

Kids World

Daycare & Preschool

Statewide Voluntary Preschool Program Parent Handbook

Director
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Kids World Daycare and Preschool SWVPP Policies and Procedures
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Kids World Daycare & Preschool's Statewide Voluntary Preschool Program
Policies and Procedures

I. WELCOME TO KIDS WORLD'S STATEWIDE VOLUNTARY PRESCHOOL PROGRAM CLASSROOM QPPS 10.1

Welcome to Kids World's Statewide Voluntary Preschool Program classroom! The program's goal is to provide a high-quality preschool program meeting each child's needs. The preschool provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new skill development. It is a setting where children feel safe, respected, and cared for. This is an opportunity for all four-year-old children to participate in planned, active learning experiences to build their readiness skills. The preschool program has adopted and meets the Iowa Quality Preschool Program Standards, administered by the Iowa Department of Education. All rules, regulations, and information included are for clarification purposes.

II. MISSION, PHILOSOPHY, AND EXPECTATIONS/GOALS QPPS 16.1

Mission: The mission of our SWVPP preschool program is to prepare children to develop maximum knowledge and skills to become lifelong learners and responsible citizens. This will be accomplished by recognizing the value of each individual child and promoting academic and social growth in a challenging and caring environment.

We will know that we have accomplished this when the children:

- Recognize and strive to produce quality work.
- Accept responsibility for their behavior.
- Demonstrate excellence in essential academic skills.
- Practice habits that will maintain good health and physical well-being.
- Are life-long learners.
- Are responsible, contributing members of our democratic society.

OUR PROGRAM GOALS

- Promote a child's sense of individual worth and belonging as a part of a group and community.
- Provide opportunities to learn and grow through exploration and play.
- Explore small group activities for specific skills.
- Provide opportunities to experiment and problem solve.
- Create a language-rich environment through circle time, reading, books and conversation.
- Establish an open line of communication between parents through progress reports, conferences, and conversations.

Expectations

For Children:

- Children can expect to be in a safe and supportive environment.
- Children can expect to use all of the program equipment, materials and facilities equally.

- Children can expect to have respectful treatment.
- Children can expect to have discipline that is fair and non-punitive.
- Children can expect nurturing care from staff members who are actively involved with them.
- Children can expect to experience learning activities that are fun and creative and appropriate to the developmental level of the individual child.
- Children can expect to have their health care needs met.

For Parents:

- Parents can expect that their children will be cared for in a safe and supportive environment.
- Parents can expect to have the opportunity to talk to the teacher about concerns related to their child or the program.
- Parents can visit the program at any time.
- Parents will be regularly informed about the program activities.
- Parents will have open communication with the preschool staff.
- Parents will inform the preschool of updated phone numbers or addresses.

For the Center:

- The Center expects parents to pick up their children on time.
- The Center expects parents to respond to communication from the preschool staff.
- The Center expects parents to be a part of the educational team that is concerned and caring for your child.
- The Center expects children to respect the program rules and guidelines for their protection and safety and to enjoy their experience in our classroom.
- The Center expects parents' addresses and phone numbers to be up-to-date.

Kids World's Statewide Voluntary Preschool Program classroom follows the Centerville Community School District Calendar.

Centerville Community School District - 2026-2027 School Calendar

Board Approved – February 23, 2026

Summary of Calendar:
Days/Hrs. in classroom:
First Quarter..... 37/266.25
Second Quarter..... 40/288
Third Quarter..... 38/274.5
Fourth Quarter 37/267.25
TOTAL DAYS/HRS 152/1096

CALENDAR LEGEND

Informational
No School

Does not include Professional Development days/hours.

HOLIDAYS:

Labor Day	(9/7)
Thanksgiving Day**	(11/27)
Christmas Day**	(12/25)
New Year's Day	(1/1)
Good Friday	(3/26)
Memorial Day	(5/31)

** Denotes Teacher Paid Holiday

GRADUATION: May 23

CONFERENCES

Preschool / Elementary:
November 2 and 5
March 30 and April 1

Middle School / CHS:
November 3 and 5
March 2 and 4

Snow Make-up Days : Fridays will be used for snow make-up

All students will learn well, become lifelong learners, and contribute positively to society.

August 2026					Student Days/Hours	
M	T	W	Th	F		
10	11	12	13	14		
17	18	19	20	21		
~~24~~	25	26	27	28	4	27
31					5	34.25
September 2026						
	1	2	3	4	8	56
7	8	9	10	11	12	85
14	15	16	17	18	16	114
21	22	23	24	25	20	143
28	29	30			23	164.75
October 2026						
			1	2	24	172
5	6	7	8	9	29	208.25
12	13	14	15	16	33	237.25
19	20	21	22	23	37	266.25
26	27	28	29	30	41	295.25
November 2026						
2	3	4	5	6	45	324.25
9	10	11	12	13	50	360.5
16	17	18	19	20	54	389.5
23	~~24~~	25	26	27	56	403
30					57	410.25
December 2026						
	1	2	3	4	60	432
7	8	9	10	11	64	461
14	15	16	17	~~18~~	69	496.25
21	22	23	24	25	69	496.25
28	29	30	31		69	496.25
January 2027						
				1	69	496.25
4	5	6	7	8	73	525.25
11	12	13	14	15	77	554.25
18	19	20	21	22	81	583.25
25	26	27	28	29	85	612.25
February 2027						
1	2	3	4	5	89	641.25
8	9	10	11	12	94	677.5
15	16	17	18	19	98	706.5
22	23	24	25	26	102	735.5
March 2027						
1	2	3	4	5	106	764.5
8	9	10	11	12	111	800.75
15	16	17	~~18~~	19	115	828.75
22	23	24	25	26	115	828.75
29	30	31			118	850.5
April 2027						
			1	2	119	857.75
5	6	7	8	9	124	894
12	13	14	15	16	128	923
19	20	21	22	23	132	952
26	27	28	29	30	136	981
May 2027						
3	4	5	6	7	140	1010
10	11	12	13	14	144	1039
17	18	19	20	21	148	1068
24	25	26	~~27~~	28	152	1096
31					--	--
June 2027						
	1	2	3	4	--	--

180 Days/1080 Hours Calendar

Aug. 14 New Teachers Report
Aug. 17-20 Teacher Workshop (All Staff - 8/20)
Aug. 21 TQ Day
Aug. 24 First Day of School
Aug. 24 2 Hr. Early Out (Prof. Development)
Aug. 28 Friday No School
Aug. 31 First Day of Preschool

September No School Fridays:
Sept. 4th, 18th, 25th
Teacher PD: Sept. 18th
Sept. 7 Labor Day (No School)
Sept. 11 Friday School Day

October No School Fridays:
Oct. 2nd, 16th, 23rd, 30th
Teacher PD: Oct. 2nd, 23rd
Oct. 9 Friday School Day
Oct. 22 End 1st Qtr. (37 days/266.25hrs.)

November No School Fridays:
Nov. 6th, 20th
Teacher PD: Nov. 20th
Nov. 13 Friday School Day
Nov. 24 1 Hour Early Dismissal
Nov. 25 No School (P/T Conf. Replacement)
Nov. 26-27 Thanksgiving Holiday (No School)

December No School Fridays:
Dec. 4th, 11th
Teacher PD: Dec. 11th
Dec. 18 Friday School Day -1 Hr Early Out
Dec. 21-Jan. 1 Winter Break (No School)

January No School Fridays:
Jan. 8th, 15th, 22nd, 29th
Teacher PD: Jan. 8th
Jan. 4 Classes Resume
Jan 14 End 2nd Qtr. (40 days/288hrs.)
Jan. 15 No School (All Staff - Workshop)

February No School Fridays:
Feb. 5th, 19th, 26th
Teacher PD: Feb. 5th, 19th
Feb. 12 Friday School Day

March No School Fridays:
Mar. 5th, 19th, 26th
Teacher PD: Mar. 5th
Mar. 12 Friday School Day
Mar. 18 End 3rd Qtr. (38 days/274.5 hrs.)
Mar. 18 1 Hour Early Dismissal
Mar. 22-26 No School – Spring Break
Mar. 26 No School (P/T Conf. Replacement)

April No School Fridays:
Apr. 2nd, 16th, 23rd, 30th
Teacher PD: Apr. 16th, 30th
Apr. 9 Friday School Day

May No School Fridays:
May 7th, 14th, 21st
Teacher PD: May 7th
May 20 Seniors' Last Day
May 27 1 Hour Early Dismissal
May 27 End 4th Qtr. (37 days/267.25 hrs.)
May 28 Teacher Workshop Day
May 31 Memorial Day

** Denotes Teacher Workshop for No School

III. **ENROLLMENT**

Equal Educational Opportunity

It is the goal of the Kids World Board of Directors to develop a healthy social, intellectual, emotional, and physical self-concept in the children attending Kids World's Statewide Voluntary Preschool Program. Each child attending preschool will have the opportunity to use it and its education program and services as a means for self-improvement and individual growth. In doing so, the children are expected to conduct themselves in a manner that assures each child the same opportunities.

The Board of Directors supports the delivery of the education program and services to children free of discrimination on the basis of age, race, creed, color, sex, national origin, religion, or disability. This concept of equal educational opportunity serves as a guide for the Board of Directors and the preschool personnel in making decisions relating to employment of personnel, selection of educational materials, equipment, curriculum, and regulations affecting the children.

General Information QPPS 5.1

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

Eligibility

Children must be three or four years of age prior to September 15" of the current preschool year. Registration information is available from Kids World Daycare & Preschool or at the Centerville Preschool.

Ratios

To be in compliance with IQPPS and DHS regulations, we maintain the following staff-to-child ratio: 4-year-old room 1:10 (1 staff to every 10 children)

The director 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 director will arrange for coverage of the classroom to maintain the staff-child ratio. **QPPS 10.4**

Hours

Children attend Monday-Thursday from 7:30 am to 3:25 p.m. This allows for parent meetings and home visits, planning time for the teaching staff, and collaboration with community agencies. The preschool follows the district school calendar.

Cost and Payment Policy

4-year-old SWVPP cost is paid by Iowa's Statewide Voluntary Preschool Program from 8 am to 3:25 pm (Monday-Thursday).

Access to Building Policy

Safety and security of the children is one of Kids World Daycare & Preschool's top priorities. Security experts have recommended limited access during preschool hours as an important strategy for protecting the children. For that reason, we all exterior doors during the Center's operating hours and buzz visitors into the building through a single secure point of access. Upon entry, you will need to check in through the front office.

Accounting of Children

1. Children will not be released to anyone other than parents/legal guardians unless authorized by the parent/guardian. If the legal status of custody or guardianship changes, then the legal documents must be presented to the Director.
2. Parents must send notes or message through the Brightwheel app when their child is to be picked up by other adults.

Weapons

Dangerous weapons, whether real or toy, will not be allowed at Kids World Daycare & Preschool. This includes water guns.

IV. A CHILD'S DAY
Who Works In the Preschool OPPS 10.2

Program Administrator

The preschool principal/director is designated as the program administrator supervising the preschool program. The principal/director meets all qualifications described in the Iowa Quality Preschool Program Standards.

Teacher

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

Teacher Assistant

A full-time teacher assistant in the classroom carries out activities under the supervision of the teacher. The teacher assistant will have specialized training in early childhood education. QPPS 6.3

Support Staff

Great Prairie AEA support staff provide resources and assistance to the teacher and classroom upon request to help all children be successful in the preschool setting. Such staff may include early childhood consultants, speech and language pathologists, social workers, occupational therapists, physical therapists or others.

Daily Activities

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

Time:	Activity:
8 - 8:30 a.m.	Preparation, arrival, handwashing and choice activities Breakfast (optional)
8:30 - 9:00 a.m.	Outdoor Choice Time
9 - 9:20 a.m.	Morning Meeting: Welcome song; "Question of the Day"; Pledge of Allegiance, Haggerty Lesson, Current Project Discussion and/or Activity; Sing songs or fingerplay; Discuss plans for the day; and introduce any new materials added to centers.
9:20 - 10:00 a.m.	Small Groups - Introduce new concepts and reinforce skills children are developing. Two small groups are conducted at once.
10 - 11:00 a.m.	Center/Choice Time - The children participate in self-initiated center activities.
11 - 11: 15 a.m.	Read Aloud
11:15 - 12:00 p.m.	Lunch - Includes handwashing, cleaning up after lunch, brushing teeth, setting out cots, and preparing to rest.
12 - 1:00 p.m.	Rest Time
1:00 - 2:00 p.m.	Choice Time & Project Time
2:00 - 2:15 p.m.	Snack Time
2:15 - 2:35 p.m.	Afternoon Circle Time/Group Meeting -

	Review the events of the Day; Story, Second Step Lesson, Plan for Tomorrow
2:35 - 3:15 p.m.	Outdoor Choice Time
3:15 - 3:25 p.m.	Prepare for Departure

Weekly connection with families electronically or a weekly newsletter.

Curriculum QPPS 2.1 - 2.3

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

It is the policy of the Center 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 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 preschool program uses Creative Curriculum, research, and an evidence-based comprehensive curriculum designed for young children. It addresses all areas of early learning: language and literacy, math, science, physical skills, and social skills. It is based on thematic units familiar and meaningful to young children. It provides children an opportunity to learn in a variety of ways - through play, problem-solving, movement, art, music, drawing and writing, listening, and storytelling, Suggestions for modifications and adaptations are an integral part of the curriculum. The preschoolers also participate in the Project Approach which is based on the interests of the children. QPPS 2.1, 2.2

Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. More than just a classroom curriculum, Second Step's holistic approach helps create a more empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children.

The Heggerty Phonemic Awareness Curriculum is ESSA rated, aligned to rigorous educational standards, and rooted in the latest Science of Reading research.

Child Assessment QPPS 4.1-4.4

Guiding Principles: 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 preschool setting are recognized as being important pieces 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.

Children are assessed in the following ways:

- Teaching Strategies GOLD online is modified to align with the IQPPS and Creative Curriculum. It records student progress in all developmental areas at the beginning, middle, and end of the year.
- Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
- Child portfolios are organized by the teaching staff and include the assessments, observational data, and child work samples collected on an ongoing basis.
- Families are asked to contribute information about their child's progress. Young children often show different skills in different settings. Therefore, each family is invited into the GOLD system. Working together, the teaching staff and families can gather a complete picture of a child's growth and development.
- IGDI's Screener (Individual Growth and Development Indicators of Early Literacy)

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.

Assessment information will be shared formally with families during Parent-Teacher Conferences in the fall and spring. Our SWVPP teacher utilizes the Teaching Strategies Development & Learning Report to share at conferences. The report is emailed to families prior to the conference in order for them to formulate questions regarding the children's development. The preschool 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 on the GOLD Assessment the teacher feels that there is a possible issue related to a developmental delay or other special need, she/he will communicate this to the family during a conference, sharing documentation of the concern. Suggestions for the next steps may include the following, with the knowledge and consent of the parents:

- The teacher requests assistance from the Great Prairie Area Education Agency as an early intervention process. This team engages in problem identification, plans

interventions, provides support, and makes outside resources available to those individuals requesting assistance.

The preschool teacher will contact the Centerville Preschool Principal to assist in arranging for developmental screening and referral for diagnostic assessment when indicated.

Program Assessment

Kids World's Statewide Voluntary Preschool Program classroom implements the Iowa Quality Preschool Program Standards. We will participate in a desk audit yearly to confirm we are meeting these 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 program uses this information to plan professional development and program quality improvement activities as well as to improve operations, policies, and procedures.

Supervision Policy

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

- All safety plugs and electric outlets covered, heat/AC, water temperature, toilets, etc. in working order.
- All cleaning supplies/poisons are out of children's reach and are stored properly.
- Classroom and materials checked for cleanliness/broken parts, etc. including a Playground checklist.
- Supplies checked - first aid kit, latex gloves, soap, paper towels, etc.
- Daily monitoring of the environment - spills, sand, etc.
- Other serious problems were reported to the director.
- 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 daily activities.

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

Child Guidance and Discipline

Teaching staff will equitably use positive guidance, redirection, and planning ahead to prevent problems. They will encourage appropriate behavior through the use of consistent clear rules, logical consequences, and involving children in problem-solving to foster the child's own ability to become self-disciplined. Where the child understands words, discipline will be explained to the child before and at the time of any disciplinary action. Teaching staff will encourage children to respect other people, to be fair, respect, property, and learn to be

responsible for their actions. The 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.

Challenging Behavior QPPS 1.8, 1.9

The teaching staff in the preschool is highly trained, responsive, respectful, and purposeful. The staff has been trained in ECPBIS and undergoes training periodically throughout the year. 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 relationships 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. The teaching staff will intervene immediately when a child becomes physically aggressive to protect all of the children and encourage more acceptable behavior.

Permissible Methods of Discipline

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

Prohibited Practices

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

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

Water activities QPPS 9.14

We have a water table in the classroom for children to stand and 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 will wash their hands before and after water table activities. Children are not allowed to drink water during water play activities, When the activity period is complete, the water table is drained and refilled with fresh water before a new group of children comes to participate. Outdoor water play is limited to tubs and buckets or containers as well as the water table. Staff supervises all children by sight and sound in all areas with access to water in tubs, buckets, and water tables.

Snacks/Foods and Nutrition QPPS 5.9- 5.17

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. Eating moderately, eating a variety of foods, and eating in a relaxed atmosphere are healthy habits for young children to form.

Children attending preschool are served a snack at a regularly scheduled time. The preschool 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 will provide the program in 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 to serve as a visual reminder to all adults who interact with the child during the day. Program staff will keep a daily record documenting the type and

quantity of food a child consumes when any child with a disability has special feeding needs and provide parents with that information.

Outside Play and Learning QPPS 9.5-9.8

We have daily opportunities for outdoor play as the weather permits and provided the weather air quality and environmental safety conditions do not pose a threat. This allows children the opportunity to develop their large muscle skills, get exercise, and be active. We use the Child Care Weather Watch guidelines produced by Healthy Child Care Iowa to determine if the Wind Chill Factor or Heat Index is safe for outdoor play. Preschool staff do regular safety checks of the playground.

In cases when we cannot go outside (due to weather conditions) children are given the opportunity to use indoor equipment for similar activities inside and are supervised at the same level as outdoor equipment.

In it order to make sure that your child can play comfortably outside it is important to dress according to the weather. When is cold outside he needs a warm coat, mittens, or gloves, and a hat (labeled with your child's name).

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

Toilet Learning QPPS 5.5

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 area, i.e., the bathroom adjacent to the classroom with a changing mat. 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: Standard 5, Criteria 7:

- Cloth diapers (if worn) and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
- Staff check children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours. Diapers are changed when wet or soiled,

- Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
- At all times, caregivers have a hand on the child if being changed on an elevated surface.
- Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
- Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can).
- Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use.
- 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.

Objects From Home

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

Classroom Animals and Pets

No pets, of any kind, are allowed at school without permission. Teachers may give special permission for pets to be brought to school as part of a special display or activity. However, under no circumstances is a potentially dangerous pet to be brought to school. Pets need to be up to date on **ALL** shots and provide evidence of shots.

Birthdays QPPS 5.10

Children 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, commercially prepared packaged foods in factory-sealed containers, or bakery items from local providers. Those who have summer birthdays are welcome to choose a preschool day to celebrate with their class. Invitations to parties outside of school that do not include the entire class will not be distributed at school.

V. COMMUNICATION WITH FAMILIES QPPS 1.1, 7.5

The program will promote communication between families and staff by using written notes as well as informal conversations or electronic communication. 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. The teaching staff will communicate daily at drop-off and pickup times.

Staff will use these communications to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Parents are encouraged to maintain regular, ongoing communication.

Arrival and Departure of Children

All motor vehicle transportation provided by parents, legal guardians, or others designated by parents or legal guardians are recommended to use age-appropriate, and size-appropriate seat restraints, All children are recommended to be safely restrained in the proper child seats.

When bringing your child to preschool, we ask please hold your child's hand as you enter the building to decrease the possibility of an accident. Please sign your child in on the Brightwheel app upon arrival.

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

In the interest of student safety, parents/guardians/authorized individuals are requested to report directly to the office/front desk when picking up their child rather than going to the child's classroom. Likewise, when a child returns to the building following an absence during the preschool day, the adult should stop in the office and sign the child in on the Brightwheel App.

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

Field Trips/Transportation

An important learning opportunity can take place in the form of a field trip that is relevant and reinforces what has been taught in the classroom. The district school buses are used for these field trips. Parents will be informed of each field trip through a newsletter and signs posted in the classroom and social media posting at least one week in advance. A parent or legal guardian must sign an informed consent form for trips for each child during registration.

Four-year-old preschool children may ride the school bus to and from school.

Attendance

Children who are enrolled in our SWVPP class are expected to be in preschool for the full session and are expected to be punctual in their arrival and departure. Children 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 or message through the Brightwheel app with the reason for an absence no later than 8:30 A.M. for lunch count purposes. For safety's sake, if a child is absent without notification, the preschool staff will attempt to contact the family to verify the child's absence from school.

Children's Records

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.

Parent Advisory Committee (PAC) QPPS 10.15

Kids World Daycare & Preschool has a parent advisory committee composed of parents, Preschool staff, and other community members interested in the preschool program. This group meets at least once a month to provide feedback on services that meet children and family needs. They also serve as a sounding board for new ideas and services. Please let the preschool teacher know if you are interested in being part of the Parent Advisory Committee.

VI. FAMILY INVOLVEMENT QPPS 7.1, 7.2

Kids World's Statewide Voluntary Preschool Program encourages families to be very involved in their child's education by observing their children during the day when possible and meeting with staff.

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. 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.

Home Visits

Home visits are made prior to the start of preschool. This is an opportunity for the preschool teacher to get to know you, your child, and your family and for you to begin to create a partnership between home and preschool in order to best meet your child's needs. This is a great time for you to share what makes your family unique, how you prefer to communicate with the teacher and share your knowledge about your child's interests, approaches to

learning, and developmental needs. You can help the teacher understand what your goals are for your child and whether you have any concerns you'd like addressed. Parents are encouraged to share these preferences, concerns, and questions at any time with either the classroom teacher or administrator.

Parent-teacher Conferences

The preschool program will have formal Parent-teacher conferences in the fall and spring. During the conference, the teacher will share the 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.

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. The 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. Preschool staff will provide information about enrollment policies and procedures, and program options, and arrange for a classroom visit whenever possible.

VI. HEALTH AND SAFETY

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

Health and Immunization Certificates QPPS 5.1

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

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

Health and Safety Records

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

Child Health and Safety Records will include: QPPS 5.1

1. Results of health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results.
2. Current emergency contact information for each child, that is kept up to date by a specified method during the year.
3. Names of individuals authorized by the family to have access to health information about the child.
4. Instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes).
5. Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions).
6. Conditions that require regular medication or technology support.
7. Supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs.
8. Staff implements a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

General Health and Safety Guidelines

- All staff must be alert to the health of each child, known allergies, or special medical conditions.
- Under the supervision of the preschool teacher, all staff must be alert to the whereabouts of all children.
- Systems are in place for accounting for children at regular intervals, especially during periods of transition.
- All staff are to follow proper procedures for hand washing, using disinfectants, 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 5.2

Illness Policy and Exclusion of Sick Children QPPS 5.3

For the health and safety of all children, it is mandatory that sick children not be brought to preschool. 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
- excessive nasal discharge

The center's 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 the last episode
- Conjunctivitis: 24 hours after initial medication or when without drainage

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

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

Reporting Communicable Diseases QPPS 5.3

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.

Medication Policies and Procedures QPPS 5.8

Policy: The center will administer medication to children with the written approval of the parent and order from a health provider for a specific child. Because administration of medication in the center is a safety hazard, medication administration will be limited to situations where an agreement to give medicine outside preschool 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: Staff who have taken the Medication Administration Course and passed the test will administer medication. The staff member administers medication during preschool 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. As stated above, 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 center.

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

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

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

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

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

A medication log will be maintained by the preschool staff to record the instructions for giving the medication, consent obtained from the parent or legal guardian, amount, the time of administration, and the person who administered each dose of medication. Spills, reactions,

and refusal to take medication will be noted on this log.

Cleaning and Sanitization QPPS 5.19

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

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Toys and surfaces will be disinfected using a non-toxic solution of steriphene II (deodorant/disinfectant) and peroxy. To disinfect, the surfaces will be sprayed until glossy. The steriphene II and peroxy solution will be left on for at least 2 minutes before it is wiped off with a clean paper towel, or it may be allowed to air dry. Machine washable cloth toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion must be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used.

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

Routine cleaning will be supervised by the preschool teacher and will follow the Cleaning and Sanitation Frequency Table in Section IIT, 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.

Hand Washing Practices QPPS 5.6

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

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

Children and adults wash their hands:

- upon arrival for the day;
- after diapering or using the toilet (use of wet wipes is acceptable for infants);

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

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 the fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water).

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

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

Biting Policy

Biting is a behavior that usually appears between the ages of 1 and 3 years of age. While biting is an age-appropriate behavior, it is important to remember it is also an unacceptable behavior in a preschool environment. Children bite for a variety of reasons: teething, sensory exploration, cause and effect, imitation, crowding, seeking attention, frustration, and stress. Biting is not something to blame on children, their parents, or their teachers. There are a variety of strategies we implement at Kids World Daycare & Preschool to prevent and stop biting. This is the process followed when a child bites:

- The biting child is stopped and told, “Stop biting. Biting hurts” in a firm voice.
- Teachers should remain calm, being careful not to show anger or frustration towards the child.
- The child who bit will be taken and told to rinse their mouth out immediately.
- The biting child is removed from the situation.

- Depending upon the observed motive for the bite, the separation may include re-direction or meeting the child's needs.
- As little attention as possible will be placed on the biting child, to avoid reinforcing the behavior.
- Appropriate first aid will be provided to the child who was bitten. The bite will be washed with soap and water; a cold compress will be applied to reduce pain and swelling. A bandage will be applied if necessary.

It is important to explore the reasons for biting when it occurs. Teachers need to work with parents to gather information about the child's behavior and begin observations to determine the reasons for biting. Examples of triggers would be: communication deficits, transitions, hunger, lack of sleep, need for oral stimulation, or teething pain. Once triggers are identified, staff can work on prevention strategies and start teaching replacement skills.

Below are the steps the teacher will take to identify triggers and replace the behavior:

1. The teacher will examine the context in which the biting is occurring and look for patterns.
   The following questions should be asked:
   Was the space too crowded?
   Were there too few toys?
   Was there too little to do or too much waiting?
   Was the child who bit getting the attention and care he/she deserved at the time?
2. The teacher will change the environment, routines, or activities if necessary.
3. The teacher will work with the child who is biting to resolve conflicts and frustrations in more appropriate ways.
4. The teacher will observe the child, to get an idea of why and when they are likely to bite.
5. The teacher will identify children likely to be bitten and make special efforts to reduce their chance of being bitten.
6. The teacher, parent, and Director will meet regularly to regulate an action plan and measure outcomes.
   All information is confidential and the names of the children involved in the incident are not shared between parents. In addition, biting is always documented on an Incident/Accident Report which is completed and signed by a teacher and parent. A copy is provided to the parent and the original kept in the child's enrollment file.

First Aid Kit A 9.12

A first aid kit is located in the preschool classroom next to the door. It is inaccessible to children, but readily available for adult use. It is fully equipped according to guidance from Healthy Child Care Iowa, Following each use of the First Aid Kit, the contents 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.

Emergency Plans

Fire Safety QPPS 9.13, 10.10

A fire extinguisher is installed in the preschool classroom and in the hallway by the 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.

Medical Emergencies and Notification of Accidents or Incidents

Kids World Daycare and Preschool has in place “Safety Procedures” that describes the following situations and procedures to follow:

- Emergency phone numbers
- Fire procedures
- Utility Failures (electric power failure, water line break, gas line break)
- Severe weather
- Bomb threats
- Physical Threats/Armed Intruder
- Evacuations
- Crisis Intervention Plan, Crisis Intervention Steps, and Media Procedures\
- Accidental Injury or IIlness procedures for life-threatening and non-life-threatening situations

This information is included in the Kids World Daycare & Preschool Handbook. The emergency procedures will be reviewed by each staff member at the beginning of each preschool year and when changes are made to it.

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

All staff will have immediate access to a phone 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 a staff member will be kept readily available. The list of emergency telephone numbers and copies of emergency contact information and authorization for emergency transport will be taken along anytime children leave the facility in the care of facility staff.

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

Inclement Weather

In the event that the Centerville Community Schools must be closed due to bad weather, Kids World's SWVPP classroom will also be closed. We will notify preschool patrons through The Brightwheel app as well as the Teaching Strategies Family App. The closing will be posted in the class Facebook group as well as on the Kids World Daycare and Preschool Facebook page.

Protection From Hazards and Environmental Health QPPS 9.16, 9.17

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

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

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

Smoke-Free Facility IQPPS 9.15

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

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 or the director if you would like to be a preschool volunteer. For safety, if a volunteer will be working with children, he/she will be expected to submit a background check. In addition, no person with a report of child abuse or neglect will come in contact with children in the program or have responsibility for children.

Confidentiality

Names and identifying characteristics of children and families will not be shared with anyone other than staff members working in the classroom and the Director. Confidentiality is

expected and required when grievances arise; staff members who discuss issues with individuals not directly related to the situation may be subject to the disciplinary procedure.

Staff should not discuss details of the center operation, particularly problem areas, with others in public. Staff members may not distribute last names, addresses, phone numbers, etc. Personal information should never be used for personal purposes. Iowa law specifically prohibits the sharing of information about children or staff members within a child care setting without written consent from the parent, guardian, or individual. All information about your child and family is confidential. If any information is to be released, a signed consent will be needed from the parent or guardian. This consent will be kept in the child's file. Information will be given only to the specified entity in the consent.

VIII. Staff Orientation OPPS 10.11-10.14

Orientation QPPS 6.5

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

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

Follow-up training expands on the initial orientations. See Staff Orientation Checklist.

The Director will provide the new employee with a review of the employee's responsibilities and duties. The Director will explain payroll procedures and accompanying forms to the Employee.

Staff development activities QPPS 6.5

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.

Staff is expected to attend all staff training and meetings throughout the year. Training will

focus on early childhood topics relevant to the program and community.

Evaluation and Professional Growth Plan QPPS 6.5, 6.6

All staff are evaluated at least annually by the Director. 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 the Director and use it to inform their continuous professional development.