

**INDIANA COUNCIL OF PRESCHOOL
COOPERATIVES (ICPC)**

**STATEMENT
ON
STANDARDS**

2008 REVISION



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The purpose of this Statement on Standards shall be inter-group communications and shall not be used for solicitation, personal or political intent.

All minimum standards are typed in bold, lower case letters. Optimum standards and suggestions are typed in italicized lower case letters.

- A. Definition of a Preschool Cooperative
A preschool cooperative is a non-discriminatory organization maintained and administered by the parents of enrolled preschool children.
- B. Purpose of Standards
Standards shall be a guide to be followed in establishing and carrying out the work of cooperative nursery schools.
Minimum standards (which shall be in boldface lowercase throughout this statement) shall be requirements for membership. *The purpose of the standards is to provide direction and serve as a guide for what is best for the children as well as for the people working with the children. Standards will be re-evaluated every five years as needed to meet the changing needs of the schools.*
- C. Organization
1. By-laws
Each school should adopt by-laws which state general policies governing the school. The by-laws will provide for:
 - a. **Rules for government of the group, and**
 - b. **Provisions for financial management of the school.**
 2. Incorporation
In order to protect the schools' contractual rights, it is required that each preschool group file incorporation papers with the state of Indiana.
 3. Tax Status
In order to be considered as a tax-exempt organization, schools must file the necessary form as required by the Internal Revenue Service and the State of Indiana to maintain this status.
Each school must fill out and file all necessary tax forms for withholding and social security required by the Internal Revenue Service and the State of Indiana when paying salaries. (Applicable to schools not covered by the organization in whose building the school is housed.)
 4. Licensing
ICPC member schools must comply with the licensing requirements for nursery schools of the county in which they reside. The license must be prominently displayed on the school site.
 5. Insurance
 - a. **Each school must have insurance coverage that includes comprehensive liability, legal liability and statutory workmen's compensation.** *It is also recommended that each school carry coverage for personal property loss due to fire, theft, or vandalism.*
 - b. **Each school is required to have PCPI medical insurance or equivalent group medical coverage.**
- D. Administration
1. **The president and/or director, and at least one other member of the school's executive board shall be required to attend an ICPC provided officer training session.**
 2. **The president or president's designee shall be required to attend 75% of the ICPC Presidents' Council meetings held during the school year.**
 3. **Each member school shall appoint from its membership one ICPC Delegate to serve on the ICPC Board, attend ICPC Board meetings, and act as a liaison between ICPC and the school.**
- E. Professional Staff
1. Teacher
 - a. **Each teacher should be experienced in many aspects of preschool education. This experience may include co-op parenting and/or preschool or elementary teaching.**
 - b. **Each teacher shall be required to obtain a minimum of 8 hours of continuing education with at least 4 hours coming from participation in ICPC Teacher's Study Group (TSG).** *Each qualifying TSG session counts for 2 credit hours. First Aid and CPR certification training do not count for TSG credit and the end-of-year luncheon may not count, depending on whether it has an educational component. The ICPC TSG Chair will publicize which TSG sessions qualify for continuing education credit. Examples of other continuing education courses are college courses, professional conferences, ICPC sponsored educational programs.*
 - c. **New teachers shall be required to attend the first available teachers' training workshop (New Teacher Workshop) conducted by the ICPC Teacher's Study Group. Teachers returning to co-op teaching after an absence of five or more years must attend New Teacher Workshop. The workshop is four (4) days in length.**

- d. **New Stay and Play Teachers shall be required to attend the first available New Teacher Workshop** (Stay & Play program is defined as a toddler-age program in which every child's parent stays during the entire class time). *It is strongly recommended that all teachers attend the scheduled meetings of the ICPC Teacher's Study Group.*
 - e. Enrichment-only teachers are not required to attend New Teacher's Workshop or Teacher's Study Group meetings, but are welcome and encouraged to attend all ICPC and other continuing educational opportunities.
 - f. **All schools shall provide for membership in the ICPC Teacher's Study Group.**
 - g. **It is of the utmost importance that each teacher appreciate and implement the philosophy of cooperative preschool education which is premised upon a three-way learning process involving children, parents, and teachers. The teacher's ideology should include:**
 - 1. **An understanding of the stages of development typical of the children they teach along with knowledge of developmentally appropriate practices for the age of the children they teach**
 - 2. **An understanding of the importance of parents' involvement in their child's learning process**
 - 3. **A respect for the contribution of every parent and child**
 - 4. **The ability to establish constructive relationships with children and parents and**
 - 5. **An acceptance of all children regardless of where they are in their developmental ability.**

Teachers may not require that children be toilet-trained in order to attend their class.
 - h. **It is required that each teacher take first aid and CPR courses every two years.** *It is strongly recommended these be childhood first aid and CPR courses.*
 - i. **Each school must maintain a teacher work record in addition to a list of continuing education hours, copies of certifications and training.**
 - j. **Each preschool and Stay and Play teacher is required to participate annually in the ICPC Peer Exchange program, which involves observing and evaluating another cooperative preschool teacher, and being observed and evaluated by that same teacher. Kindergarten teachers are required to do an annual classroom observation of another kindergarten program (can be a non co-op program). Schools with kindergarten programs should make arrangements to have their kindergarten teacher evaluated annually.**
2. Employment Contracts
- a. Personnel Policies

Personnel policies should be clearly defined and should include statements about:

 - 1. **Job description**
 - 2. **Salary rate**
 - 3. **Accident insurance**
 - 4. **Health policy**
 - 5. **Social security**
 - 6. **Sick leave and other leave of absence requests**
 - 7. **Substitutes**
 - 8. **School calendar**
 - 9. **ICPC requirements (TSG, Peer Exchange program, CPR, First Aid, etc.)**
 - b. Classroom Policies
 - 1. **Each school must maintain written policies regarding classroom discipline and**
 - 2. **Inform members and teachers of and abide by the ICPC Child Protection Policy as outlined in Appendix A.**
 - 3. **Teachers must be given a copy of and abide by ICPC Standards.**
 - c. Contracts

The employment contract should contain the following minimum standards *(A sample contract is available from ICPC):*

 - 1. **Sick or personal days: one day per semester for each day taught per week** *(i.e., if five days are taught per week, five days are awarded per semester).* **Payment for unused days shall be left to the discretion of the school.**
 - 2. **Specific salary rate**
 - 3. **Provision for leaves of an educational nature** *(i.e., conferences, visits to other schools, workshops, and study groups).* *It is strongly recommended that schools reimburse teachers for continuing education.*
 - 4. **Teacher shall receive one paid session of instruction per school year for classroom observation of another preschool or kindergarten.**
 - 5. **Teachers are an integral part of the school; therefore, they must attend board meetings whenever possible.** *If board meetings are held during class time, arrangements should be made for a substitute so that the teacher can attend the meeting.*

- d. Substitutes
There shall be an adequate plan for obtaining substitute teachers when regular teachers are absent. The above procedure is to be defined by the teacher and board of the school.
- e. Lead Teacher (Optional)
Some schools find it useful to designate one teacher as “lead teacher” with specific responsibilities in the nature of coordinating the entire educational program. Often, this more experienced teacher receives additional compensation for these duties.
- f. Student Teachers
Schools should have a policy regarding student teachers. The roles of the university, classroom teacher, and student teacher shall be clearly defined. The final decision as to the acceptance of a student teacher rests with the parents and teacher involved.

F. Parent Obligations

1. Enrollment and Admissions

- a. **There shall be no discrimination against any child or family due to race, color, creed, sex or nationality. Schools shall not have a requirement that children be toilet-trained in order to attend.**
- b. **The admission procedure should include:**
 - 1. **A visit to the school by parent and child**
 - 2. **A personal interview between a representative of the nursery school and the parent to exchange information and to arrive at a mutual understanding of the school and the responsibilities of the parent in a cooperative nursery school**
 - 3. **The order of enrollment, such as preference to alumni members, continuing members, and members of the organization in which the school is housed, determined by each school according to its needs, and stated in writing.**
 - 4. **Until the state law kindergarten entry date changes to September 1st, in accordance with state law and in order to be consistent with kindergarten entry dates, ICPC recommends that August 1st be the birthday cut-off date for accepting a child into the following year’s class. However, ICPC allows a grace period of one (1) month to September 1st. If the school accepts a child whose birthday is between August 1st and September 1st, the school must**
 - a) **Consult with the teacher of the class prior to enrollment**
 - b) **Deliver to the child’s family an information letter from ICPC regarding kindergarten entrance dates established by the state of Indiana. *In the event that an age variance is granted, ICPC recommends that the admitted child repeat the 3’s- 4’s class.***
 - c) **Retain a copy of the signed letter and forward the original to the ICPC standards chairperson.**

2. Enrollment Records

- a. Basic information-Child
A complete record for each child must be on file before school begins. This record must be kept current and must be readily available at the school at all times. The record for each child must include the following:
 - 1. **Child’s full name, birth date, current address and telephone number**
 - 2. **Parent(s) or legal guardian’s full name, address, and telephone number**
 - 3. **Names, addresses, and telephone numbers of persons who can assume responsibility for the child if parents cannot be reached immediately, in case of emergency**
 - 4. **Name, address, and telephone number of physician and dentist to be called in case of emergency, and hospital to be taken to for emergency treatment**
 - 5. **Instruction for action to be taken in case parent or physician or dentist cannot be reached in an emergency.**
- b. I.R.S. Racial/Ethnic Records
 - 1. **Each child’s and participating adult’s racial and/or ethnic classification must be recorded after membership is accepted.**
 - 2. **These records must be housed at the facility at all times.**
- c. Child’s Health History
Each child’s health history must be submitted prior to the start of school. The history must include:
 - 1. **The child’s general health**
 - 2. **Immunization records**
 - 3. **Special problems, needs or disabilities that might require attention in school or which might limit the child’s activities.**
The record should show that immunizations are in compliance with current state law requirements (see <http://www.in.gov/isdh/programs/immunization/>). See Appendix B for

exemptions to this standard. The school may wish to inform its membership of the admission of a non-immunized child.

- d. Participating Adult Health Statement
 1. **The participating adult must furnish an annual written statement from a physician certifying freedom from tuberculosis determined by laboratory tests or chest x-ray. This statement must be in the school files prior to the participation of the adult. The above religious exemption shall also apply to the participating adult.**
 2. **Any person participating more than three (3) times in a school year must meet the above requirements unless otherwise indicated by a written statement from their physician.**

- e. Insurance

Schools must require evidence of automobile insurance from parents who drive the children on field trips. Insurance agents are able to provide such information.

3. Parent Education

One of the most important aspects of the parent cooperative preschool is the learning opportunity it affords its families. Regular participation by parents or other caring adults is the cornerstone of cooperative preschool. Participating adult is defined as any parent, grandparent, baby-sitter, guardian or other caring adult who participates three (3) or more times during the school year.

a. Formal Orientation

1. Professional-led Classroom Participation Training

It is the annual responsibility of each school to provide new participating adult members with the opportunity to attend a professional-led orientation. This mandatory orientation shall be conducted by November 1 and will consist of a minimum of six (6) hours of early childhood education training led by facilitators who are approved and appointed by ICPC. Any participating adult member who has been away from co-op for five years must attend this orientation. Those attending the evening orientation sessions must complete a one hour observation in the classroom (not on a participation day) in addition to the two 2 1/2 hours of non-classroom sessions. New adult members should be strongly encouraged to attend the regular, daytime C.P.T. session at their own school. If this is not possible, they should be encouraged to attend a daytime session at another school. Families enrolling after all C.P.T. sessions have concluded shall be required to attend a Spring C.P.T. session at another school or attend their own school's C.P.T. session the following Fall.
2. Officer-led Orientation

One additional orientation session is to be led by officers of the school. Officers shall acquaint parents with rules and regulations relating to the governing of the school. *Other subjects which may be discussed include participation schedules, job descriptions, nutritious snacks, carpool arrangements, etc.*
3. Teacher-led Orientation

Teacher-led orientation should include: introduction to the classroom, duties of participating adults, discussion of classroom routine, methods of relating to young children, and other topics the teacher deems necessary and important.
4. Kindergarten Orientation

Due to the specific needs of the kindergarten environment, adult members participating in kindergarten shall be required to attend a professionally-led, kindergarten-specific orientation session by November 1st. Any participating adult member who has been away from co-op kindergarten for five years must attend the orientation again. If kindergarten parents have no prior co-op experience, they should also attend the 1st half of the schools' regular C.P.T. where child development and co-op philosophy are discussed. *The subjects covered should include the philosophy of cooperative kindergartens, characteristics of 5 year olds and skills for assisting the teacher with this age group.*
5. Stay and Play Orientation

Stay and Play parents new to co-op should have at least an abbreviated C.P.T., be invited to attend Parent Ed. activities and be assigned some responsibility to the co-op beyond payment of tuition.

b. Parent Education Meetings

The parent education meeting is the time for managing the business of the cooperative, sharing a program for mutual interest or education and for using the classroom experience for the benefit of all. Attendance requirements for this segment of the educational program should be clearly defined.

c. Parent-Teacher Conferences

One in-depth session between the individual parent(s) and the teacher shall be held each year.

G. Parent Learning and Opportunities

The following learning opportunities for parents seek to promote an understanding of each child's growth and development, a desire to learn more through observation and reading, growth in leadership, group dynamics, the desire to serve, an increased awareness of community resources.

1. ICPC Parent Education Programs
Each school should encourage parents to take advantage of this outstanding opportunity.
2. School Newsletters
The newsletter serves as an effective means of communication between officers, teachers, and parents.
3. Class Coffees
Class coffees help to cement relationships between members of separate classes. They may be scheduled in place of, or in addition to, the parent education meetings.
4. New Parent Coffees
These are effective welcoming sessions in the spring or a means of conducting the officer-led orientation in the fall.
5. Summer Picnics
These informal gatherings provide a degree of continuity over the summer and help to incorporate new members into the group.
6. Small group discussions
The use of several small groups (perhaps individual classes) at parent meetings allows more topics of concern to be discussed and permits parents to participate in the discussions which interest them most.
7. Parent Education Library
Each school shall keep an up-to-date library containing books, pamphlets and materials related to parenting and early childhood education.

H. Education Program

The cooperative preschool shall provide a program and an environment in which the physical, social, emotional and intellectual needs of young children are understood and met, creativity is encouraged, individuality is appreciated and respected, and self-esteem is nurtured. The education program should follow Developmentally Appropriate Practices in Early Childhood Programs as outlined by NAEYC (copies of this handbook are available from NAEYC and made available to all teachers at New Teacher's Workshop).

1. Program Objectives

The objectives of the program are:

- a. **To help children develop small and large muscle skills and promote healthy growth**
- b. **To help children develop, through understanding the needs and feelings of others, the social skills that facilitate positive relationships with peers and adults**
- c. **To help children build a sense of trust, a sense of autonomy, and a sense of initiative**
- d. **To help children understand their own feelings and emotions and learn ways to express them freely, yet constructively**
- e. **To stimulate cognitive development by providing opportunities to practice the skills of identifying, associating, sorting, organizing, classifying and perceiving relationships**
- f. **To develop the child's ability to communicate effectively**
- g. **To enhance and develop listening skills and attention span appropriate to the child's developmental level**
- h. **To stimulate curiosity and promote a love of learning by providing opportunities to explore, discover and imagine**
- i. **To encourage creativity in art, language and movement by recognizing and protecting the spontaneity of children's expressions in these areas**
- j. **To increase the child's sense of self-worth.**

2. Curriculum

The cooperative preschool curriculum is based on both individual and group needs, interests and abilities. It provides young children with appropriate materials and equipment and allows them time, space and freedom to choose, observe, experiment, succeed and fail when the freedom is not detrimental to the individual or other individuals in the group. Care should be taken to respect the cultural and religious traditions of each family.

a. Schedule

Each school must have a well-planned, yet flexible, schedule appropriate to the developmental level of the group to serve as a guide for teacher(s) and participating adults. The schedule for each preschool age group should include at least one (1) hour of uninterrupted free-choice play. The kindergarten schedule should include at least thirty (30) minutes of uninterrupted free-choice play. The schedule shall be a balance of active and quiet play with occasional short group times. There shall be allowances for free play where children may choose: materials, types of activities and the option of playing alone or with others. There shall be time for children to rest and relax according to group needs.

b. Classroom

A classroom environment must include:

1. **Arts and crafts:** painting, finger-painting, drawing with crayons, markers, pencils, chalk, collage, cutting, pasting, gluing, clay and play dough, with an emphasis on art as a process rather than on crafts, which must be done in a certain way
2. **Play with natural materials:** water, sand, snow, grains
3. **Woodworking** using real tools
4. **Construction:** wooden blocks, cardboard boxes, Legos
5. **Role and dramatic play:** housekeeping corner, dolls, dress-up clothes, puppets
6. **Music:** singing and listening, instruments, records, rhythms, dancing
7. **Large muscle activities (indoors and outdoors):** e.g., large hollow blocks, climber with slide and ladder, punching bag, balance beam, steps, large riding and pedal toys, balls
8. **Small muscle activities:** small wheel toys, puzzles, peg boards, small blocks, flannel board, stringing beads
9. **Learning games and problem-solving activities:** matching, sorting, counting, classifying using various types of equipment and materials
10. **Science and the awareness of nature:** magnets, scales, magnifying glass, simple experiments, care of plants and animals
11. **Books**
12. **Cooking**
13. **Care of self:** eating, dressing, resting, bathrooming, washing
14. **Field trips, classroom visitors**

3. Class size

Age Group	<i>Suggested Maximum # of Children</i>	Maximum # of Children	Minimum Adult: Child Ratio	Minimum Square Footage
18 to 24 Months	8	10	1:3	350 Square Feet 10 Children
2 Year Olds (by Sept. 1)	10	12	1:4	420 Square Feet 12 Children
3 Year Olds (by Sept. 1)	15	18	1:5	630 Square Feet 18 Children
4 Year Olds (by Sept. 1)	18	20	1:6	700 Square Feet 20 Children
5 Year Olds (by Sept. 1)	22	22	1:11	770 Square Feet 22 Children
2 and 3 Year Olds Multi-level	10	12	1:4	420 Square Feet
3 and 4 Year Olds Multi-level	15	18	1:5	630 Square Feet
4 and 5 Year Olds Multi-level	18	20	1:6	700 Square Feet

In a multi-level class, the adult-child ratio must follow the standards set for the age of the younger child.

When determining class size and appropriate adult-child ratios for a specific class at a specific school, certain variables should be considered:

- a. *The teacher's experience and qualifications*
- b. *The opinion of the teacher concerning class size*
- c. *The number of rooms being used and the size of each*
- d. *The need to increase adult-child ratio when more than one room is used to insure proper adult supervision*
- e. *Ages of the children*
- f. *Quality of adjustment of individual children. It's better to start with a small group and add children than to start at maximum, especially for first-year teachers.*

There must be at least one teacher and a participating adult with every class, regardless of size. At no time should any child be left without the supervision of an adult. One adult on premises should have current First Aid and CPR training.

Participating adults shall not bring any non-enrolled children (e.g., siblings) with them to class.

Extended Day Programs: For schools offering extended day/lunch bunch programs, above class size ratios must be met. If class size ratios are such that only 1 adult is required for class, a 2nd adult should be on the premises in case of emergency.

I. Services of ICPC

1. Classroom Participation Training (C.P.T.)

The purposes of Classroom Participation Training are: To educate parents to the cooperative preschool philosophy, to familiarize parents with classroom techniques through observation and discussion, to enhance communications among parents and teachers, and to acquaint parents with the purpose and functions of ICPC.

a. Classroom Participation Training Leaders

1. All C.P.T. leaders shall possess long-standing familiarity with cooperative preschools
2. C.P.T. leaders shall have college-level academic work in child development or a related field
3. The leader shall not be on the teaching staff of the school hosting the C.P.T.
4. Prospective leaders shall complete C.P.T. program as outlined in the C.P.T. chairperson's notebook.

b. Classroom Participation Training (C.P.T.) Sessions

1. The six (6) required hours of C.P.T. sessions shall be held within a two week period.
2. Each session shall have a minimum of 8 adults and a maximum of 18 adults. If a school has fewer than 8 adults needing C.P.T., that school should combine training with another school.
3. C.P.T. shall be conducted by November 1 of each year.
4. Each session shall include one (1) hour of classroom observation.
5. Order of preference for C.P.T. sessions is: attend daytime C.P.T. session at own school, then attend daytime C.P.T. session at another school; evening C.P.T. sessions should be offered as last resort and still include classroom observation component.
6. Schools with kindergartens shall provide kindergarten-specific C.P.T. annually.

2. School Support

a. The purposes of school support visits are:

1. To assist schools in identifying problems and finding workable solutions
2. To ensure that member schools are continuing to meet ICPC minimum standards
3. To nurture new co-op teachers by observing their class during their first semester and giving them positive reinforcement as well as offering guidance where needed
4. To continually improve communications between fellow co-op schools and between the individual schools and ICPC
5. To provide a mutual learning experience that will benefit the teacher, school, school support advisor and ICPC
6. To affirm the value and worth of each individual school.

b. School Support Team Program

The School Support Coordinators, consisting of a Chair and an Assistant, will identify the type of support each school may require. Their analysis shall be based upon information obtained through each school's Parent, Board and Teacher Evaluations and from additional school documents submitted to the School Support Coordinators. Based upon this confidential information, the School Support Coordinators will carefully select a Teacher Advisor and/or an ICPC Board Representative for each school.

1. Teacher Advisors shall be sensitive, caring individuals with extensive practical/educational experience in a cooperative preschool. *Teacher Advisors shall be members of the ICPC Teacher's Study Group.*
2. ICPC Board Representatives shall be sensitive, caring individuals with knowledge of ICPC's role in relation to member schools.

c. School Support Procedures

1. ICPC will provide each member school with Parent, Board and Teacher Evaluations and the ICPC Minimum Standard Checklist at the beginning of the school year. Every member school must provide the School Support Chair with their completed Parent, Board and Teacher Evaluations by November 1st of the fall semester.
2. All schools shall be visited annually by an approved ICPC Board Representative. The Representative will attend the school's board meeting and review paperwork and procedures as described on the ICPC Minimum Standards Checklist. *The visit shall take place during the first semester of the school year.*
3. Schools with new teachers will receive a classroom observation and consultation visit by a Teacher Advisor. *The visit shall take place during the first semester of the school year.*
4. Teachers with one (1) or more years of co-op teaching experience shall participate in the Peer Exchange program. Each teacher shall exchange classroom visits with another co-op teacher teaching the same age level and share ideas and suggestions about their teaching methods and classroom experiences. Teachers shall exchange self-evaluations ahead of time,

observe each other's classrooms and give verbal and written feedback.

5. **A brief School Support Report shall be completed by the Teacher Advisor and/or ICPC Board representative within two (2) weeks after the visit.** *The original report will be sent to the school and a copy will be sent to the School Support Chair.*
6. *ICPC recommends against Teacher Advisors and ICPC. Board members serving as both C.P.T. leader and ICPC Board representative at the same school within the same calendar year.*
7. *ICPC recommends against Teacher Advisors and ICPC. Board members visiting the same school within a two (2) year period.*

J. Admission and Continuing Membership of Schools in ICPC

Meeting minimum standards shall be a requirement for membership in ICPC. Each new school applying for membership in ICPC shall meet the requirements established by the ICPC board of Directors and outlined in ICPC Policies and Procedures. Schools will be required to continue to maintain minimum standards. Schools shall receive written notification of failure to meet minimum standards. The written notification will outline standard(s) not being met, time frame required for compliance and consequences for lack of compliance, which will include:

- 1st - Ineligibility for financial assistance from ICPC
- 2nd - Ineligibility for ICPC group insurance
- 3rd - Termination of membership in ICPC.

Midway through each school year, the ICPC Standards Chair will send each member school a letter detailing status of minimum standards compliance (status will be determined based on School Support visit feedback, Teacher's Study Group attendance, Presidents' Council attendance, etc.).

K. Physical Standards

1. Safety

- a. **The building in which the school is housed, prior to securing initial permit from the health officer, must have a statement from the local fire department representative certifying that the building is safe.** *Thereafter, annual inspections from the local fire department are recommended.*
- b. **An approved First Aid Kit shall be provided and kept stocked for emergency treatment. It shall be available at all times, and at least one staff member should be qualified to administer first aid.**
- c. **A fire drill and tornado drill shall be conducted by each class at least once a semester.** *Fire escape plans shall be prepared and posted and known to adults in charge.*
- d. **At no time should any children be left without the supervision of an adult.**
- e. **One adult on premises should have current First Aid and CPR training.**
- f. **Participating adults shall not bring any non-enrolled children (e.g., siblings) with them to class.**

2. Safety Guidelines

Each school must have a copy of health and safety guidelines, as required by their county of residence and the State of Indiana.

3. Space

- a. **There shall be a minimum of 35 square feet of space per child indoors and 75 square feet per child outdoors. The 35 square feet of indoor free play space must exclude storage space, pianos, bookcases and other items that would subtract from the area of free play.**
- b. **The outdoor play area should be fenced if traffic or other physical problems necessitate.**
- c. **A properly ventilated space shall be available for the temporary isolation of any child having symptoms of illness.**

4. Toilet Facilities

A minimum of one flush toilet and one stationary wash basin shall be provided for every 25 children. Toilet rooms shall be properly ventilated.

5. Food, Water and Utensils

- a. **Drinking water shall be provided by a sanitary water fountain or individual, disposable drinking cups.**
- b. **All utensils shall be of a disposable type and all food stored in disposable containers.**
- c. **Open juice shall be kept under refrigeration between 23 and 45 F.**
- d. **All food and beverages shall be from an approved source. Home prepared foods shall not be served.**
- e. **Schools shall accommodate students with food allergies by ensuring that foods and drinks served are safe for the food-allergic child, by restricting certain allergenic foods from the classroom if necessary, by providing training for teachers and parents regarding allergic reaction symptoms and responses, and by keeping necessary medications (e.g., Benadryl, Epipens) readily available at school.**

6. Heat, Light and Cleanliness

- a. **All parts of the building used by the children shall be adequately lighted and heated.**
- b. **A sanitary condition must exist throughout the facilities.**

L. Variances

A variance request form must be completed for each individual situation for which a school requires a standards exception (e.g. class size, age exceptions, parents not obtaining C.P.T. by required date, etc.). Variance forms should be submitted to the ICPC Standards Chair. Age exception variances will not be considered until July 1st in order to attempt to fill all classes with appropriate age children. Age exception variances are valid for one year only and must be resubmitted if the child does not repeat the class. In the event that an age exception variance is granted, ICPC recommends that the admitted child repeat the 3's/4's class.

SOURCES

1. *Child Care Facilities*, The Health and Hospital Corporation of Marion County, 2005
2. *National Fire Prevention Association Life Safety Code 101*, 2006 edition
3. *Immunization Guide*, Indiana State Department of Health
4. *Parent Handbook*, Indiana Council of Preschool Cooperatives, 1979 (updated 1993)
5. *The Guidance Nursery School* Evelyn Goodenough Pitcher, Ph.D. and Louise Bates Ames, Ph.D., Harper and Row, New York, New York
6. *Parents and Children Learn Together*, Katherine Whiteside Taylor, Teachers College, Columbia University, New York, New York
7. *Orientation Policies*, Indiana Council of Preschool Cooperatives
8. *School Support Policies*, Indiana Council of Preschool Cooperatives
9. *Indiana Code*, Title 20 (Education), Article 34 (Student Health & Safety Measures), updated 2005, www.in.gov/legislative/ic/code

ICPC Standards - APPENDIX A

ICPC Child Protection Policy

Definitions:

(For the purpose of this statement only):

**Child abuse* means any form of intentional or negligent infliction of injury to the detriment of a child's physical or mental well being

**Sexual misconduct/abuse* means any form of sexual conduct that is unlawful

**Cooperative members* means any member as defined in the bylaws or standing rules or agent of any member

**Teacher* means any person employed by the cooperative

**Cooperative* means ICPC member cooperative preschools

Statement of Purpose

Each ICPC member preschool has numerous daily contacts with children. It is, therefore, important that all cooperative members, but especially teachers and participating parents who are responsible for the care of children, protect the rights and dignity of children and be alert to incidents of child abuse. Cooperative members who know of or suspect any incident of child abuse must comply with all applicable reporting or other requirements of state and local laws.

The cooperative takes immediate and decisive action on all accusations of child abuse or sexual misconduct in accordance with the applicable provisions of law.

Policies:

- A. In cases involving allegations of child abuse or sexual misconduct by cooperative members, it is the policy of the cooperative to:
 1. Respond promptly to all allegations of abuse where there is reason to believe such abuse has occurred
 2. If such allegations are supported by sufficient evidence, relieve the alleged offender promptly of any duties
 3. Comply with the requirements of the law as regards reporting of the incident and cooperating with the investigation.
- B. Child abuse under the law includes the following:
 1. Failure to provide a child with necessary food, shelter or medical care so as to cause physical or mental condition to be seriously impaired
 2. Causing physical injury
 3. Sexual abuse of a child
 4. Allowing a child to endanger her or his own health or the health of another.
- C. This reporting law applies to all persons without exception.
- D. Even if there is no evidence legally admissible in court, one must nevertheless make a report if there is reason to believe that abuse has occurred. "Reason to believe" means evidence that, if presented to individuals of similar background and training, would cause those individuals to believe that the child was abused or neglected.
- E. One is not bound to report unreliable rumors or alleged abuse with "no reason to believe." In case of doubt, one should dialogue with the immediate supervisor or the local child protection service using a hypothetical situation. If one is advised to report, it should be done.
- F. The reporting person is given legal immunity for making the report.

Procedures:

- A. Mandate to report under Indiana State Law:

Indiana law requires that when a child is a victim of child abuse or neglect it must be reported immediately to:

 1. The local child protection service
 2. A local law enforcement agency
- B. Any individual who has reason to believe that abuse has occurred shall immediately notify one of the teachers or the President of the Cooperative.
- C. Any individual who has reason to believe that a child has been subject to child abuse by any teacher must immediately make a report, by telephone or other means, to the President of the cooperative.
- D. Upon notification, the teacher and/or President of the cooperative is then bound to report the incident or suspicion of an incident to the proper authorities. However, multiple reports are not necessary.
- E. The teacher and/or the President shall inform the Executive Board of the report.
- F. A report to the teacher and/or President does not relieve the individual from reporting child abuse as required by Indiana law.
- G. Teachers and the President must familiarize themselves with the telephone numbers and procedures of the local child protection service. These should be obtained and kept on file.

ICPC Standards - APPENDIX B

Exemptions to the immunization standards must follow the following state statutes:

IC 20-34-3-2

Religious objections

Sec. 2. (a) Except as otherwise provided, a student may not be required to undergo any testing, examination, immunization, or treatment required under this chapter or IC 20-34-4 when the child's parent objects on religious grounds. A religious objection does not exempt a child from any testing, examination, immunization, or treatment required under this chapter or IC 20-34-4 unless the objection is:

- (1) made in writing;
- (2) signed by the child's parent; and
- (3) delivered to the child's teacher or to the individual who might order a test, an exam, an immunization, or a treatment absent the objection.

(b) A teacher may not be compelled to undergo any testing, examination, or treatment under this chapter or IC 20-34-4 if the teacher objects on religious grounds. A religious objection does not exempt an objecting individual from any testing, examination, or treatment required under this chapter or IC 20-34-4 unless the objection is:

- (1) made in writing;
- (2) signed by the objecting individual; and
- (3) delivered to the principal of the school in which the objecting individual teaches.

As added by P.L.1-2005, SEC.18.

IC 20-34-3-3

Exception for student's health

Sec. 3. If a physician certifies that a particular immunization required by this chapter or IC 20-34-4 is or may be detrimental to a student's health, the requirements of this chapter or IC 20-34-4 for that particular immunization is inapplicable for the student until the immunization is found no longer detrimental to the student's health.

As added by P.L.1-2005, SEC.18.

INDIANA COUNCIL OF PRESCHOOL COOPERATIVES

CHILD PROTECTION POLICY ACKNOWLEDGEMENT

I, _____, have read the ICPC Child Protection
(print name)

Policy and agree to abide by the rules and procedures stated therein.

Name of school _____

Signature _____ Date _____