



OGDEN COMMUNITY SCHOOL DISTRICT
Early Childhood Program
Program Policies and Procedures
2023-2024

Ogden Early Learning Center (OELC)
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(515) 275-2795

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OGDEN COMMUNITY SCHOOL DISTRICT



MISSION STATEMENT

Engage, Educate, and Empower

VISION STATEMENT

Ogden Community School District will inspire the next generation of innovative thinkers to persevere and succeed in meeting tomorrow's opportunities.

As a parent of a student who attends a public school district receiving Title I funds, you have the right to inquire and receive information about the qualifications of your child's teacher. If your child is taught by a non-highly qualified teacher for a period of four or more consecutive weeks, you will be notified.

NOTICE OF NONDISCRIMINATION

The Ogden Community School District offers career and technical programs in the following areas of study: Manufacturing; Business; Agriculture; Hospitality, Tourism & Management

It is the policy of the Ogden Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Maury Ruble, Ogden High School, 732 W. Division St., Ogden, IA 50212, 515-275-4034, maury.ruble@ogden.k12.ia.us.

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WELCOME TO THE EARLY CHILDHOOD PROGRAM

The program's goal is to provide a high quality early childhood program meeting each child's needs, including children with disabilities and those from a diverse background. The early childhood program classroom provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new skill development. It is a setting where children feel cared for, safe, and respected. This is an opportunity for children to take part in planned, active learning experiences to build their school readiness skills.

The early childhood program has adopted and meets the Iowa Quality Preschool Program Standards, administered by the Iowa Department of Education. The Department of Human Services licenses our community partner, E.L.M. STREET Preschool. The Iowa Early Learning Standards along with The Creative Curriculum Goals and Objectives are used to guide expectations for the children and instructional practices.

QPPS 10.1

MISSION, PHILOSOPHY, AND GOALS

Mission:

The Ogden Community School District, in collaboration with the greater Ogden community, is committed to educational excellence for each and every student.

The goal of the school district is to provide the best possible opportunities for its students in order to maximize their learning.

The Early Childhood Program Philosophy of Education:

We believe:

- Student learning is the most important element of our society.
- Students learn best in a safe and caring environment.
- Innovative learning activities and various teaching strategies enhance learning.
- Respect for diversity develops tolerance within the school and our society.
- Effective learning produces life-long skills.
- Leaders never lose sight of best practice.
- Teaching the importance of citizenship benefits the school and the community.
- Productive discipline incorporates control, consistency, and care.
- Memorable and enjoyable activities foster learning.
- School, home, and community cooperation facilitates and reinforces learning.

Goals for Children:

Children will:

- demonstrate competency in social/emotional, physical, cognitive, and language development skills.
- be enthusiastic and curious learners.
- be safe and healthy.

Goals for Families:

Families will:

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

QPPS 2.1, 10.1

ENROLLMENT

Equal Educational Opportunity

It is the goal of the board to develop a healthy social, intellectual, emotional, and physical self-concept in the students enrolled in the school district. Each student attending school will have the opportunity to use its education program and services as a means for self-improvement and individual growth. In so doing, the students are expected to conduct themselves in a manner that assures each student the same educational opportunity.

It is the policy of the Ogden Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Maury Ruble, Ogden High School, 732 W. Division St., Ogden, IA 50212, 515-275-4034, maury.ruble@ogden.k12.ia.us.

The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

[OCSD Board Policy Code No. 102](#)

Eligibility

Preschool: Children must be at least four years of age on or before September 15th of the current school year.

Hours

The OELC is held: Monday, Tuesday, Thursday and Friday: 8:10-11:10 or 12:00-3:00

E.L.M. Street Preschool Hours:

3 & 4 year olds: Monday, Tuesday, Thursday and Friday: 8:30-11:05

4 & 5 year olds: Monday, Tuesday, Thursday and Friday: 12:30-3:05

General Information

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. **QPPS 5.1 and QPPS 10.4**

The maximum class size is 20 children in each session based on square footage of the current location. A teaching staff-child ratio of at least 1:10 will be maintained at all times to encourage adult-child interactions and promote activity among children. The teacher will maintain a current list of available substitutes for both the teacher and teacher assistant. Should one of the teaching staff need to temporarily leave the room, the

teacher will call the elementary office and the principal will arrange for coverage of the classroom to maintain the staff-child ratio.

Inclusion

The Early Childhood program provides all children, including those with disabilities and unique learning needs an opportunity to participate in early childhood programs. When needed, 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 early childhood facilities meet the Americans with Disabilities Act accessibility requirements.

QPPS 9.10

A CHILD'S DAY

Who Works in the Early Childhood Program

Program Administrators

The elementary principal is designated as the program administrator supervising the early childhood program. The elementary principal and the Early Childhood Director meet all qualifications described in the Iowa Quality Preschool Program Standards. **QPPS 10.2**

Teacher

A full-time teacher licensed by the Iowa Board of Educational Examiners and holding an Early Childhood Endorsement is assigned to the early childhood classroom. **QPPS 6.2**

Teacher Associate

A full-time teacher associate in the classroom carries out activities under the supervision of the teacher. The teacher associate will have specialized training in Early Childhood Education. **QPPS 6.3**

School Nurse

The early childhood program will have the assistance of the school nurse. The current nurse is a certified RN, and is recertified every three years. She maintains student health records by updating them quarterly, and attends to the health needs of the students while they are at school. She is available for parent consultation when necessary.

Support Staff

Heartland AEA 11 support staff provide resources and assistance to the teacher and classroom upon request to help all children be successful in the early childhood classroom setting. Such staff may include: Early Childhood Consultant, Speech and Language Pathologist, Social Worker, Occupational Therapist, Physical Therapist, or others.

Supervision Policy

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

- All safety plugs and electric outlets covered heat/AC, water temperature, and toilets, etc. in working order.
- All cleaning supplies/poisons are out of the reach of children 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 the environment - spills, sand, etc. Other serious problems will be reported to the head custodian.
- Upon arrival, each child is observed by the teacher for signs of illness or injury that could affect the child's ability to participate in the daily activities.

No child will be left unsupervised while attending the early childhood program. Staff will supervise primarily by sight. Supervision for short intervals by sound is permissible as long as teachers check every two to three minutes on children who are out-of-sight. **QPPS 3.7**

Daily Activities

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

Large and Small Group Activities	Self-Directed Play	Snack
<i>Learning Center Activities:</i> Art, Science, Writing Table, Games and Put Together Toys, Book Center, Blocks and Wheel Toys, Pretend Play	Story Time	Electronic Devices
Reading and Math Activities	Outdoor Activities	Individual Activities

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

Clothing

Your child will be learning through creative, active play that can sometimes be messy. Your child should wear comfortable, washable clothing as well as rubber-soled and closed-toe shoes to school. While we encourage the use of paint smocks or shirts during art projects, we can't guarantee that spills or stains will not occur. Clothing should be free of words, graphics, or pictures that are profane, immoral, illegal, or disruptive in nature. All families are asked to provide an extra set of clothing for their child in case of an accident. Please label the clothing clearly with your child's name to reduce the possibility of mistakes.

Objects from Home

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

Curriculum

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. **QPPS 2.1 - 2.3**

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 should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural nonsexist society. **QPPS 1.7**

The early childhood program uses *Creative Curriculum*, a research and evidence based comprehensive curriculum designed for early childhood. *The Creative Curriculum® for Preschool* identifies the knowledge, skills, and concepts important for early childhood children to acquire in each content area: literacy, math, science, social studies, the arts, and technology. The key components of *Creative Curriculum* include the following content areas:

- Literacy: vocabulary and language, phonological awareness, letters, words, print, comprehension, books and other texts, and sources of enjoyment
 - Mathematics: numbers; patterns and relationships; geometry and spatial awareness; measurement; and data collection, organization, and representation
 - Science: physical science, life science, and earth and the environment
 - Social Studies: spaces and geography, people and how they live, people and the environment, and people and the past
 - The Arts: dance, music, drama, and the visual arts
 - Technology: awareness of technology, basic operations and concepts, technological tools, and people and technology.
- QPPS 2.1, 2.2**

Child Assessment

Guiding Principles:

It is the school district's belief that assessment of young children should be purposeful, developmentally appropriate, and take place in the natural setting by familiar adults. The results will be used for planning experiences for the children and to guide instruction. Assessment will never be used to label children or to include or exclude them from a program. A family's culture and a child's experiences outside the school setting are recognized as being an important piece of the child's growth and development. All results will be kept confidential, placed in each child's file, and stored in a secure filing cabinet.

QPPS 4.1, 4.2, 4.3

Children are assessed in the following ways:

- *Creative Curriculum* is aligned with the Iowa Early Learning Standards.
- Observational data provides ongoing anecdotal records of each child's progress during activities.
- Early Literacy Individual Growth and Development Indicators (IGDIs) are given at the beginning, middle, and end of the year to monitor the growth of early literacy skills.
- Teaching Strategies Gold Assessment is an ongoing assessment through observation and documentation with three assessments throughout the year. This screening monitors social, emotional, physical, language, cognition, literacy, math, science and technology, social studies, the arts and English language acquisition.
- 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 show different skills in different settings. Working together, the teaching staff and families can gather a complete picture of a child's growth and development.

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

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

QPPS 7.3, 7.5

Assessment information will be shared formally with families during Parent Teacher Conferences in the fall and spring. The Early Childhood Program teacher will communicate weekly regarding children's activities and developmental milestones. Informal conferences are always welcome and can be requested at any time.

If, through observation or information using *Teaching Strategies Gold*, or IGDIs, the teacher feels that there is a possible issue related to a developmental delay or other special needs, she/he will communicate this to the family during a conference, sharing documentation of the concern. Suggestions for next steps may include the following, with the knowledge and consent of the parents:

- The teacher requests assistance from the Building Assistance Team (BAT) as an early intervention process. This team engages in problem identification, plan interventions, provide support, and make outside resources available to those individuals requesting assistance. The BAT Team is available and functional for all students and teachers in the building.
- A request made to Heartland Area Education Agency for support and additional ideas or more formalized testing.

QPPS 7.7, 7.8, 7.9

The Early Childhood Program 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

The Early Childhood Program implements the Iowa Quality Preschool Program Standards. Administrators, families, staff, and other routinely participating adults will be involved annually in a program evaluation that measures progress toward the program's goals and objectives. The annual evaluation process includes gathering evidence on all areas of program functioning, including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. The report of the annual evaluation findings will be available to families, staff, and appropriate advisory and governance boards upon request. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

Snacks, Foods, and Nutrition

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.

Snack is served at a regularly scheduled time. Two food groups will be represented at each snack time as outlined in USDA guidelines. A written snack menu is posted in the classroom and available to families. All menus are kept on file for review by a program consultant. The early childhood program serves a wide variety of nutritional snacks, and encourages children to expand their tastes by at least trying a portion of the food offered.

All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines. Clean, sanitary drinking water is made available to children throughout the day. Staff discards any foods with expired dates. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served.

For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider should provide the program with an individualized care plan prepared in consultation with family members and specialists involved in the child's care. Children with food allergies shall be protected from contact with the problem food. 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, serving as a visual reminder to all adults who interact with the child during the day. When any child with a disability has special feeding needs, the early childhood program staff will keep a daily record documenting the type and quantity of food the child consumes and provide parents with that information.

High risk foods, often involved in choking incidents, will not be served. For children younger than four years old, the high risk foods include hotdogs; whole or sliced into rounds, whole grapes, nuts, popcorn, raw peas, hard pretzels, spoonfuls of peanut butter, chunks of raw carrots, and pieces of meat which are too large to be swallowed whole. The school district does not use foods or beverages as rewards for academic

performance or good behavior, and will not withhold food or beverages as a punishment, nor will teaching staff ever threaten to withhold food as a form of discipline.

QPPS 5.9- 5.17

Child Guidance and Discipline

Teaching staff will equitably use Positive Behavior Intervention & Supports (PBIS), redirection, and planning ahead to prevent problems. 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. When 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.

QPPS 1.8

Challenging Behavior

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

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

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

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

QPPS 1.2, 1.8, 1.9, 3.5, 3.6

Permissible Methods of Discipline

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

Prohibited Practices

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

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

Water Activities

We have a water table in the classroom for children to play with their hands in the water. During water play children are involved in active experiences with science and math concepts. Children with sores on their hands are not allowed to participate with others in the water table to ensure that no infectious diseases are spread. Children are not allowed to drink the water during water play activities. When the activity period is complete, the water table is drained and refilled with fresh water before a new group of children comes to participate. Teaching staff supervises all children by sight and sound in all areas with access to water in tubs, buckets, and water tables.

QPPS 5.7

Outside Play and Learning

We have daily opportunities for outdoor play as the weather permits, providing the weather air quality and environmental safety conditions do not pose a threat. This allows children the opportunity to develop their large muscle skills, get exercise, and be active. We use the Child Care Weather Watch guidelines produced by Healthy Child Care Iowa to determine if the wind chill factor or heat index is safe for outdoor play.

When weather conditions do not permit us to go outside the children are given the opportunity to use indoor equipment for similar activities as they would use outside and are supervised at the same level as being outside. For example, tumbling mats may be offered for upper body activities or rolling across the mat.

To ensure your child can play comfortably outside it is important to dress him or her accordingly. When it is cold outside he or she would need a warm coat, mittens or gloves, and a hat. We also encourage labeling these items with your child's name. For the warmer days dressing your child accordingly is just as important. For those in-between days dressing your child in layers is a practical idea.

There are areas on the playground for children to be in the shade and still be active. We encourage you to bring a hat or other clothing for your child to wear as another protection from the sun. Please apply sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher before you send your child to school. Please be sure to apply an insect repellent containing DEET no more than once a day to protect your child from insect bites when the public health authorities recommend its use. Only with parental written permission sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher will be applied to your child's exposed skin. We will also use an insect repellent containing DEET (only with your written permission) no more than once a day to protect your child from insect bites when the public health authorities recommend its use.

A school employee will complete the National Program for Playground Safety's Suggested General Maintenance Checklists on a monthly basis.

QPPS 5.4, 9.5-9.8

Toilet Learning

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

1. Diapering will only be done in the designated diaper area, i.e., the bathroom adjacent to the classroom. Food handling will not be permitted in this diapering area.
2. Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standards:
 - Clothing that is soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
 - Teaching Staff check children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours. Diapers are changed when wet or soiled.
 - Teaching Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
 - At all times, a staff member has a hand placed on the child if being changed on an elevated surface.
 - Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
 - Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use.
 - Diapering and Gloving posters will be posted in the changing area showing procedures through the use of visuals and words. These procedures are used by the program administrator to evaluate teaching staff that change diapers.
3. Potty chairs will not be used due to the risk of spreading infectious diarrhea.
4. 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.

QPPS 5.5, 5.6

Classroom Animals and Pets

No live animals are to be inside the Early Childhood classrooms at any time unless brought in by the classroom teacher for an educational purpose. All animals must remain outside the school buildings during the visit. The early childhood 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 that staff and children practice good hygiene and hand washing when coming into contact with the animal and after coming into contact with the animal. Teaching staff supervises all interactions between children and animals and instructs children on safe behavior when in close proximity to animals.

Any children allergic to the pet will not be exposed to the animal. Reptiles are not allowed because of the risk for salmonella. It is the responsibility of the classroom teacher to ensure that requirements have been met.

Birthdays

Birthdays are an important and significant event in the life of a child. They afford the opportunity for children to be given special recognition. Accordingly, students who wish to bring treats for the class on their birthday may do so. Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. Those who have summer birthdays are welcome to choose a school day to celebrate with their class. Invitations to parties outside of school, which do not include the entire class, will not be distributed at school. **QPPS 5.10**

COMMUNICATION WITH FAMILIES

The program will promote communication between families and staff by using written notes as well as informal conversations or e-mail. Families are encouraged to send written notes with important information so all the staff who work with the child can share the parent's communication. Teaching staff will write notes for families no less than weekly. Staff will use these notes to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well being. Parents are encouraged to maintain regular, on-going, two-way communication with the teaching staff in a manner that best meets their needs - email, in person, notes, or phone calls. **QPPS 1.1, 7.5**

Open Door Policy

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

Arrival and Departure of Children

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

When bringing your child to school, we ask that you park your car in the designated parking spots and turn off the engine before entering the building. Please hold your child's hand as you enter the building to decrease the possibility of an accident. Parents or legal guardians must either accompany children to the classroom at the beginning of the day or leave their child in the care of one of the teaching staff. No child will be permitted to leave the building without an adult.

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

If your child qualifies to ride school transportation to the Ogden Early Learning Center, teaching staff will go to the bus as it arrives to greet and assist the student. At dismissal time, teaching staff will accompany each student to the vehicle and assist the student.

When all children have arrived, teaching staff will walk the children to the classroom where the early childhood teacher will record attendance for the day. Throughout the day each time children transition from one location to another, i.e. classroom to outdoor, the teacher will be responsible for counting the number of children whenever leaving one area and when arriving at another to confirm the safe whereabouts of every child at all times. **QPPS 10.9**

Transportation

Early Childhood Special Education students who attend the early childhood program may be eligible for school bus transportation. For these children, the facility will use a plan based on a functional assessment of the child's transportation needs as determined by the child's physician. This plan will address special

equipment, staffing, and care in the vehicle during transport. Any accommodations indicated in the child's Individualized Educational Program (IEP) will be implemented as described.

Attendance

Students who are enrolled for classes in the Early Childhood 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 8:30 A.M. For safety's sake, if a student is absent without notification, the school will attempt to contact the family to verify the child's absence from school.

Ethics and Confidentiality

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

Children's Records

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

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

Early Childhood Program Advisory Committee

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

QPPS 10.15

Grievance Policy

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

If you have a concern regarding some aspect of the program or policy, please contact the Elementary Principal who is the program administrator for early childhood. If you remain dissatisfied, you may contact the Superintendent of Ogden Community Schools.

QPPS 7.5

FAMILY INVOLVEMENT

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

Teachers and administrators use a variety of formal and informal ways to become acquainted with and learn from families about their family structure and their preferred means of child-rearing practices and communication; and information about their socioeconomic, linguistic, racial, religious, and cultural backgrounds as they wish to share. Families are surveyed in enrollment paperwork and through other questionnaires during the year regarding their family, beliefs, and preferences. Home visits are conducted as part of the program. Program staff communicate with families on at least a weekly basis regarding children's activities and developmental milestones, shared care-giving issues, and other information that affects the well-being of their children. Family teacher conferences are held in both the fall and spring semesters, as well as when either party requests. At least one Family Night is held during the year.

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

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

The Early Childhood Program invites you to become involved in one or all of the following ways, and welcomes other ideas as well.

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

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

The school district believes that families should be supported in making decisions about services that their children may need. The teaching staff will provide information to families about available community resources and assist as requested in helping the family make connections. **QPPS 7.1, 7.2**

Home Visits

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

Family Teacher Conferences

The early childhood program will have formal family teacher conferences at the same time as the elementary school. During the conference the teacher will share results of classroom assessments and samples of your child's work. Together you can make a plan to continue to encourage your child's growth and development.

Family Night

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

Transitions

Home-school connections are crucial to the transition to kindergarten or any other program, such as special education. The child's family provides the consistency and continuity necessary for a young child to be successful. Making a change from one program to another can sometimes be difficult for a young child whether the transition is within the same building or in another location. Teaching staff will partner with the family to make the transition as smooth as possible by connecting family members with the next program's staff. Early childhood staff will provide information about enrollment policies and procedures, program options, and arrange for a classroom visit whenever possible. **QPPS 7.7**

HEALTH AND SAFETY

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

Health and Immunization Certificates

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 prior to your child's first day.

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

QPPS 5.1

Health and Safety Records

Health and safety information collected from families will be maintained on file for each child in the school nurse's office or the E.L.M. Street 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 written consent from a parent or legal guardian for access to records; the child's parent or legal guardian; and regulatory authorities, upon request.

QPPS 5.1

Child Health and Safety Records will include:

1. Current information about any health insurance coverage required for treatment in an emergency;
2. Results of health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results;
3. Current emergency contact information for each child, that is kept up to date by a specified method during the year;
4. Names of individuals authorized by the family to have access to health information about the child;
5. Instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes);
6. Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions; conditions that require regular medication or technology support; and
7. The program must follow the requirements for exclusions related to immunizations established by the Iowa Department of Public Health (IAC 641-7.3).

Illness Policy and Exclusion of Sick Children

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

- fever greater than 100 degrees F
- vomiting
- diarrhea
- pink eyes with drainage
- cough with congestion and excessive nasal discharge

The established policy for an ill child's return:

- Fever free for 24 hours
- Chicken pox: one week after onset (or when lesions are crusted)
- Strep: 24 hours after initial medication
- Vomiting/Diarrhea: 24 hours after last episode
- Conjunctivitis: 24 hours after initial medication or when without drainage

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

Reporting Communicable Diseases

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.

QPPS 5.3

Medication Policies

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

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

- For prescription medications, parents or legal guardians will provide the school with the medication in the original, child-resistant container that is labeled by a pharmacist with the child's name, the name and strength of the medication; the date the prescription was filled; the name of the health care provider who wrote the prescription; the medication's expiration date; and administration, storage, and disposal instructions.
- For over-the-counter medications, parents or legal guardians will provide the medication in a child-resistant container. The medication will be labeled with the child's first and last names; specific, legible instructions for administration and storage supplied by the manufacturer; and the name of the health care provider who recommended the medication for the child.
- Instructions for the dose, time, and method to be used, and duration of administration will be provided to the teaching staff in writing (by a signed note or a prescription label) or dictated over the telephone by a physician or other person legally authorized to prescribe medication. This requirement applies both to prescription and over-the-counter medications.
- Medications will be kept at the temperature recommended for that type of medication, in a sturdy, child-resistant container that is locked and prevents spillage.
- Medication will not be used beyond the date of expiration on the container or beyond any expiration of the instructions provided by the physician or other person legally permitted to prescribe medication. Instructions that state that the medication may be used whenever needed will be renewed by the physician at least annually.
- The school staff record the instructions for giving the medication, consent obtained from the parent or legal guardian, amount, the time of administration, and the person who administered each dose of medication will maintain a medication log. Spills, reactions, and refusal to take medication will be noted on this log.

QPPS 5.8

Cleaning and Sanitization

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

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Toys and surfaces will be disinfected using a non-toxic solution. Machine washable cloth toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion must be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used.

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

Routine cleaning will be supervised by the early childhood teacher and will follow the Cleaning and Sanitation Frequency Table in Section III, page 47 of the QPPS manual. A checklist will be completed as indicated in the table.

Facility cleaning requiring potentially hazardous chemicals will be scheduled when children are not present to minimize exposure of the children. All cleaning products will be used as directed by the manufacturer's label. Non Toxic substances will be used whenever possible.

QPPS 5.19

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 early childhood teacher, all staff must be alert to the whereabouts of all children. Systems are in place for accounting for children at regular intervals, especially during periods of transition.
- All staff is to follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections.
- All staff are familiar with evacuation routes and procedures.
- All teaching staff complete "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 is present in the program at all times.

QPPS 5.19, 10.5

Hand Washing Practices

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).

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

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

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

QPPS 5.6

Medical Emergencies and Notification of Accidents or Incidents

The Ogden Community School District has in place a Crisis Response Reference Booklet that describes the following situations and procedures to follow:

- Media Procedures
- Intruder in the Building
- Hostage Situation
- Chemical Spill/Toxic Fumes
- Bomb Accidents
- Bomb Threat
- Evacuation/Alternate School Locations
- Explosions
- Student/Staff Death
- Death of Student's Parent/Guardian
- CPR/AED Guidelines
- Administrator's Checklist for Responding to a Crisis

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

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

Emergency phone numbers will be updated at least quarterly. Emergency phone numbers will be verified by calling the numbers to make sure a responsive, designated person is available. **QPPS 10.10**

Inclement Weather

In the event that the Ogden Community Schools must be closed due to inclement weather, local radio and television stations will be notified. Families will also receive a text and/or call through the infinite campus system.

Protection from Hazards and Environmental Health

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

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

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

QPPS 9.8, 9.11

Smoke and Nicotine Free Facility

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

QPPS 9.15

Substance Abuse

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

First Aid Kit

A First Aid kit is located in each early childhood classroom. 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.

QPPS 9.12

Fire Safety

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

QPPS 9.13

STAFF

General Information

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

QPPS 10.11

Hiring procedures include completion of the following checks:

- criminal-record check, free from history of substantiated child abuse or neglect check
- education credentials
- verification of age
- completion of high school or GED
- personal references
- current health assessment

CPR/First Aid Certification

At least one staff member has a certificate demonstrating completion of pediatric first aid training and CPR is always present with each group of children.

QPPS 5.2

Orientation

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

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

The employee's immediate supervisor should provide the new employee with a review of the employee's responsibilities and duties. Payroll procedures, employee benefit programs and accompanying forms will be explained to the employee.

QPPS 6.1

Staff development activities

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

Teaching staff will be informed of professional development activities provided by Child Care Resource and Referral, the local Empowerment areas, and the area education agency. Staff is expected to attend staff training and meetings throughout the year. Training will focus on early childhood topics relevant to the program and community.

QPPS 6.4, 6.5

Evaluation and Professional Growth Plan

An appropriate supervisor evaluates all staff, at least annually. Staff also evaluate and improve their own performance based on ongoing reflections and feedback from supervisors, peers, and families. From this, they develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development.

QPPS 6.6

Staffing patterns and schedule

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

Staff is provided space and time away from children during the day as appropriate. In addition, staff may request temporary relief when they are unable to perform their duties.

Child Protection Policies

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

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

The school district does not tolerate employees physically, or sexually abusing or harassing students. Students who are physically or sexually abused or harassed by an employee should notify their parents, legal guardians, teacher, principal, or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical or sexual abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations. The school district has designated Madelyn Wisecup as a Level 1 Investigator. The alternate investigator is Amy Krause. The Level 1 investigator may be reached at (515) 275-2795. **QPPS 10.6, 10.7**

Volunteers

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

OGDEN COMMUNITY SCHOOL DISTRICT POLICIES

The Early Childhood Program adheres to the policies of the school district. The policies listed below are subject to change, due to the continuous review and revision of School Board policies. All School Board Policies can be found on the OCSD web-site: <http://www.ogdenschools.org>

Abuse of Students by School District Employees (Board Policy 402.3)

Physical or sexual abuse of students, including inappropriate and intentional sexual behavior, by employees will not be tolerated. The definition of employees for the purpose of this policy includes not only those who work for pay but also those who are volunteers of the school district under the direction and control of the school district. Employees found in violation of this policy will be subject to disciplinary action up to and including discharge.

The school district will respond promptly to allegations of abuse of students by school district employees by investigating or arranging for the investigation of an allegation. The processing of a complaint or allegation will be handled confidentially to the maximum extent possible. Employees are required to assist in the investigation when requested to provide information and to maintain the confidentiality of the reporting and investigation process.

The school district has appointed a Level I investigator and alternate Level I investigator. The school district has also arranged for a trained, experienced professional to serve as the Level II investigator. The Level I investigator and alternate will be provided training in the conducting of an investigation at the expense of the school district. The names of the investigators are listed in the student handbook published annually in the local newspaper and posted in all school facilities.

Level I Investigator	Madelyn Wisecup 515-275-4266
Level I Alternate	Amy Krause 515-275-2795
Level II Investigator	Boone Co. Sheriff's office 515-433-0524

Multi-Cultural/Gender Equitable Education (Board Policy 603.4)

Students will have an equal opportunity for a quality education without discrimination, regardless of their race, religion, creed, socioeconomic status, color, sex, marital status, national origin, sexual orientation, gender identity or disability. The education program is free of discrimination and provides equal opportunity for the students.

The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Special emphasis is placed on Asian-Americans, African-Americans, Hispanic-Americans, American Indians, European-Americans, and persons with disabilities. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Annual Notice (Board Policy 506.1.e.9)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading or in violation of the student's privacy rights. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, AEA employees, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or student assistance team, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to inform the school district that the parent does not want directory information, as defined below, to be released. Directory information can be released without prior parental consent. The school district will not market or sell directory information without prior consent of the parent. Any student over the age of eighteen or parent not wanting this information released to the public must object in writing by the student's first day of school to the principal. The objection needs to be renewed annually.

NAME, ADDRESS, TELEPHONE LISTING, DATE AND PLACE OF BIRTH, E-MAIL ADDRESS, GRADE LEVEL, ENROLLMENT STATUS, MAJOR FIELD OF STUDY, PARTICIPATION IN OFFICIALLY RECOGNIZED ACTIVITIES AND SPORTS, WEIGHT AND HEIGHT OF MEMBERS OF ATHLETIC TEAMS, DATES OF ATTENDANCE, DEGREES AND AWARDS RECEIVED, THE MOST RECENT PREVIOUS SCHOOL OR INSTITUTION ATTENDED BY THE STUDENT, STUDENT ID NUMBER, USER ID OR OTHER UNIQUE PERSONAL IDENTIFIER, PHOTOGRAPH AND LIKENESS AND OTHER SIMILAR INFORMATION.

5. Even though (choose the applicable words - names, student addresses and telephone numbers) are not considered directory information, military recruiters and postsecondary educational institutions may legally access this information without prior parental consent. Parents not wanting military recruiters or postsecondary institutions to access the information must ask the school district to withhold the information. Also, school districts that provide postsecondary institutions and potential employers access to students must provide the same right of access to military recruiters. Parents not wanting military recruiters to contact their children, have the right to deny permission for this activity.
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC, 20202-4605.

The School District may share any information with the Parties contained in a student's permanent record, which is directly related to the juvenile justice system's ability to effectively serve the student. Prior to adjudication information contained in the permanent record may be disclosed by the School District to the Parties without parental consent or court order. Information contained in a student's permanent record may be disclosed by the School District to the Parties after adjudication only with parental consent or a court order. Information shared pursuant to the agreement is used solely for determining the programs and services appropriate to the needs of the student or student's family or coordinating the delivery of programs and services to the student or student's family.

Information shared under the agreement is not admissible in any court proceedings, which take place prior to a disposition hearing, unless written consent is obtained from a student's parent, guardian, or legal or actual custodian. Information obtained from others shall not be used for the basis of disciplinary action of the student. This agreement only governs a school district's ability to share information and the purposes for which that information can be used.

Fines-Fees-Charges (Board Policy 503.3)

The board believes students should respect school district property and assist in its preservation for future use by others. Students may be assessed fines, charges, or fees for the materials needed in a course, for overdue school materials, for participating in activities, or for misuse of school property.

The superintendent will inform the board of the dollar amount to be charged to students or others for fines, charges, or fees annually. Parents of students meeting specific financial eligibility standards will be eligible for a waiver of student fees or a reduction of student fees based upon the request of the parent. It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Additional information can be found in Board Policy [503.3R1 Student Fee Waiver and Reduction Procedures](#)

Corporal Punishment (Board Policy 503.5)

Corporal punishment is defined as the intentional physical punishment of a student and is prohibited. It includes the use of unreasonable or unnecessary physical force or physical contact made with the intent to harm or cause pain. No employee is prohibited from:

- Using reasonable and necessary force, not designed or intended to cause pain, in order to accomplish any of the following:
 - To quell a disturbance or prevent an act that threatens physical harm to any person.
 - To obtain possession of a weapon or other dangerous object within a pupil's control.
 - For the purposes of self-defense or defense of others as provided for in Iowa Code section 704.3.
 - For the protection of property as provided for in IOWA CODE section 704.4 or 704.5.
 - To remove a disruptive pupil from class or any area of school premises or from school-sponsored activities off school premises.
 - To protect a student from the self-infliction of harm.
 - To protect the safety of others.
- Using incidental, minor, or reasonable physical contact to maintain order and control.

Reasonable physical force should be commensurate with the circumstances of the situation. The following factors should be considered in using reasonable physical force for the reasons stated in this policy:

- 1) The size and physical, mental, and psychological condition of the student;
- 2) The nature of the student's behavior or misconduct provoking the use of physical force;
- 3) The instrumentality used in applying the physical force;
- 4) The extent and nature of resulting injury to the student, if any;
- 5) The motivation of the school employee using physical force.

Upon request, the student's parents are given an explanation of the reasons for physical force.

Student Complaints and Grievances (Board Policy 502.4)

Student complaints and grievances regarding board policy or administrative regulations and other matters should be addressed to the student's teacher or another licensed employee, other than the administration, for resolution of the complaint. It is the goal of the board to resolve student complaints at the lowest organizational level.

If the complaint cannot be resolved by a licensed employee, the student may discuss the matter with the principal within five days of the employee's decision. If the matter cannot be resolved by the principal, the student may discuss it with the superintendent within five days after speaking with the principal.

If the matter is not satisfactorily resolved by the superintendent, the student may ask to have the matter placed on the board agenda of a regularly scheduled board meeting in compliance with board policy.

Student Records Access (Board Policy 506.1)

The board recognizes the importance of maintaining student records and preserving their confidentiality. Student records containing personally identifiable information are kept confidential at collection, storage, disclosure and destruction stages. The board secretary is the custodian of student records. Student records may be maintained in the central administration office or administrative office of the student's attendance center. Student is defined as an enrolled individual, PK-12 including children in school district sponsored child-care programs.

Parents and eligible students will have access to the student's records during the regular business hours of the school district. An eligible student is a student who has reached eighteen years of age or is attending an institution of postsecondary education at the post high school level. Parents of an eligible student are provided access to the student records only with the written permission of the eligible student unless the eligible student is defined as a dependent by the Internal Revenue Code. In that case, the parents may be provided access without the written permission of the student. A representative of the parents or eligible student, who has received written permission from the parents or eligible student, may inspect and review a special education student's records. Parents, other than parents of an eligible student, may be denied access to a student's records if the school district has a court order stating such or when the district has been advised under the appropriate laws that the parents may not access the student records. Parents may inspect an instrument used for the purpose of collection of student personal information prior to the instrument's use.

Additional information can be found in [Board Policy 506.1](#)

Homeless Children and Youth (Board Policy 501.16)

The board will make reasonable efforts to identify homeless children and youth of school age within the district, encourage their enrollment and eliminate existing barriers to their receiving an education which may exist in district policies or practices. The designated coordinator for identification of homeless children and for tracking and monitoring programs and activities for these children is the Middle School Principal.

Definition: "Homeless children and youth" means individuals from age 3 through age 21 who lack a fixed, regular, and adequate nighttime residence.

Liaison: The elementary principal shall serve as the District's liaison for homeless children and youth.
<http://www.ogdenschools.org>

Section 504 and Parental Rights (Board Policy 102.e3)

The Ogden Community School District does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students. As a parent, you have the right to the following:

- Participation of your child in school district programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;
- Receipt of free educational services to the extent they are provided students without disabilities;
- Receipt of information about your child and your child's educational programs and activities in your native language;
- Notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;
- Inspect and review your child's educational records including a right to copy those records for a reasonable fee; you also have a right to ask the school district to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school district refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate; and
- Hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

It is the policy of the Ogden Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Maury Ruble, Ogden High School, 732 W. Division St., Ogden, IA 50212, 515-275-4034, maury.ruble@ogden.k12.ia.us.

Weapon Policy

The board believes weapons, dangerous objects, and objects that appear to be weapons or dangerous objects in school district facilities cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, and visitors on the school district premises or property within the jurisdiction of the school district. They also present a threat to the health and safety of students, employees, and visitors on the school district premises or property within the jurisdiction of the school district.

School district facilities are not an appropriate place for weapons, dangerous objects and objects that appear to be weapons or dangerous objects. Weapons, dangerous objects and objects that appear to be weapons or dangerous objects will be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district.

Parents of students found to possess weapons, dangerous objects or objects that appear to be weapons or dangerous objects on school property are notified of the incident. Possession or confiscation of weapons, dangerous objects or objects that appear to be weapons or dangerous objects will be reported to law enforcement officials, and students will be subject to disciplinary action including suspension or expulsion.

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

Weapons under the control of law enforcement officials are exempt from this policy. The principal may allow authorized persons to display weapons, other dangerous objects or look-a-likes for educational purposes. Such a display will also be exempt from this policy.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy. The administrative regulations are included in student handbooks, which are approved annually by the Board.

[OCSD Board Policy Code No. 502.6](#)