



PUEBLO

SCHOOL DISTRICT 60

Educating for Purpose and Impact

Early Childhood Department
Preschool Program
Policies and Procedures 2025-2026



Pueblo School District 60
Early Childhood Department
Preschool Program Policies and Procedures
2025-2026

This policies and procedures document for Early Childhood Educators within Pueblo School District 60 is essential in establishing a foundation for delivering consistent, safe, and high-quality care and learning experiences. This document outlines clear expectations for staff, fostering an environment where both safety and healthy development can thrive for all children. By maintaining a high standard of practice, it not only assures compliance with regulatory requirements but also cultivates a positive and productive learning atmosphere. Implementing these policies will greatly enhance the overall quality of care and education provided, benefiting both educators and young learners alike.

The Early Childhood Educator functions as a member of the Preschool co-teaching team. The Educator applies research-based knowledge of child development and the stages of learning for preschoolers to promote student growth and achievement at a rate appropriate to age and stage of development. The Educator organizes and maintains a learning environment along with varied learning experiences conducive to social/emotional, cognitive, and physical, language, literacy, and mathematical development for preschool age children. Responsibilities includes but are not limited to maintaining a clean and safe learning environment, feeding, changing diapers, documentation of individual student progress/completing data reports, and conferencing collaboratively with parents. Each classroom is designed with 2 Early Childhood Educators working as team co-teachers. In addition, assignments in the position may include working as a “floater” who at times assists a teaching team in a classroom, or may travel to different locations to cover absences in the Early Childhood Program.

Purpose and Philosophy

Mission Statement

To provide a high-quality education that assures each student the knowledge, skills, and dispositions to lead a life of purpose and impact.

Vision Statement

The Vision of the Early Childhood Department is dedicated to support and lead a collaborative community culture that is responsive to young children's academic, emotional, and life-long achievement needs by working with schools, students and their families.

Early Childhood Preschool Program Philosophy

We believe that children learn best through “active learning,” encouraging exploration and experimentation with a rich variety of materials that are developmentally and individually appropriate.

Purpose

The purpose of the Pueblo School District 60 Preschool Program is to provide:

- ❖ A quality pre-kindergarten experience in school readiness for ALL children four-years-old by October 1
- ❖ A quality preschool experience for ALL **qualifying** three-year-old children by October 1

Article I

Eligibility

The District preschool program is funded through the Colorado Department of Early Childhood (CDEC). The District has a select number of seats available in specific elementary schools and cannot accommodate all families who apply to the Universal Pre-Kindergarten program (UPK). The District determines final placement to a preschool classroom. Our program serves four-year-old children and qualifying three-year-old children with birthdays on or before October 1st of the current school year. Children with disabilities may be enrolled throughout the school year as of their 3rd birthday.

All children in our Pueblo community can apply for 10 hours per week of free, high-quality preschool in their **year before kindergarten** through Colorado's Universal Preschool program. The weekly hours of the preschool program is determined by the District.

Required Documents for Application

The child's family or caregiver must provide verification of home address. Acceptable documents to verify home address are a mortgage statement, rent receipt, or a major utility bill (gas, water or electric). The family is also required to provide the state birth certificate, and current immunization when applying to the Preschool program. A signed physical form and required immunizations must be completed prior to entering the program.

*Social security cards will **not** be requested for application to the district program.*

Article II

Admission and Application to Preschool

In accordance with the Universal Preschool Program (UPK) Act, eligibility is determined by age, qualifying risk indicators and demonstrated need for early intervention. Each year parents will be informed of their child's acceptance into the program for the following school year via letter or email issued by the Early Childhood office. ***Under no circumstances will staff members make promises regarding acceptance into the preschool program for any child (regardless of IEP status), nor guarantee that a requested school will be granted if accepted to the program. Failure to comply with this policy may result in formal disciplinary action.*** UPK eligible children who participate in the Three-year old program ***must*** submit a new application to be considered for the Four-Year old program. In accordance with the district policy for Kindergarten eligibility, children must be four-years of age *on or before* October 1 to apply to the Four-Year Old program. Likewise, children must be three-years of age *on or before* October 1 to apply to the Three-Year Old program. **Children with disabilities may be enrolled throughout the school year as of their 3rd birthday.**

Funding

In addition to the Universal Preschool Program funding, the Pueblo School District 60' preschool program **may** be funded through any combination of the following funding sources:

- Title I
- District General Fund
- Special Education Preschool Funding

Article III

Services

In compliance with the Americans with Disabilities Act and the Individuals with Disabilities Education Act, Pueblo School District 60 preschool program practices inclusion of students with special needs or as identified under Section 504. Accommodations and modifications are provided. Services include, but are not limited to: speech therapy, occupational therapy, physical therapy, sensory integration, and educational support. All preschool staff members are responsible for implementing a child's Individual Education Plan (IEP), and making classroom accommodations as appropriate.



Article IV

Staff Minimum Requirements / General Requirements for ALL STAFF

The Colorado Department of Early Childhood (CDEC) licenses the preschool classrooms in Pueblo School District 60. All Early Childhood Educators are required to meet licensure regulations as outlined in the State Rules and Regulations for Preschools and Child Care Centers. All preschool staff are responsible for ensuring that the following required documentation are CURRENT (i.e., large director qualifications, CPR, First Aid, Standard Precautions, and Medication Administration, etc.), and maintained in your google classroom or as a hard copy in your classroom. Failure to comply with this policy will have a negative impact upon the employee's evaluation, and may result in formal disciplinary action.

The school district provides at least one opportunity per year to complete training in CPR, First Aid, Standard Precautions, and Medication Administration. If the Early Childhood Educator is unable to attend any of the district opportunities, it is the responsibility of the preschool staff member to complete the required training outside of the district, on their own time and at their own personal expense.

Staff will comply with the Colorado Department of Early Childhood: Rules and Regulations for Preschools and Child Care Centers, Pueblo School District 60's policies, their school building's procedures, and the policies and procedures as outlined in this document. Staff will implement the Colorado Early Learning & Development Guidelines which include the Quality Standards for Early Childhood Care and Education Services and the Colorado Academic Standards for Preschool.

Article IV: A

Curriculum Implementation

The Pueblo School District 60 Preschool Program believes children learn best through "active learning" including exploration with a rich variety of materials which are developmentally age appropriate. Children are engaged in hands-on learning opportunities designed to develop abstract thinking and problem solving. Each day includes child-choice activities that make learning fun, meaningful and relevant. We believe PLAY allows children to translate experience into understanding. Worksheets and "Dittos" are not used in the preschool program.

Within every classroom, teachers focus on oral language development through the explicit teaching of Tier II vocabulary. Children take part in Handwriting activities as they learn to form letters and numbers and they develop social skills through daily interactions with their peers using the preschool programs' social emotional curricula of the Incredible Years and Conscious Discipline Feeling Buddies, aligned with Pyramid model practices.

As stated above, the preschool teaching staff will implement the Colorado Early Learning & Development Guidelines which include the Quality Standards for Early Childhood Care and Education Services and the Colorado Academic Standards for Preschool. Early Childhood Educators are required to follow unit themes which promote concept “connections” for young children. Using the structured teaching approach of: I Do, We Do, You Do, teachers provide daily activities focused on social/emotional, cognitive, and physical, language, literacy, and mathematical development for preschool age children as outlined in our Scope and Sequence for Instruction. Within the classroom four year old students also use technology to learn about their world.

Lesson Plans

Early Childhood Educators lesson plan weekly together to promote inclusion of student interests and changes in growth and development. Lesson planning represents all children within the classroom including those who receive special education services.

Planning must include the following:

- Scope and Sequence for Instruction
- Handwriting without Tears Menu and Teachers Manual
- Letter sequence for letter recognition as set by EC department (4 year old classrooms only)
- Splash or Creative Curriculum, Concept Connections guide (resources to planning)
- IY/Feeling Buddies/Pyramid guides
- PLC SMART goals and Class Profile Action Plans

Other resources as designated by the EC Department.

Lesson plans and preparation of materials for the following week must be completed by the end of day every Thursday. Each teacher within the classroom must receive a copy of the lesson plan for the following week before the end of the day every Thursday. The classroom teachers must utilize an organization system such as daily tubs with materials for Small Group, Large Group, etc.

Professional Staff Development

The Early Childhood Department views Professional Development as a critical element of quality early learning and as such provides multiple opportunities for PD. Early Childhood Educators work with the Preschool Coordinator to implement PD learning. All ECEs are expected to attend all Preschool Professional Developments. Staff will attend and actively participate in all scheduled professional development days, including district-wide in-service days. While it is understood that emergencies will arise from time to time, it is the District's expectation that all personal appointments be scheduled outside of the regularly scheduled preschool professional development meetings. In the event that a staff member is not able to attend a professional development session, the employee must contact the Early Childhood Administrator no later than 7:00 am, or as soon as the employee is aware of the inability to attend the meeting. Failure to comply with these policies will be handled by administration in accordance with the procedures outlined in the Classified Work Rules. In the event a preschool employee misses a PD session, he/she will be required to attend a make-up session as scheduled by the Early Childhood Department.

Professional Learning Communities

In Professional Learning Communities (PLCs), teachers work together to improve student achievement. Teachers come together to analyze TS GOLD results and use the data to plan developmentally appropriate intervention and

instructional strategies. Students benefit when teachers work collaboratively toward a common goal. The teams in a PLC engage in collective inquiry targeted on best teaching practices and best learning practices. The goals and instructional strategies created in a PLC drive the development of quality lesson planning. PLCs should consider the following questions:

- What do we want students to learn?
- How will we know when each student has learned?
- How will we respond when a student experiences difficulty in learning?
- What strategies can we use to promote student learning?

◆ Documentation and preliminary levels must be entered in TS GOLD every two weeks to ensure the most current data is used for PLCs. ◆ The Preschool Coordinator must be invited to attend all PLCs (agendas provided with invite). ◆ Paperwork completed during PLC must be provided to the Coordinator. ECEs must follow the schedule provided.

Substitute Teacher Information

A file with the following information must be provided for the substitute teacher.

General lesson plan	School Map	Important phone numbers
Daily Schedule	Emergency Response Plans (Lock down, secure perimeter, and fire drill)	Information about children (allergies, special services schedule)
Foster Grandparent information	Where to find important items such as keys	Information on college students who are completing observation hrs in the classroom

Substitute Teacher Expectations (Includes Floaters when covering for an absent ECE)

- Substitute Teacher does NOT administer medication of any kind to students
- Use of cell phone during instructional time is not permitted
- Substitute Teacher must be available as needed to assist others
- Substitute Teacher is expected to abide by professional and ethical standards of dress and behavior
- The classroom should be left as it was found at the beginning of the school day. The room should be ready for the next school day
- *Substitute Teacher must leave a summary of the day*



Teaching Strategies Gold

The Universal Preschool Program (UPK) requires participation in an ongoing, authentic assessment of all children enrolled. Our district utilizes TS Gold as its formative and summative assessment. Early Childhood Educators are responsible for the following:

- Enter new students into the online system
- Enter ongoing documentation with preliminary rating levels every week
- Complete checkpoint three times each school year
- Complete Interrater Reliability Certificate every three years

For each Parent/Teacher Conference Early Childhood Educators must share information from TS GOLD with parent/guardian. For this purpose the TS Gold Child Report Card is required. To monitor documentation in all

dimensions the documentation status report may be used. While entry of documentation may be done individually, it is required that both teachers in the classroom work together to finalize ratings at each checkpoint.

Field Trip Expectations

Field trips are not only lots of fun, but they also provide valuable learning experiences for preschoolers. Field trips help to build background knowledge and expand vocabulary. Both are important to the development of the concepts involved with the field trip.

- Field trip forms must be submitted to the principal and EC office **20** school days prior to the date of the field trip.
- <https://www.pueblod60.org/Page/3816> online field trip request form
- Teachers must follow-up with principal to ensure approval from both parties
- Field trip forms must be completed for all field trips, including FPE's that are field trips (i.e. Pumpkin Patch)
- Plan to report to school before the field trip and return after the field trip unless the trip is scheduled as an all-day (preschool day) field trip
- **Provide parent/guardian advance notice of field trip** via newsletters, Remind app, notes, parent boards
- Part day programs will have separate field trips (one for morning, one for afternoon.) *exception will be when planning an end of the school year trip

Kindergarten Transition

Every year the Early Childhood department supports the transition of students from preschool to kindergarten. This work involves collaborating with kindergarten teachers, elementary principals, district administration and parents/guardians.

1. Early Childhood Educators will guide parents/guardians to follow District School Choice window process
2. Begin planning for kindergarten transition in **March** by setting up a meeting with building principal
 - a. Discuss eating in the cafeteria, visiting specials, visiting kindergarten classroom, and the presentation of the Kindergarten Slideshow
 - i. Contact all staff involved to schedule (Teachers/Specials, Kdg teachers, cafeteria staff, etc.)
 - b. Activities should be scheduled in April or May based on other activities occurring in the building
 - i. ***Ideally these events will take place in May***
3. Complete the Transition Planning form and submit to the Preschool Coordinator by the due date
 - a. Include dates, times, and complete details for all activities
 - b. Request the slideshow for the presenter
4. Transition cards
 - a. Classroom teachers will complete cards using TS Gold data
 - b. Maintain PROFESSIONALISM at all times. Remember the building principal and kindergarten teacher will view these cards
 - c. Do not include information that has NOT been shared with the parent/guardian
 - d. If the child has a severe behavior
 - i. The Coordinator must be aware of the situation prior to the cards being submitted
 - ii. Specific successful strategies for the behavior must be listed for the Kdg teacher
 - e. Cards are due to the EC office as determined by the administrator.

Early Childhood Department End of Year Celebration Guidelines

Completing a year of preschool is a fun and exciting event for children, parents/guardians and teachers. Because children rely on consistent routines and familiar environments, it is important that teachers keep classrooms intact until the final day of school. Teachers must maintain the classroom environment until the children are no longer attending school.

- Celebrations should be limited to the end of the day (not to exceed 2 hours)
- The daily schedule must remain the same without any changes to the start and end times for class.
- The celebration should happen on the last day of school. (celebrations signify an “end;” parents will have no motivation to have students attend school if the celebration is before the last day)
- The program must provide for all aspects of the celebration (please do not ask parents to bring items)
- Separate celebrations must be held for morning and afternoon classes

Article IV: B

Workday Hours

Staff will work four days a week (Monday through Thursday), with one Friday per month, totaling 165 days per school year. Preschool staff will follow Pueblo District 60 EC Calendar and will observe the same scheduled in-service days, and holidays as all other district employees.

Staff will provide the Early Childhood Department and the building administrator with a copy of the classroom Daily Schedule, which will include class start and end time. A copy of the Daily schedule will be provided no later than September 30th.

- ◆ Staff may not arrive late or leave early on a regular basis unless arranged in writing with the building principal. A copy of the written change in schedule must be hand delivered to the Early Childhood Office by the employee. The Executive Director of Human resources reserves the right to approve/disapprove any permanent deviation in schedule from the regular workday.
- ◆ Staff will notify the building principal/secretary if/when they leave the school campus during the school day. Staff will follow the individual building procedure for sign in/sign out.
- ◆ Excessive tardiness, leaving the work assignment prior to the completion of the workday without prior administrative approval, or failure to properly report absences from duty by established procedure will be subject to the discipline, suspension, and dismissal process outlined under the Classified Employee Work Rules.
- ◆ Half-day Programs: Student contact hours are a **minimum** of 3 per session of direct teacher/student contact outside of a daily half-hour duty free lunch and two fifteen-minute breaks. The remaining time is to be spent on team planning, classroom organization, and all other EC activities as outlined in the Early Childhood Performance Appraisal Document.
- ◆ Due to State licensing regulations, breaks are not to be taken while children are present in the classroom or outside if proper adult-child ratio is not maintained.

Article IV: C

Absenteeism/Tardiness

Early Childhood Educators who report to their assigned location after 7:30 am are considered tardy. Chronic tardiness will be subject to disciplinary action. Early Childhood Educators are allowed 11 days of excused paid leave. All preschool staff will be familiar with the absenteeism procedures and reasons for leave, and will follow the guidelines for excused leave as outlined in the respective negotiated agreements. Please be aware that absences greater than 5 consecutive workdays without a physician's note or other verifiable leave or, accumulated absences that exceed 10 workdays, may, at the district's discretion, be considered excessive. In the event that an Early Childhood Educator will be absent from work, the following procedure will be used:

- The Early Childhood Educator will call or enter into the Frontline system no later than **6:00 am** to report the absence and request a substitute. If the Early Childhood Educator anticipates being absent for more than one day, please indicate this so an appropriate substitute can be secured.
- The Early Childhood Department will assign a EC Floater or district substitute
- The Early Childhood Educator notifies all appropriate team members, the EC Coordinator, as well as follows the procedure for absences established by the building principal.



Article IV: D

Conduct

Staff will treat children with courtesy and respect at all times. Staff will treat each other with courtesy and respect at all times. Staff will treat student's parents and family members, and all school district personnel with courtesy and respect at all times. Cell phones will be turned off or put on vibrate during student/teacher contact time. **Under no circumstances will staff members conduct personal business during student/teacher contact time.** Failure to comply with this procedure will result in a formal reprimand and disciplinary action, and be handled by administration in accordance with the procedures outlined in the Classified Work Rules.

Parent Conduct

To ensure positive relationships with parents/guardians and preschool staff, the district preschool program requires all staff to treat parents/guardians with courtesy and respect as stated above and in school board policy (GBEB). The school district also recognizes the need to inform parents/guardians of the expectations for parent code of conduct.

One of our most important goals is to provide an appropriate and secure environment for children that encourages growth, learning and development. Preschool staff, children, and parents/guardians must be aware swearing/cursing is not permitted within the preschool classroom or playground. Threats of any kind toward preschool staff, parents/guardians or children will not be tolerated. Disagreements must be handled in a calm and respectful manner. Parents/guardians must be responsible for and in control of their own behavior at all times.

If it is deemed that a parent is acting in an inappropriate manner to a staff member or parent, the following steps will be taken:

- A meeting with the parent will be held to find a resolution to the situation.
This must include the building principal and Early Childhood representative.
- If a resolution is not found and/or parent continues to act in a manner that is inappropriate to the preschool policy, it may be necessary to dis-enroll the child from preschool

Confidentiality

Confidentiality will be observed at all times. Staff will not discuss students, students' parents, guardians, or other family members with other staff unless related to services for the child. When students transfer from one classroom to another, the Early Childhood Coordinator will support confidentiality of the situation.

Professional Dress/ Presentation

Dress will be professional attire for educators and teachers. Recognizing, in accordance with best practices, that staff will be on the floor with the children, relaxed-fit slacks and comfortable sweaters and blouses are appropriate for the preschool classroom.

Tee shirts with logos (with the exception of school, district, or recognized early childhood professional group logos) are not professional attire for educators and teachers. Jeans may be permitted based on school policy. Hair will be clean and neatly combed. Failure to comply with these policies will be handled by administration in accordance with the procedures outlined in the Classified Work Rules.

Language

As an educator and a language model for young children, all staff will utilize appropriate and correct grammar, enunciate words clearly, and will refrain from profanity at all times.



Purchasing/District Commercial Card Program

In accordance with the Pueblo School District 60 purchasing policy open to Early Childhood Educators as designated and issued by the District's Early Childhood Department. A dollar amount limit will be set to cover low value purchases needed during the course of classroom business. The district procurement card should not be used to purchase items available through the District warehouse or to purchase items which the Early Childhood Department provides to all classrooms. Gifts for parents or children are not allowable expenses. Candy purchases must be kept to a minimum. Preschool staff will not use the purchasing card for personal use.

The Early Childhood Educators must maintain a log of all purchases made with the district procurement card. This log must reflect the accurate balance for the card as set by the Early Childhood Department. Each month the card holder must reconcile all purchases made for the previous month. Purchases are monitored monthly. Failure to comply with the policy may be subject to disciplinary action as stated in the Cardholder User Agreement. Preschool staff will not be reimbursed for any out of pocket purchases (personal expense) for any classroom materials.

Technology

Addendum: If a school or the school district is required to conduct remote learning, technological devices will be taken home for this purpose, **if available.** Early Childhood Educators will be provided iPads and laptops for the sole purpose of completing district work. These items will remain in the classroom unless permission from the building administrator is given in advance. Preschool staff is requested to check email upon arrival to work before students enter the classroom and again at the end of the day after students have left the classroom. These items are to be used for district purposes only.

Article V

Home Visits *(optional)*

Addendum: Home visits will not be conducted until further notice.

Early Childhood Educators will contact parents during their first week of the contract year in order to make an appointment to visit with the child's parents/guardians. The purpose of the visit is to acquaint the preschool staff with the parent/guardian and the child, and to provide information to the parent/guardian. This initial visit may take place in the child's home. Home visits may occur once at the beginning of the school year or upon the enrollment of a new student within the school year. Two pre-k staff members are required on Home Visits. No one is to do a home visit alone.

Parent Orientation Meetings

Early Childhood Educators will contact parents with information about the beginning of the school year Parent Orientation meeting. The purpose of the orientation is to acquaint the preschool staff with the parent/guardian and the child, and to provide information to the parent/guardian. Preschool staff members will be courteous and respectful during the orientation. Orientation meetings will occur once at the beginning of the school year or upon the enrollment of a new student within the school year, and will follow the designated time frame outlined each school year. Parents must attend a Parent Orientation Meeting.

Early Childhood Educators will collect all required paperwork from families, ensuring all forms are complete and signed by the parent or guardian. The required paperwork must be up-to-date. The ECE will provide the necessary paperwork to the building secretary once the Parent Orientation meeting has been completed.

Parent/Teacher Conferences

Staff will arrange parent/teacher conferences two times per year or as often as needed. Staff will be prepared for the conference by providing the parent with a portfolio for their child's work, the Teaching Strategies GOLD Report Card, and any supporting data documenting individual child progress. Every effort will be made to focus on the child's strengths, in addition to addressing any concerns or lack of child progress staff may have observed and documented. A designated window for conferences is included in the preschool instructional calendar.

Classroom Volunteers

The following program policy is formally in place with regard to volunteers within the Preschool classroom: All classroom volunteers will follow the established district clearance procedures and process outlined by board of education policy. All volunteers will work within the presence and under the direct supervision of a district employee, as outlined by district board policy, to include an Early Childhood Educator. Volunteers wishing to complete observation hours must fill out the district VIPS form and be cleared by the EC Department prior to being in the classroom.

Article VI

Licensing Procedures

All staff will maintain a Staff Licensing file within the D60 Preschool Google Classroom or as a hard file in their classroom.

Professional Responsibility: The Early Childhood Educator follows procedures to ensure the health and safety of all children. This is done by taking personal responsibility to maintain and renew all required certificates to include, but not limited to Standard Precautions, CPR, First Aid, and Medication Administration. It also includes the annual 15 hours of continuing education. *The Early Childhood Educator is proactive in his/her responsibility to maintain site-licensing requirements of the classroom.*

- All employees must be familiar with licensing rules and regulations within the first 30 days of hire. Starting in the fall of 2018 the Licensing Orientation training will be available in Frontline - Professional Development.
- All employees will maintain a personal licensing file in their classroom. This file must be available upon request to the CDEC licensing specialist.
- All employees are responsible for maintaining up to date and accurate information within their individual licensing file
- All employees are responsible for ensuring that the current health and fire inspection reports are up to date (Contact the EC department if the copy within the classroom is not current)
- All employees are responsible for accurate information being posted on both the parent and licensing boards
- All employees are responsible in making sure children's files are accurate and up-to-date

All Staff must maintain at least a **level 3** in the Colorado Shines PDIS system; effective August 2025

Required Training and Certificates

	Pre-service training welcome back/ policies and procedures (completed annually, prior to working with children)
	Standard Precautions (completed annually, prior to working with children)
	Mandated Reporter (completed annually, within 30 days of hire/ available in PDIS)
	FEMA (1 time only, within 30 days of hire)
	15 hours of training (completed annually)
	Medication Administration [director qualified ECE { <i>now Level 3 in PDIS</i> } every 3 years] Part 1
	Medication Delegation Part 2 to Medication Administration
	First Aid and CPR (every 2 years)
	Shaken Baby Syndrome (completed every two years)



Records to be kept on file/display

In accordance with Child Care Centers and Preschool Rules and Regulations, staff will maintain the following:

☐ **Visitor's Log**

A Visitor's Log will be maintained in the preschool classroom in addition to the Visitor's Log kept in the office. Staff will secure the following information from each visitor:

- ◆ Person's name
- ◆ Time in and Time out
- ◆ Date of visit
- ◆ Purpose of visit

Persons required to sign the Visitor's Log include, but are not limited to

- ◆ CDEC employees
- ◆ District employees:
 - ◆ Visiting or school nurses
 - ◆ Physical therapists, occupational therapists, speech therapists, and/or their assistants
 - ◆ Special Education Teachers
 - ◆ School Psychologists, School Social Workers
 - ◆ Extended family
 - ◆ Preschool Coordinator or Other preschool staff

☐ ***Emergency Drill Log***

Staff are responsible for maintaining a log of the date and time, with comments regarding scheduled emergency drills. Staff will have fire drills for the preschool classroom on a monthly basis, tornado drills on a monthly basis from March to October and lock down, secure perimeter, or active shooter drills yearly. The log will be kept in plain view near the entrance to the classroom on the Licensing Board. **Early Childhood Educators follow building Principal guidelines.**

☐ ***Illness log***

Staff are responsible for maintaining the illness surveillance form required by the Colorado Department of Public Health and Environment. This should be kept in a place where it promotes confidentiality but can be easily accessible when asked to produce when required.

☐ ***Policies and Procedures/ Parent Handbook***

A copy of Pueblo School district 60 Preschool Program Policies and Procedures (in a notebook) will be in plain view of visitors, and will be immediately available to visitors.

The Parent Handbook will be reviewed using the slideshow provided by the ECE department during the parent orientation, in addition parents will be informed of where they can locate the handbook if they should need to refer back to sections for clarity. Additionally, a copy of the Preschool Parent Handbook and your individual school parent handbook are to be displayed and accessible to parents at all times.

☐ ***Daily Schedule***

A copy of the Daily Schedule will be posted for parents/visitors near the entrance to the classroom. In accordance with best practices, a pictorial Daily Schedule will be posted at the child's eye level and in an accessible area within the classroom for children to reference.

☐ ***Lunch and Breakfast Menu***

Lunch and Breakfast menus will be obtained from Nutrition Services and posted near the entrance to the classroom.

☐ ***Professional Certificates***

Early Childhood Educator Certificates are to be posted near the entrance to the classroom. Remember to cover up your address on any certificates or licenses that are posted.

☐ ***Classroom License and Current Report of Inspection***

The Colorado State Preschool/Child Care License and current Report of Inspection are to be posted in plain view near the entrance to the classroom. A current copy of these Policies and Procedures must be also displayed and accessible to parents, since many licensing issues are addressed in this document. Additionally, all other materials distributed by the EC Office pertaining to licensing must be displayed.

☐ ***Emergency Phone Numbers***

Emergency numbers are to be posted near the telephone. Numbers will include: fire department, police, poison control, and school office.

Article VIII: Students

Student contact days and hours

The Preschool program offers small group classes four half days per week, Monday through Thursday. Half day session length are 3 hrs. A Preschool student contact day calendar will be given to each parent during the home visit/parent orientation and displayed on a Parent Information Board within the classroom. Staff will notify parents that children may not be left unsupervised by the parent in the Preschool classroom earlier than five minutes prior to class start time. Parents/guardians must pick up their child at the end of the 3 hour session. Excessive Late pick ups will require a parent meeting. This allows time for staff to prepare for the next day's activities.

Article VIII: B

Inclement and Excessively Hot Weather

In the event of severe weather, which causes school closures, the principal, school secretary or other administrative personnel will notify staff. Staff will follow their building's procedures. Staff will advise parents to listen to local weather channels and news broadcasts for updates on school closures. Parents may also check the District website for information about school closures. During inclement weather or designated Red Flag days, staff will allow parents to enter the classroom or designated indoor waiting area with their children as they arrive at school.

Understand the Weather

Wind-Chill



- 30° is **chilly** and generally uncomfortable
- 15° to 30° is **cold**
- 0° to 15° is **very cold**
- 32° to 0° is **bitter cold** with significant risk of **frostbite**
- -20° to -60° is **extreme cold** and **frostbite** is likely
- -60° is **frigid** and exposed **skin will freeze** in 1 minute

Heat Index



- 80° or below is considered **comfortable**
- 90° beginning to feel **uncomfortable**
- 100° **uncomfortable** and may be **hazardous**
- 110° considered **dangerous**

All temperatures are in degrees Fahrenheit

Child Care Weather Watch

Wind-Chill Factor Chart (in Fahrenheit)										
Air Temperature	Wind Speed in mph									
	Calm	5	10	15	20	25	30	35	40	
	40	40	36	34	32	30	29	28	28	27
	30	30	25	21	19	17	16	15	14	13
	20	20	13	9	6	4	3	1	0	-1
	10	10	-1	-4	-7	-9	-11	-12	-14	-15
	0	0	-11	-16	-19	-22	-24	-26	-27	-29
	-10	-10	-22	-28	-32	-35	-37	-39	-41	-43
	-20	-20	-34	-41	-45	-48	-51	-53	-55	-57
	-30	-30	-46	-53	-58	-61	-64	-67	-69	-71

Comfortable for out door play Caution Danger

Heat Index Chart (in Fahrenheit %)														
Relative Humidity (Percent)														
Temperature (F)		40	45	50	55	60	65	70	75	80	85	90	95	100
	80	80	80	81	81	82	82	83	84	84	85	86	86	87
	84	83	84	85	86	88	89	90	92	94	96	98	100	103
	90	91	93	95	97	100	103	106	109	113	117	122	127	132
	94	97	100	102	106	110	114	119	124	129	135			
	100	109	114	118	124	129	136							
	104	119	124	131	137									
	110	136												

Article VIII: C

Student Enrollment and Attendance Procedures

As indicated previously, enrollment into the Pueblo School District 60 preschool program is based on eligibility as determined by the Universal Preschool Program and/or Special Education eligibility. Once accepted to the program, the parent or guardian will be asked to complete an online enrollment with the district. Questions about the enrollment process should be directed to the EC office.

Early Childhood Educators **MUST take daily attendance in Infinite Campus by 9:00 am for the morning session and by 1:00 pm for the afternoon session.**

The Early Childhood Educator will keep a copy of each day's attendance list with them at all times. This list will reflect the name of each student present at the school on that particular day. Random head counts will be taken throughout each session of class.

Whenever a student misses school and the parent or guardian does not notify the school, the Early Childhood Educator must contact the family to find out why the student has been absent from school. For students who are chronically absent (i.e., have more than 5 consecutive unexcused absences), the Early Childhood Educator must address the concern with the family and inform the Preschool Coordinator to attain a copy of the Early Childhood Department's Attendance letter. When sending the letter home, keep a copy in the child's classroom file, and provide a copy to the building principal.

When contacting the EC office concerning inconsistent or lack of attendance, please include the following information:

- Attempts to contact the parent or guardian
 - Phone calls (number of calls attempted)
 - Attendance letter (when was the letter sent)
 - Contact at the home (when was the home visited, was a note left for the parent/guardian)

Documentation of parent communication (including attempts) must be maintained in the child's file.

Please see information about withdrawing students from the preschool program under **Article XIII**.

Enrollment Procedure via Child Find

Children may transition from Part C (birth to age 3) into Part B (preschool) when they continue to qualify for special education services. A parent or guardian may also gain enrollment in preschool for their child via Child Find (without prior enrollment in Part C.)

When a child is enrolled in our preschool program via Child Find, one or both of the classroom teachers will receive an email from EC. Whomever will be attending the Child Find meeting must reply to the email indicating acceptance of the meeting. If the date/time of the meeting will not work for the classroom teacher, a note should be included in the email response requesting a reschedule, **OR**

If the Early Childhood Educator cannot attend the staffing, and an alternate teacher will be attending in her place, this information must be shared with the Child Find office prior to the meeting. Although Child Find meeting should accommodate families availability and classroom ratios, the safety concerns of the classroom must be considered anytime a teacher needs to attend a meeting during student contact hours. Please reach out to the Preschool Coordinator should this become a concern.

Please note: Classroom teachers attending a Child Find Meeting are required to attend the entire Meeting.

Following the meeting, the parent or guardian may be invited to the classroom to complete the enrollment paperwork, see the classroom and meet the classroom teachers. If the Early Childhood Educator does not attend the meeting, please provide the alternate person a few dates and times to schedule this classroom visit with the parent/guardian. The enrollment paperwork should be given to the parent/guardian regardless.

The Early Childhood Educator should prepare for the enrollment of this child the same as for any other child (letter link, cubby label, sign in/out sheet, etc.)

In the event the Early Childhood Educator cannot attend the meeting (**calling off ill for the day**), he or she must contact the Preschool Coordinator and ESS teacher regarding this absence.

Arrival and Departure

For security purposes, a sign-in/sign-out sheet must be maintained for each child in the classroom. Children must be signed in daily as they enter the classroom and signed out daily as they leave for the day. Only a parent, guardian, or adult 18 years of age or older will be allowed to sign a child in/out from the program. Teacher(s) must make contact with a parent, guardian or adult daily. If a child is transported by the bus:

- The district assumes responsibility the minute the child is on the bus.
- The teacher will sign the child into the classroom by writing “bus” and their initials. This must be done daily.



Children will be released only to those persons authorized by the parent/guardian and maintained as such in the child’s file. Adults must be listed on white enrollment cards in the classroom and in the school office (cards must be the same). In an emergency the child may be released to an adult for whom the child’s parent or guardian has given verbal authorization. Picture Identification must be checked by the Early Childhood Educator before a child will be released to anyone. If the adult does not have a picture ID the child cannot be released. The Early Childhood Educator must contact the parent or guardian. All persons authorized to pick-up a child from the classroom must be 18 years of age or older. **This is licensing regulation 7.702.6**

If a staff member suspects the person picking the child up is under the influence of alcohol or drugs, the staff member shall notify the **principal** and make reasonable efforts to convince the person to find alternative transportation for the child. Notify the Early Childhood Administrator immediately.

Staff will inspect the classroom at the end of each day to ensure that all children have been picked up. In the event that a parent/guardian is late to pick up a child:

1. The parent will be notified by phone, if possible, if the child has not been picked up by fifteen minutes after the session has ended.
2. If the parent cannot be reached, staff will call the emergency numbers listed on the child’s enrollment card until an adult is reached and informed that the child needs to be picked up.

3. In the event that an adult can't be reached, staff will wait 30 minutes after the end of the session, at which time the police will be notified of an abandoned child. **The building principal must be notified PRIOR to this step being taken.** Notify the Early Childhood Administrator immediately.

4. The Early Childhood Educator will remain with the child until the police arrive.

5. In the event that the parent or other responsible party arrives before the police, the child may be released to the responsible party and the Early Childhood Educator will immediately notify the **building principal and** police.

6. A written report will be submitted to the principal with a copy to be maintained in the child's file.

Student Tardiness/Parent Pick Up

Staff will inform parents verbally and in writing of the building procedure for student tardiness. In the event a parent/guardian is habitually tardy in picking up their child after the designated session dismissal time, staff will notify their building principal and the Early Childhood Office for further direction/support. Excessive Late pick ups will require a parent meeting.

Lost Child Procedure

In the event that a child is missing and/or presumed lost:

1. The Early Childhood Educator shall immediately call 911 for assistance and shall immediately notify the building principal and the Early Childhood Administrator/designee.
2. The building principal shall immediately notify the parents/guardian.
3. The building principal or designee shall enlist supervision of the remaining children while the Early Childhood Educator actively participates with police officers in the search for the lost child.
4. An incident report will be made and submitted to: Building principal, Colorado Department of Early Childhood, and the Early Childhood Administrator/designee within 24 hours of the incident.
5. In the event that a child is missing while on a field trip, the Early Childhood Educator will immediately notify the building principal and call 911 to report the child missing. The Early Childhood Educator will follow building procedures.



Article IX

Student Records

Staff will maintain student records in a locked file cabinet in the preschool classroom. Records may not be released to anyone without the express written and signed consent of the parent/guardian. If parents ask for copies of files for legal reasons, reach out to the ECE for guidance.

Records to be maintained in the child's permanent file are as follows:

- ◆ Birth Certificate
- ◆ Language survey
- ◆ Current immunization record
- ◆ Enrollment card
- ◆ TS GOLD reports
- ◆ The Health and Social and Goal page of the IEP (for child receiving Special Education services)
- ◆ Developmental screening from Child Find or classroom developmental test (DIAL, DECA)
- ◆ Parent-Teacher Conference notes
- ◆ Photograph Consent form
- ◆ Parent Agreement form
- ◆ Physical form, signed by physician

Please refer to the building's requirements for the cumulative file.

Article IX

Discipline

In accordance with General Rules for Child Care Facilities:

- ◆ Children must not be subjected to physical or emotional harm or humiliation.
- ◆ The Early Childhood Educator must not use or permit a staff person or child to use corporal or other harsh punishment, including, but not limited to, pinching, shaking, spanking, punching, biting, kicking, rough handling, hair pulling, or any humiliating or frightening method of discipline.
- ◆ Discipline must **never** be associated with food, rest, or toileting. No child should be punished for toileting accidents. Food must never be denied to, or forced upon, a child as a disciplinary measure.
- ◆ Child time alone for de-escalation and self-regulation purposes (such as in using a Safe Place), must be brief and closely monitored by the adult. The child must be in a safe, lighted, well-ventilated area and be within **sight and hearing of an adult**.
- ◆ Verbal abuse and derogatory remarks about a child are not permitted under any circumstances.

In accordance with Pueblo Schools District 60 policy of providing a safe and healthy environment for all students, all preschool staff will become familiar with and utilize Conflict Resolution, redirection, Safe Place strategies, and other approved strategies to resolve conflict in the classroom, whether between two or more students, or adult-child conflict.

Behavior Management

We understand many children come ill prepared for the instructional setting of the classroom, however, in the rare instances where a child's behavior is extremely dangerous to his or herself or others, the preschool staff should follow the process below:

Crisis Situation: Student Behavior

- Remove all other children to a safe place in or out of the room,
- One teacher will supervise these children and give them an activity to distract them from the situation.
- Call the office for support.
- The other teacher will stay with the child who has a behavior concern.
- Clear the surrounding area as much as possible to provide a safe place for the child.
- DO NOT move or lift the child.
- Once support from the school arrives, follow the directions of your principal (the child may be sent home until there can be a meeting with parents to put support for the child in place). **ONLY THE PRINCIPAL OR ECE LEADERSHIP TEAM CAN GIVE PERMISSION TO SEND STUDENTS HOME FOR BEHAVIORS.**
- After the situation has been defused, contact the EC department about the situation and the guidance from your principal.

Non Crisis Situation during the first 3 weeks of school

- Document behaviors that are a concern during this time.
- The teacher will email the Preschool Coordinator and cc the principal regarding the situation.
- Contact Parents regarding their student's difficulty transitioning and discuss the strategies you will put into place to support their child. This must be done by the end of the first week.
- Follow up on progress within the first three weeks.

Non Crisis Situation after the first 3 weeks of school

Children must NOT be sent to the principal's office or sent home by the teachers for behavior problems as a punishment. Only the principal/ building administrator or ECE leadership team has the ability to send a child home as a result of his/her behavior in school. We believe preschool is a time when young children are learning appropriate social skills. These skills are being directly taught by the classroom teachers.

- As you see behavior concerns/missing skills, begin to document using The MTSS preschool plan
- Follow the steps in the MTSS preschool plan
- If the child is on an IEP, the Coordinator will contact the ESS teacher.

In the event that a child makes statements that he/she wishes to harm themselves or others, staff will notify the building principal and EC Coordinator. In the event that a child is making statements regarding domestic violence in the home, a death in the home and/or other violence in or near the home, staff will report this to the principal and EC Coordinator.

Decreasing a Child's Day

The decision to decrease a child's day (amount of time spent in preschool that differs from the set number of hours determined by enrollment; i.e. 3 hours in a part day program) is a team decision that must include the ECE department, the building principal, the IEP team (if the student is on an IEP) and other members of the child's support system. **The Early Childhood Educator will NOT make this decision alone.** To consider this:

- The Early Childhood Educator must have a minimum of 3 weeks documentation (observations, incident reports, etc.)
- The ECE childhood Educator must follow the behavior management process in the MTSS Preschool plan
- The ECE childhood Educator must request a meeting with the Preschool Coordinator and Principal to discuss the possible decrease of the child's day.

The decision to decrease a child's day will be determined by the building administrator following the necessary meetings with all parties concerned including the parent/guardian of the child. The EC Department must be informed prior to any action taken in the event a child's day is decreased. **The following must be set:**

- The time frame for the reduction (what are the new hours of attendance.)
- A schedule of consistent team meetings will be arranged (every 2 to 3 weeks).
- Predetermine what improvements will be necessary to increase the day and how data will be collected
- The parent/guardian must be part of the process at every level.

Sending a Child Home (due to behavior)

As indicated previously under Behavior Management, Only the principal/ building administrator or ECE leadership team has the ability to send a child home as a result of his/her behavior in school.

If the Early Childhood Educator has cause to send a child home (for behavior concerns) his/her first step is to contact the principal/building administrator or ECE office. In the event a child is sent home because of behavior concerns by the building principal, the Early Childhood Educator must notify the EC department, as soon as possible. Documentation of the situation must be maintained in the child's file.

Article X

Parent Complaint

In the event a parent has a complaint:

1. Staff will set a time to meet with parent/guardian and discuss the area of concern.
2. The Early Childhood Educator will document the meeting, concerns, discussion and resolution.
3. If the complaint cannot be resolved, the Early Childhood Educator will offer to call the principal or inform the parent that they may call the principal.
4. Staff will inform the parent that they may also file a complaint with the Early Childhood Administrator or designee

5. Staff will inform parents that in the event of suspected abuse on the part of any Pueblo District 60 staff or personnel. The parent/guardian has the right to file a complaint with the Colorado Department of Early Childhood.

Article XI

Illness and Accidents

Emergency contact numbers will be on file in the preschool classroom for each individual student. Signed, parent permission documentation to call the child's physician and/or transport will be in the student's file. All preschool staff will hold a current First Aid, CPR, Standard Precautions certification. The ECE with Large Center Director qualifications must hold Medication Administration certification. Staff will observe and practice standard precautions in the classroom.

Article XI: A

Child Illness

Children who come to preschool visibly and significantly ill will not be admitted to the classroom. Staff will observe children as they enter the room, and if it is determined that the child is ill, the parent will be informed that the child will not be able to attend class. In cases when a child becomes ill at school, EC staff will notify the office and parents will be notified. Ill children may remain in the classroom but separate from other children. Please see *CHILD ILLNESS POLICY*.



Staff will notify the building administrator when a child has been exposed to a contagious disease. In the event that a number of children, in one session, have become ill with the same contagious disease (such as RSV, chicken pox, strep throat, etc.) the Early Childhood Educator will notify the both EC Office and building administrator immediately.

Article XI: B

Student Accidents

All preschool staff will have a current First Aid and CPR card.

In the event a child is injured during program time staff will:

1. Administer first aid.
2. Staff will notify the parent of any injury.
3. If the injury is serious (i.e., concussion, loosened tooth, broken bone, deep cut, etc.), Staff will notify the Principal and the Emergency Medical Services. The parent will be called immediately. Every effort will be made to contact the parent or guardian.
4. If the injury is minor, first aid treatment will be given and the child may remain in class unless otherwise indicated, wash with clean water and apply a clean Band-Aid. **An accident report is provided to the parent/guardian.**
5. In the event of a serious injury, in addition to an incident and accident report being completed, the Early Childhood Educator will also be required to complete the online injury report (please contact Preschool Coordinator for guidance) within 24 hours of the injury. A copy of this report will be maintained in the

school office and in the child's file in the classroom. A verbal and written notice accident report will be given to the parent/guardian on the same day as the incident.

Article XI: C

Employee Illness

Remembering the best way to prevent the spread of infection is through proper hand washing practices, all preschool staff must also be aware of the following symptoms to guide the decision to stay home instead of coming to work sick.

1. Diarrhea
 - a. If you have diarrhea with fever
 - b. If you have diarrhea with vomiting
2. Flu-Like Symptoms
 - a. If you have a cough or sore throat along with a fever over 100 degrees Fahrenheit (must be symptom free for 24 hours before returning to work)
3. Coughing
 - a. If severe, uncontrolled coughing or wheezing
4. Rash with Fever
 - a. Body rash without fever or behavior changes usually does not require employee to stay home
5. Vomiting
 - a. Vomiting up two or more times in the past 24 hours
 - b. You should not return until vomiting stops or your doctor says it is not contagious

Article XII

Health and Safety Procedures

Staff will become familiar with the Emergency Procedures posted in the office of each building. A copy of the Emergency Procedures will be posted near the entrance of the preschool classroom along with an evacuation plan for the building. Evacuation/Emergency Plans will include what to do in the event of fire, tornado, severe thunderstorms, secure perimeter, and/or lock down.

In the event of an intruder in the building, staff will follow the safety procedures as posted in the office or given by building administrators.

The Early Childhood Educator will have a list of the day's attendance with them at all times, as well as a list of emergency contact numbers for each child. These must be carried in the classroom GO KIT.

Article XII: A

Medication

In order to comply with section 504 of IDEA, staff will receive instruction in Medication Administration and in accordance with regulations as stipulated by the State Department of Health. In the event that a child is required to take medication during school hours, staff shall administer medication in compliance with Child Care regulations and Pueblo School District 60.

Article XII: B

Transportation

Transportation to and from school is not provided by Pueblo School District 60. Consultation with the Executive Director of Exceptional Student Services is required when considering the possibility of transportation.

Article XII: C

Personal Belongings

Staff will inform parents that the school district cannot be held liable for the loss of personal items. For that reason, staff will discourage children from bringing personal belongings from home to school. In the event that a child has “something special” to share with the class, parents will be encouraged to remain for “show and tell” and then take the item home with them. Special consideration is made in this area when a child is having a difficult time adjusting to the classroom routine.

The school district is not liable for the loss or damage to personal items of employees. Please bear this in mind when bringing personal items to school. Items such as cell phones must not be accessible to children.

Article XII: D

Meals

Breakfast and lunch are provided according to individual school policy. All meals are served “family-style” in the classroom and staff will remain with the children during mealtime.

Staff will observe all health regulations regarding the storing and serving of food as per Pueblo County Health Department and the Colorado Department of Early Childhood regulations. No open containers of juice or milk may be stored overnight.

Only breakfast and lunch will be served while students are in school (snacks can be served for special celebrations only).

Allergies

In the event a student has a food allergy, the Early Childhood Educator must contact the school nurse and district dietitian to provide the student’s name and allergy and to request the Meal Modification form. The Meal Modification form must be completed by the child’s doctor or a licensed medical authority (MD, DO, NP, PA.)

The Early Childhood Educator should request the parent to return the completed Meal Modification form back to the classroom. The completed form is then submitted to the district dietitian.



The dietitian will set up a special diet meeting via phone or in person to review the special diet menu and will set a start date for the menu. The dietitian will train the cafeteria staff on the special diet menu.

Once the Meal Modification form is implemented it cannot be discontinued unless the licensed medical authority signs a Meal Modification **discontinuation** form. If changes to the menu are necessary a *new* Meal Modification form must be completed.

Article XII: E

Personal Hygiene - Diapering and Toileting

Diapering and Toilet Training

Although we ask that students be fully potty trained coming into the program, many children are independent in their bathroom needs. Children must be encouraged to use the bathroom throughout the day as needed and during scheduled bathroom breaks. Staff will monitor healthy bathroom habits such as flushing and hand washing. Sometimes students regress during significant changes in their life, EC Educators will work with the family to put a plan in place which will support the child in these times and be prepared to change clothing and clean the student as needed.

Children with medical or special needs may need specific help with their toileting. Staff is responsible for contacting either the Special Education Teacher or Nurse assigned to the building for instructions for children with specific toileting needs.

Families are encouraged to provide a change of clothes to be kept at school for occasions when a child may have a toileting accident. Families are responsible to provide diapers, wipes and a change of clothes if their child is in this stage of toilet training. Staff will work with families to outline a system to supply a change of clothes, diapers, and wipes to the classroom as needed.

The classroom must have a designated diaper change area for all children in need of diaper changing. The changing area must have:

- Be a minimum of thirty-six (36) by eighteen (18) inches in size and large enough to accommodate the size of the child;
- Have a place inaccessible to children for storing all diaper change supplies and disinfecting solutions and products;
- Have a sufficient supply of diapers at all times; and,
- Be located and arranged to provide privacy for older children in need of diaper changing.

The following procedure must be followed each time a diaper is changed:

- Soiled or wet diapers and clothing must be changed promptly and be replaced with clean diapers and clothing whenever necessary;
- The child must be placed on a clean, sanitized, dry changing table or mat;
- Providers must use single use disposable gloves;
- Use closest hand washing sink to the diaper changing area that is not used for food preparation;
- Children's hands must be washed with soap and water after diapering;
- Providers must clean and disinfect the diaper changing area after each diaper change;
- Providers must vigorously clean all parts of their hands with soap and warm running water and dry their hands with individual paper or cloth towels after diapering each child;
- During child care hours, clothing soiled by bodily fluids must be placed in a leak proof container. The container must be stored inaccessible to children and sent home on a daily basis;
- Parent(s) or provider(s) must provide extra clothing;
- For each child who is learning to use a toilet, the provider must accommodate the child's individual developmental abilities and needs, in accordance with nationally recommended procedures, and as contained in the provider's written policies and procedures;

- Toilets must be flushed between uses; and
- If potty chairs are used, all parts of the potty chair must be disinfected immediately after each use.

Early Childhood Educators (ECE) will refrain from lifting children. This will include lifting children to change diapers.

In situations where a child is being changed on a changing table, a stair step must be utilized, enabling the child to walk up to the changing table. The ECE must stand next to stairs as the child climbs and will support the child as he/she climbs onto the table. In situations where a changing table is not utilized, a changing mat on the floor must be utilized or the child may be changed standing up.

The Safe and Healthy Diapering Practice as established by the US Department of Health and Human Services and the Centers for Disease Control and Prevention must be followed by all who change diapers in our preschool program.

Safe and Healthy Diapering

- **PREPARE**
 - Gather supplies (clean pull-up, gloves, and wipes, bag for soiled clothes, extra clothes, disinfectant, and paper towels).
 - Children are to be changed on a clean mat placed near the sink if a changing table is not being used
 - Put on gloves
- **CLEAN CHILD**
 - Place child on mat and remove clothes (as needed) and pull-up
 - Clean child with disposable wipes. Always wipe front to back
- **TRASH**
 - Place used wipes in the soiled pull-up
 - Discard in diaper pail
 - Bag any soiled clothes for parents to take home
 - Remove and discard gloves in diaper pail
- **REPLACE PULL-UP**
 - Have child step into clean pull-up
 - Assist child to put on clothing previously removed (if soiled, put on clean clothes)
- **WASH CHILD'S HANDS:**
 - Have child wash their hands with soap and water
 - Child may return to classroom
- **CLEAN UP:**
 - Clean mat with disinfectant and paper towel
 - Wash your hands thoroughly with soap and water

Changing mat, disinfectant and plastic bags for soiled clothes must be stored out of the reach of children.



Vomiting and Diarrheal Incident Clean-Up Procedure

Clean-Up Procedure

1. Promptly move ill children to the designated ill/injured child area. Exclude ill children and staff from attending the facility and working according to the facilities illness policy.
2. Notify the designated clean-up staff, if applicable.
3. Keep children away from the contaminated area. Block off areas within 25 feet of the contaminated area until the area is properly cleaned and disinfected.
4. Gather cleaning supplies.
 - a. Absorbent material
 - b. Disposable scoop
 - c. Mop and bucket
 - d. Garbage bags
 - e. Caution tape or signs
 - f. Disposable paper towels/cloths
 - g. Disinfectant effective against norovirus (e.g., bleach solution or other EPA- registered and approved disinfectant)
 - h. PPE
 - i. Other:
5. Staff cleaning up the area should wear the following PPE to minimize contact.
 - a. Disposable mask
 - b. Disposable gloves
 - c. Disposable apron
 - d. Shoe covers
 - e. Eye protection
 - f. Other:
6. Identify the surfaces that were contaminated and follow the proper clean-up procedures (e.g. hard surfaces, soft surfaces that cannot be laundered, soft surfaces that can be laundered).
7. Discard any food that may have been exposed in the affected area.

Hard, nonporous surfaces

Step 1: Use an absorbent material to cover and contain the vomitus or feces.

Step 2: Use disposable paper towels or cloths to pick up any solid materials. Avoid vacuuming the area as this can spread germs into the air.

Step 3: Wash the surface with soap and warm water using a cloth or mop.

Step 4: Apply a bleach solution following the instructions for disinfecting or another Environmental Protection Agency (EPA) registered and approved disinfectant effective against norovirus. Leave the solution on the surface for the required contact time as listed on the product instructions.

Step 5: Rinse the surface with water, unless otherwise instructed on the product label, if the surface commonly comes into contact with food, hands, the mouth, eyes, nose, or exposed skin of children and staff.

Soft Surfaces That Cannot be Laundered

Step 1: Use an absorbent material to cover and contain the vomitus or feces.

Step 2: Use disposable paper towels or cloths to pick up any solid materials. Avoid vacuuming the area, as this can spread germs into the air.

Step 3: Use soap and warm water on the area. Blot the area gently with a disposable cloth, taking care not to spread the contamination.

Step 4: Apply an EPA registered and approved disinfectant effective against norovirus that is safe to use on carpet/soft surfaces. Alternatively, steam clean the carpets or upholstery using the highest temperature setting. Allow the area to air dry.

Soft Surfaces that Can Be Laundered

Step 1: Use an absorbent material to cover and contain the vomitus or feces.

Step 2: Use disposable paper towels or cloths to pick up any solid materials. Avoid vacuuming the area as this can spread germs into the air.

Step 3: Launder contaminated items separately from other laundry. Use the highest heat setting on the washer and the dryer. Additionally, add a laundry sanitizer, such as bleach, to the rinse cycle. Follow the labeled instructions to determine the amount of laundry sanitizer needed.

After Clean Up

1. Place all used cleaning supplies, such as used towels, absorbent material, and other items in a disposable plastic bag. Remove all personal protective equipment and place in the disposable plastic bag and seal it. Remove all waste from the facility immediately.
2. Disinfect reusable cleaning supplies following the steps above for each surface type.
3. Staff shall thoroughly wash hands with soap and water for at least 20 seconds.
4. Open windows if it is possible and allow for air circulation to avoid strong chemical odors.
5. Once dry and thoroughly disinfected, remove any signage.
6. Record details of incident, cleaning actions taken, and time.
7. Based on facilities illness policy, inform parents if their child was directly involved or exposed.
8. If an illness is suspected, follow any additional health protocols or recommendations from the health department.

Article XII: F

Storage of Dangerous and/or Cleaning Materials

All cleaning supplies will be kept in a locked cabinet and the key is to be with the Early Childhood Educator at all times. Bleach is considered an approved disinfectant and will be maintained in a locked cabinet. Following the correct mixture, the bleach bottle for the classroom must be prepared daily and checked using a chlorine test strip.

Article XII: G

Adult-Teacher Conflict

In the event an adult enters the classroom and becomes verbally assaultive, or threatens physical harm to anyone in the classroom, remain calm. Notify the office immediately and follow the building's procedures regarding this type of incident.

Article XII: H

Reporting Child Abuse

Any staff member who has reasonable cause to suspect that a child has been subjected to abuse or neglect is required by law and by Board of Education Policy, to report it to the police or the Pueblo Department of Social Services. The person who has cause to suspect will also notify the **Principal** verbally, and will follow-up with written notification prior to the end of the school day. Once notification has been made, staff will follow the procedures as given by their building administrator. **Whenever possible, the building administrator should be notified and apprised of the situation PRIOR to making the call to the Department of Social Services.** Generally, the building principal will contact the SRO assigned to the elementary school.

Article XIII

Withdrawing Children from the Program

When a parent/guardian notifies the staff that their child is being withdrawn from the program, the Early Childhood Educator will notify the school office and the Early Childhood Office. The student's last day of attendance must be given to both offices. If the child has an active Individual Education Plan (IEP), the Early Childhood Educator must notify the preschool special education support staff assigned to the building immediately, as well as the Early Childhood Office.

The Early Childhood Educator will **deliver in person** the white copy of the drop form along with the child's file to the Early Childhood office within 2 working days of the child's last day in attendance. The pink copy of the drop form must be submitted to the school secretary within the same timeframe. The drop form must indicate the reason for the drop.

If a child does not attend school within the first week of school or the teacher is informed by the parent or guardian of their decision to decline enrollment, a Never Started form along with the child's file is delivered in person to the EC office within 2 working days.

Preschool staff will facilitate the other children in saying goodbye in an appropriate manner, e.g., draw a card and have the children sign with their symbols and names.

When a staff person leaves the program or is transferred out of a classroom, children will be afforded an opportunity to say goodbye and process the changes in the classroom through developmentally appropriate activities.

To submit your signature for Preschool Policies and Procedures complete the Google form by clicking the link below:

Google Form → [2025-26 Policy and Procedure Acceptance](#)