



BBS Preschool and Childcare

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Program Philosophy

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BBS Preschool and Childcare is dedicated to the success of all children. We use guided knowledge of child development and research based practices to plan developmentally appropriate practices to facilitate meaningful learning experiences for all children. The curriculum is a framework for facilitating children's growth in all areas of development. All children are seen as individuals; therefore, modifications and adaptations are used to ensure the success of all children. The classroom is arranged for children to safely engage in play and learn. BBS staff believe families play an important role in the child's education success. Open communication and family participation is essential to the child's education.

Mission

Our mission is to provide a loving, nurturing environment for children to feel safe and welcome. We support and empower children and families through the access to quality community services for preschool education to children 3-5 years old.

Capacity

We are a licensed program that has the maximum capacity of 31 children ages 3-5. We are a Voluntary Preschool Program, therefore, our maximum of preschool age children is limited to 20 students. We maintain a ratio of 1:10 or 1:8 depending on the age of the youngest child enrolled. We offer before and school care for families who need extended hours.

Vision

Guided by current research on brain development, we will provide opportunities for all children to learn through developmentally appropriate practices and will collaborate with community resources to ensure all children are learning according to their ability.

Admissions

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The following standards apply to all children seeking admission to BBS Preschool and Childcare.

1. The child must be 4 years old by September 15th.
2. After October 1st children can be enrolled if they will be turning 4 before Jan. 1.
3. Registration is complete when all enrollment forms are filled out and signed in the appropriate sections. These forms are not limited to: Health Insurance coverage, CACFP Eligibility Application, Emergency Forms including Emergency Contacts, Dental and Health Emergency Consent, Registration form, Attendance agreement, Language Survey, and Preschool Initiative Registration Form, Liability Waiver, Photo and Field Trip Consent Forms.
4. A Copy of the Child's Birth Certificate
5. A \$25.00 non-refundable registration fee must be paid in advance to ensure your child's placement in the program.
6. A wait list of interested applicants will be maintained and notification will be given when openings arise.

Fee Information

Prior to enrollment, a **Schedule of Attendance Contract** must be signed. Parents and Legal Guardians will be billed according to the individuals Attendance Contract. **Preschool hours are 8:30 a.m.-12:30 p.m. all other operational hours are considered childcare, in which there is a fee.** All fees are due on or before the last day of school.

Absences

It is the responsibility of the parent/guardian to call the program if the child will be absent. The attendance policy is monitored very closely. Children benefit most from the program if they attend on a regular basis and at a consistent time. Data shows that children who attended preschool regularly had a greater chance of accomplishing high school and moving on to a higher level of education than those children who had poor attendance in preschool.

Health

The program maintains current health records for each child:

1. All children must have a current physical or an appointment for those services before entry into the program.
2. Immunization Records must be current according to Iowa Department of Public Health. Records must be signed by a Physician or administering Health Department official. Religious exemption Waivers must be notarized and signed.

3. All children with special health care needs will have an action plan prepared by a health care professional with full instructions to properly care for the child if an emergency shall arise. This includes food allergies, allergies to bee stings, or chronic illness that require assistive technology.
4. Children that are ill are provided a comfortable space until their parents have arrived.

Safety Policies

1. All staff are required to have current certifications in Pediatric/Adult CPR with AED, and Universal Precautions.
2. All staff will take precautions to ensure their own safety and will follow the guidelines of OSHA. However, if an Injury to a staff member should occur, the date, time, and full explanation must be documented, seen by a physician free of charge, the Workman's Comp Insurance is available if needed.
3. At least one staff member must have Certified in Medication Administration. All medication is in a locked box or refrigerator, labeled with the child's name, date, Physician Name, route, dose, and expiration date. No over the counter medications will be administered. Administering staff must fill out the medication form and this form must be retained for future documentation.
4. All materials must be free of hazards. If a toy or material including furnishings that are broken or defective, they must be discarded immediately.
5. All Staff are Certified Mandatory Reporters. If a staff person suspects child abuse, child neglect, or any other concerns of the child's well-being, the staff person is required by law to call the local DHS representative. The staff member is protected under the laws.
6. Emergency contacts must be listed as well as persons authorized to pick the child up.
7. Persons other than parents/guardians picking the child up must have provide a photo ID to access the child.
8. Staff will ensure children are dressed appropriately for the weather. In extreme weather, the staff will not take the children outside but will offer physical activities indoors.
9. Permission slips must be on file for administering Insect Repellant as well as Sunscreen. The staff will apply the Repellant/sunscreen when needed.
10. Parents are informed of any communicable disease exposures. The Nurse consultant is contacted of exposures. The staff will follow the advice of the Physician/Nurse.
11. The staff will keep written documentation of the exposures.

12. Written form of exposure to communicable diseases are posted on the door to inform parents when an exposure has occurred. All questions regarding exposures will be directed to the Nurse Consultant or Health Department.
13. Children will wash their hands upon arrival, after using the restroom, before/after mealtimes, and before/after playing in the communal water/sand play. Children with open wounds to their hands may not participate in the communal play until their wound has healed.
14. Sinks that are used for handwashing and food preparations are sanitized/disinfected between uses, with bleach solution of 1 tbs bleach:1 gallon water.
15. All tables are sanitized and disinfected between activities.
16. Toys and materials will be sanitized and disinfected weekly or when soiled.
17. Masks are worn by all individuals entering the classroom until further notice
18. All staff, volunteers, substitutes, or other visitors will pass a mandatory criminal background check before they are able to interact with the children.
19. A detailed emergency preparedness manual has been written for the safety of the staff and children. The manual covers authorized persons to pick up the child, disasters, evacuation plans, lock down/ shelter in place, active shooter, fire/flood, relocating, how and when parents will be notified and how to retrieve their child. The manual is available for parents to read per their request.

Diapering Policies

In rare occasions some children may not be able to use the toilet consistently. Children who have a medical reason that prevents the child from using the restroom will have privacy and will be respected. The child will be checked hourly for soiled clothing.

The staff will ensure the child has opportunities throughout the day to use the restroom with assistance or ensure the child does not have soiled clothing or pull up. A staff member will be available to assist children in changing into a pull up at naptime if needed.

DHS diapering/pull up procedure poster is posted in the restroom. If there are any questions about policies, please refer to the DHS website for complete details on diapering procedures.

Meals and Snacks

BBS Preschool participates in CACFP. Application for Eligibility are distributed with enrollment paperwork. All meals and snacks are prepared on site. Yearly audits are performed by a CACFP representative to ensure the program is operating in

compliance. Safe food handling, proper meal/snack menus meet requirements, applications are complete, food production forms are completed, and CACFP funds/reimbursements are used appropriately. Menus are posted on the parent board.

Parents are required to fill out emergency forms, this includes allergies or special nutrition needs that must be followed. The information from parents is gathered and used before meals are added to the menu. Documentation of the meals/snacks are prepared for children with special nutrition needs.

A Health care professional prepares a care plan to ensure staff are aware of procedures to properly care for the child with food allergies, special health care needs or other food restrictions. Food allergies and/or restrictions, special preparation of foods are posted in the area where meals are prepared.

All staff are trained in food safety at the beginning of every school year. Precautions are taken to ensure children are not served food that is a choking hazard, meals are served no more than 3 hours apart, at safe temperatures, children are monitored through the entire meal/snack for safety,

Tables are sanitized and disinfected between activities. Such as free play, small groups, snack, and lunch.

All staff are trained yearly of guidelines, procedures, and potential contact of infectious diseases. (Universal Precautions) All staff are offered the Hepatitis vaccinations at no cost to the employee. Exposure of a potential infectious disease is documented, retained, the staff will receive care from their Physician at no cost to the employee. All Staff will follow OSHA regulations concerning Universal Precautions.

Leadership and Management

1. The program effectively implements policies, procedures, and a system in support of stable staff and strong personnel, fiscal, and program management so that all children, families, and staff have high-quality experiences.
2. BBS Preschool was started in 2003 by Brenda Barto, Director. At that time Brenda was the owner, the program became a non-profit (501(c)(3) in 2008. Brenda has over 30 years of experience, CDA, some college, and of training. The teacher must have her BA in Early Childhood, and all other staff must have a CDA or a plan to complete the para education classes per AEA. The program is overseen by the Preschool Initiative Administrator of Sioux City Schools.
3. BBS preschool operates during the school calendar year and employs three staff. The program is operated in an Elementary School.

4. BBS Preschool and Childcare is State Licensed, maximum capacity is 31, however, to maintain the staff/child ratio of 1:10, only 20 preschool age children are enrolled at
5. one time. All hours of operation must be within the ratio guidelines set by AHS, this includes outdoor time as well. The staff must arrange themselves indoors/outdoors To adequately supervise the children.
6. No transportation is available per BBS Preschool. However, children on IEP's may have transportation through the community school district.
7. Children are spaced 3 feet apart at rest time. The sheets and blankets are provided and laundered every week. Blankets are stored in individual containers after each use and placed in the child's locker until the next use.
8. Referrals are provided for staff to the resources they need to prevent or manage depression, burn out, or stress. Weekly staff meetings help manage work related stress and provide support where needed.
9. Children are arranged 3 feet apart at naptime. Each child has an assigned cot, blanket that is stored in an individual plastic box with lid, and a fitted sheet for their cot. Each week the director takes them home to be laundered. Children who do not nap can quietly read books on their cot.
10. No smoking signs are posted on the entrance door. No firearms are allowed on the premises.
11. Emergency and evacuation procedures are posted by the two exits in the classroom. In the event the director is unavailable or out of the program, the lead teacher will assume the responsibility of the program. A detailed emergency/or disaster preparedness manual has been implemented and approved by the board. The manual covers procedures and policies regarding shelter in place, relocation, missing child, fire/storm procedures, evacuation, security threats, utilities failure, and emergency transporting children. Monthly practices for fire/storm are documented.
12. Parents/guardians must accompany the child at arrival/departure:
 - A. Parent/guardian must park in the parking lot and escort the child to the crosswalk and walk them up to the door.
 - B. The parent/guardian must be greeted, as well as the child.
 - C. The parent/guardian must sign the child in and out at the end of the day.
 - D. Children with disabilities will have access to the classroom 5 minutes prior to the start of the day.
 - E. Anyone other than the parent/guardian will need to show their picture identification and the staff person must check the child's emergency form to check if this person is on the list of authorized persons to pick the child up. If the person is not on the list and the parents have not contacted the program staff

Access Policy

Any person in the center who is not an owner, staff member, substitute, or subcontracted staff or volunteer who has had a record check and approval to be involved with child care shall not have “unrestricted access” to children whom that person is not the parent, guardian, or custodian, nor be counted in the staff to child ratio.

Persons who do not have unrestricted access will be under the direct “supervision” and “monitoring” of a paid staff member at all times and will not be allowed to assume any child care responsibilities. The primary responsibility of the supervision and monitoring will be assumed by the teacher unless he/she delegates it to the teacher assistant due to a conflict of interest with the person.

Center staff will approach anyone who is on the property of the center without their knowledge to ask what their purpose is. If the staff is unsure about the reason to be on site they will contact the supervisor or director to get approval for the person to be on site. If the situation becomes dangerous the staff will follow the “intruder in the center” procedures. Non-agency persons who are on the property for other reasons such as maintenance, repairs, etc. will be monitored by paid staff and will not be allowed to interact with the children on the premise.

A sex offender who had been convicted of a sex offense against a minor {even if the offender is a parent, guardian, or custodian} who is required to register with the Iowa sex offender registry {Iowa Code 692A}.

1. Shall not operate, manage, be employed by, or act as a contractor or volunteer at the child care center.
2. Not be on the property of the center without written permission of the center director, except in the transportation of the offender’s own child.

A. The center director is not obligated to provide written permission and must consult with DHS licensing consultant first.

B. If written permission is not granted it shall include the conditions under which the sex offender may be present, including:

1. The precise location in the center where the sex offender may be present.
2. The reason for the sex offender’s presence in the facility.
3. The duration of the sex offender’s presence.
4. Description of how the center staff will supervise the sex offender to ensure that the children are not left alone with the offender.
5. The written permission shall be signed and dated by the director and the sex offender and kept on file for review by the center licensing consultant.

Unrestricted access- means that a person has contact with a child alone or is directly responsible for child care.

Supervision- means to be in charge of an individual engaged with children in and activity or task and ensure that they perform it correctly.

Monitoring- means to be in charge of ensuring proper conduct of others.

Sick Children

To Protect the child and others, parents/guardians should keep their child home and notify the staff whenever the child has the following signs:

1. A temperature of 100 degrees or above. If your child has a fever, they will be sent home.
2. An upset stomach within the last 24 hours
3. An intestinal disturbance with diarrhea or vomiting
4. 4. Sore or discharging eyes, ears, or profuse nasal discharge
5. An undiagnosed rash with lesions
6. The child is not well enough to participate in the activities
7. Has signs of COVID

When an accident or sudden illness occurs, the staff will administer first aid but they are not responsible for subsequent treatment. Any further care is left to the family physician. In case of severe emergency, the child may be taken to the hospital for further treatment. Parent/guardian will be notified of any situation requiring medical attention.

Emergency health cards for each child will be kept at the program as well as a medical/dental treatment consent form. If illness occurs during the day, parent/guardian will be notified. In isolated but supervised area will be maintained for children who become ill. Parent/guardians are required to pick the child when they have been notified.

Returning to the program policy: A child must be free from fever, diarrhea, vomiting, rash, eye secretions and any communicable disease for a full 24 hours before they can return to the program. This policy is enforced to protect other children and staff members.

If a child is not well enough to participate in the daily activities of the program the child should stay home. A sick child does not need to be at school. However, children should be in school if they are not ill.

Accident Reporting

It is the responsibility of the staff to inform the parent/guardian of falls, bruises, and cuts sustained by the child during the day. Accident Reports must be filled out and copied. One copy for the parent/guardian and the other filed in the child's personal file.

Incidents involving more than one child must be discrete and confidential. No names should be shared. Parent/guardians must sign the copy that is to remain at the center.

Family Involvement

During conferences, home visits, and through daily communications, classroom staff will seek information from families about the skills and behaviors their child demonstrates at home. The information gathered from families is used in the assessment process.

The Iowa Board of Education believes parent involvement is essential to having a successful preschool experience. The state preschool legislation requires schools to record parent participation. We realize that families are busy with work and activities and will always be mindful of this when planning activities. Your child's teacher will inform you of several parent involvement opportunities which may include: monthly classroom activities for families, special lunch for families, calendar activities, reading, homework activities, and family sharing.

In accordance with preschool legislation, a home visit will be provided to each family. Home visits are designed to help classroom staff get to know your family and your family's goals for your preschooler. Staff will also be sharing information about your child's progress and how to build your child's skills at home. Your family's home visit will last approximately 30 minutes. **Home visits are part of our program and if you would rather meet somewhere public arrangements can be made with the staff.**

Group Family Meeting

The annual group meeting serves as an opportunity for the program to share information with parents as well as providing time for parents to share their input about the program. It can also serve as a time for the center to invite a speaker to share information with the parents on a host of topics (child development, school readiness, parenting, etc..)

Advisory Board

A Parent Advisory Board is made up of parents of children currently attends or previously attended the preschool program. Participation on the Parent Advisory Board serves as an opportunity for parents to provide feedback and support to the center staff and policies.

Functions of the board included by are not limited to:

1. Advising the staff on policies, activities, and services
2. Acting as a "sounding board" for the concerns of parent
3. Maintaining contact with families to solicit ideas, concerns and recommendations and/or relaying to the director specific individual concerns
4. Assisting in writing grant proposals
5. Developing and assisting with implementation of an annual parent involvement plan, including planning parent meetings
6. Assisting in recruiting new families to the center
7. Assisting in fundraising
8. Support for the director in actions regarding policies for staff and families

The curriculum framework is based on the Creative Curriculum GOLD assessment, the State of Iowa Board of Education Early Learning Standards, and by each student's Individual Education Plan, IEP (if applicable). Plans are tailored to meet each individual student's educational needs.

Creative Curriculum Philosophy

At the heart of the Teaching Strategies approach to early childhood education is *The Creative Curriculum*, the country's leading scientifically based, comprehensive curriculum for programs serving children from birth to age 5.

We believe that curriculum should be integrated with high-quality assessment, professional development, and family connection resources to create a well-rounded program that addresses the needs of early childhood education professionals, children, and their families.

The Creative Curriculum helps you plan and implement a developmentally appropriate program that promotes children's social-emotional and learning in the core areas of literacy, mathematics, science, and social studies.

It combines the latest research and the freshest ideas into a forward-thinking approach to Learning-one that honors creativity and respects the role that teachers play in making learning exciting and relevant for every child in their classroom.

Our unique approach is designed to inspire teachers, to help them create a high-quality learning environment and, most of all, to support their important efforts as the open doors to successful learning.

With *The Creative Curriculum*, every program can put together a complete system that promotes positive outcomes for all children, including English-language learners, children with disabilities, and advanced learners. More information on Creative Curriculum can be found at www.teachingstrategies.com.

Creative Curriculum Objectives

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Social-Emotional

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs

2. Establishes and Sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends

3. Participates in cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross motor manipulative skills
7. Demonstrates fine motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

- 8 Listens to and understands increasingly complex language
 - a. Comprehends Language
 - b. Follows Directions
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time and place
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves Problems
 - d. Shows curiosity and motivation

- e. Shows flexibility and inventiveness in thinking
- 12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes Connections
- 13. Uses Classification skills
- 14. Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - b. Engages in socio-dramatic play

Literacy

- 15. Demonstrates phonological awareness
 - a. Notices and Discriminates Rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates smaller units of sound
- 16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Uses letter-sound knowledge
- 17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books
 - b. Uses print concepts
- 18. Comprehends and responds to books and other texts
 - a. Interacts during read aloud and book conversations
 - b. Uses emergent reading skills
 - c. Retells stories
- 19. Demonstrates emergent writing skills
 - a. Writes Name
 - b. Writes to convey meaning

Mathematics

- 20. Uses Number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
- 21. Explores and describes spatial relationships and shapes
 - a. Understands relationships
 - b. Understands Shapes
- 22. Compares and Measures
- 23. Demonstrates knowledge of patterns

Science and Technology

- 24. Uses scientific inquiry skills
- 25. Demonstrates knowledge of the characteristics of living things
- 26. Demonstrates knowledge of the physical properties of objects and materials

27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

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Social Studies

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

The Arts

33. Explores the visual arts
34. Explores musical concepts and expressions
35. Explores dance and movement concepts
36. Explores drama through actions and language

English Language Acquisitions

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

Creative Curriculum Assessment GOLD

Purpose of assessment

Assessment information is essential for individualizing instruction for young children. This new system supports teachers and promotes appropriate teaching practices that help all children building the foundation they need for school success.

Specific skills measured by GOLD

This measure focuses on the ten GOLD objectives for development and learning (listed above).

How the assessment tool is administered

The classroom staff observes individual children over time, but the context for observations may be a group setting.

How is the assessment information used and shared with families?

The classroom staff will maintain records for each child and complete the skill level ratings. The teacher interprets the results and uses them in planning daily activities and determining the needs of each individual child. Twice a year families will have a conference with the classroom teacher where a family report will be shared. This report describes your child's development in the above areas.