to the child. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn taking. Teachers share information with families about classroom rules, expectations, and routines not only at enrollment but also as needed throughout the year. Teaching staff are consistent and predictable in their physical and emotional care of all children. Teaching staff never use physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion.

Challenging Behavior:

The teaching staff in the preschool is highly trained, responsive, respectful, and purposeful. The teachers anticipate and take steps to prevent potential challenging behaviors.

Responding to Behavior:

Below are strategies Little Rascals Preschool & Daycare staff will use to respond to child misbehavior. Remember, however, that it's always a good idea if rules are explained fully and clearly understood before misbehavior occurs. Whenever possible, involve children in making the rules for the classroom.

- **Redirection:** This strategy should be used most frequently when working with young children. If a child is not following the rules or being uncooperative, quickly get the child's attention and introduce another activity. For example, "Kate, please help me water the flowers now. You've been riding the bike for a long time and it's now Logan's turn."
- **Logical consequences:** These are structured consequences that follow specific misbehaviors. The

child should be able to see how the behavior and the consequence are directly related. For example, Andrew is standing on his chair at lunch. His teacher should remind him that if he stands on his chair, he could fall and get hurt; this will make him sad.

- **Participate in the solution:** If a child damages something, he/she needs to help in fixing it or in cleaning up. If a child causes someone distress, he/she should help in relieving that. For example, "It made Brandon very sad when you told him he wasn't your friend anymore. Please come apologize and help me make him feel better."

- **Natural consequences:** Allowing children to experience the consequences of their behavior. For example, Laura does not put her books back in her school bag after she finishes reading. One day she loses a book, and therefore must find a way to replace it. Only use natural consequences when they will not endanger the child's health or safety.

- **"Take a break" or "Calm down spot":** In some instances, a child may need to be removed from a particular situation in which he/she has become overwhelmed or violent. The child should be directed to "take a break" or sit in the "calm down spot." This strategy gives the child a chance to calm down, regain control, and reflect quietly on her or his behavior away from others. Once the child has calmed down, staff should talk with the child about the actions that led up to and resulted in needing a break or being sent to the calm down spot.

For children with persistent, serious, challenging behavior, teachers, families and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success. Rather than focus solely on reducing the challenging behavior, teachers focus on teaching the child social, communication and emotional regulation skills while using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child's appropriate behavior.

Teachers notice patterns in children's challenging behaviors to provide thoughtful, consistent, and individualized responses. Teaching staff will guide children to develop self-control and orderly conduct in relationship to peers and adults. Children will be taught social, communication, and emotional regulation skills.

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

Teaching staff responds to a child's challenging behavior, including physical aggression, in a manner that:

- Provides for the safety of the child.
- Provides for the safety of others in the classroom.
- Is calm.
- Is respectful of the child.
- Provides the child with information on acceptable behavior.

Permissible Methods of Discipline:

For acts of aggression and fighting (biting, scratching, hitting) staff will set appropriate expectations for children and guide them in solving problems. This positive guidance will be the usual technique for managing children with challenging behaviors rather than punishing them for having problems they have not yet learned to solve.

In addition, staff may:

- (1) Separate the children involved;
- (2) Immediately comfort the individual who was injured;
- (3) Care for any injury suffered by the victim involved in the incident;

- (4) Notify parents or legal guardians of children involved in the incident;
- (5) Review the adequacy of the teaching staff supervision, appropriateness of program activities, and administrative corrective action if there is a recurrence.

Prohibited Practices:

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

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

If a child is having problems at school, the teacher will notify the parents/guardians of the situation and request that a meeting be arranged to discuss solutions. We will work closely with the parents or guardians and school support staff to help the child. We would also ask that if you see that your child is having problems, please contact a teacher to set up a meeting so that your child has a successful preschool experience.

Little Rascals will create positive climates and focus on prevention – Little Rascals will strive to build their workforce's capacity in:

- Promoting children's social-emotional and behavioral health and appropriately addressing challenging behavior;
- Forming strong, supportive, nurturing relationships with children;
- Conducting ongoing developmental monitoring, universal developmental and behavioral screenings at recommended ages, and follow-up, as needed;
- Collaborating with community-based service providers, including the child's medical home, and connecting children, families, and staff to additional services and supports as needed;
- Forming strong relationships with parents and families;
- Having a strong understanding of culture and diversity;
- Employing self-reflective strategies and cultural awareness training to prevent and correct all implicit and explicit biases, including racial/national origin/ethnic, sex, or disability biases; and
- Eliminating all discriminatory discipline practices

To prevent, severely limit, and ultimately eliminate expulsion and suspension practices, all program staff should have a strong set of skills; equally essential, however, is ensuring that they have access to additional support from specialists or consultants, such as early childhood mental health consultants, behavioral specialists, school counselors, or special educators. Such support would provide assistance in conducting more sophisticated evaluations; identifying additional services if needed for children, families, or staff; understanding and responding appropriately to other behavioral determinants in the child's life, such as exposure to traumatic events or stressors; developing evidence-based individualized behavior support plans for children who require them; and building greater capacity in teachers and staff to implement those behavior support plans and engage in self-reflective practice that can help prevent and eliminate potential biases in practice.

Little Rascals will follow the legal framework for exclusionary discipline in our early childhood setting by:

First, the parents of a child are constitutionally entitled to notice and an opportunity to be heard before any expulsion or lengthy removal (removal of more than ten days).

Second, children with disabilities in Little Rascals are entitled to additional protections when they are removed from their educational program for disciplinary reasons. These protections are required by the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

Third, Little Rascals will implement disciplinary removals in a nondiscriminatory manner. Discipline practices should not disproportionately impact any group of children. For example, for young children with disabilities (or for whom a disability has not been ruled out), the program is obligated to consider the implications of the child's behavioral needs, and the effects of the use of disciplinary removals when ensuring the provision of FAPE.

Biting Policy

We give special consideration to the issue of biting. This behavior is a predictable, developmental behavior in very young children. We recognize the fact that biting often presents a very emotional problem for children, parents, and their caregivers. Because there are many causes for biting, we will deal with each incidence as it occurs. We will keep the safety of the children at the preschool as our top priority. We will do all that we can to ensure that the biting doesn't occur. We will work with all the families involved in a professional manner.

In the event that a child has been bitten, the child will immediately be comforted. Attention to the affected area will be carried out by a first aid trained member of the school staff. The bite will be cleaned with soap and warm water. A bandage will be applied after washing. A visit to the doctor will be suggested to the parent if blood exposure has occurred. The bite area should continue to be observed by the parents and staff for signs of infection.

The biter will be told in a firm voice that "It is not ok to bite. Biting hurts." The biter either verbally or with actions is asked to apologize to the child who was bitten. This child will then be taken to another area of the room where no positive or negative attention will be given for a few minutes. Throughout this time, an adult will be close by. (If the biter would bite a second time, he/she will be shadowed by a staff member until the behavior is stopped.)

Parents of both children will be notified. Due to confidentiality, names will not be shared with parents of either child. Parents of the biter will be informed of the incident. Strategies will be implemented as previously mentioned. Ways to prevent further incidences of biting will be discussed. Separate accident and incident documentation is required in the event of biting.

Little Rascals Preschools recognizes how upset parents may be when they learn their child has been bitten; however, we also recognize that biting is a normal component of a child development. We recognize that even with the best strategies in place and all efforts made to prevent biting, it is bound to occur. Biting is a very common behavior among children birth to three years of age. Biting is a form of communication and is almost always a response to the child's needs not being met or coping with a challenge or stressor. However, biting can be harmful to other children and to staff. Our goal is to help identify what is causing the biting and resolve these issues. If the issue can not be resolved, this policy serves to protect the children that are bitten. If a biting incident occurs, the parent of the child biting and the parent of the child who was bitten will be contacted. Confidentiality of all children involved will be maintained.

Water Activities (IQPPS 5.9, 9.15)

We have a water table in the classroom for children to stand and play with their hands in the water. Children will wash their hands before playing with water. During water play children are involved in active experiences with science and math concepts. Precautions are taken to ensure that communal water play does not spread infectious disease. No child drinks the water. Children with sores on their hands are not allowed to participate with others in the water table to ensure that no infectious diseases are spread. Children are not allowed to drink the water during water play activities. When the activity period is complete, the water table is drained and refilled with fresh water before a new group of children comes to participate. Outdoor water play is limited to tubs

and buckets or containers as well as the water table. We do not participate in swimming pool activities. Staff will supervise all children by sight and sound in all areas with access to water in tubs, buckets, and water tables. Water will be changed during the am and pm classes for health and safety reasons.

NUTRITION AND FOOD

Snacks/Foods and Nutrition (IQPPS 5.12 - 5.21)

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

Children attending the AM Preschool session will have breakfast before arriving to preschool. If the child uses morning daycare, they are welcome to have breakfast if parents request. A snack may be served two hours after breakfast has ended. Children attending the PM for extended care services, will be fed lunch and afternoon snack.

Clean, sanitary drinking water is made available to children throughout the day. **(IQPPS 5.17)**

Staff discards any foods with expired dates. Foods and liquids that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served. **(IQPPS 5.18)**

The preschool will follow the Child and Adult Care Food Program (CACFP) guidelines regarding food and healthy diet. The program documents compliance and any corrections that it has made according to the recommendations of the program's health consultant, nutrition consultant, or a sanitarian that reflects consideration of federal and other applicable food safety standards **(IQPPS 5.14)**.

For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider should provide the program with an individualized care plan prepared in consultation with family members and specialist involved in the child's care. Children with food allergies shall be protected from contact with the problem food. With family consent, the program posts information about the child's allergies in the food preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day. Program staff will keep a daily record documenting the type and quantity of food a child consumes when any child with a disability has special feeding needs and/or health plan and provide parents with that information. **(IQPPS 5.15, 5.16)**

High-risk foods, often involved in choking incidents, will not be served. Also, food with an expired date will not be served to children. The staff will check all food and food packages for expiration dates and discard food past the expiration date.

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

Staff take steps to ensure the safety of food brought from home: **(IQPPS 5.13)** We work with families to ensure that foods brought from home meet the food requirements of USDA's CACFP;

- All foods and beverages brought from home are labeled with the child's name and the date; •

Staff make sure that food requiring refrigeration stays cold until served;

- Food is provided to supplement food brought from home, if necessary; and
- Food that comes from home for sharing among the children is either whole fruits or commercially prepared packaged foods in factory-sealed containers.

Preschool Food Preparation (IQPPS 5.19)

The food is prepared, served and stored in accordance with the US Department of Agriculture Child and Adult Care Food Program Guidelines. **(IQPPS 5.12)**

Before serving each hot item, a staff member checks food temperature to meet everyday guidelines and records this onto a food production sheet. Hot food items, those above 110 degrees Fahrenheit, are kept beyond the reach of the children. Cold food items are immediately placed in coolers to get to school and then into a dining room refrigerator until serving. Guidelines are also given for food to be cut into bite-size pieces and foods to avoid serving that could cause choking. Staff do not offer children younger than four years these foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonful of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.

Nutrition

Little Rascals strives to provide healthy, well balanced meals for the children. Children are not forced to eat but are encouraged to try what is on their plate. We provide the same options for all children for breakfast, lunch and snack. Water is available to the children throughout the day. If your child requires special food items, we require that parents have a Dr. note of the restrictions and parents are required to provide those items for us to keep on hand.

Meals and snacks will typically be served at the times listed below but may be subject to change. Please feed your child before they come to the center if he/she misses a meal.

Breakfast: 7:00 to 7:30 AM

Morning snack: 9:15 to 9:30 AM

Lunch: 11:30 to 12:00 PM

Afternoon snack: 3:15 to 3:30 PM

Nutritional snacks are very important to growing bodies and they will be provided in the morning and afternoon. If a child has a food allergy you and your doctor will need to fill out a Food Allergy Action Plan. The staff at Little Rascals will provide a substitution for the allergic food. Little Rascals follow the Child and Adult Care Food Program (CACFP) nutritional requirements.

We will also do cooking activities in the classrooms to try and explore new foods. Your child will be encouraged to sample all foods served but will never be forced to eat. If for any reason your child cannot eat a certain food or has different dietary needs (e.g., vegetarian, vegan, lactose intolerant), please inform the staff. For allergies and food restrictions, a form must be completed by a medical professional indicating the allergy and the appropriate substitution. An action plan may also be written for allergies.

Food From Home Policy

Food from home is not allowed at Little Rascals, unless there are unusual circumstances. As a facility that follows the nutritional requirements of the CACFP Program, our program must ensure that all children's nutrition needs are being met according to the CACFP guidelines. The only way to monitor this is to have the children eat the food provided by the program. Food allergies and special diets (e.g. vegetarians, etc.) can be generally accommodated by the program.

- Food should be pre-packaged, unopened, and preferably nutritious.

- Any treats, cakes, or cookies purchased at a store and acceptable but should remain in the original package to list ingredients to allow monitoring of food allergies.
- Be sure to include enough servings for all children.
- When planning your child's home birthday party, please consider inviting all of the children or none. If this is not possible, please mail invitations directly to children's house to avoid sad or hurt feelings.

OUTSIDE PLAY

Outside Play and Learning (IQPPS 5.5, 5.6, 9.5-9.7)

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

Outdoor play areas are designed with equipment that is age and developmentally appropriate and that is located in clearly defined spaces with semiprivate areas where children can play alone or with a friend, accommodate:

- Motor experiences such as running, climbing, balancing, riding, jumping, crawling, scooting, or swinging;
- Activities such as dramatic play, block building, manipulative play, or art activities; and • Exploration of the natural environment, including a variety of natural materials such as nonpoisonous plants, shrubs, and trees.

The program makes adaptations so children with disabilities can fully participate in the outdoor curriculum and activities. **(IQPPS 9.5)**

Program staff provide for an outdoor play area that is protected by fences or by natural barriers to prevent access to streets and to avoid other dangers, such as pits, water hazards, or wells. In cases when we cannot go outside (due to weather conditions) children are given the opportunity to use indoor equipment for similar activities inside and are supervised at the same level as outdoor equipment.

In order to make sure that your child can play comfortably outside it is important to dress him according to the weather. When it is cold outside, he needs a warm coat, mittens or gloves, a hat, snow pants and boots (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.

Outdoor play is an extension of the classroom learning environment. Children of all ages have daily opportunities for outdoor play (when weather, air quality and environmental safety conditions do not pose a health risk, or the child has a written excuse from their doctor). A minimum of thirty minutes of outdoor play is scheduled daily. When the temperature or the wind chill is below 0, children are to be provided with indoor gross motor activities. (The Iowa Department of Public Health Wind Chill Chart is located in the classrooms.) Rotation of outdoor activities/items expands play, keeps the children interested in trying new activities, and is documented on the lesson plan. Outdoor play areas, designed with equipment that is age and developmentally appropriate and that is located in clearly defined spaces with semi-private areas where children can play alone or with a friend accommodate motor experiences, activities such as dramatic play, block building, manipulative play or art activities, exploration of the natural environment. The program makes adaptations so children with disabilities can fully participate in the outdoor curriculum and activities. The program provides at least 75 square feet of outside play space for each child playing outside at any one time.

The minimum staff ratio is maintained for any outdoor activities at the center. Staff supervise outdoor and indoor play areas in such a way that children's safety can be easily monitored and ensured. Teaching staff supervise by positioning themselves to see as many of the children as possible. If there is a specific area/piece of equipment where injury is more likely to occur staff position themselves in that area. **(IQPPS 10.6)**

The outdoor play area is arranged so that staff can supervise children by sight and sound. **(IQPPS 9.7)**

Indoor equipment for large motor activities meets national safety standards and is supervised at the same level as outdoor equipment.

To protect against cold, heat, sun injury, and insect-borne disease, the program ensures that:
(IQPPS 5.6)

- Children wear clothing that is dry and layered for warmth in cold weather; • Children have the opportunity to play in the shade. Applied skin protection will be either sunscreen with sun block with UVB and UVA protection of SPF 15 or higher that is applied to exposed skin (only with written parental permission to do so);
- When public health authorities recommend use of insect repellents due to a high risk of insect borne disease, only repellents containing DEET are used. Staff apply insect repellent no more than once a day and only with written parental permission.

Clothing, Labeling and Supplies

Your child will be learning through creative, active play that can sometimes be messy. Your child should wear comfortable, washable clothing as well as rubber-soled and closed-toe shoes to school. While we encourage the use of paint smocks or shirts during art projects, we can't guarantee that spills or stains will not occur. Clothing should be free of words, graphics, or pictures that are profane, immoral, illegal, or disruptive in nature. All families are asked to provide an extra set of clothing for their child in case of an "accident" or messy play. We ask that you please clearly mark all items and send them in a bag that is also marked with your child's name. Please dress your child appropriately for "play" and for the weather, since we feel it is important for children to get outside for exercise and fresh air each day. Due to safety concerns, backpacks should fit the child as inappropriate size backpacks can cause back trauma over time.

TOILETING

Toilet Learning (IQPPS 5.7)

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

1. Diapering will only be done in the designated diaper area. Food handling will not be permitted in this diapering area. Toilet changing area will be separated by a partial wall or separated by at least 3 feet from other areas.
2. Staff use only commercially available disposable diapers or pull-ups unless the child has a medical reason that does not permit their use (the health provider documents the medical reason).
3. For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and outer unit are changed as a unit.
4. Staff post and follow changing procedures (as outlined in the Cleaning and Sanitation Frequency Table).

Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standards: Standard 5, Criteria 7:

- Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
 - Staff checks children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours when children are awake and when children awaken. 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.
 - These procedures are used to evaluate teaching staff who change diapers.
 - Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use.
 - Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.
 - Staff is evaluated on the use of the proper procedures for diapering.
 - Diapering and Gloving posters will be posted in the changing area showing procedures through the use of visuals and words. These procedures are used by the program administrator to evaluate teaching staff that change diapers.
5. Potty chairs will not be used due to the risk of spreading infectious diarrhea.
6. 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.

SAFETY

Hazards (IQPPS 9.12)

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 or slipping. The program excludes the use of baby walkers.

Objects from Home (Toys) (IQPPS 9.1, 9.3)

Because the preschool program provides ample toys and learning materials for your child, we ask that your children not bring toys from home to preschool. 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. It is very difficult for a child to share his/her toy and even harder to understand if it is broken or lost. We cannot be responsible for items that are brought to preschool by your child. No guns or weapons of any kind are allowed!

Weapon Policy (IQPPS 10.6)

No student shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any real weapon or a look-alike weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school building or other buildings or premises used for school functions, whether or not any person is endangered by such actions. "Look-alike weapon" means any item that resembles or appears to be a weapon; i.e., squirt guns, water rifles or pistols, slingshots, toy guns, toy grenades and other similar items including knives, etc. Violation may result in a student suspension/expulsion. Firearms and other significant hazards that pose risks to children and adults are prohibited. Weapons and other dangerous objects will not be tolerated. If children bring weapons or dangerous objects to school, parents will be notified and will be asked to meet with administrators and staff to determine a course of action. The police may be called to conduct an investigation. Police will be called immediately if parents, volunteers, or visitors are in possession of weapons or other dangerous objects.

Classroom Animals and Pets (IQPPS 5.26)

No live animals are to be in the Statewide Preschool Program classrooms at any time.

If you, as a parent or legal guardian, want to bring your family pet to share with your child's classroom you are welcome. However, all animals must remain outside the school buildings during the visit. The preschool teacher ensures that the animal does not create an unsafe or unsanitary condition. The animal would appear to be in good health and have documentation from a veterinarian or an animal shelter to show that the animal is fully immunized (if the animal should be so protected) and suitable for contact with children. The teacher would ensure staff and children practice good hygiene and hand washing when coming into contact with the animal and after coming into contact with the animal. Teaching staff supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals. Staff must make sure that any child who is allergic to a type of animal is not exposed to that animal. Staff will instruct children on safe behavior when in close proximity to the animals.

Any children allergic to the pet will not be exposed to the animal. Reptiles, including turtles, are not allowed because of the risk for salmonella. No ferrets or birds of the parrot family are allowed. Pets are not allowed in the kitchen or food preparation areas. The classroom teacher is responsible for checking requirements have been met.

Allergy-Free Areas (IQPPS 5.25)

In the event a child has an allergy to peanuts, dairy products, or animals, allergy-free areas will be provided at school. Alternate treats, milk and/or diet plan must be provided by the child's parents. Areas are maintained so children or adults who have allergies or any other special environmental health needs can have a safe, healthy environment according to the recommendations of a health professional. The preschools try to limit known exposure to allergens children may have. It works closely with parents and the school nurse to provide classrooms that are safe for students with allergies.

Birthdays (IQPPS 5.13)

Birthdays are an important and significant event in the life of a child. They afford the opportunity for children to be given special recognition. Invitations to parties outside of school that do not include the entire class will not be distributed at school. Your child may bring birthday treats to share on his/her birthday but check with the director in advance as to the number needed. Treats brought in for birthdays must be prepackaged or made commercially. Please check with the teachers to see if there is any child in the class that has any allergies.

Nap Time (IQPPS 10.6)

Little Rascals provides cots for the children to lay on at naptime.

Parents are responsible for supplying:

- Small pillow if you wish and blanket for nap time that needs to be laundered on Friday and returned the following week.

Nap Time is a time for children to be soothed and rest or nap. The room is darkened; soft soothing music is played while the teacher settles each child by covering with a blanket and rubbing children's back if they choose.

Spacing of mats are at least 3 feet apart to avoid spreading contagious illness. If it is not possible to maintain 3 feet between cots a solid barrier is used. Mats are regularly disinfected.

Ratio requirements allow for the reduction of one staff per room when children are resting for a

period of time not to exceed one hour provided staff ratio coverage can be maintained in the building. This staff member must be certified in CPR.

Health & Safety Requirement-Strangulation Hazards

Strangulation hazards, strings, and cords long enough to encircle a child's neck such as those on toys and window coverings must not be accessible to children in care. Any play items that have handles or straps will be removed. Items such as ties, scarves, and boas will be monitored when children play with them in the pretend play areas. If a child has hood or neck strings on their clothing, parents will be asked to remove them due to safety concerns.

Healthy Environment (IQPPS 1 0.6)

In order to maintain a healthy environment for children and adults; staff and volunteers demonstrate safe practices, foster safety awareness among children and parents, utilize NAEYC's Cleaning and Sanitation Frequency Table and Universal Precautions (Bloodborne Pathogens Policy and Human Immunodeficiency Virus (HIV) Infection Policy).

Areas are maintained so children and adults who have allergies or any other special environmental health needs can have a safe, healthy environment according to the recommendations of a health professional.

Indoor noise levels are controlled so normal conversation can be heard without raising one's voice.

Toy Sanitation (IQPPS 5.24, 10.6)

A toy placed in a child's mouth or otherwise contaminated by body secretion or excretion is placed in a tub for soiled toys until it can either be:

Washed by hand using water and detergent, then rinsed, sanitized, and air dried before it is used by another child or Washed and dried before it is used by another child.

Cleaning and Sanitation Schedules (IQPPS 5.22, 10.6)

Classrooms, restrooms, and kitchens have specific Cleaning and Sanitation Schedules which are completed by the appropriate staff members and kept on file for review.

COMMUNICATION WITH FAMILIES (IQPPS 1.1, 7.5)

The program will promote communication between families and staff by using written notes as well as informal conversations, our center Brightwheel app, 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 encourage and recognize children's work and accomplishments. They will use these notes to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Parents are encouraged to maintain regular, ongoing, two-way communication with the teaching staff in a manner that best meets their needs - email, in person, notes, or phone calls. Teachers, families and relevant specialist have regular opportunities to participate in two-way communication conferences to discuss each child's progress, accomplishments, difficulties in the classroom and at home as well as to plan learning activities.

As a part of orientation and ongoing staff development, new and existing program staff develops skills and knowledge to work effectively with diverse families. Program staff uses a variety of formal and informal strategies (including conversations) to become acquainted with and learn from families about their family structure; their preferred childrearing practices; and information families wish to share about their socioeconomic, linguistic, racial, religious and cultural backgrounds. **(IQPPS 7.1)**

Program staff actively use information about families to adapt the program environment, curriculum and the teaching methods to the families they serve. Program staff provides support and information to family members legally responsible for the care and well-being of a child. Program staff establish intentional practices designed to foster strong reciprocal relationships with families from the first contact and maintain them over time.

Program staff ensures that all families, regardless of family structure; socioeconomic, racial, religious, and cultural backgrounds; gender; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities. These opportunities consider each family's interests and skills and the needs of program staff. **(IQPPS 7.2)**

Program staff engages with families to learn from their knowledge of their child's interests, approaches to learning, and the child's developmental needs, and to learn about their concerns and goals for their children. This information is incorporated into ongoing classroom planning. Program staff uses a variety of formal and informal methods to communicate with families about the program philosophy and curriculum objectives, including educational goals and effective strategies that can be used by families to promote their children's learning. Staff use a variety of methods such as new family orientations, small group meetings, individual conversations, and written questionnaires, which help staff get input from families about curriculum activities throughout the year. Families may visit any area of the facility at any time during the program's regular hours of operation as specified by the procedures of the facility. The program facilitates opportunities for families to meet with one another on a formal and informal basis, work together on projects to support the program, and learn from and provide support for each other. Program staff and families work together to plan events. Families' schedules and availability are considered as part of this planning.

Sharing Information Between the Staff and Families (IQPPS 7.3)

Program staff uses a variety of mechanisms such as family conferences or home visits to promote dialogue with families. The program staff asks adults to translate or interpret communications as needed. The program compiles and provides program information to families in a language the family can understand. This information includes program policies and operating procedures. Program staff informs families about the program's systems for formally and informally assessing children's progress. This information includes the purposes of the assessment, the procedures used for assessment, procedures for gathering family input and information, the timing of assessments the way assessment results, or information will be shared with families and ways the program will use the information.

Program staff communicates with families on at least a weekly basis regarding children's activities and developmental milestones, shared caregiving issues, and other information that affects the wellbeing and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means. **(IQPPS 7.5)**

Nurturing Families as Advocates for Their Children

Program staff encourages families to regularly contribute to decisions about their child's goals and plans for activities and services. Program staff encourages families to raise concerns and work collaboratively with them to find mutually satisfying solutions that staff then incorporates into classroom practice. **(IQPPS 7.6)**

Program staff encourages and supports families to make the primary decisions about services that their children need, and they encourage families to advocate to obtain the needed services. **(IQPPS 7.7)**

Program staff use a variety of techniques to negotiate difficulties that arise in their interactions with family members. Program staff make arrangements to use these techniques in a language the family can understand. Program staff provides families with information about programs and services from other organizations. Staff support and encourage families' efforts to negotiate health, mental health, assessment and educational services for their children. **(IQPPS 7.8)**

Before sharing information about a child with other relevant providers, agencies, or other programs, staff obtain written consent from the family.

Transitions (IQPPS 7.9, 7.10)

To help families with their transitions to other programs or schools, staff provides basic general information on enrollment procedures and practices, visiting opportunities and/or program options. Program staff uses established linkages with other early education programs and local elementary schools to help families prepare for and manage their children's transitions between programs, including special education programs. Staff provides information to families that can assist them in communicating with other programs.

Open Door Policy

Parents and legal guardians are always welcome to visit the preschool classroom. As a safety feature, all parents and visitors will check in with a teacher. Visitors are asked to please use discretion with regard to bringing babies and toddlers to school as young children may disrupt class sessions. Parents are encouraged to volunteer in the classroom. We also encourage you to get prior approval from the teacher before volunteering just in case a special activity is planned.

Unlimited Access (IQPPS 7.1)

It is the policy of Little Rascals Preschool Program that the members of our school families may visit any area within the two preschool programs at any time during the regular school day. Families are asked to check in with the teacher to state purpose of visit. Little Rascals Preschools strives to maintain a highly educational environment and asks that interruptions to a classroom are minimal. Program staff use a variety of formal and informal strategies (including conversations) to become acquainted with and learn from families about their family structure, their preferred child-rearing practices, and information families wish to share about their socioeconomic, linguistic, racial, religious and cultural backgrounds.

Parents are invited to assist in the planning and to attend many preschool activities: Family Nights; Fall, Winter and Spring party days; field trips; guest speaking, weekly volunteering in the classroom and/or lunchroom, and conferences.

It is with these opportunities and others that Little Rascals Preschool hope every school family, regardless of schedules and availability, will find their special place within the school system. Every effort is made to make all families regardless of race, religion, language or age feel welcome and successful here. Teachers gain information about the ways families define their own race, religion, home language, culture and family structure.

Grievance Policy (IQPPS 7.6)

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

If you have a concern regarding some aspect of the program or policy, please contact the program administrator for the preschool. If you remain dissatisfied, you may contact the Superintendent of the Le Mars Community School District. (This pertains to the Universal Preschool Program)

FAMILY INVOLVEMENT

Newsletters: Each month you will receive a copy of the Little Rascals newsletter. This newsletter provides you with Little Rascals general information, educational resources you can use with your children, and information that is specific to your child's classroom. This form will also be posted in the front entry way and the parent informational board.

Home Visits: Home Visits are important opportunities for the parents and teachers to gain insights about the child, the classroom, and the home setting. Home visits will be conducted prior to school starting. Your family will be provided with an Interest Inventory Questionnaire at this time to get to know your child and family better. This information will be used to plan lessons, have parents to share any cultural traditions with our class, etc.

Parent Teacher Conferences: Two conferences will be held each school year (one in the fall and one in the spring). Conferences will provide an opportunity for the preschool teacher to share assessment results, observational notes, and samples of children's work. You are welcome to arrange additional conferences by contacting your child's teacher. If you need translation services for any written or verbal communication to fully understand information shared during conferences, please inform the staff prior to the meeting and we will make individual arrangements. If at any time, you have questions or concerns about your child's development or educational goals, you are welcome to access the information from your child's file or the GOLD assessment online assessment.

Family Night: Parents will have the opportunity to attend Parent Education Programs and/or Family Night one time throughout the school year. Your input on the topics of discussion is accepted, please contact your classroom teacher to share any ideas.

Parent Questions/Concerns: The Little Rascals staff is committed to a team approach in working with parents to resolve questions and/or concerns. Do not hesitate to bring any question or concern to the attention of the teacher most directly involved. The administrator is available to assist parents and staff in resolving concerns.

Classroom Invitations: Parents and grandparents will have the opportunity to volunteer in the classrooms throughout the year. This will include but not limited to classroom readers, classroom parties, helping with tasks for the classrooms such as cutting out items and laminating items, etc.

Translator

A translator will be provided through the AEA Agency when needed for those families who do not speak English.

TRANSPORTATION

Arrival and Departure of Children (IQPPS 10.11)

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

When bringing your child to school, we ask that you park your car in the designated parking areas. Please guide your child 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 day or

leave their child in the care of one of the teaching staff. No child will be permitted to leave the building without an adult. Please do not arrive before the usual starting time – the teachers need time to prepare for the day. When you pick up your child, please be prompt. You come early enough to enjoy watching what your child is doing during that time of the day.

These are critical times to communicate with parents and help children transition. Adults are requested to initial and record the time of arrival and pick up. Children may arrive 5 minutes before the scheduled start time. In some cases, it may be necessary to accommodate a parent before or after school. Staff must be certain the person picking up the child is an authorized person. Check Emergency Contact Form for parental approval. Have a note from the parent authorizing the individual to pick up the child. Contact the parent by phone to give permission for the individual to pick up the child. Document the time, date, person calling, and message and place it in the child's file. Unauthorized people will not be allowed to take the child. The parent will be called.

All parents will be asked to complete a pick-up/drop off permission sheet. This information will be kept up to date. Any changes to the list must be done in writing or phone call. Anyone picking up a child at the center must be listed on the pick-up/drop off sheet. Please send a written note to or make a phone call to your child's teacher to notify us of changes in pick-up.

In the interest of students' safety, parents/guardians/authorized individuals are requested to report directly to the classroom when picking up their child rather than waiting in the car. Likewise, when a student returns to the building following an absence during the school day, the adult should stop in the classroom and inform the teacher about a special circumstance regarding the absence. If your child rides the Le Mars Community bus to or from school, teaching staff will go to each bus as it arrives to greet and assist the student off the bus. At dismissal, teaching staff will accompany each student to the bus and assist the student if needed.

When all children have arrived, teaching staff at the preschool 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 is available for students who are traveling between The Le Mars Community School and Little Rascals Preschool. Parents will communicate transportation plans with the preschool teacher, so teachers are aware of students who will be riding the bus each day. Transportation services are managed, and program vehicles are licensed and insured in accordance with applicable federal and state laws. Certification of licensing and insurance is available with Le Mars Community Schools. **(IQPPS 10.12)**

Staff will ensure that all children transported during the program day are accounted for before, during and after transport. Staff will also ensure the safety of all children as pedestrians and as passengers. Staff will be trained to address specific procedures for children with disabilities and address special circumstances in picking up children at the end of the day. **(IQPPS 10.11)**

Transportation/Field Trips

Little Rascal Universal Preschool children may participate in field trips throughout the year. Parents give permission for their child to attend field trips. If you do not wish for your child to attend an outing, please make alternative childcare arrangements. When leaving the center, the First Aid Kit, Parental Emergency Medical Consent forms, emergency cards and a cell phone are taken along. An important learning opportunity can take place in the form of a field trip that is relevant and reinforces what has been taught in the classroom.

The Le Mars Community School District buses or the Siouxland Regional Transit System are used for

these field trips. Parents will be informed of each field trip through a newsletter and signs posted in the classroom well in advance. A parent or legal guardian must sign a general field trip consent form at back-to-school registration. A reminder about an upcoming field trip will be sent home prior to the trip. Please let the preschool teacher know if you do not want your child to participate in a particular field that is planned. Adult family members are asked to volunteer to go on these trips to provide increased supervision and adult/child ratios. A notice posting the dates, time of departure, time of return, and the destination location will be posted prominently at least 48 hours before the field trip.

CONFIDENTIALITY

Confidentiality Policy

This confidentiality Policy has been adopted to insure the confidentiality and protection of individual rights of privacy for children, families', and employees of Little Rascals. The individual dignity of children, families, and employees shall be respected and protected at all times in accordance with all applicable laws.

Information about children, families, or employees will not be divulged to anyone other than persons who are authorized to receive such information. This policy extends to both internal and external disclosure of information.

- Information will only be released to persons outside of Little Rascals with the express written consent of the child's parents or legal guardian.
- All requests for release of information shall be made to the Director or On-Site Supervisor.
- Discussion of the children's families' information with volunteers, other families, friends, or community members is prohibited.
- Information and documents which are considered to be confidential include, but are not limited to, medical records, educational records, special needs records, family records, financial records, and any other private information about the children or their families.
- Children's records must never be left out on desk, tables ect. where others may have access to them.
- Children's records must not be removed from the center.
- Children's or families' private information must never be discussed among employees except on a "need to know" basis. Employees must be particularly aware of their surroundings when discussing this information. Special caution must be taken to ensure other children, families, or employees do not overhear information that is confidential
- Classroom binders are not considered private records but will only contain information specific and necessary to the care of each individual child. Access to classroom binders is restricted to staff members who work in that specific classroom or the Director.

Ethics and Confidentiality

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

Children's Records

Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have a legitimate educational interest, are

allowed to access a student's records without the parent's permission. Parents may access, request amendments to, and copy their child's records during regular office hours. Parents may also file a complaint with the United States Department of Education if they feel their rights regarding their child's records have been violated.

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

HEALTH AND SAFETY (IQPPS 9.12; Standard 5)

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

Physical Exam

Families must provide a physical form signed by your child's doctor prior to admission to the program. 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.

Health and Immunization Certificate (IQPPS 5.1)

All preschool children must submit documentation of proper immunization prior to enrolling in preschool. As per Iowa State Department of Health, children must have received the following vaccinations. All children must have their immunizations up to date and cards turned in before starting school. Religious and medical exemption is available if necessary.

4 Vaccines of DtaP or DTP 3 Vaccines of Polio 1 Vaccine of MMR (measles, mumps, rubella) 3 Vaccines of Hib or 1 after 15 months of age 3 Vaccines of Hepatitis B (not required for at preschool, but required at the Kindergarten level.) 1 Chicken Pox (varicella) 4 Prevnar

- There is a "Health Release Form" to be filled out by parents which states who has access to your child's health records. (In the Paperwork Packet)
- If you choose not to immunize your child due to religious beliefs, Little Rascals requires you to fill out the "Religious Exemption Form", which is available upon request.

Immunization Exclusion:

Little Rascals will exclude a child promptly if there is a vaccine-preventable disease outbreak to which your non-immunized child is susceptible to and will be excluded until the outbreak is over. We will work closely with the health department to guide us in this situation. We will also provide notices to all parents of any these specific exposures by sending a note home with your child.

Dental Exam

All enrolled preschool children are encouraged to have a dental examination to ensure proper dental health. Students entering kindergarten are now required to have a dental exam prior to enrollment.

Insurance

The preschool is aware that when there is a large group of children playing together there may be some accidents. Thus, the school encourages parents to have insurance. The state of Iowa does offer insurance through the HAWK-I insurance program with low premium insurance options for families that cannot afford regular insurance costs. See the school administrator or your child's teacher for an I-HAWK brochure.

Blood Borne Pathogens

In accordance with regulations governed by OSHA, all persons handling any item contaminated with body fluids will wear latex free gloves. For example: changing diapers, clothing soiled with urine, stool, vomit or blood.

Health and Safety Records (IQPPS 10.10)

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

Child Health and Safety Records will Include: (IQPPS 5.1)

1. 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; 2. Current emergency contact information for each child, that is kept up to date by a specified method during the year;
3. Names of individuals authorized by the family to have access to health information about the child;
4. Instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes);
5. 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 **(IQPPS 10.14)**
6. Supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs. Staff implement a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

General Health and Safety Guidelines

- All staff must be alert to the health of each child, known allergies, or special medical conditions.
- Under the supervision of the preschool teacher, all staff must be alert to the whereabouts of all children. Systems are in place for accounting for children at regular intervals, especially during periods of transition.
- All staff are to follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections.
- All staff are familiar with evacuation routes and procedures.
- All teaching staff completes "Occupational Exposure to Bloodborne Pathogens" annually.
- 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 (Infant-Toddler) is present in the program at all times. **(IQPPS 5.4)**

Illness or Injury: (IQPPS 5.3)

We strive to prevent the spread of illness and your cooperation with our policies will be of great benefit to all of the staff and children attending. Other factors, such as appearance, temperament, and ability to participate in planned programming also need to be considered. Your child must be symptom free (no fever, diarrhea, or vomiting, etc.) for at least 24 hours before returning to school. If your child has any one of the following conditions, you will be notified to pick up your child as soon as possible. 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.

- Contagious conditions (for example – chicken pox, flu, head lice, pink eye, impetigo) • Fever over 100 degrees-can return to school 24 hours after fever is gone, without medication • Vomiting-can return to school 24 hours after last episode
- Diarrhea- can return to school 24 hours after last episode
- Open and draining sores
- Strep-can return to school 24 hours after initial medication
- Unknown rash
- Constant cough or nasal drainage
- Signs of pain- stomach, headache, sore throat, etc.
- Accident requiring medical attention

In certain situations, it may be necessary to call 911 for transport to the hospital for emergency treatment, with parents/guardians being notified as quickly as possible.

Please inform the teacher if your child has been exposed to any contagious diseases, since this may affect other children at the school. If your child will be absent, please call as soon as the decision has been made that your child will not be attending. If parents are in doubt it is recommended to keep their child at home.

When a child is sick at school, the preschool will keep the child supervised away from the other children. This may include in the office, or away from the other children as to not contaminate them. Parents are asked to communicate with the teacher, and we will release the child to the parent or guardian.

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

Please notify staff if your child has been or is exhibiting any of these for a known reason, such as being on an antibiotic, recently received a tetanus shot, etc. other than illness: such as diarrhea from medication or fever from immunization. Please alert your preschool center staff so they can work through the situation with you. You may still need to take your child home if the condition becomes severe.

Your child must also stay home for at least 24 hours after the doctor prescribes a medication for a contagious infection. Check with your physician if you are not sure.

Emergency Care Policies for Little Rascals Preschool Program Policy: (IQPPS 10.14) Little Rascals Preschool and Daycare will utilize the Floyd Valley Healthcare Hospital as the primary site for emergency medical care. Transportation of students requiring emergency medical care will be provided by the Le Mars Ambulance Service. Employees of the Little Rascals Preschool will not transport in emergency cases but will remain with and provide first aid or CPR as needed until EMS services arrive. All classroom teachers will have familial consent forms for each student.

Information to be included but not limited to is listed below:

- Authorization statement allowing emergency medical treatment and sharing of relevant information with the medical provider.
- The student's physician, address and phone number
- The insurance company and policy holders ID number which covers the student. •
- The student's dentist, address and phone number
- The parent's name, address and phone number
- Emergency contact number if parents cannot be reached
- SIGNATURE of the custodial parent
- Forms will be kept in a location of easy access.
 - Forms need to be kept in a secure location that can be locked when school is not in session.

For students requiring emergency care and the services of EMS (911)

The following steps will be taken:

- Determination of the need for emergency care
- An adult will stay with the student
- An adult will call 911 and provide necessary information
- Call the school nurse, the parent, to meet the ambulance at the hospital, and the administrator of the building.
- Obtain the data sheet to go with the student (give this to the EMS personnel when they arrive) • Go to the hospital (driving independently or if allowed, in the ambulance) • All preschool employees and administrators will be current in first aid and child CPR • It will be the responsibility of the employee and the district to assure that this requirement is met and remains current.
- Emergency / health plans for students with known medical needs will be written by the child's physician and or teacher.

Conditions to be addressed will include:

- Chronic health conditions ie: asthma, life-threatening allergies, seizures, etc. • Health conditions/needs that are related to the student's disease or syndrome as identified by the physician
- It is the parent's/ guardian's responsibility to provide the district with any physician directives/ orders regarding the student's care and needs.
- The school or health consultant will be responsible for developing a health plan addressing these health concerns and needs. The school nurse will inform and train the employees that need to be familiar with the student.
- Employees will not provide the cares independently addressed in the health plan until so cleared by the school nurse.
- The health plan will be reviewed each year or earlier if needed.
- Changes can be made as needed by the school nurse. Employees will be informed of all changes.
- Emergency evacuation plans will be written by the teacher.

Reporting Communicable Diseases (IQPPS 5.4)

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

Medications: (IQPPS 5.10)

No medication shall be given by unauthorized personnel, except as provided by the written prescription of the physician and the written permission of the parent or guardian of the student to have medication at school, the following must exist:

A. Medication must be in the original container from the pharmacy. If requested, the local pharmacies will provide for you a second prescription bottle for use during school hours. B. Over-the-counter medication must be in the original container/box from the pharmacy. This is necessary for dosing instructions.

C. Parents must give written authorization for the administration of the medication, over the counter or prescription.

Administering Medications (IQPPS 5.10)

Staff, who have specific training, a written performance evaluation updated annually by a health professional on the practice of the five right practices of medication administration, can administer both prescription and over-the-counter medications to a child only if the child's record documents that the parent or legal guardian has given the program written permission. The person giving the medication signs documentation of the five right practices of medication administration. Teaching staff who are required to administer special medical procedures have demonstrated to a health professional that they are competent in the procedures and are guided in writing about how to perform the procedure by the prescribing health care provider.

If your child's condition requires that a staff member give prescribed medications or treatments, you must bring it in the original container/box from the pharmacy or doctor's office. You can ask your pharmacist to divide the prescription to have a container at home and one to be left at the preschool center. The various pharmacies in Le Mars will provide you with two bottles if you ask for them. State that one container is to be kept at school. The container must be clearly marked with the child's name, frequency and amount to be given. You must fill out a signed "School Medication Authorization and Instruction Form" prior to staff giving medication. A form is available from your child's teacher. The child's record includes instructions from the licensed health provider who has prescribed or recommended the medication for that child. Please give all medication to the preschool staff. Children must not handle medicines. This includes all prescription medication as well as any over the counter medications (ointments, creams, cough drops, inhalers, pain relief medication) that your doctor has ordered and authorized. Medication are kept in a locked location in the kitchen.

Be sure the preschool teacher understands the directions to follow in administering medication and knows if the medication needs to be refrigerated. Medications are labeled with the child's first and last names, the date that either the prescription was filled or the recommendation was obtained from the child's licensed health care provider, the name of the medication or the period of use of the medication, the manufacturer's instructions or the original prescription label that details the name and the strength of the medication, and the instruction on how to administer and store it.

The preschool center will designate one person to be responsible for giving medications to your child.

Each time a medication or application is given, the person administering will record time and sign their name on a form kept for your child's record. Medicine is dispensed by trained preschool teachers.

Safeguards are used with all medications for children:

Staff administers both prescription and over-the-counter medications to a child only if the child's record documents that the parent or legal guardian has given the program written permission. The child's record includes instructions from the licensed health provider who has prescribed or recommended the medication for that child.

Over the Counter Medications

Over the counter medications will only be given with a statement from your doctor. If your doctor suggests a non-prescription medication, the doctor must sign a statement giving the name, dosage and frequency of the medication to be used. A "School Medication Authorization and Instruction Form" with parent signature is also required. Medication must be in its original container.

Allergies and Chronic Illness: Please notify your child's teacher of any possible allergies or chronic illness. An action plan form should be completed and will be available to all staff caring for your child. A list of allergies will also be listed in the classroom.

Daily Health Check

Staff will perform a daily health check on each child upon drop off every morning. Each child is observed by one of the caregivers for signs of illness or injury that could inhibit the child's ability to participate comfortably in the daily activities. The daily check will examine whether the child is displaying any signs of illness such as (but not limited to):

Fever of 100 degrees or higher
Skin rashes or unusual spots

Inclement Weather Policy: Preschool

School closing and delays are made to assure the safety of our children. Little Rascals Universal Preschool Program & 3-Year Old Preschool Program will follow the Le Mars Community School's yearly calendar. If K-12 is not having school, we WILL NOT be in session. Please listen to KLEM (AM 1410) or the local news stations for any weather-related dismissals.

If Le Mars Community and Gehlen Catholic Schools has a 2-Hour late start due to weather, there will be NO A.M. CLASS.

Mental Health

Mental Health at preschool focuses on the promotion of positive self-worth, respect for individual differences, and the ability to build positive relationships with peers and caregivers. Children develop coping skills, problem solving and ways to manage stress. Accomplishments in this area will affect a child's ability to play, live, learn and work within the home, school and other environments.

Disabilities

Little Rascals Preschool works very closely with its community partners, such as Area Education Agencies, to help identify problems that may interfere with a child's development. Fully inclusive environments are created to help all children feel accepted and valued; get along with others; foster self-confidence and self-esteem; develop self-awareness and self-control; and gain a sense of belonging in their classroom, community and the world. That is, we create environments that are responsive to the needs of all children.

Cleaning and Sanitization (IQPPS 5.12, 9.11)

The facility will be maintained in a clean and sanitary condition. When a spill occurs, the area will be made inaccessible to children and the area will be cleaned immediately.

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with detergent and water, then rinsed, sanitized and air dried. **(IQPPS 5.24)**

Staff will be trained in cleaning techniques, proper use of protective barriers such as gloves, proper handling and disposal of contaminated materials, and information required by the US Occupational Safety and Health Administration about the use of any chemical agents. Staff clean and sanitize toilet seats, toilet handles, toilet bowls, doorknobs or cubicle handles and floors either daily or immediately if visibly soiled. **(IQPPS 9.11)**

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.

Procedures for standard precautions are used and include the following: (IQPPS 5.23) • Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized.

- Staff use barriers and techniques that minimize contact of mucus membranes or of openings in the skin with potentially infectious body fluids and reduce the spread of infectious disease.
- When spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing.
- After cleaning, staff sanitize nonporous surfaces by using the procedure described in the Cleaning and Sanitation Table.
- Staff clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning.
- Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container.

Hand Washing Practices (IQPPS 5.8)

Frequent hand washing is key to prevent the spread of infectious diseases. Teachers teach children how to wash their hands effectively. Posters of children using proper hand washing procedures are placed by each sink. The program follows these practices regarding hand washing: Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.

Hand washing is required by all staff, volunteers, and children when hand washing reduces the risk of transmission of infectious diseases to themselves and to others.

Staff 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; and

Adults also wash their hands:

- Before and after feeding a child;

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

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

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

First Aid Kit (IQPPS 9.13)

A First Aid kit is located in the preschool classroom and kitchen. It is inaccessible to children, but readily available for adult use. It is fully equipped according to guidance from Healthy Child Care Iowa. Following each use of the First Aid kit, the contents will be inspected and missing or used items replaced immediately. The First Aid kit will be inspected monthly. The First Aid kit is taken to the outdoor play areas as well as on field trips and outings away from the site (i.e. outdoor play and/or walks).

Fire Extinguishers, Fire Alarms and Carbon Monoxide Detectors (IQPPS 9.14) Fully working fire extinguishers and fire alarms are installed in each classroom and are tagged and serviced annually. Fully working carbon monoxide detectors are installed in each classroom and are tagged and serviced annually. Smoke detectors, fire alarms and carbon monoxide detectors are tested monthly and a written log of testing dates and battery changes is maintained and available.

Lead, Radon, Radiation, Asbestos, Fiberglass, Etc. (IQPPS 9.16)

Documentary evidence, available on site, indicates that the building has been assessed for lead, radon, radiation, asbestos, fiberglass, or any other hazard from friable material. Evidence exists that the program has taken remedial or containment action to prevent exposure to children and adults, if warranted by the assessment.

Water Supply (IQPPS 9.17)

A safe water supply is available to children throughout the day and at mealtimes.

Air Quality

If high levels of air pollution from smog or heavy traffic exist, the program limits outdoor time and physical activity. If outdoor activity is not advisable, plans are made to provide activity to children indoors. Air quality can be monitored online at www.weather.com

Heating/Cooling/Ventilation (IQPPS 9.18)

All rooms that children use are heated, cooled and ventilated to maintain room temperature and humidity level. The maintenance staff or contractor certifies that facility systems are maintained in compliance with national standards for facility use by children.

Integrated Pest Management

The program uses the techniques known as Integrated Pest Management (IPM) so the least hazardous means are used to control pests and unwanted vegetation.

Fire Safety (IQPPS 9.14)

A fire extinguisher is installed in the preschool classroom with a tag indicating its annual service date. 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.

Air Pollution or Smoke

The city of Le Mars has a burning ordinance that prohibits any outside burning within city limits. Candles may not be used in the school. Doors and windows would be shut and locked should the air become a danger to the students while at school.

Child Abuse Reporting (IQPPS 10.9)

We are Mandatory Child Abuse Reporters and must notify the Department of Human Services if we suspect any kind of child abuse. All observations or suspicions of child abuse or neglect will be immediately reported to the child protective services agency no matter where the abuse might have occurred. The staff member will call to report suspected abuse or neglect. All staff will follow the direction of the child protective services agency regarding completion of written reports. If the parent or legal guardian of the child is suspected of abuse, staff will follow the guidance of the child protective agency regarding notification of the parent or legal guardian. Reporters of suspected child abuse will not be discharged for making the report unless it is proven that a false report was knowingly made. Staff who is accused of child abuse may be suspended or given leave pending investigation of the accusation. Such caregivers may also be removed from the classroom and given a job that does not require interaction with children. Parents or legal guardians of suspected abused children will be notified. Parents or legal guardians of other children in the program will be contacted by if a caregiver is suspected of abuse so they may share any concerns they have had. However, no accusation or affirmation of guilt will be made until the investigation is complete. Caregivers found guilty of child abuse will be summarily dismissed or relieved of their duties.

EMERGENCY PLANS

Our biggest priority is ensuring your child's safety. In our emergency procedures, we practice monthly drills for fire and tornado, required by the state. The fire drill will be practiced each month to familiarize the children and staff of proper exit procedures. In the event of a fire, the children will be immediately escorted out of the building using the closest (safe) exit. Staff will count all the children and complete a role call to confirm all children are present.

Fire, Tornado Drills, Bomb Threat and Lockdown Procedures (IQPPS 10.13) At least one (1) fire evacuation and (1) tornado drill is held each month unless the time of year is considered a cold weather exception by the local fire marshal. Lock down drills are conducted biannually. Students will go to a designated area considered to be safe. All other emergency procedures are practiced annually. School staff will supervise students and take attendance.

In the event of a tornado, children will be taken to the girls' restroom (designated tornado location) and will be moved to an inside wall, assuming the tornado position (seated on the ground, head tucked in, arms around head). At this time, staff will count and complete a role call to confirm all children are present. Children will remain sheltered until the all clear signal is sounded.

In the event that the center receives a threat to the building or its occupants (e.g., bomb threat, bodily injury threat, etc.), law enforcement and the parents will be immediately contacted to advise them of the threat. Depending on the nature of the threat, evacuation and/or closure may be required.

If there is a major disaster, children will be cared for on-site if it is safe or moved to another location. Parents are asked to pick up their children as soon as possible, and to please limit phone calls. Although we know you will be concerned about your child, we need to be free to care for all

children. Our center and evacuation sites all have first aid supplies, food, water, and blankets on hand if children need to remain in the center/evacuation site for an extended period of time. Sign out procedures will be followed. If you send another adult to pick up your child, they must be on your child's emergency list.

Little Rascals has an extensive emergency preparedness plan which is available upon request.

Lost or Missing Children (IQPPS 10.13)

In the event that a child is found missing from a classroom, the teacher will immediately notify the office. A building search will commence until the student is found. If the building search fails to locate the missing child, the principal, parents or guardian of the child, the local police and the Le Mars Community Schools Central Office are notified. Only when the child is found, or efforts are dismissed by the Police Department does the search end. In the event a child is missing from bus transportation to or from school, or from their pick-up or drop-off point notify the appropriate school office. The child's teacher, parents, the bus transportation office, and the principal are then contacted. A search begins. The local police are called when the school search has not found the missing child/children. Directions from the police are then followed by the school.

Medical Emergency

Any child exhibiting bacterial/viral or other unusual symptoms will be referred to your own physician or health care provider. Staff may take the child's temperature, but no medications shall be administered, unless staff is authorized to give medications.

Staff may administer first aid to an injured child within the scope of their training (apply pressure to stop bleeding, check for consciousness, do rescue breathing, etc.).

Another staff will call the child's parents, healthcare provider, or 911, based on the severity of the injury, as treatment is being administered. Parents will be contacted immediately. If emergency transportation has been called, a staff member will immediately retrieve the Emergency Consent Form and it will be kept with the child and provided to emergency personnel upon their arrival. A staff member will be assigned to go with the child.

Any staff member of the center will not transport children.

Dental Emergency:

Parents or legal guardians will notify the center of their preferred family dentist. If emergency dental care is required, a staff member will notify the parent or legal guardian and the family dentist immediately. First aid will be given according to the dentist recommendations. A staff member will remain with the child until the parent assumes responsibility for the child.

Any child requiring dental treatment must be transported to the dentist by their parents or legal guardians unless the parents give instructions otherwise. Children will not be transported by any staff member of the center.

Dental Emergency Procedures Continued:

- **Toothache**- We will help child rinse his/her mouth with warm water to clean out debris. We will use dental floss to remove any food that might be trapped between the teeth. If swelling is present, a cold compress will be placed on the outside of the child's cheek.
- **Knocked-Out Tooth**- If child's tooth gets knocked out we will first rinse the tooth off and then place the tooth in a container of milk or cool water. Parents will be called immediately.
- **Broken Tooth**- Staff will gently clean dirt or debris from the injured area with warm water. Next, a cold compress will be placed on child's face, in the area of the injured tooth, to minimize swelling.

Parents will be encouraged to take child to the dentist immediately. • **Bitten Tongue or Lip**- Direct pressure will be applied to the bleeding area with a clean cloth. If swelling is present, a cold compress will be applied. If bleeding does not stop, parents will be called. If the wound is severe, 911 will be called immediately.

• **Objects Wedged Between Teeth**- Staff will first try to remove the object with dental floss. If staff is not successful in removing the object parents will be contacted and encouraged to take child to the dentist.

Medical Emergencies and Notification of Accidents or Incidents (IQPPS 10.13) Little Rascals Preschool and Daycare has an "Emergency Procedures Booklet" that describes the following situations and procedures to follow:

- Response to Any Emergency
- Staff Responsibilities
- Tornado
- Fire
- Hazardous Materials
- Sheltering/Evacuation Procedures
- Assault/Fights
- Bomb Threat
- Intruder/Hostage
- Serious Injury/Death
- Student Unrest
- Weapons
- Emergency Alert Stations (EAS)
- Warning and Notification
- Lock-Down Procedures
- Evacuation to Relocation Centers
- Media Procedures

This booklet will be easily accessible to staff and upon request, will be given to parents. The booklet will be reviewed by each staff member at the beginning of each school year and when changes are made to it.

In the event that your child receives a minor, non-life-threatening injury during their time at 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 major incident or injuries will be documented on an injury form and a copy will be kept in the main office. A copy may be given to the parent, so they are aware of the incident. All staff will have immediate access to a telephone that allows them to summon help in an emergency. The telephone numbers of the Fire Department, Police Department, Hospital, and Poison Control will be posted by the phone with an outside line. Emergency contact information for each child and staff member will be kept readily available. The list of emergency telephone numbers, and copies of emergency contact information and authorization for emergency transport will be taken along anytime children leave the facility in the care of facility staff.

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

Any staff member of the center will not transport children.

Reporting Incidents

We keep written records of all accidents, incidents or injuries to a child together with any first aid

treatment given. Any event, however minor, is recorded by completion of an Injury/Incident Report and the procedure is the same for both types of events as follows:

1. An Injury/Incident Report is completed and signed by the member of staff who witnessed the event.
2. The Injury/Incident Report includes the child's name, the date of the accident or incident, details of the accident or incident, and the initials of the member of staff who completed the report.
3. Parent will be notified on the day of an incident involving a minor injury or accident or health status change.
4. Parent will sign the report and be given a copy of the report. A duplicate copy will be placed in the child's file.

In the event a child is seriously injured, there's a significant change in health status or when an incident includes a child being involved in inappropriate, sexually acting out behavior, parents will be called immediately. The same documentation procedure will be followed as above.

Protection from Hazards and Environmental Health (IQPPS 9.12, 9.16, 9.17, and 10.7)

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

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

The program maintains facilities, so they are free from harmful animals, insect pests, and poisonous plants. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility and in a manner that prevents skin contact, inhalation, and other exposure to children.

Smoke Free Facility (IQPPS 9.19)

In compliance with the Iowa Smoke Free Air Act of 2008, Little Rascals building, and grounds are smoke free. No smoking is allowed on the school grounds or within sight of any children. Any vehicle that is used to transport children and outdoor play areas are entirely smoke free at all times. No smoking signs are posted in these locations. Smoking around the children is not permitted including field trips, indoor/outdoor activities, and socializations. Parents and volunteers needing to smoke may do so in their own vehicles out of sight from children.

Child Protection Policies (IQPPS 10.8, 10.16, 10.19)

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

The program has written 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 three years and within six months of employment.

The Le Mars Community 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.

Custodial Rights

Little Rascals Preschool Program complies with all court-mandated custodial orders.

Staff must release a child to either biological parent, unless we have a copy of the custody order or court document on file. If there is no court document available and if there is any doubt that the child should leave with the parent, staff may choose to call the custodial parent/guardian/entity and/or the police department. It is in the best interest of the child that parents notify us immediately of any family changes that could be a potential problem. We are bound by confidentiality policies not to discuss or give out information on children to anyone else, but we do ask parents confide in us when necessary.

Building and Physical Design

There is a minimum of 35 square feet of usable space per child in each of the primary indoor activity areas. **(IQPPS 9.9)**

Substance Abuse

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

Intoxication Policy

In the event that an intoxicated parent, guardian or other adult would walk onto the school premises or enter the school and wish to take home a student from any classroom including the preschool classrooms, he or she would be escorted to the office by the center personnel. The police would be called immediately, and the person would be released to the officer for any action taken.

Community Relationships (IQPPS 8.1-8.6)

Linking with the Community Program staff maintains a current list of child and family support services available in the community based on the pattern of needs they observe among families and based on what families request (e.g. Health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention /special education screening and assessment services, and childcare subsidies). The list is at the end of this document and can be used to assist in locating, contacting, and using community resources that support children and families' wellbeing and development. **(IQPPS 8.1)**

STAFF (IQPPS 10.15 - 10.20)

General Information

The Le Mars Community School District has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. Little Rascals Universal Preschool is partnered with LCS and follow these personnel policies. 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.

Health Assessment

The preschool program required all paid preschool staff and for all volunteers who work more than 40 hours per month and have contact with children to have an initial employment physical as required by the Iowa Department of Education. 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. Capacities and limitations that may affect job performance.

Employees

All preschool teachers, teacher assistants, substitute teacher assistants and volunteers will be subjected to a record check and FBI fingerprinting before working with preschool students. Iowa Record Checks are done through DCI which searches the sex offender registry and the DHS Child Abuse Registry.

First Aid/CPR Certification

Employees will be required to complete the necessary First Aid and CPR certification requirements as outlined by the IQPPS. At least one staff member who has a certificate showing 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. **(IQPPS 5.2) Staffing**

Patterns and Schedule (IQPPS 10.4)

The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing for Iowa's Quality Preschool Program Standards of maintaining an adult/child ratio of at least 1:10 for 4-year olds and 1:8 for 3-year olds at all times. The program director and on-site supervisor will maintain lists of current substitutes for both the preschool teacher and the preschool teaching assistant in case of absence. If one of the teaching staff needs to temporarily leave the classroom, the person will call the names on the list to arrange for coverage in order to maintain the adult/child ratio.

Staff Development Activities (IQPPS 6.6, 10.15)

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

Reporting of Child Abuse by Staff (IQPPS 10.8)

Every Little Rascals staff member is a mandatory reporter of child abuse to the Iowa Department of Human Services. Section 232.69 of the Iowa Code requires that every employee of a licensed daycare or preschool facility, who in the course of employment reasonably believes a child has suffered sexual abuse, physical abuse or neglect, to make a report to the Iowa Department of Human Services within 24 hours.

Staff members may directly report suspected incidents of child abuse or neglect to the Iowa Department of Human Services and will complete all necessary paperwork. The staff member should inform the Director of the report and together decide whether or not to inform the parents of the report.

If a Little Rascals staff member is accused of abuse and/or neglect by a parent or co-worker, such an accusation will be reported to the Director and a determination will be made as to whether there is reasonable cause to suspect that a child has been subjected to abuse and/or neglect. If there is

reasonable cause, a report must be made to the Department of Human Services (DHS). Little Rascals will cooperate with any DHS investigation. In addition, the accused staff member will be informed of the allegations and be given an opportunity to respond to those allegations. Termination of employment after a child abuse allegation is at the discretion of the Director.

Licensure Requirements (IQPPS 6.3, 6.4)

All preschool staff must complete the Mandatory Child Abuse Reporting Training and be familiar with child abuse and neglect reporting procedures.

All staff must be properly endorsed and licensed through the appropriate agency, in most cases, the Iowa Department of Education. Teachers must have the following endorsement to be employed as a preschool teacher in the Le Mars Community School District: - PK-K Teacher, Pre-Kindergarten Kindergarten Classroom - PK-K Early Childhood Special Education Teacher/Classroom

Staff Handbook:

All preschool staff, teachers and teachers associate, will receive a copy of the staff handbook. The handbooks and policies will be covered during the staff orientation at the beginning of the year. This will be an annual requirement. These handbooks will cover information on hours of work and dismissal, assignment and transfers, staff leaves, evaluation, physical examination grievance procedures, and the annual notification requirements such as information on asbestos, child abuse reporting, substance free workplace, emergency procedures (including a weapon), and much more. It will be the responsibility of the employee to know the information covered in the various handbooks and policies. A staff orientation will be held annually in the fall to review the required handbooks and policies. Please ask the program director if you have any questions regarding handbooks, policies, or other concerns.

Parent Handbook:

All staff will receive a copy of the Parent Handbook. Much of the information in the Parent Handbook is also outlined in the Staff Handbook. Coverage of the Parent Handbook will be included in the staff orientation meeting at the beginning of the year.

Substitutes:

Little Rascals require both teachers and teacher associates to complete the necessary paperwork when a substitute is need. The certified teacher contract outlines the various leaves and the procedures of each leave.

Professional Development Days

Throughout the school year, preschool teachers and associates will have professional development activities to attend and there will be no preschool on these days. Teachers will provide a monthly calendar so parents can plan for these days. These days will be charged on your weekly bill.

Grievance Policy:

Little Rascals strives to be the very best in the services we provide to children and families and encourage open communication between our staff and parents and community partners. We recognize there is always room for improvement. If you are dissatisfied with any aspect of the services provided, we want it corrected as quickly as possible. This can only be achieved if it is identified immediately. Please feel free to discuss any concerns with the Director, On-Site Supervisor, or the Universal Preschool Teacher and we will try to get the problem resolved as quickly as possible!

CHILD AND FAMILY SUPPORT SERVICES

DENTAL

Family First Dental -

29 Plymouth St. W
Le Mars, IA 51031
712-546-8823

Jeneary Dental -

827 Holton Dr.
Le Mars, IA 51031
712-546-4556

Le Mars Dental Center -

1311 Hawkeye Ave. SW
Le Mars, IA 51031
712-546-5183

Siouxland Community Health Center -

1021 Nebraska St.
Sioux City, IA 51105
712-252-2477

Dunes Dental 4 Kids -

350 Oak Tree Ln Ste. 100
Dakota Dunes, SD 57049
605-242-4700

HEALTH CARE RESOURCES

CHILD HEALTH SPECIALTY CLINICS (CHSC) - provides evaluation and treatment for children and youth (UNDER AGE 22) with special health concerns; chronic health problems; growth or weight concerns; anemia; coronary heart disease; eating problems/disorders; nutrition; and special health care needs. Charges are based on family income.

St. Luke's Regional Medical Center:

1-800-352-4660 Ext. 3411 or 712-279-3411 2720
Stone Park Blvd. W 37 Sioux City, IA 51104

Children & Families of Iowa:

515-288-1981

Includes programs and services for family and individual counseling; family crisis intervention; family violence; domestic abuse intervention.

8:30AM-5:00PM Weekdays

COUNCIL AGAINST DOMESTIC VIOLENCE/SEXUAL ASSAULT:

800-982-7233

FaDDS (Family Development & Self Sufficiency):

Mid Sioux Opportunity, Inc

800-859-2025

FAMILY VIOLENCE CENTER:

515-243-6147

Daily/24 Hours Safe shelter and crisis counseling, emotional and physical abuse. Shelter accepts all women over 18 or independent teens. No victims of stranger assaults or rape unless referred by Victims Services.

Floyd Valley Clinics Physicians

Le Mars: 714 Lincoln St NE

712-546-7871

Visiting Specialists: Floyd Valley

Audiology 712-546-3332

Cardiovascular Associates 712-239-4702

Dermatology 712-224-8677

Ear, Nose & Throat 712-546-3332

General Surgery 712-546-3332

Nephrology 712-546-3332

Oncology 712-546-3441

Pain Services 712-546-3640

Pediatrics 712-546-3645

Pulmonary 712-546-3332

Podiatry 712-546-7490

HEALTH INSURANCE HAWK-I Healthy Kids in Iowa –

No cost or low cost health care coverage for children up to the age of 19.

Call 1800-257-8563 if you have questions.

Hope Therapy Services

(Speech Language Pathologist)

879 Holton Drive, , Le Mars, Iowa

712-540-3488

Occupational Therapy Services in Le Mars, IA

712-546-3377

PARTNERSHIP FOR PRESCRIPTION ASSISTANCE:

800-762-4636

Free medicine to economically stressed families who do not have health insurance and do not receive Medicare or Medicaid.

POISON CONTROL CENTER National:

800-222-1222

Speech Therapy Services in Le Mars, IA

712-546.3381 or 800-642-6074, ext. 3381

SUBSTANCE ABUSE Iowa Substance Abuse Information Center:

866-242-4111

Information about alcohol, other drug use and abuse, and related topics, plus referrals to local treatment centers, support groups, and prevention programs.

SUICIDE National Suicide Hotline/... Runaway Hotline:

1-800-SUICIDE

1-800-273-8255

TEEN LINE:

800-443-TEEN

800-443-8336

Personal and confidential information and referral; AIDS/HIV; alcohol/drug use; anorexia/bulimia; birth control/pregnancy; health concerns; nutrition; relationships; runaway services; sexuality; sexually transmitted diseases(STDs).

WIC & MATERNAL CHILD HEALTH CLINIC SITES:

All locations: cell # 712-539-0869

Floyd Valley Hospital

Urgent Health Care

Contact the urgent care health specialists in Le Mars, IA, 712-546-8111 x2201. Floyd Valley Healthcare's urgent care services are provided Monday through Thursday from 8:30 a.m. to 8 p.m., Friday 8:30 a.m. to 5:00 p.m. and Saturday 8:00 a.m. to 12:00 p.m., by trained staff (physicians, physician assistants or certified nursing practitioners) who treat minor and moderate illnesses such as fevers, sore throats, colds, flu, cuts, sprains or strains.

Emergency Department in Le Mars, IA

714 Lincoln St NE, Le Mars IA 712-546-7871

The Emergency Department is available at Floyd Valley Healthcare 24 hours a day, seven days a week.

MENTAL HEALTH

Alegent Health Psychiatric Resources in Omaha, NE is a network of highly skilled and experienced psychiatrist, nurse practitioners, psychologists and mental health and chemical dependency therapists. Clinics are conveniently located throughout Omaha, NE. A complete range of services is offered.

Associates for Psychiatric Services in Sioux City, IA, specializes in the treatment of mental, behavioral and emotional disorders. A full range of treatment services from depression to child behavior issues is offered along with one-on-one counseling, family counseling and group support. Services also include psychiatric and psychological evaluations, psychological testing, medication management, and other services based on the patient need.

Avera Behavioral Care in Sioux Falls, SD, offers unique behavioral health treatment for children. Their programs include specific treatment and support for young patients. Avera Behavioral Health Center is a dedicated wing for childhood behavioral health patients where a child will receive personal attention and care, and experience specially tailored healing designed to meet the needs posed by his or her specific situation. Other inpatient and outpatient services are offered.

Boys and Girls Family Services Inc. in Sioux City, IA, offers a variety of programs and services along with counseling, education, recreation, community service and supportive living environments. In all programming, the trained, professional staff strive to provide both a safe and therapeutic environment optimal for each individual's growth and learning.

Children's Speciality Health Clinics in Spencer, IA and Sioux City, IA serves children and youth, birth through 21 years of age, who live in Iowa and have a chronic condition (physical, developmental, behavioral, or emotional) or are at increased risk for a chronic condition and also have a need for special services. The vision of Child Health Specialty Clinics is to Assure a System of Care for Iowa's Children with Special Health Care Needs. CHSC is proud of its over 50-year history of successfully providing services to Iowa's children with chronic physical, developmental, behavioral, emotional health needs.

Dean and Associates in Sioux City, IA works with individuals, couples, and families. They serve children, adolescents and adults with a wide range of mental health services, including individual and group therapy, as well as mediation management.

Integrated Health Home (IHH) is a team of professionals working together to provide whole-person, patient centered, coordinated care for adults with a serious mental illness (SMI) and children with a serious emotional disturbance (SED). This program is administered through the Iowa Department of Human Services.

Kansas City Center for Anxiety Treatment in Overland Park, KS is designed to provide a broad range of diagnostic and treatment services for a variety of anxiety-related problems including the obsessive-compulsive spectrum, panic disorder, separation anxiety, social anxiety, phobias, post traumatic stress, and more generalized problems involving excessive worry, anxiety, and stress reactions. They also treat disorders commonly co-occurring with anxiety such as depression and ADHD. The staff at the Kansas City Center for Anxiety Treatment have specialized training in the cognitive behavioral treatment of anxiety and stress-related disorders.

Mental Health Associates in Sioux City, IA, provides individual, marital, family & play therapies and psychological evaluations by a group of highly trained professionals that include PhD, PsyD and licensed social workers (MSW).

Munroe-Meyer Institute in Omaha, NE, provides a unique range of services for individuals with disabilities. MMI provides medical and health care services. Their interdisciplinary team approach

assures a family-centered, comprehensive diagnostic, and treatment program, specific to the client's needs. Parents, teachers, therapists, and community service providers are welcome team members in the provision of services. An individual can be referred to MMI by a physician or other health care professional, a school district, a social service agency, or a family member.

Parkview Psychological Services in Sioux City, IA offers a broad range of services that are provided by experienced licensed professional psychologists. Services include: individual, family, specialized group therapy and psychological evaluation and testing.

Plains Area Mental Health Center, located in Le Mars, Cherokee, Ida Grove, Orange City, Carroll and Storm Lake, provides professional, confidential psychiatric services for medication management, along with outpatient counseling to assist individuals of all ages, couples and families. Treatment focuses on issues ranging from stress, depression, anxiety, trauma, abuse, loss, and more. Their professional staff includes psychiatrists, clinical psychologist, nurse, community outreach and licensed social workers.

Prairie Pediatrics and Adolescent Clinic in Sioux City, IA specializes in the diagnosis, management and treatment of Attention Deficit Hyperactive Disorder (ADHD). This diagnosis is characterized by persistent and developmentally inappropriate levels of inattention. Impulsivity, disorganization, and variable hyperactivity commonly accompany the attention difficulties. Their clinic includes social, psychological, and school program support for students diagnosed with ADHD/ADD.

Renewing the Mind Clinic in Sioux City, IA, specializes in Cogmed Working Memory Training. It is a web-based intervention for attention problems caused by poor working memory. Cogmed combines cognitive neuroscience with innovative computer game design and close professional support to deliver substantial and lasting benefits to users. With coaching and support students will likely improve in the ABC's of Cogmed: Attention, Behavior and Capacity to learn. Dr. Sanchez's services also includes: psychological testing, health & wellness coaching, mental skills, coaching for athletes, Mindfulness Therapy, Cognitive Behavioral Therapy and Parent-Child Interactional Therapy.

Siouxland Mental Health in Sioux City, IA, provide a comprehensive range of mental health services for the evaluation and treatment of people of all ages experiencing mental illness, individual or family emotional distress, and overwhelmingly stressful circumstances; to provide educational services to prevent or ease such conditions; and to promote the emotional well-being of people in Woodbury County and nearby communities. The trained professionals on their staff include a Child and Adolescent Psychiatrist and licensed Social Workers.

University of Iowa Hospitals and Clinics in Iowa City, IA provides a full range of mental health services to children and adolescents. Mental health staff members offer services ranging from outpatient care to acute inpatient treatment. Services include medication management, educational consultation and testing, psychological testing, individual therapy, and family counseling. Their team includes psychiatrists, psychologists, social workers, therapists, nurses, and educators.

NUTRITION

USDA National School Lunch Program

Provides free and/or reduced lunch/milk/breakfast for qualifying children
Contact local school for details.

Supplemental Nutrition Assistance Program (SNAP)

Plymouth County Department of Human Services
19 2nd Ave. NW
Le Mars, Iowa 51031
Provides food stamps for qualifying families.

MidSioux Opportunity

306 12th ST SE
Le Mars, Iowa 51031
712-546-6603

National Hunger Hotline

1-866-348-6479 or 1-877-842-6273

Food Bank of Siouxland

1313 11th ST. #1
Sioux City, Iowa 51105
1-712-255-9741

Le Mars BackPack Program

209 2nd Ave. SW
P.O. Box 308
Le Mars, Iowa 50131
712-548-4437

Parenting Resources**Fortitude Mental Health Services L.L.C.: Parenting & Family Therapist**

101 Central Avenue SW
Le Mars, Iowa 51031
(712) 357-8726

Foundations Mental Health Center, LLC: Parenting & Family Therapist

3450 S Lakeport St Ste B
Sioux City, Iowa 51106
(712) 335-7141 x2

Meylor Therapy Services, LLC: Marriage & Family Therapy

4300 S Lakeport Rd Suite 105a Sioux City, Iowa 51106 (712) 380-1478

Child Care Assistance Program (DHS)

712-957-5135

CHILD SUPPORT RECOVERY: Cherokee, Ida, Plymouth Counties –
Sioux City Office, 520 Nebraska, Sioux City, IA 51101
712-255-2749

HOMELESS Nineline (Shelters for Homeless):
800-999-9999

HOUSING Siouxland Regional Housing
712-252-4520
Northwest Iowa Regional Housing Authority (NWIRHA)
2016 Hwy. Blvd. Suite N, Spencer, IA 51301

IOWA DEPARTMENT OF HUMAN SERVICES (DHS):

Early and periodic screening, diagnosis and treatment; state childcare assistance; aid to dependent children; family support subsidy program; home and community-based services program; food care stamp program; foster care; child protective services; medically needy Plymouth County Social Worker: 215 Central Ave SE, Orange City, IA 51041
712-737-2943 (800-337-2943)
Income Maintenance: 215 Central Ave SE, Orange City, IA 51041
712-737-2943 (800-337-2943)

ISU EXTENSION SERVICES:

An Extension Field Specialist is available to answer questions on nutrition, child development and childcare, money management, family life, and many other topics.
Plymouth County Extension Office:
712-546-7835

LEGAL AIDE Legal Services Corporation:

520 Nebraska, Sioux City, IA
712-277-8686

MID SIOUX OUTREACH OFFICES

Plymouth: 180 10th SE, Le Mars, IA 51031
712-546-6603

SOCIAL SECURITY ADMINISTRATION:

Sioux City 320 6th St. (Toll-free number): 800-772-1213

YOUTH RUNAWAY HOTLINE :

1-800-RUNAWAY

CHILD WELFARE

Plymouth County DHS -

19 2nd Ave. NW
Le Mars, IA 51031
712-737-2943 or 1-800-337-2943

Child Abuse/Child Protective Services -

1-800-362-2178

SPECIAL EDUCATION/EARLY INTERVENTION

Early ACCESS is the system implemented by the state of Iowa to serve children from birth to age three, who have either a developmental delay, or have a condition that has a high probability of later delays if early intervention services are not provided. Eligible children and their families receive service coordination to assist them in accessing the services and supports they need.

Cindy Chettinger

Early Childhood Special Education
800/352-9040, Ext. 6340

cchettinger@nwaea.org

In addition, the **Educational Services Early Childhood consultant and the Early Childhood Special Education consultants** work collaboratively to provide support to all early childhood centers and programs, both public and private, in Northwest Area Education Agency. We provide on-going professional development to all preschool providers. Training opportunities include Quality Preschool Program Standards (QPPS), Every Child Reads (ECR), Positive Behavior Support (PBS), Iowa Early Learning Standards (ELS), and curriculum specific to early childhood.

Cindy Chettinger

Early Childhood Special Education
800/352-9040, Ext. 6340
cchettinger@nwaea.org

Sally Hartley

Early Childhood Special Education/Early Childhood Consultant
800/352-9040, Ext. 3512
shartley@nwaea.org

Joyce Vermeer

Early Childhood Consultant
800/352-9040, Ext. 7838
jvermeer@nwaea.org

CHILDCARE SUBSIDIES**Plymouth County Department of Human Services**

19 2nd Ave. NW
Le Mars, Iowa 51031
712-546-8877

Northwest Early Childhood Iowa

400 Central Ave NW
Orange City, Iowa 51041
712-707-9599

United Way of Siouxland

701 Steuben Street
Sioux City, IA 51101
712-255-3551

As childcare providers, we believe that our center offers children the opportunity to learn, grow, and develop with siblings and other children of different ages in a family-like atmosphere. We will treat your children as a loving part of our own family. We ask that you treat our staff with kindness and respect; and we shall treat you the same.

Thank you for choosing Little Rascals Preschool and Daycare. Should you have any questions, please don't hesitate to contact us at the center at (712) 541-6650 or Amber at (712) 540-4395, or Nicki at (712) 540-6011. We look forward to working with you to provide the best and most loving care for your child!!!

PARENT AGREEMENT

As the parent/guardian of _____, I have reviewed the policies for Little Rascals Preschool and Daycare.

I agree to follow the policies as written in the Parent Handbook.

Parent/Guardian Signature

Date