



LEON EARLY CHILDHOOD CENTER
CULTIVATING YOUNG MINDS TO IMPACT THE WORLD

Policies and Procedures

LECC- POLICIES AND PROCEDURES

2021-2022

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MISSION STATEMENT

At Leon Early Childhood Center, our mission is to make sure students have a solid educational foundation to set them up for success. With our support and rigorous academic activities our students will develop a mindset that will allow them to portray strong core values. These core values entail Respect, Kindness, Dedication and Excellence. We want our students to explore their curiosity and talents, feel empowered to meet current and future challenges, develop social emotional awareness and intrinsic skills for personal growth. Our vision is to prepare our students for a rapidly changing world by instilling in them critical thinking skills to make logical decisions that will have a positive impact on their future.

VISION STATEMENT

Cultivating young minds to impact the world.

EQUITY STATEMENT

- **Educational Equity Statement:** No student enrolled in Leon Early Childhood Center shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the school's programs on the basis of race, color, creed, sex, religion, marital status (for program), ethnic background, national origin, disability, sexual orientation, gender identity, age (for employment) or socio-economic background (for program).

Leon Early Childhood Center Policies and Procedures

Leon Early Childhood Center will follow the policies and procedures set forth by the Board of Directors.

Introduction

Leon Early Childhood Center serves students who range from ages 2.5 to 5 years old. Our program is fully inclusive and serve a diverse group of students with or without disabilities and who come from diverse backgrounds. The program's goal is to provide high quality preschool and pre-k programs that meets each individual student's needs that encourages students to become life-long learners. These programs provide a setting where children feel safe, respected, and cared for. We give our two and a half, three, four and five year old children the opportunity to take part in developmentally appropriate activities during planned activities and through play. Our program uses the High Scope Stem Curriculum. In addition, the program follows the Early Learning New York State Standards, administered by the New York State Department of Education.

Goals

Program Goals

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

Specific Goals for Children

- d. Children will meet developmental milestones in the areas of social/emotional, cognitive, physical, and language development.
- e. Children will be curious about learning and use problem-solving skills.
- f. Children will be safe and healthy.

Specific Goals for Families

- g. Families will feel welcome in the classrooms and schools.
- h. Families will be advocates for their children.
- i. Families will be actively involved in their child's learning and build positive relationships with staff.

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. The program uses *The High Scope Curriculum*, which is a research and evidence based Stem curriculum. The High Scope focuses on the developmental levels of the "whole child". These areas include language and literacy, math, science, physical, and social emotional skills. *The High Scope Curriculum* also provides children the opportunity to learn in a variety of ways (i.e., through problem-solving, exploration,

play, music, movement, art, drawing, writing, listening, and read aloud). In addition to this curriculum our program will continue to set our pre-K students up for success towards their Kindergarten Journey by focusing on the New York state Early Learning Standards their need to achieve.

Language – Students at all classroom levels at Leon Early Childhood Center will learn to speak an additional language in class. These languages will include Sign language, French and Spanish.

Dance – Our program will be offering dance lessons to introduce students to the different genres of dance and build their interest in and art. These dance sessions will be taught by a well trained dance instructor.

Outside Play and Learning

We have daily opportunities for outdoor play as the weather permits, provided the weather air quality and environmental safety conditions do not pose a threat. If the weather does not permit our students to go outside we have access to a gymnasium in our school building. Outside play allows children the opportunity to develop their large muscle skills, get exercise, and be active. We will make sure that we have time allocated for bundling up so students will not miss out on outside playtime. We use the Child Care Weather Watch guidelines produced by OCFS to determine if the temperature levels that are safe for outside play.

Child Assessment / Observations

Our Program assessments / observations of young children are purposeful, developmentally appropriate, and take place in the natural setting by familiar adults (our teachers and administrators). Assessment results will be used for planning and to guide instruction. Assessments / observations will be used to decide if a child met his/her milestone of the program. In addition to this, the child's culture and experiences outside of the school are recognized as being an important piece of the child's growth and development. All results are placed in an individual child file, stored in a filing cabinet, and kept confidential. Assessments also provide information, about individual child's needs, interests, and abilities in order to plan developmentally appropriate activities for them, provide parents information regarding developmental milestones, and to indicate if children need additional assessments or intervention. The following assessments are used:

- a. Teachers monitor each child's developmental progress throughout the year using the Teaching Strategies from our High Scope assessment tool. This program gives teachers, parents, and administrators the ability to monitor progress throughout the year.
- b. Observational data that provides ongoing anecdotal record of each child's progress during daily activities.
- c. Child Portfolios (organized by teachers and includes assessments, observational data, and ongoing child work samples).
- d. Families are asked to contribute information regarding their child's progress throughout the year. The collaboration between school and home can give all stakeholders a more accurate picture of how a child is performing developmentally.

Sharing Assessment Information

1. Assessment information will be shared formally with families during parent teacher conferences in the fall and spring. In addition, parents have access to viewing their child's profile using our Himama parent online app. Using this tool, the parents can view anecdotal observation notes and developmental milestones throughout the week.
2. If assessments show there is a possible issue related to a developmental delay or other special need, the teacher will communicate this to parents during a conference and share the documentation noting the concern.
3. The administration, teachers will problem solve, plan interventions, provide support, and make outside resources available to those individuals requesting assistance. Parents of students with special needs are also involved in IEP meetings on an annual basis (sooner if amendments/updates need to be done). We will arrange developmental screening and referral for additional assessments if needed.

Program Assessment

1. Leon Early Childhood Center (LECC) program evaluations will be done by the New York State OCFS Department..
2. Administrators, staff, and other program stakeholders will be involved in the program evaluations that measures progress toward the program's goals and objectives and safety.
3. The program will use this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

Supervision Policy

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

- a. All safety plugs and outlets are covered up, heat/AC, water temperature, and toilets are in working order.
- b. All Cleaning supplies/poisons are out of reach from children and stored properly.
- c. Classroom/playground and materials checked for cleanliness/broken parts, etc.
- d. Supplies checked (i.e., Emergency Bags, First Aid kit, latex gloves, soap, paper towels, etc.)
- e. Daily monitoring of environment—spills, sand, etc. Other serious problems reported to custodian.
- f. The school will meet all PPE Covid-19 necessary requirements are in place and available for staff, parents, visitors, students. (sanitizer, mask, all required signs, cleaning supplies and procedures).
- g. Upon arrival, a Covid-19 screen/evaluation will be done in the presence of the parents, 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.

During Preschool Day

During the preschool day, no child will be left unsupervised. Staff will supervise primarily by sight. Supervision by sound is permissible as long as teachers check every 2-3 minutes on children who are out of sight when playing in centers inside the classroom. No students are allowed to leave the classroom without being supervised.

Child Guidance and Discipline

Teaching staff will use positive guidance, redirection, direct modeling and planning ahead to prevent problems. They will encourage appropriate behavior through the use of consistent and clear rules and have children participate in developing classroom routines, procedures, and problem solving strategies. Teaching staff will encourage children to respect one another, to be fair, respect property, and take responsibility for their actions.

Leon Early Childhood Center will use RULER curriculum to teach, model, and role-play appropriate social emotional skills.

Drop-Off/Pick-Up Parking Lot Procedures

1. Parents must walk child into building and drop off at the main front office (Due to Covid-19) and sign them in. Parents are going to sign in using our Himama system and be present the child 's Covid -19 screening. A staff member will be escorting students to their prospective classrooms.
2. Parents will use the parking area directly behind the school building so their will not have to cross the street with students. If parents choose to use the alternate parking area across the front of the building.
 - a. Please use the crosswalks.
 - b. Obey traffic signals as well as those who are directing traffic (a crossing guard may be at that location).
3. Parents will pick up students from the main office and sign them out. A staff member will pick up the students from the classroom to hand them off to parents.

Emergency Snow Closings

1. The decision to delay the start of school, cancel or to dismiss early, will be made by the Administration. To support snow days, teachers will conduct a remote learning session on zoom.
2. Check the school website and a message will be sent out to parents via Himama and text. If there is a two-hour late start (8:30 am -6:30 pm), LECC will post the time on our school website and send out messages to parents via Himama and a text.

School Attire

All Students at Leon Early childhood Center (LECC) will wear a polo shirt with the school logo and comfortable bottoms that will allow them to play, to sit on floors and sometimes do messy activities. Students' shoes should be comfortable (no sandals and no flip-flops). Parents must bring in extra clothes for students in case of an accident.. Bathroom assistance will always be available; however, the child should be working towards independence with buckles, zippers, buttons, etc.

Sand, Water, and Sensory Table Activities

We have a sensory table in the classroom for children to stand and play. During sensory 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 sensory table to ensure that no infectious diseases are spread. When the activity period is complete, the water table is drained and refilled with fresh water before a new group of children comes to participate. Outdoor water play is limited to tubs and buckets or containers as well as the water table. We

do not participate in swimming pool activities. Staff will supervise all children by sight and sound in all areas with access to water in tubs, buckets, and water tables

Snacks/Foods and Nutrition

1. Attitudes about food develop early in life. The food children eat affects their wellbeing, 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.
2. A snack is served during each pre-K and preschool class. 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 preschool serves a wide variety of nutritional snacks and encourages children to expand their tastes by at least trying what is offered.
3. Students are bringing their own lunch to school until Leon Early Childhood Center makes arrangement for lunch to be preprepared and delivered. All food is prepared, served, and stored in accordance to the New York State Department of Health and the OCFS 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 80 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served.
4. For each child with food allergies, or special nutrition needs, the child's health care provider should provide the program in individualized care plan prepared in consultation with family members and specialist involved in the child's care. Children with food allergies shall be protected from contact with the problem food. With family consent, the program posts information about the child's allergies in the food preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day. The staff will provide parents the daily record through the Himama system.
5. Leon Ealy Childhood Center (LECC) is a nut free school. High-risk foods that are often involved in choking incidents will not be served. The will be NO SERVING of, hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; peanut butter; or chunks of raw carrots or any other snack /foods that can be swallowed whole.
6. Leon Ealy Childhood Center (LECC) 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.

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 nut free commercially prepared packaged foods. Invitations to parties outside of school that do not include the entire class will not be distributed at school.

Outside Play

1. In cases when we cannot go outside (due to weather conditions) children are given the opportunity to use indoor equipment for similar activities inside the gymnasium and are supervised at the same level as outdoor equipment. For example, tumbling mats may be offered for upper body activities or rolling across the mat.
2. In order to make sure that your child can play comfortably outside it is important to dress him according to the weather. When it is cold outside he needs a warm coat, mittens or gloves and a hat (labeled with your child's name). For the warmer days dressing your child lightly is just as important. For those in between days, dress your child in layers. All students must wear their uniform shirt with school logo.
3. 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. If you would like your child to wear sunscreen or insect repellent, please apply before preschool. If parents bring any sunscreen or insect repellent into the school, they will be asked to sign a consent form.
4. Program staff will complete a playground safety check on a daily basis at the beginning of the day.

Toileting

Toilet learning is an important time in a child's development. There is an expectation that children be potty trained or in the advanced stages of potty training when they attend our school, unless specified if the student has a disability. For children who are unable to use the toilet consistently, the following procedures are in place:

- a. Parents need to bring in pull up for 2.5 years old. Changing of pull ups will only take place in the bathroom.
- b. 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.
- c. Staff will check children for signs that pull-ups are wet or contain feces at least every two hours.
- d. Pull ups are changed when wet or soiled.
- e. 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.
- f. 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.
- g. 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 the staff that change diapers / pull ups.

Classroom Animals and Pets

1. Classroom pets and other animals can offer important teaching experiences for young children. If you, as a parent or legal guardian, want to bring your family pet to share with your child's classroom you are welcome to do so. The animal should 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. Documentation must be given to the teacher prior to the visit. The teacher would ensure staff and children practice good hygiene when coming into contact with the animal and after coming into contact with the animal. Teaching staff will supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals.
2. Any children allergic to the pet in the classroom, LECC will not allow that pet into that classroom. At no time will not be exposed to the animal. Reptiles are not allowed because of the risk for salmonella. The classroom teacher is responsible for checking requirements have been met.

Communication with Families

1. The program will promote communication between families and staff by using written notes as well as informal conversations or e-mail and through our Himama app system. Families are encouraged to send written notes with important information and message through Himama, so all the staff who work with the child can share the parent's communication. Staff will use newsletters and/or notes via Himama to inform families about the child's experiences, accomplishments, and other issues that affect the child's development and wellbeing. 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, Himama messages /notes, or phone calls.

Arrival and Departure of Children

1. 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.
2. When bringing your child to school, we ask that you park your car 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. A parent or guardian (adult) must either accompany children to the school at the beginning of the day or leave their child in the care of one of the teaching staff or administration staff after sign in. No child will be permitted to leave the building without an consented adult.
3. Other than parents or legal guardian, only persons with prior written authorization 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.
4. When all children have arrived, the preschool teacher will record attendance for the day. Throughout the day each time children transition from one location to another, i.e., classroom to outdoor, the teacher will be responsible for counting the number of children whenever leaving one area and when arriving at another to confirm the safe whereabouts of every child at all times.

Attendance

Regular attendance is important to your child's preschool and pre-k experience. Please call LECC if your child will be absent. Send a message via Himama or email the school directly if your child is going to be absent.

Student Records

1. 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. LECC will follow the guidelines of the OCFS.
2. 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.

LECC Advisory Committee

1. Leon Early Childhood Center (LECC) program has a preschool and pre-k advisory committee composed of parents, school staff, and other community members interested in our program. They serve as a sounding board for new ideas and services. Please let the administrators know if you are interested in being part of the advisory Committee.

Concerns

1. Open and honest communication between families and the school 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 Director.
2. If you have a concern regarding some aspect of the program or policy, please contact the LECC Family Services Director (who is the program administrator for the school). If you are dissatisfied, you can contact the New York State OCFS department. With all concerns, we will do our best to reach a mutually satisfying solution for all parties involved. Please note that all concerns that are communicated to the director or teachers will be documented.

Family Involvement

1. Our school encourages families to be very involved in their child's education by observing their children during the day when possible and meeting with staff. Parents are welcome to visit at any time during class sessions with notice. Please

contact the administrators or teacher for details/class schedule. Please note that there are restrictions due to covid-19 and they will be revised after the pandemic with the guidance of the OCFS licensure.

2. Parents/primary caretakers are the children's most important teachers. We are very pleased to be able to be your partner in your child's early learning experience. We ask all parents to share their values, traditions with use so we can get to know families and help create a multicultural classroom learning environment.

Transitions

Making a change can sometimes be difficult for a young child whether the transition is within the same building or in another location. Home and school connections are crucial to the transition. Our teaching staff will partner with the family to make transitions as smooth as possible. Administrators and teachers will provide information that will help with students transition from home to school. If they are struggling in that area.

Health and Safety

Leon Ealy Childhood Center (LECC) 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 New York State OCFS Department and the CDC PPE guidelines for Covid-19.

Health and Immunization Certificates

1. We require a current document from your child's physician of a routine screening tests (Physical) and Immunization records to be submitted upon enrollment (except for immunization for which parents are using a religious exemption. You must bring in a current document from the doctor stating that your child is have no health concerns).

Health and Safety Records

1. Health and safety information collected from families will be maintained on file for each child in the building office. Files are kept current by updating annually. The content of the file is confidential.
2. Child Health and Safety Records will include:

- a. Current information about any health insurance coverage required for treatment in an emergency
- b. Results of health examination, showing up-to-date immunizations and screening tests
- c. Current emergency contact information for each child, that is kept up to date by a specified method during the year.
- d. Instructions and/or plans 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) will be developed by a doctor and the staff with parent will review these instructions to make sure that the school is equipped to meet the needs of that child.
- e. 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.
- f. 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.

General Health and Safety Guidelines

1. All staff must be alert to the health of each child, known allergies, or special medical conditions
2. Under the supervision of the preschool and pre-k 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.
3. All staff will follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections. All staff must follow the PPE Covid-19 guidelines.
4. All staff are familiar with evacuation routes and procedures.
5. All teaching staff complete OCFS health and child safety courses annually.
6. All teachers/associates have a certificate of the satisfactory completion first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. All staff members will be CPR trained so when a child in the group has a special health condition that might require CPR, anyone on our staff can provide immediate care.

Illness Policy and Exclusion of Sick Children

1. For the health and safety of all the children, it is mandatory that sick children are **not** 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.
2. When should your child stay home?

The following are public health recommendations when deciding whether or not to send a child to school that wakes up not feeling well. Although sometimes inconvenient, for the health of all, parents are expected to adhere to the 24-hour recommendations.

- a. **Diarrhea/Vomiting** – within the last 24 hours: keep child home.
- b. **Fever** – 101 degrees or greater: keep child home until fever-free at least 24 hours. When screening during drop off, if a child has a high fever, that child will have to return home.
- c. **Strep Throat** is a highly contagious bacterial infection – sore throat, fever (usually), aches; diagnosis is made by a throat culture: child needs to be on an antibiotic for at least 24 hours and symptoms subsiding before returning to school.
- d. **Pink Eye** is highly contagious and presents itself with burning, itching red eyes with yellow drainage: child should be seen by a physician and should be on medication for at least 24 hours and symptoms subsiding before returning to school.
- e. **Chicken Pox** is one of the most common contagious viral diseases of childhood. Symptoms include low-grade fever and a distinctive rash. The rash begins as red bumps, which develop into blisters that open and form scabs. The rash causes itching with may be severe. Children should not return to school until all blisters have scabs. This usually takes seven or more days.
- f. **Impetigo** is a skin infection that occurs when bacteria invade skin that is broken, scratched or burned. The areas most affected are the hands and face, especially around the nose and mouth. It usually begins as red spots that fill with fluid (blisters). The blisters rupture easily and the fluid dries and forms a honey-colored crust. Treatment is with an antibiotic ointment, oral antibiotic or both. The child should be on medication for 24 hours before returning to school.

- g. **Rash** – may be due to many different illnesses and may be contagious. A physician should be contacted for a diagnosis and permission for your child to return to school.
 - h. **Covid -19** – this virus is highly contagious. **If anyone at home has the Covid-19 virus, you should keep your child and get your child tested.** If one child is diagnosed with covid-19 we have to shut down the classroom for seven days. This shutdown will inconvenience many families, but we have to follow protocol. The students from that class will participate in remote learning via Zoom for that week.
3. Accident or Illness
- a. Upon arrival at school, each child is observed by the administration team or 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.
 - b. When a child develops signs of an illness during their day at our school, 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.

Medication Policies and Procedures

1. Policy: Leon Early Childhood Center (LECC) will not administer medication to children unless designated on a health care plan. Content to administer medications on health plans must be given by parents /guidance.
2. We are strictly following the guidelines of the OCFS department of health.

Cleaning and Sanitization

1. The facility will be maintained in a clean and sanitary condition. When a bodily fluid hazard occurs, the area will be made inaccessible to children and the area will be cleaned immediately.
2. Toys will be cleaned thoroughly whether or not they 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. Surfaces will be disinfected using a non-toxic solution of one tablespoon household bleach to one quart of tap water made fresh daily.
3. Staff will be trained in cleaning techniques, proper use of protective barriers such as gloves, proper handling and disposal of contaminated materials.
4. Facility cleaning requiring potentially hazardous chemicals will be scheduled when children are not present to minimize exposure of the children. All cleaning products will be used as directed by the manufacturer's label. Nontoxic substances will be used whenever possible.
5. **The school will be thoroughly cleaned every evening after all students are picked up.**

Hand Washing Practice

1. Frequent hand washing is key to preventing the spread of infectious diseases. Teachers will teach children how to wash their hands effectively.
2. Posters of children using proper hand washing procedures are placed by each sink.
3. Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
4. All staff, volunteers, and children are required to appropriately wash hands in order to reduce the risk of transmission of infectious diseases to themselves and to others.
5. Staff assist children with hand washing as needed to successfully complete the task.
6. Children and adults wash their hands:

- a. Upon arrival for the day
 - b. After diapering (pull ups) or using the toilet (use of wet wipes is acceptable for infants)
 - c. After handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit)
 - d. Before meals and snacks or serving food.
 - e. After playing in water
 - f. After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals (especially when playing outside).
7. Adults also wash their hands:
- a. Before and after feeding a child
 - b. After assisting a child with toileting
 - c. After handling garbage or cleaning
 - d. Upon walking into the building (wash hands or sanitize).
 - e. After assisting one child and moving to the next (wash hands or sanitize).

First Aid Kit

1. A First Aid kit is located in the preschool classroom.
2. It is inaccessible to the children, but readily available for adult use.
3. Following each use of the First Aid kit, the contents will be inspected and missing or used items replaced.
4. The Emergency Bags with First Aid kit is taken to the outdoor play areas as well as on field trips and outings away from the school.

Fire Safety

A fire extinguisher is installed in the school classroom or areas right outside 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 and recorded.

Medical Emergencies and Notifications of Accidents or Incidents

1. Leon Early Childhood Center has written plans in place that describe the following situations and procedures to follow:
 - a. Emergency phone numbers
 - b. Fire procedures

- c. Utility failures (electrical power failure, water line break, gas line break)
 - d. Severe weather
 - e. Physical threats/Armed intruder
 - f. Evacuations
 - g. Accidental injury or illness procedures for life threatening and non-life threatening situations
2. These plans will be reviewed by each staff member at the beginning of each school year and when changes are made to them. In the event that your child receives a minor, non-life threatening injury during their time at LECC, our teachers 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 form and a copy will be given to the parent within 24 hours of the incident. All staff will have immediate access to a telephone that allows them to summon help in an emergency. Each phone will post the telephone numbers of the fire department, police department, hospital, and poison control. Emergency contact information for each child and staff member will be kept readily available. The list of emergency telephone numbers, 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 annually or as needed.

Protections from Hazards and Environmental Health

1. Program staff will protect children and adults from hazards, including electrical shock, burns, or scalding, slipping, tripping, or falling.
2. LECC building has been assessed for lead, radon, radiation, asbestos, fiberglass, and other hazards that could impact children's health with documentation on file if applicable. No well water is used at any site. The building's heating, cooling, and ventilation systems are kept in compliance with national standards for facility use by children.
3. The program maintains facilities, so they are free from harmful animals, insect pests, and poisonous plants. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility and in a manner that prevents skin contact, inhalation, and other exposure to children.

Smoke Free Facility

1. In compliance with the Iowa Smoke free Air Act of 2008, Urbandale Leon Early Childhood Center 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.
2. No smoking is allowed in the school or around the school grounds.

Staff – General Information

1. Hiring procedures include completion of the following checks: criminal-record check, free from history of substantiated child abuse or neglect check, education credentials, verification of age, completion of high school or GED, personal references and a current health assessment, TB test, Covid-19 vaccination must be done, valid CPR certificate.
2. Leon Early Childhood Center school program maintains current health information from documented health assessments for all paid school staff and for all volunteers who work more than 40 hours per month and have contact with children. A current health assessment (not more than six months-old) is received by the program before an employee starts work or before a volunteer has contact with children. The health assessment is updated every two years. Documented health assessments include:
 - a. Capacities and limitations that may affect job performance
 - b. Documentation by a licensed health professional of TB skin testing using the Mantoux method and showing the employee to be free from active TB disease. For those who have a positive TB skin test and who develop a persistent cough or unexpected fever, immediate assessment by a licensed physician is required. For those who have increased risk of TB according to the Centers for Disease Control (CDC), documentation is required annually by a licensed health professional showing that the employee is free from active TB disease.
 - c. Confidential personnel files, including applications with record of experience, transcripts of education, health-assessment records, documentation of ongoing professional development, and results of performance evaluation, are kept in a locked filing cabinet in the school’s office.

Orientation

1. Employees must know their role and duties. All teaching staff and administrators will be required to participate in an initial orientation program that introduces them to fundamental aspects of the program operation including:
 - a. Program philosophy, mission, and goals
 - b. Expectations for ethical conduct
 - c. Individual needs of children they will be teach or caring for
 - d. Accepted guidance and classroom management techniques
 - e. Daily activities and routines of the program
 - f. Program curriculum
 - g. Child abuse and reporting procedures
 - h. Program policies and procedures
 - i. Leon Early Childhood Center Program Standards and Criteria
 - j. Regulatory requirements from the New York State OCFS
2. Follow-up training expands on the initial orientations
 - a. The employee's immediate supervisor should provide the new employee with a review of the employee's responsibilities and duties. The director will explain payroll procedures, employee benefits programs and accompanying forms to the employee.

Staffing Patterns and Schedule

Leon Early Childhood Center program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing for the New York State OCFS regulations / standards of maintaining an adult/child ratio of at least 1:10 at all times for four and five year old, 1:7 for three year old and 1-5 for our 2.5 year old. The center administrator will maintain lists of current substitutes for both the teacher and the teaching assistant in case of absence. If one of the teaching staff needs to temporarily leave the classroom, the person will call the office to arrange for coverage in order to maintain the adult/child ratio.

Staff Development Activities

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

and outside the program. All teaching staff attend professional development day school session on a quarterly basis.

Evaluation and Professional Growth Plan

All staff are evaluated by a supervisor. All teachers have formal evaluations three or four times per year (to be determined). 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.

Volunteers

Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the administrators and teacher if you would like to be a school volunteer. Please note that you **MUST** obtain a Covid-19 vaccine and show proof and you **MUST** follow all our PPE regulations that are in place to create a healthy and safe school environment.