

# Benson Hill Cooperative Preschool



Children and Parents  
Learning Together

## Preschool Handbook

Full Version, Revised August 2016 (August 2017)

11717 SE 240th Street  
Kent, Washington 98031

For general preschool information call: 253-234-7704

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## **Welcome to Benson Hill Cooperative Preschool!**

Whether you are returning members or a new family to our school, we extend our greetings to you and look forward to sharing a fun-filled year with you here at Benson Hill Cooperative Preschool!

A cooperative preschool is a growing and changing organization where no two years are the same. Each year we adapt old ideas and strategies, enhance the present ones and anticipate all of the new things we will try and learn throughout the year. Constant progression depends on new thoughts and ideas, and this is where our members, like you, come into view. We encourage you to suggest new ideas and changes for the improvement of our school. You, as a participating co-op parent, have the opportunity to be instrumental in shaping the program that helps develop your child. You are vital to the functioning of your child's school! We feel that this is one of the greatest advantages of a cooperative preschool and we are glad you have joined us here – it will be a great learning experience for us all!

Please use this Parent Handbook and our full [Policies & Procedures](#) and [Bylaws](#) as your guideline for the overall functioning of our school. It has been designed with you in mind to act as a “user friendly” reference; we hope you will find it helpful and informative when you read it.

Please don't hesitate to ask questions and/or gain clarification on any preschool issue; we are happy to speak with you at any time regarding the happenings in our school. The [Board Member Roster](#) on the school website will help you find the specific person you wish to speak to.

Thank you in advance for actively participating in our children's preschool experience. Your involvement and efforts are appreciated!

Best wishes for a year full of laughter, learning and fun!

Sincerely,

Your Benson Hill Preschool Board

# Benson Hill Cooperative Preschool



Children and Parents  
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## Who We Are

## **OUR COOPERATIVE PRESCHOOL**

### ***PHILOSOPHY***

Our philosophy at Benson Hill Preschool is to encourage the child's growth and self-esteem through preschool activities and direct parent involvement. We foster all aspects of the child's development, including cognitive, social, emotional and physical development with full sensitivity to each child's interests and needs. We work toward achieving these goals through discovery, exploration, and experimentation as well as manipulation of materials, decision-making, small group activities, and large group interaction.

The goals of all of our classes are the same, but because the 3-5 year olds are more advanced physically and intellectually, the means of achieving these goals are sometimes different. More small motor activities, abstract materials and an appropriate balance between child-initiated and adult-directed activities are used to help prepare the 4-5 year olds for kindergarten, as well as to help them become more successful learners in all aspects of their life. The total environment, including physical setting, teacher, equipment, curriculum and time structure, is carefully designed to communicate a feeling of welcome, acceptance, safety and security to your children.

### ***PARENT SUPPORT AND EDUCATION***

To supplement and enrich the parents' experiences in the classroom and in the home, parents are required to attend evening meetings once a month in the Owls and Eagles/Pre-K classes. Since the Peeps, Hummingbirds and Sparrows classes are POL's (Parent Observation Labs), parent education discussions take place while the parent and child are in class each week. Additional evening meetings may be required.

In these meetings the business of the preschool is taken care of, the teacher informs the parents of classroom happenings and a parent instructor provides valuable information on child development and parenting techniques. Our parent instructor is also a consistent preschool observer and is readily available to help parents with specific concerns. Our parent meetings are also a time when parents can share concerns and experiences and provide a supportive environment for one another.

## THE PRESCHOOL PARENT

We believe that a cooperative preschool program, such as we offer at Benson Hill, provides unique opportunities to be actively involved in your child's preschool experience, participate in the preschool policy and decision making process, obtain invaluable parenting education and advice, and make supportive and lasting friendships with other parents like yourself.

Along with these benefits, co-op members have certain responsibilities to ensure that the preschool functions smoothly and is financially secure.

The following is a brief overview of your responsibilities as a preschool parent. Please refer to the [Policies and Procedures](#) manual, ("School Member Jobs", subheading "Class Level Jobs"), for a complete listing of these requirements.

1. Fulfill your board/committee/class duties as described in your job description
2. Attend all required class and all-school meetings and two yearly cleanings
3. Pay monthly preschool tuition before the 5<sup>th</sup> of each month. The first and last month's tuition will be paid at Orientation or upon enrollment
4. Meet your obligations for fundraising requirements
5. As snack parent, to supply a nutritious age-appropriate snack
6. To familiarize yourself with and adhere to the preschool Policy and Procedures and Bylaws which are provided as a guideline for proper organization of our preschool.

## **THE PRESCHOOL CHILD**

Our children are our focus and sole reason for participating in a cooperative preschool. It is, therefore, essential that we define and outline a child's role in the classroom. The following is a general summary of each child's rights and responsibilities.

### ***A child is free to explore his or her environment as long as:***

1. The child does not hurt or endanger himself/herself or another.
2. The child does not interfere with another child's activities.
3. The child does not damage or destroy equipment or materials.

### ***A child has the right to:***

1. Work alone if he/she chooses.
2. Repeat an activity as many times as he/she feels necessary.
3. Not participate in one of the learning centers, ie: art projects, paint, etc.
4. Make mistakes without adult interference.
5. Choose his/her own activities and friends to play with during free time.
6. Request and receive help, as he/she learns independence in such activities as zipping his/her own coat or pouring his/her own drink.

### ***Responsibilities:***

1. The child is responsible for all of his/her actions.
2. The child is responsible for helping to pick up toys or materials he/she was using during free time.
3. The child is respectful to the learning materials, the classroom, or any items belonging to others.

## **THE PRESCHOOL TEACHER**

Our Co-op teachers are hired by the preschool Executive Board and his/her salary is generated from the preschool treasury. The teacher's primary responsibility is to set up a sound educational program for young children. Each teacher brings to the classroom their own unique style of teaching just as each child has their own unique style of learning. Routines and activities are established that will be most effective to promote social, physical, mental, emotional, and creative growth for each child. The teacher and parent instructor work with parents individually to accommodate each child's success at preschool.

### ***Specific skills and abilities required of the teacher include:***

1. Planning a curriculum appropriate to the needs and abilities of the children in the program.
2. Working in partnership with parents in the children's educational experience, using parents as a valuable resource.
3. Working cooperatively with other teachers and the parent education instructor to provide a challenging and enriching preschool program.
4. Providing an appropriate model for children and participating parents.
5. Establishing a positive environment which promotes high self esteem.
6. Being flexible in scheduling and planning in order to meet individual children's needs, enhance creativity, and encourage thinking skills.
7. Keeping current in CPR and standard first aid training.
8. Attending orientations and all-school meetings, monthly board meetings and parent meetings.

In addition, the preschool teacher must complement the current philosophy of developmentally appropriate practices while also providing experiences that will stimulate, support, challenge, and encourage the young child's capabilities.



## **THE PARENT INSTRUCTOR**

The parent education instructor is a professional person with experience and education in working with young children and parents. The instructor works with the preschool teacher and parents to make the preschool a supportive place for all to learn and grow together.

The instructor is responsible for conducting parent education discussions at parent meetings and being responsive to the needs of the families involved.

The instructor also visits their preschool class weekly. On these visits the instructor might do a number of different things:

1. Work individually with children.
2. Work closely with the teacher.
3. Make observations of children for conferring with parents and teacher.
4. Conference with parents at parents' request or when there is a concern.
5. Provide learning materials and demonstrate effective guidance techniques to teachers and parents when appropriate.
6. Refer parents to community resources as necessary.
7. In every possible way assure that pleasurable learning takes place for parents and children.

The parent instructor may attend all-school meetings/orientations and monthly board/parent meetings, and assists board members in the overall planning and operation of the preschool.

## **THE PRESCHOOL BOARD**

***The preschool Board consists of volunteer parents who serve in the following Executive Board and class committee positions:***

- Executive Director \*
- Co-director \*
- Executive Secretary
- Executive Registrar(s)
- Executive Treasurer
- Health and Safety
- Executive Fundraiser(s)
- Class Chairpersons
- Marketing & Communications Coordinator(s)
- Playground Coordinator(s)
- Select All-School Positions

\* (these positions may also be divided into two co-director positions)

This group conducts the business of the preschool at regularly-scheduled meetings (at least once a month). All Board meetings are open and any parent may attend, whether for general information, or for bringing up a special concern.

***The business of the Board may include, but is not limited to, any of the following:***

1. Planning parent orientations.
2. Planning fund raising events and determining the fundraising requirement per family.
3. Purchasing equipment and supplies.
4. Deciding on enrollment (number of classes, ages of children, class times, etc.).
5. Hiring and paying teachers.
6. Controlling the preschool treasury and budget planning.
7. Informing all parents of Board activities and relaying updates/changes to all preschool classes, through their class chairpersons, in a timely manner.
8. Developing and revising by-laws and policies and procedures to ensure proper follow through.
9. Responding to needs and concerns of individual parents.

## **ALL-SCHOOL POSITIONS/CLASS COMMITTEES**

The following is a *highlight* of each committee within our school that parents can serve on in order to fulfill their duties as a preschool parent. Each parent must hold either an elected "all-school" position or a class position. Please refer to the Policies and Procedures manual (under the heading "School Member Jobs") for a complete description of these duties.

### ***All-School Board Positions (Elected positions)***

- Director and Co-director (or two co-directors)
- Executive Secretary
- Registrar(s)
- Executive Treasurer(s)
- Health and Safety coordinator
- Executive Fundraiser(s)
- Class Chairpersons
- Marketing & Communications Coordinator (s)
- Playground Coordinator(s)

### ***All-School (Elected positions)***

- Librarian/Book Order Coordinator
- Executive Buyer
- Executive Housekeeper

### ***Class Level Jobs/Committees (non-elected positions)***

- Parent Coordinator
- Classroom Photographer
- Classroom Assistant
- Special Events /Communications Coordinator
- Hospitality Coordinator
- Excursion Coordinator (Owls & Eagles Pre-K classes)
- Fundraising Committee

It is important that all committees are filled to provide for a smooth operation of our preschool. Your Class Chairperson will assign committee positions based upon your choices made at the Fall Orientation meeting. Once assignments are made, you will receive a corresponding folder that will provide you with a complete outline of your responsibilities along with other pertinent information to help you fulfill your duties. Each committee person is responsible for adding notes and/or updating the information in their committee folder throughout the year.

# Benson Hill Cooperative Preschool



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## Guidelines for Parents

# PRESCHOOL ATMOSPHERE

*The atmosphere around the preschool is a relaxed and friendly one. Here are some general guidelines for contributing to this atmosphere:*

1. It helps children settle if they can model an adult who is "settled". Sit down on the floor, a low chair, or other spot near the children's activity and be prepared to quietly listen, interact with the child and/or intervene in a situation.
2. When talking to a child, kneel down to his level and establish eye contact whenever possible.
3. Please try to keep extra talking to other adults to a minimum when inside the classroom. It is best to converse with other adults either before or after class or outside the building. Excess "chit chat" while working in the classroom or during circle time can be disruptive to the class.
4. If you are working in the classroom please complete any babysitting arrangements for siblings prior to opening circle.
5. Strive to treat all children equally, including your own, and use praise whenever possible.
6. Try to be aware of the whole area you are in so that you can help where you are particularly needed. **The job cards in the classroom** which describe each working parent's duties should be used as a guideline to follow while in the classroom, but feel free to pitch in where needed.
7. Use positive statements to redirect behavior: State what you **want**, not what you don't want:
  - *"We walk in school."*
  - *"You may have a turn when Sara is done."*
  - *"The play dough stays on the table" instead of "Don't throw the play dough at Sue."*
  - *"Blocks are for building, not for throwing."*
  - *"I can't let you knock Bobby's building down--he worked hard on it. Can you build over here?"*
  - *"It's hand washing time; then you may eat your snack."*

8. Encourage taking turns:
  - "Ask George if you may have it when he is finished."
  - "Ask George which blocks you may use."
  - "Bobby would like to drive on your road. Can you show him which way to go?"
  - "These toys are preschool toys. Everyone may take a turn".
9. Give clear, simple directions ("It's time to...", "You need to..."). Do not offer a child a choice when there is no choice:
  - *"When the toys are picked up, we can go outside."*
  - *"It's time to go home now,"* rather than *"Do you want to go home?"*
10. Reinforce positive play by sitting nearby, smiling, talking or adding play materials. Encourage children to explore and experiment with the least amount of direction. Avoid hovering. Encourage children's play with verbal reinforcement:
  - *"Mark is using the red crayon."* and *"You cleaned up the spilled juice."* Avoid good child/ bad child behavior.
11. Do not be too upset by a child misbehaving. Approach her/him easily, in a friendly manner and ask the child to stop, or suggest another activity or area. In general, you may ignore much undesirable behavior unless a child is endangering herself/himself or other children.
12. Though the materials are sturdy, we do expect children to stop an activity that is destructive to equipment involved. Comments like:
  - *"We cannot let you do that,"* or *"That will hurt someone,"* are better than sharp reprimands like *"Stop that!"*
13. Be available to children for assistance when needed:
  - *Never judge an act you did not actually see.*
  - *Allow children to problem solve whenever possible.*
  - *Parent physically closest needs to intervene.*
  - *Redirect behavior that involves hurting selves, others and property.*
  - *When in doubt, consult with teacher or parent instructor.*
14. Anticipate aggression (it's a full-time job!). Let the aggressive child know her/his behavior is unacceptable.
  - Firmly state, *"I can't let you hit. Hitting hurts people."*
  - Then make sure the victim gets recognized for her/his feelings: *"I'm sure that hurt your arm when Sarah hit you."*
  - Encourage the victim to verbalize how he/she feels after the situation. *"It's OK to tell Sarah that you don't like to be hit."*

15. Allow the children to be as independent as they are able. Keep in mind that the value of a child's discovery is more important than the finished product. Children become creative not by what they produce but by what they attempt and explore. Supportive statements let children say something about their project if they want to but don't pressure them into explanations. Ask supportive questions such as:
  - *"You have worked very hard. What did you use to make this?"*
  
16. Comments about how nice a color is or what an interesting pattern the child has made is more appropriate than questions like *"What are you making?"*. It is also important to avoid making models for the children. Some descriptive comments include:
  - *"Tell me about your picture"*
  - *"I can see that you worked hard to cover the whole paper."*
  - *"That yellow and red look good next to each other."*
  - *"Those dots make it look like your brush was dancing on the paper."*
  
17. When printing a child's name on paintings or other materials, always capitalize only the first letter.
  - For example: **J**ohn / **M**ary
  
18. Encourage the children to do self-help tasks for themselves as much as possible such as zipping their coats, pouring their own juice, cleaning up their spilled juice, and/or putting away play equipment or materials when they are through.
  
19. Activities are more enjoyable when a child does not have to worry about "getting dirty". Therefore, we suggest that you dress your child in comfortable, easy to care for clothing so he/she will be free to join in all activities, indoors or outdoors. Although we provide paint aprons for each child, clothing for children (as well as the working parents) should be washable. We strive to be careful, but you will both invariably go home with paint, paste, etc. on your clothing at some point during the year! Also, please dress your child for inclement weather for outdoor play and/or field trips.

### **Circle Time:**

Children may have choices at circle time: They may come to circle, sit at a table and watch, or sit quietly in the book area and read a book. They may not play with the toys or other equipment.

When children are talking or being disruptive during circle, it helps to sit between the two who are talking. A gentle reminder also helps:

- *"I know you are happy to see your friend today. How about if you and Ann sit together at snack time and talk then?"*
- *"It is Teacher Linda's turn to talk. Can you hear what she is saying?"*

Feel free to hold a child on your lap, if he/she wishes it.

### **Clean-up Time:**

Offer a choice as often as possible:

- *"Which blocks do you want to pick up?"*
- *"Do you want to stack them or hand them to Bobby while he stacks?"*
- *"Do you want me to help you or do you want to do it alone?"*
- *"Are you strong enough to put the trucks up?"*
- *"Please put this on the shelf for me. Thank you!"*
- *"Playtime is over--it is time to make our cupboard neat."*
- *"Playtime is over. We can play with this toy again next time we are at preschool."*



## "SANITY SAVERS"

### What Do You Say To Children, by Dorothy Brethouwer

*When you want to do something and they are resistant?*

**Not This:** You have to do it. You're a bad boy/girl.

**Try This:** Everyone's coming to circle now. I'll go with you. Let's go over to the story. You take one chair and I'll take another.

*When children are fighting and you are afraid someone will get hurt?*

**Not This:** You must not fight. Only naughty boys/girls fight.

**Try This:** Separate the fighters. Try saying, "You seem to be very angry. What happened to make you so angry?" (See if the children will verbalize their anger.)

*When a child starts taking some blocks from a pile that another child is using and you see that a conflict is inevitable?*

**Not This:** Don't touch that pile of blocks!

**Try This:** Why don't you ask Robert if you may use some of his blocks?

*When a child uses inappropriate language?*

**Not This:** That's dirty talk. Nice people don't use those words.

**Try This:** Ignore it unless it persists. Then say, "We do not use those words in school." Change conversation to another topic.

*When children shout instead of normal voices?*

**Not This:** Stop shouting! You'll break my eardrums!

**Try This:** Try to speak more quietly just like I am. I can hear you much better.

*When a child whines to get attention?*

**Not This:** Stop whining!

**Try This:** Try to ask me in a voice that I can understand. It's hard for me to understand you when you cry.

*When a child "becomes limp" as you are walking together and you find yourself dragging him?*

**Not This:** Get up and get moving!

**Try This:** I can't hold your hand when you are down on the floor so if you're going to do that I'll have to let go and go by myself.

*When a child who is angry tips over all the chairs in the room?*

**Not This:** I'll pick them up for you.

**Try This:** You need to put all the chairs back on their four legs just as they were. Come, and let's do it together.

## SNACK TIME

Snack time for the preschoolers is more than just a time to eat – it is an integral part of the overall preschool curriculum. We can use this time to emphasize good nutrition and eating habits, but it can also be utilized as a way to enhance social skills, self-help skills, small muscle coordination and language development. Anytime we are able to incorporate child participation into snack preparation we will increase and enhance their overall learning experience.

Keep in mind that snacks do not need to be complicated to be tasty and nutritious to children. *WE ARE A NUT-FREE FACILITY!*

- ***The following are suggestions for appropriate snacks:***

### **Hummingbirds & Sparrows**

Soft fruits (banana chunks, melons)  
Apple wedges (thinly sliced), Orange sections  
Raisins, applesauce  
Rice cakes  
Cereal  
Yogurt  
Crackers, graham crackers, goldfish crackers, puffs  
Cheese – string or cubed  
Pretzels  
Shortbread & other soft cookies

### **Owls & Eagles Pre-K**

Most all fruits (avoid whole cherries & grapes with seeds)  
Vegetable sticks (thinly sliced)  
Raisins, applesauce  
Rice cakes  
Cereal  
Yogurt  
Crackers, graham crackers, goldfish crackers, animal crackers  
Cheese – string or cubed  
Pretzels, popcorn  
Bagels/crackers with flavored cream cheese  
Shortbread & other soft cookies

Water is provided in class.

- **You will want to evaluate and/or AVOID the following foods** (especially in the younger classes) because these are common "choking" foods:
  - hard candy, whole hot dogs, whole large marshmallows, popcorn (younger kids), tortilla chips
  - whole grapes, whole cherries, hard cookies, raw vegetables, thick sliced fruits, raw peas.
- **Please avoid any food containing peanut butter or peanut oil due to the possibility of severe allergic reaction in some children.**
- Parent coordinators will list allergies on the snack/work schedule and allergies will also be included on children's snack mats.

*\*\*\* If your child has a restricted diet, please discuss your child's needs with your teacher and class chair and post restrictions in the classroom. This is especially pertinent if your child suffers from allergies to certain types of foods (please refer to our Allergic Reaction Policy under the heading "Health and Safety Procedures" and be sure to have filled out an [Allergy Action Plan](#)). \*\*\**

## HEALTH AND SAFETY PROCEDURES

Preschool children are often a reservoir for communicable diseases. Outbreaks of communicable diseases are, therefore, inevitable at our preschool. The following is a guideline of "common sense" procedures for you to follow to help minimize the effects, frequency and severity of outbreaks at our school.

### ***Hand Washing Policy***

Hand washing is the single most important method in reducing disease transmission. The number of "germs" on our hands is tremendous! In accordance with the communicable disease policy, hand washing is to be done by adults and children:

BEFORE:

- entering the class
- meal preparation
- eating

AFTER:

- toileting
- nose blowing
- whenever contact with another person's body fluids occurs. (The term body fluids includes blood, urine, feces, vomitus, respiratory secretions [i.e. nasal drainage], saliva and all drainage from the skin).

This will help to decrease disease transmission at our preschool, and it will teach an important life skill to the children.

### ***Effective hand washing includes several key elements:***

1. Clean, running water to wet the hands
2. Soap to cleanse
3. Friction caused by rubbing the fronts, backs and in between the fingers of the hands (10 seconds of scrubbing is recommended) to lift the microorganisms to the surface
4. Rinse with running water
5. Dry with a clean, unused towel, preferably a paper towel.

*\*\*An alternative hand washing procedure during class time is to use one disposable wipe for each child, discarding it after the child has thoroughly wiped their hands or to use cleansing hand gel.*

The thoroughness of hand washing by the children will vary according to their developmental level and abilities. This is okay. Our goal is to do the best job possible for each child keeping in mind that as the children grow, their technique will improve.

**It should be noted that the purpose of the common water buckets and the common towels in the classroom is to remove paint and dirt only; they are not appropriate for cleaning hands before meal preparation, etc. We will use the sinks in the bathrooms or disposable wipes for this type of hand washing.**

### ***Illness Guidelines***

It is extremely important that your child not come to school unless he/she is free from illness. One sick child can quickly spread their illness to the other members of the preschool. The following are some *guidelines* to help you decide whether or not to keep your child home.

**1. Do not send your child if he/she:**

- Has a fever (99.9 orally); they should be fever-free for a full 24 hours.
- Has a persistent, discolored runny nose; an occasional clear run is acceptable.
- Has a heavy, croupy cough.
- Has an ear infection, unless the child has been on an antibiotic for a full 24 hours.
- Has a sty or other contagious eye infection.
- Is overly tired and is just not acting "normal."
- Has, or has been exposed to, a known communicable disease (i.e. chicken pox).

\*\*\*If a child arrives at school with any of the above symptoms or develops them while at school, we will call you or your emergency number and request that your child be picked up.\*\*\*

2. Please prepare your child daily for outdoor play as all children are expected to go outside (weather permitting) *Exceptions:* If it is raining or snowing, if it is unusually cold and the child chooses to come in, or if the child is recuperating from a serious complication.
3. Do not bring sick children to class. *If you are a scheduled working parent and your child becomes ill before class time please find a substitute to work for you.*
4. If your child has allergy signs that are chronic, please let the teacher and parent instructor know so that your child's allergy is not mistaken for another illness. If your child has a food allergy, it is imperative that you submit an [Allergy Action Plan](#) and discuss your child's needs with your teacher, parent instructor and other class members.

5. Non-immunized children need to be kept at home if there is an outbreak of a disease that they are not immunized against. For example, if there is an outbreak of measles in Renton or Kent, children without a measles vaccine have to stay home even if there is no active case of measles at Benson Hill Cooperative Preschool.
6. If your child contracts or is exposed to chickenpox, head lice or any other easily transmitted health condition (pink eye, strep, etc.), advise the school immediately (usually your class chairperson). Names will be kept confidential, but it is important for all parents to be advised of possible exposure so they may watch for symptoms in their child.

### ***Injury Procedures***

In the unlikely event that your child becomes injured while at preschool be assured that we will comfort and care for your child to the best of our abilities until you arrive. The following is a general outline of our injury procedures:

1. The teacher and/or parent education instructor will be informed immediately. Both persons are certified in CPR and First aid and will assess the situation to determine which steps need to be taken.
2. If the injury warrants any attention other than basic TLC (ie: putting a band aid on a cut, washing a boo-boo away, etc) the parent will be contacted as soon as possible.
3. If necessary, 911 will be contacted. Either the teacher and/or parent education instructor will remain with the child until his/her parent arrives.

Any head injury or accident considered to be extensive will result in a phone call to the child's parent to advise them of the situation – even if the child seems fine and has chosen to participate in regular preschool activities again.

All injuries will be documented in the *Incident Report* section of the Risk Management notebook, including the date, time, description of the accident/injury and the person attending to the child.

## ***Administration of Medication Policy***

Medications will not be given unless a child has a chronic or life-threatening condition (such as asthma or severe allergies) and the parents have signed a release permitting the administration of such medications. If the parents sign a release, the teacher shall:

1. Give prescription medications as authorized, in writing, by a physician or other person legally authorized to prescribe medication;
2. Accept prescribed medication from the parent, in the original container labeled with the child's name, date prescription was filled, expiration date, and legible instructions for administration;
3. Assure that the prescription medication is stored properly; and
4. Keep a record of prescription medication disbursed and provide a copy for the parent.

## ***Allergic Reaction Policy***

Allergic reactions range from mild hives to severe life-threatening (anaphylactic) shock. Therefore, we must be aware of existing allergies in the preschoolers and the actions we should take.

At the start of the school year each parent will fill out a *Medical Consent* form and an Allergy Action Plan which includes allergy information. The Class Chairperson will review this form for existing allergies. If there are existing allergies, the Class Chairperson will consult the parent/guardian to determine the severity of previous allergic reactions, symptoms the child displayed, and the usual treatment the child requires. This information will be included in the Teacher's file and posted in the classroom. The Class Chairperson and parent will inform the other parents/guardians and teacher of the child's allergy history in order to prevent an allergic reaction.

**Severe allergic reactions** develop rapidly, usually within 20 minutes. Symptoms may include hives, swelling of the face and neck, difficulty breathing, and wheezing. Be aware of runny eyes, runny nose, pulling at the neck muscles for breathing. Be sure to question the child regarding what you are observing. These types of reactions require a call to 911. **Mild allergic reactions** take longer to develop and include symptoms such as headache, nausea, and a tight feeling in the chest.

Information regarding the child's allergies enhances our awareness of the child's needs. It **does not** presuppose that Benson Hill Co-op working

parents or teachers will initiate treatment; we cannot give treatment unless the parents have given consent in the Allergy Action Plan. We will notify the parents as soon as possible and call 911 if the reaction warrants medical care.

### ***Blood Borne Pathogens (HIV, Hepatitis B, etc.)***

Extra precautions are necessary whenever handling body fluids. The term body fluids includes blood, urine, feces, vomitus, respiratory secretions (i.e. nasal drainage), saliva and drainage from skin lesions, cuts or abrasions. Contact with body fluids presents a risk of infection from a variety of germs ranging from the common cold to Hepatitis B and HIV. Many germs including HIV and Hepatitis B may be carried by individuals who have no symptoms of illness. In fact, transmission of disease most often occurs from unrecognized carriers because precautions were not taken. These germs are present among all ages, races, socioeconomic groups, and hetero/homosexual populations. They are equal opportunity pathogens.

Therefore, in accordance with the Center for Disease Control and OSHA's guidelines for universal precautions, **WHENEVER TOUCHING ANOTHER PERSON'S BODY FLUIDS (ESPECIALLY BLOOD), GLOVES SHOULD BE WORN.** Gloves are provided in parent aprons and in the first aid kit, which is located in the "confetti" cabinet in the classroom. There are also gloves in the teacher's field trip bag. If gloves are used, please dispose of them properly in the wastebasket and replace them with clean gloves.

**HAND WASHING AFTER CONTACT AND AFTER REMOVING GLOVES, IS MANDATORY.** *Exception:* When dealing with your own family members whom you know to be disease free, these precautions may be waived; otherwise, to protect the caregiver and the recipient of care, assume the possibility of infection and wear gloves.

If unanticipated direct skin contact with body fluids occurs, be sure to wash all affected skin areas with soap and running water for a minimum of 10 seconds.

Disposable items (gloves, cleaning sponges and towels) shall be deposited in a plastic bag, which shall then be placed in a second bag and put into the garbage. Also, please remember to place used tissues in a wastebasket, not in apron pockets.



# EMERGENCY PROCEDURES

## **Earthquake Guidelines** ***During an Earthquake***

At the first indications of ground shaking, stay calm.

### **If inside:**

Never dash to an exit. Most injuries occur as people are entering or leaving buildings.

Move away from windows, shelves, heavy objects, and furniture that may fall. If in the kitchen, turn off the stove.

Take cover under a table or desk, or move to an interior wall or corner. Doorways have traditionally been regarded as safe locations, but be aware that doors may slam shut during an earthquake.

Kneel, bend head close to knees, cover sides of head with elbows, and clasp hands firmly behind your neck. Putting a jacket over your head is useful too.

Stay under shelter until the shaking stops. Talk calmly to the students.

### **If outdoors:**

Move to an open space, away from buildings and overhead power lines.

Lie down or crouch low to the ground, since your legs will not be steady.

Keep looking around to be aware of danger that may demand movement.

### **If driving:**

Stop the car away from power lines, bridges, overpasses and buildings.

Children should remain in their seats and be told to hold on.

If the quake has been severe, do not attempt to cross bridges or overpasses that have been damaged.

## ***After an Earthquake***

### **Evacuation Procedures:**

Evacuation is necessary immediately after a quake because of risk of explosion and fire triggered by the quake. The teacher will begin evacuation, taking the emergency supplies kit with her as well as the day's attendance sheet.

Parents will assist with evacuation of children and carrying of the first aid kit, the emergency supplies kit, and other earthquake supplies. There may be considerable debris en route.

If major injuries have occurred, one adult should stay with the injured. All others should evacuate. Minor injuries can be cared for after the evacuation.

Proceed to a safe assembly area. Be prepared for aftershocks and the need to drop for cover en route. Account for all students. Take roll periodically throughout the disaster period. Provide all students with identification. The teacher will write each student's name on his/her skin with a permanent marker.

Calm and reassure frightened students. Attend to first aid needs and record injuries. Locate missing students and adults. Try to coordinate this with any church staff/ members at the site.

Keep records of students released (to whom, time, address, and phone number of parent).

1. No student will be dismissed from school unless a parent (or individual designated by a parent) comes for him/her.
2. No child will be allowed to leave with another person, even a relative or baby-sitter, unless we have written permission to that effect or that particular person is listed on the student's *Regularly Authorized Adults* form in our files.
3. All parents or designated parties who come for students must sign them out at a release station.
4. Please do not call the school/church. We must have lines open for emergency calls.

The teacher will stay with children while other adults attend to safety factors, communication, shelter, etc.

### **Check for Safety:**

- Check for gas, water, sewage breaks and shut off if needed.
- Check for downed electrical line shorts; turn off power if needed.
- Extinguish small fires before they get out of hand.
- Seal off and indicate area where hazardous materials have spilled.

### **Establish Communications with the Outside World:**

- Turn on portable radio (in emergency supplies kit). Listen for instructions.

***Do not*** use telephone except for life-threatening emergencies for the first two hours after the earthquake.

### **Long-Term Activities:**

Do not have the class re-enter the building unless it has been determined to be safe.

- Set up shelter.
- Prepare water: 10 drops of Clorox per gallon of water.
- Ration food.
- Provide diversion for children (games, songs, etc.).

After the first two hours, attempt to locate parents and an emergency reference person for remaining children.

Allow children to talk about their feelings.

## **Earthquake/Fire Drills**

We perform practice fire drills in the Owls and Eagles classes. Earthquake drills are to be practiced at least once every three months in the same classes.

The teacher will instruct the children on proper emergency evacuation procedures. During a fire drill please accompany the children outside by walking quietly and orderly to the "sport court" as instructed by the teacher. If you are a working parent or are staying in class to observe, please sign yourself in prior to class. The sign in sheet is used to account for all persons in the building during a drill or actual emergency evacuation.

## **Intruder/Active Shooter Guidelines**

### ***For unknown persons or intruder:***

If at any time you are dealing with a person about whom you feel uncomfortable or are fearful for your safety or the safety of others, then you may be faced with an intruder situation.

1. If a person comes into the facility, assess the situation. If you are uneasy or suspicious of the person(s) immediately have someone call 911.
2. If a weapon is present, DO NOT CONFRONT- give a predetermined hand signal (signaling with middle finger) or "Code Red" phrase to another adult as a signal for them to call 911. Follow Run, Hide, Fight guidelines below for active shooter.
3. If NO weapon is suspected, confront the intruder in the following manner:
  - a) Approach the individual in a non-confrontational manner with the assistance of another adult
  - b) Introduce yourself and the person with you to the individual in a non-confrontational way
  - c) Ask the individual who they are and how you can be of assistance
  - d) Inform the individual of the policy that all visitors must be authorized and need to sign in, then guide him/her to the area where that is done.
  - e) If the intruder asks any questions regarding times of opening or closing, attendance of any child, parent or teacher, DO NOT answer until their identity is verified.
  - f) If the individual refuses, do not confront him/her. Give the other adult the pre-designated hand signal (middle finger) or "code red" phrase as a signal to call 911

***For an active shooter***

If it is determined that the safety of the children and adults are in Jeopardy or there is an active shooter:

Follow FBI guidelines for **RUN, HIDE, FIGHT**.

1. **RUN:** if you can exit the building. Evacuate all children as quickly as possible to the neighborhood side of the parking lot. Call 911 immediately.
2. **HIDE:** if you cannot run, then hide in the "lockdown room" (our storage room). Call 911 immediately. Lock deadbolt from inside, shove 2 wedges under the door, push gym matt cart in front of door.

Gather the children in the far right corner of the storage room. Have all persons lie or sit down, cover their heads with their hands, and remain quiet. Silence all phones (including vibrate setting).

3. **FIGHT:** if you cannot run or hide, then fight the intruder. Attempt to incapacitate the intruder using all means necessary. Improvise weapons (throw chairs, act as aggressive as possible). Have someone call 911 immediately.
4. If you are unable to RUN or HIDE in the lockdown room:
  - (a) Adults should quickly check the halls, restrooms, and all areas closest to the classrooms to get children into the rooms.
  - (b) Lock all doors, close and lock all windows, cover all windows and doors and turn off lights.
  - (c) Keep children away from windows and doors; position children in a safe place against walls or on the floor; turn a classroom table on its side to use as a buffer.
  - (d) Adults will maintain as best they can a calm atmosphere in the room keeping alert to emotional needs of the children.
  - (e) Teachers will keep all children in the classroom until an all clear signal has been given.
  - (f) Teacher or designee will immediately call 911 and stay on phone until help arrives.
  - (g) Upon arrival, the local police, in conjunction with the teacher, will assume controlling responsibility and may evacuate the building per standard operating procedures. Also upon arrival of police, inform the police of the:
    - (i) Location and description of the intruder
    - (ii) Any known weapons
    - (iii) Any statement made by the intruder
  - (h) When all clear is heard, the teacher will apprise the adults of the situation and counsel with children. When the threat has been eliminated, normal activities should be resumed as soon as possible as instructed by the teacher.
  - (i) Teacher will apprise parents of the incident and report to PCPO.