

# **Northwood-Kensett Children's Garden Preschool**

## **Program Policies and Procedures**

**2025-2026**

Northwood-Kensett Children's Garden Preschool  
1200 1st Ave North  
Northwood, IA 50459  
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## **Northwood-Kensett Children's Garden Preschool Program Policies and Procedures**

### **I. Welcome to Children's Garden Preschool QPPS 10.1**

Children's Garden Preschool was awarded the Statewide Voluntary Preschool Program Grant in 2014 as a result of the Preschool Advisory Committee's dedicated work. The program's goal is to provide a high quality preschool program meeting each child's needs, including children with disabilities and those from a diverse background. The preschool provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new to new skill development. It is a setting where children feel safe, respected, and cared for. This is an opportunity for all 3 and 4 year old children to take part in planned, active learning experiences to build their readiness skills. The preschool program has adopted and meets the Iowa Quality Preschool Program Standards, administered by the Iowa Department of Education. The Iowa Early Learning Standards are used to guide expectations for the children and instructional practices.

### **II. Mission, Philosophy, and Goals**

#### **Program Philosophy QPPS 2.1, 7.7, 10.1**

The goal of Children's Garden Preschool is to provide a high quality preschool program that meets the needs of every child and family. We strive to create an environment in which diverse abilities, cultural differences, and unique talents of all members are recognized and celebrated. By including children of all ability levels, we honor our understanding that when all children learn together, children of all levels benefit substantially. This encompasses all boys and girls, including those who are intellectually gifted, those identified as having other special needs, and those with challenging behaviors.

The goal of our program is to implement best practices in early childhood education. We believe this to mean creating a climate that is safe, nurturing, and stimulating, where classroom activities are driven by children's current abilities and interests. Our preschool provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new skill development and prepares them to be lifelong learners. Our approach to learning focuses on facilitating student opportunities for hands-on exploration, recognizing that play is the work of children. In addition, our program also provides children with experiences that encourage them to interact with others, solve problems, and to work and learn cooperatively. Our classrooms are places where problems are posed and solutions generated, mistakes are made and valued as learning experiences.

It is our belief that in order to maintain a quality program, it is crucial to approach preschool education as a partnership. Our preschool partners include, but are not limited to, teachers, parents, students, support staff, and community members. Teachers, parents and children make decisions together about what is best for children. All of these factors together help children to view themselves as valued, contributing, and successful members of their school family, and community.

### **PreK Philosophy of Education: 2.1**

We believe:

- Student learning is the most important element of our society.
- Students learn best in a safe and caring environment.
- Innovative learning activities and various teaching strategies enhance learning.
- Respect for diversity develops tolerance within the school and society.
- Effective learning produces life-long skills.
- Leaders never lose sight of best practice.
- Teaching the importance of citizenship benefits the school and community.
- Productive discipline incorporates control, consistency, and care.
- Memorable and enjoyable activities foster learning.
- School, home and community cooperation facilitates and reinforces learning.
- We hold high expectations for achievement from each of our learners.
- We provide rigorous and relevant learning experiences that develop academic, social, emotional, citizenship and workplace skills that prepare our students for the 21st Century.
- Research and data driven decisions

### **Goals for Children:**

- Children will show competency in social/emotional, physical, cognitive, and language development skills.
- Children will be enthusiastic and curious learners.
- Children will be safe and healthy.

### **Goals for Families: QPPS: 7.7**

- Families will feel welcome in the classroom and school.
- Families will work with the school in a meaningful partnership to help their children be better prepared to learn to read and write.
- Families will advocate for their children.

### **III. Enrollment**

#### **Equal Educational Opportunity**

It is the policy of Children's Garden Preschool not to discriminate in its education programs or educational activities on the basis of sexual orientation, race, religion, color, national origin, marital status or disability. Students are educated in programs, which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Students who feel they have been discriminated against are encouraged to report it to the school district Affirmative Action Coordinator, Michael Crozier, and he can be reached at 641-324-1127. Inquiries may also be directed in writing to the Director of the region VII Office of Civil Rights, US Department of Education, 310 W. Wisconsin Ave., Ste. 800, Milwaukee, WI, 53203-2292, 414-291-1111, or the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, 515-281-5294. Procedures and levels are outlined in district policy for resolving complaints and are available upon request from the curriculum director's office.

#### **General Information QPPS 5.1 10.4**

Within six weeks after a child begins the program, health records that document the dates of service shall be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics.

The maximum class size is 20 children in each session based on square footage of the current location. A teaching staff-child ratio of at least 1:10 will be maintained at all times to encourage adult-child interactions and promote activity among children. The elementary principal will maintain a current list of available substitutes for both the teacher and teacher assistant. Should one of the teaching staff need to temporarily leave the room, the teacher will call the elementary office and the principal will arrange for coverage of the classroom to maintain child ratio. **QPPS 10.4**

#### **Inclusion**

The preschool program provides all children, including those with disabilities and unique learning needs. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff are aware of the identified needs of individual children and are trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for teachers, students, other children and their families. The preschool facilities meet the Americans with Disabilities Act accessibility requirements. **QPPS 9.10**

## IV. A CHILD'S DAY

### Who Works In The Preschool QPPS 10.2

Program Administrator The elementary principal is designated as the program administrator supervising the preschool program. The principal meets all qualifications described in the Iowa Quality Preschool Program Standards.

Teacher A full-time teacher licensed by the Iowa Board of Educational Examiners and holding an early childhood endorsement is assigned to the preschool classroom. **QPPS 6.3**

Teacher Assistant A full-time teacher assistant in the classroom carries out activities under the supervision of the teacher. The teacher assistant will have specialized training in early childhood education. **QPPS 6.4**

School Nurse The preschool will have the assistance of the school nurse. The current nurse is employed full-time, is a certified RN, and is recertified every three years. She maintains student health records by updating them quarterly and attends to the health needs of the students while they are at school. She is available for parent consultation when necessary. **QPPS 10.10**

Support Staff AEA 267 support staff provide resources and assistance to the teacher and classroom upon request to help all children be successful in the preschool setting. Such staff may include: early childhood consultant, speech and language pathologist, social worker, occupational therapist, physical therapist, or others.

### Daily Activities

A consistent daily schedule is planned to offer a balance of learning activities. Learning is both formal and informal. Play is planned for every day. Listening is balanced with talking, group activities with solitary time, indoors and outdoors, quiet play with noisy play. Your child will have the opportunity for the following types of activities every day:

<b>Large and Small Group Activities</b>	<b>Self-directed Play</b>	<b>Snack</b>
<b>Learning Center Activities:</b>	<b>Story Time</b>	<b>Computers</b>
<b>Art, Science, Writing Table,</b>	<b>Outdoor Activities</b>	
<b>Games and Put together toys,</b>	<b>Individual Activities</b>	
<b>Book Center, Blocks and Wheel toys,</b>		
<b>Pretend Play</b>		

### Curriculum QPPS 2.1-2.3

Curriculum is a framework for learning opportunities and experiences. It is a process by which learners obtain knowledge and understanding while developing life skills. It is continually revised and evaluated to make learning fun and exciting.

It is the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the

basis of sex, race, ethnic origin, religion, and physical disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural nonsexist society. **QPPS 1.7**

The preschool program uses Creative Curriculum, an evidence-based comprehensive curriculum designed for four-year-olds. It addresses all areas of early learning: language and literacy, math, science, physical skills, and social skills. It is based on thematic units familiar and meaningful to young children such as Homes and Families, Animals, Five Senses, Transportation, and the Farm. It provides children an opportunity to learn in a variety of ways - through play, problem-solving, movement, art, music, drawing and writing, listening, and storytelling. Suggestions for modifications and adaptations are an integral part of the curriculum. **QPPS 2.1, 2.2**

### **Child Assessment QPPS 4.1, 4.2**

#### *Guiding principles:*

It is the school district's belief that assessment of young children should be purposeful, developmentally appropriate, and take place in the natural setting by familiar adults. The results will be used for planning experiences for the children and to guide instruction. Assessment will never be used to label children or to include or exclude them from a program. A family's culture and a child's experiences outside the school setting are recognized as being an important piece of the child's growth and development. All results will be kept confidential, placed in each child's file, and stored in a secure filing cabinet.

Children are assessed in the following ways:

- *Teaching Strategies Gold Assessment* is modified to align with the Iowa Early Learning Standards. It records student progress in all developmental areas at the beginning, middle, and end of year.
- Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
- Child portfolios are organized by the teaching staff and include the assessments, observational data, and child work samples collected on an ongoing basis.
- Families are asked to contribute information about their child's progress. Young children often show different skills in different settings. Working together, the teaching staff and families can gather a complete picture of a child's growth and development.

The information from the above is used in the following ways:

- To provide information about children's needs, interests, and abilities in order to plan developmentally appropriate experiences for them;
- To provide information to parents about their children's developmental milestones;
- To indicate possible areas that require additional assessment.

### **QPPS 7.3, 7.5**

Assessment information will be shared formally with families during Parent-Teacher Conferences in the fall and spring. The preschool teacher will communicate weekly regarding children's activities and developmental milestones. Informal conferences are always welcome and can be requested at any time.

If, through observation or information on the *Teaching Strategies Goal Assessment* the teacher feels that there is a possible issue related to a developmental delay or other special need, she/he will communicate this to the family during a conference, sharing documentation of the concern. Suggestions for the next steps may include the following, with the knowledge and consent of parents:

- The teacher requests assistance from the Student Assistance Team as an early intervention process. This team engages in problem identification, plans interventions, provides support, and makes outside resources available to those individuals requesting assistance. The S.A.T. team is available and functional for all students and teachers in the building.
- A request made to Central Rivers AEA for support and additional ideas or more formalized testing.

The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated.

### **QPPS 7.4**

If a child is determined to need special accommodations, those accommodations are included in the materials, environment, and lesson plans for that child. Examples include sign language and visuals for children with hearing impairments or language delays and behavior does not respond to the typical strategies used by teaching staff in the classroom.

### **Program Assessment**

Northwood-Kensett Preschool implements the Iowa Quality Preschool Program Standards. Annual desk audits through the Iowa Department of Education confirm we are meeting these standards. Administrators, families, staff, and other routinely participating adults will be involved annually in a program evaluation that measures progress toward the program's goals and objectives. The annual evaluation process includes gathering evidence on all areas of program functioning, including policies and procedures, program quality, children's progress, and learning, family involvement and satisfaction, and community awareness and satisfaction. A report of the annual evaluation findings is shared with families, staff, and appropriate advisory and governance boards. The program uses this information to plan professional development and program quality improvement activities as well as to improve operations and policies.

### **Child Guidance and Discipline QPPS 1.11**

Teaching staff will equitably use positive guidance, redirection, planning ahead to prevent problems. They will encourage appropriate behavior through the use of consistent clear rules, and involving children in problem-solving to foster the child's own ability to become self-disciplined. Where the child understands words, discipline will be explained to the child before and at the time of any disciplinary action. Teaching staff will encourage children to respect other people, to be fair, respect, property and learn to be responsible for their actions. Teaching staff will use discipline that is consistent, clear, and understandable to the child. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn-taking.

### **Challenging Behavior QPPS 1.2, 1.8, 1.9, 1.10**

The teaching staff in the preschool is highly trained, responsive, respectful, and purposeful. The teachers anticipate and take steps to prevent potential challenging behaviors. They evaluate and change their responses based on individual needs. When children have challenging behaviors teachers promote prosocial behavior by:

- interacting in a respectful manner with all children.
- modeling turn-taking and sharing as well as caring behaviors.
- helping children negotiate their interactions with one another and with shared materials.
- engaging children in the care of their classroom and ensuring that each child has an opportunity to contribute to the group.
- encouraging children to listen to one another and helping them to provide comfort when others are sad or distressed.

Teaching staff will guide children to develop self-control and orderly conduct in relationship to peers and adults. Children will be taught social, communication, and emotional regulation skills. If a child displays persistent, serious, and challenging behavior, the teaching staff, parents, and AEA support staff will work as a team to develop and implement an individualized plan that supports the child's inclusion and success.

Aggressive physical behavior toward staff or children is unacceptable. Teaching staff will intervene immediately when a child becomes physically aggressive to protect all of the children and encourage more acceptable behavior.

#### **Permissible Methods of Discipline:**

*For acts of aggression and fighting* (biting, scratching, hitting) staff will set appropriate expectations for children and guide them in solving problems. This positive guidance will be the usual technique for managing children with challenging behaviors rather than punishing them for having problems they have not yet learned to solve. In addition, staff may: (1) Separate the children involved; (2) Immediately comfort the individual who was injured; (3) Care for any

injury suffered by the victim involved in the incident; (4) Notify parents or legal guardians of children involved in the incident; (5) Review the adequacy of the teaching staff supervision, appropriateness of program activities, and administrative corrective action is there is a recurrence.

### *Prohibited Practices*

The program does not, and will not employ any of the following disciplinary procedures;

1. harsh or abusive tone of voice with the children nor make threats or derogatory remarks.
2. physical punishment, including spanking, hitting, shaking, or grabbing.
3. any punishment that would humiliate, frighten, or subject a child to neglect.
4. withhold nor threaten to withhold food as a form of discipline.

### **Water Activities QPPS 5.9, 9.15**

We have a water table in the classroom for children to stand and play with their hands in the water. During water play, children are involved in active experiences with science and math concepts. Children with sores on their hands are not allowed to participate with others in the water table to ensure that no infectious diseases are spread. Children are not allowed to drink the water during water play activities. When the activity period is complete, the water table is drained and refilled with fresh water before a new group of children come to participate.

Outdoor water play is limited to tubs and buckets or containers as well as the water table. We do not participate in swimming pool activities. Staff supervise all children by sight and sound in all areas with access to water in tubs, buckets, and water tables.

### **Snacks/Foods and Nutrition QPPS 5.12-5.21**

Attitudes about food develop early in life. The food children eat affects their well-being, their physical growth, their ability to learn, and their overall behavior. We have an opportunity to help children learn about foods, to enjoy a variety of foods from their own culture and others, and to help them begin to appreciate that their bodies need to be strong, flexible, and healthy. Eating moderately, eating a variety of foods, and eating in a relaxed atmosphere are healthy habits for young children to form.

Our program provides a nutritious snack daily in our programs. If parents would like to provide a birthday snack, please let us know.

All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines. Clean, sanitary drinking water is made available to children throughout the day. Staff discards any foods with expired dates. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served.

For each child with special health care needs, food allergies, or special nutrition needs, the child's healthcare provider should provide the program an individualized care plan prepared in consultation with family members and specialists involved in the child's care. Children with food allergies shall be protected from contact with the problem food. With family consent, the program posts information about the child's allergies in the food preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day. Program staff will keep a daily record documenting the type and quantity of food a child consumes when any child with a disability has special feeding needs and provide parents with that information.

High risk foods, often involved in choking incidents, will not be served. For children younger than four years, these include hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas; and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.

The school district does not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages as a punishment, nor will teaching staff ever threaten to withhold food as a form of discipline.

### **Outside Play and Learning                    QPPS 5.5., 5.6 9.5, 9.7**

We have daily opportunities for outdoor play as the weather permits and provided the weather air quality and environmental safety conditions do not pose a threat. This allows children the opportunity to develop their large muscle skills, get exercise, and be active. Sometimes we spend longer getting bundled up than we spend outside. We use the Child Care Weather Watch guidelines produced by Healthy Child Care Iowa to determine if the Wind Chill Factor or Heat Index is safe for outdoor play.

In cases when we cannot go outside (due to weather conditions) children are given the opportunity to use indoor equipment for similar activities inside and are supervised at the same level as outdoor equipment. For example, tumbling mats may be offered for upper body activities or rolling across the mat.

In order to make sure that your child can play comfortably outside it is important to dress him according to the weather. When it is cold outside he needs a warm coat, mittens or gloves and a hat (labeled with your child's name). For the warmer days dressing your child lightly is just as important. For those in between days dressing your child in layers is a practical idea.

There are areas on the playground for children to be in the shade and still be active. We encourage you to bring a hat or other clothing for your child to wear as another protection from the sun. Sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher will be

applied to your child's exposed skin (only with your written parental permission to do so). We will also use an insect repellent containing DEET (only with your written permission) no more than once a day to protect your child from insect bites when the public health authorities recommend its use.

Program staff will complete the National Program for Playground Safety's Suggested General Maintenance Checklist on a weekly basis.

### **Clothing**

Your child will be learning through creative, active play that can sometimes be messy. Your child should wear comfortable, washable clothing as well as rubber-soled and close-toed shoes to school. While we encourage the use of paint smocks or shirts during art projects, we can't guarantee that spills or stains will not occur. Clothing should be free of words, graphics, or pictures that are profane, immoral, illegal, or disruptive in nature. All families are asked to provide an extra set of clothing with your child's name to reduce the possibility of mistakes.

### **Toilet Learning                      QPPS 5.7**

Toilet learning is an important time in a child's development. For children who are unable to use the toilet consistently, the following procedures are in place:

1. Diapering will only be done in the designated diaper area, i.e., The nurse's office in the changing area. Food handling will not be permitted in this diapering area.
2. Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standards: Standard 5, Criteria 7:
  - Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
  - Staff check children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours. Diapers are changed when wet or soiled.
  - At all times, caregivers have a hand on the child if being changed on an elevated surface.
  - Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
  - Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use.
  - Diapering and Gloving posters will be posted in the changing area showing procedures through the use of visuals and words. These procedures are used by the program administrator to evaluate teaching staff that changes diapers.
  - Potty chairs will not be used due to the risk of spreading     infectious diarrhea.

### **Objects From Home**

Because the preschool program provides ample toys and learning materials for your child, we ask that you limit toys brought from home. If your child brings an “attachment” item from home, we ask that it is small enough to fit inside his/her backpack or cubby. Please do not allow children to bring gum, candy, money, or toy guns to school. The program cannot be responsible for lost or broken toys brought from home.

### **Weapon Policy**

No student shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any real weapon or a look-alike weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school building or other buildings or premises used for school functions, whether or not any person is endangered by such actions. “Look-alike weapon” means any item that resembles or appears to be a weapon.

### **Classroom Animals and Pets**

When pets are in the classroom or visiting, they are seen as an educational resource for children. The children will learn to care for and handle the pet in an appropriate manner.

Pets are properly housed, cared for, and licensed and inoculated when needed, in accordance with local health codes.

Teaching staff supervise all interactions between children and animals and instruct children on safe techniques when in close contact to animals. Program staff makes sure that any child who is allergic to a type of animal is not exposed to that animal. Reptiles are not allowed as classroom pets because of the risk of salmonella infection.

### **Birthdays                      QPPS 5.13**

Birthdays are an important and significant event in the life of a child. They afford the opportunity for children to be given special recognition. Accordingly, students who wish to bring treats for the class on their birthday may do so. Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. The teacher will provide families with a list of foods meeting the USDA’s Child and Adult Care Food Program guidelines. Those who have summer birthdays will be celebrated as a half birthday throughout the year. Invitations to parties outside of school that do not include the entire class will not be distributed at school.

### **V.        Communication With Families        QPPS 1.1, 7.5**

The program will promote communication between families and staff by using written notes as well as informal conversations or e-mail. Families are encouraged to send written notes with important information so all the staff who work with the child can share the parent’s

communication. Teaching staff will write notes for families no less than weekly. Staff will use these notes to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Parents are encouraged to maintain regular, ongoing, two-way communication with the teaching staff in a manner that best meets their needs - email, in person, notes, or phone calls.

### **Open Door Policy**

Parents and legal guardians are always welcome to visit the preschool classroom. As a safety feature, all parents and visitors will check-in at the elementary school office. Visitors are asked to please use discretion with regard to bringing babies and toddlers to school as young children may disrupt class sessions. Photo identification will be required for any unknown visitor to the classroom.

### **Electronic Devices**

For purposes of this policy, "personal electronic device" is a device that is used by a student to send or receive information or create or review content, including cellular and mobile phones, watches or other wearable devices in a receive or transmit mode, laptop or notebook computers, tablets, video game devices, portable media players, and any applications or programs installed by the student on a school-owned or issued device. A "personal electronic device" does not include a device possessed by the student for documented legal, health, and safety purposes and used solely for those purposes.

Cell phones and other electronic devices must be left in student lockers from 8:15 to 3:20 PM on a normal school day. Failure to comply with the rule will result in the following:

- First time: The personal electronic device will remain in the office until the end of the school day.
- Second time: The personal electronic device will remain in the office until the end of the day, and parents will be contacted.
- Third time: The personal electronic device will remain in the office until the end of the day, parents will be contacted, and the student will not bring the device to school.

A parent or guardian may petition to allow their child to maintain access to a personal electronic device for a legitimate reason related to the student's physical or mental health, based on the unique facts of the student's case. The petition shall be addressed to the building principal. If not granted, the parent or guardian may petition the superintendent, whose decision shall be final. The parent or guardian has the burden of providing a legitimate reason for allowing the child to maintain access of a personal electronic device contrary to this policy.

A student who has an IEP, 504 Plan, or health plan may maintain access to a personal electronic device during an appropriate portion of the school day as documented in the plan. The device should be used solely in the manner necessary and documented.

## **Arrival and Departure of Children                      QPPS 10.11**

All motor vehicle transportation provided by parents, legal guardians or others designated by parents or legal guardians will include the use of age-appropriate, and size-appropriate seat restraints.

When bringing your child to school, we ask that you park your car in the parking lot and turn off the engine before entering the building. Please hold your child's hand as you enter the building to decrease the possibility of an accident. Parents or legal guardians must either accompany children to the classroom at the beginning of the day or leave their child in the care of one of the teaching staff. No child will be permitted to leave the building without an adult.

Other than parents or legal guardians, only persons with prior written authorization (Parent Consent Form) will be allowed to pick up a child from the school. Anyone who is unfamiliar to teaching staff, including authorized individuals, will be asked to present photo identification before a child is released to them.

In the interest of students' safety, parents/guardians/authorized individuals are requested to report directly to the office when picking up their child rather than going to the child's classroom. Likewise, when a student returns to the building following an absence during the school day, the adult should stop in the office and sign the child in. When picking up your child from school, please come early enough to enjoy watching what your child is doing during that time of day.

If your child rides the school bus to school, teaching staff will go to each bus as it arrives to greet and assist the student off the bus. At dismissal, teaching staff will accompany each student to the bus and assist the student onto the bus.

When all children have arrived, the teaching staff will walk the children to the classroom where the preschool teacher will record attendance for the day. Throughout the day each time children transition from one location to another, i.e. classroom to outdoor, the teacher will be responsible for counting the number of children whenever leaving one area and when arriving at another to confirm the safe whereabouts of every child at all times.

### **Field Trips**

An important learning opportunity can take place in the form of a field trip that is relevant and reinforces what has been taught in the classroom. Parents will be informed of each field trip through a newsletter and signs posted in the classroom well in advance. A parent or legal guardian must sign an informed consent form for trips for each child before each trip. Adult family members are asked to volunteer to go on these trips to provide increased supervision and adult/child ratios. A notice posting the dates, time of departure, time of return, and the

destination location will be posted prominently at least 48 hours before the field trip. Each child will be assigned to an adult for every part of the trip.

During the field trip, all children will wear identifying information that, for children, gives the program name and phone number. A first aid kit, emergency contact information, and emergency transport authorization information for the children in the group will be taken on all trips. Children will be counted every 15 minutes while on the field trip. Children may only use a public restroom if they are accompanied by a staff member. Children will never be left alone in a vehicle or unsupervised by an adult.

### **Attendance**

Students who are enrolled for classes in Children's Garden Preschool are expected to be punctual in their arrival and departure. Students are not expected to be absent any more than necessary for health reasons or appointments. Irregular attendance interferes with the progress of your child and others as teachers find themselves taking class time to repeat information and make adjustments for those students who have been absent. Please call the elementary office with the reason for an absence. For safety's sake, if a student is absent without notification, the school secretary/teaching staff will attempt to contact the family to verify the child's absence from school. If a student is absent from school on a given day we would not expect to see that child at a school event that same night.

The following procedures will be followed for students with excessive absences:

10 days absent, parents will receive a letter from school detailing the number of absences and days tardy.

15 days absent, parents will receive a letter from the school detailing the number of absences and days tardy.

20 day absent, parents will receive a letter from the school detailing the number of absences or tardiness will result in a notice sent to the county attorney.

21 days absent, a letter will be sent to the county attorney.

### **Ethics and Confidentiality**

Staff follows an important code of ethics to guide their involvement with children and families. It is essential to protect the confidentiality of all information concerning children and their families. Maintaining a professional attitude includes being responsive to the needs of children and their families while balancing the need for confidentiality. Children are people who deserve respect. One way we demonstrate this respect is to refrain from talking about the children in their presence unless the child is part of the conversation and to refrain from labeling a child negatively or positively. No information about any particular child shall be shared with another child's parent. We continually strive to model such qualities as patience, tolerance, cooperation, acceptance, understanding of others, and enthusiasm for children as well as for other adults.

All teaching staff will receive training on ethics and confidentiality on the National Association for the Education of Young Children's Code of Ethical Conduct as part of their orientation. Each staff person will sign a Statement of Commitment to document their willingness to hold close the values and moral obligations of the field of early childhood education.

### **Children's Records**

Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have a legitimate educational interests are allowed to access a student's records without the parent's permission. Parents may access, request amendments to, and copy their child's records during regular office hours. Parents may also file a complaint with the United States Department of Education if they feel their rights regarding their child's records have been violated. For a complete copy of the school district's policy on student records or the procedure for filing a complaint, contact the board secretary in the high school administration office.

Parents or guardians will be asked to sign a release of information form should they or the school request information be shared with another agency, stating to whom the information is to be released, the reason or purpose for the release of information, when it expires, and ways the parents can withdraw permission if they choose to do so.

### **Preschool Advisory Committee                      QPPS 7.2**

The Children's Garden Preschool has a preschool advisory committee composed of parents, staff, and other community members interested in the preschool program. This group meets quarterly to provide feedback on services that meet children and family needs. They also serve as a sounding board for new ideas and services. Please let the preschool teacher know if you are interested in being part of the Preschool Advisory Committee.

### **Grievance Policy                      QPPS 7.6**

Open and honest communication between families and the preschool program is an essential component of a high-quality early childhood program. We want you to be confident that your child is being well cared for and is having a quality experience. If there is ever a time you have a concern regarding your child, we want to encourage you to address your concerns to your child's teacher. If additional help is needed, either party may ask for assistance from the Elementary Principal, Mr. Brian Costello.

If you have a concern regarding some aspect of the program or policy, please contact the Elementary Principal who is the program administrator for the preschool. If you remain dissatisfied, you may contact the Superintendent of Northwood-Kensett School District. As part of our program assessment, in the spring of each year, we also provide you with a family questionnaire to evaluate our program. This information helps us to assess how the program is meeting the needs of families and children, as well as to identify strengths and weaknesses.

## **VI. Family Involvement QPPS 7.1,7.2**

Children's Garden Preschool encourages families to be very involved in their child's education by observing their children during the day when possible and meeting with staff. Family members are welcome to visit at any time during class sessions.

Teachers and administrators use a variety of formal and informal ways to become acquainted with and learn from families about their family structure and their preferred means of child-rearing practices and communication; and information about their socioeconomic, linguistic, racial, religious, and cultural backgrounds as they wish to share. Families are surveyed in enrollment paperwork and through other questionnaires during the year regarding their family, beliefs, and preferences. Home visits are conducted at the beginning of the school year. Program staff communicate with families on at least a weekly basis regarding children's activities and developmental milestones, shared caregiving issues, and other information that affects the wellbeing of their children. Family teacher conferences are held in both the fall and spring semesters, as well as when either party requests. At least one Family Night is held during the year.

Children's Garden Preschool values time spent talking and interacting with families and developing strong, reciprocal relationships. As the teacher learns from the families' expertise regarding their child's interests, approaches to learning, and developmental needs, goals for your child's growth and development can be incorporated into ongoing classroom planning. Families are encouraged to share any concerns, preferences or questions with the preschool teacher or administration at any time.

Although in-person daily contact cannot be replaced, preschool staff also rely on notes from home, emails, phone calls, newsletters, and bulletin boards as alternative means to establish and maintain open, two-way communication.

Children's Garden Preschool invites you to become involved in one or all of the following ways and welcomes other ideas as well.

1. Support your child's daily transition to school by sharing information about your child's interests and abilities. Keeping the teacher informed of changes and events that might affect your child allows the teacher to be more responsive to your child's needs.
2. Attend family meetings.
3. Return all forms, questionnaires and so on promptly.
4. Attend Family/Teacher conferences in the Fall and Spring semesters.
5. Take time to read the family bulletin.
6. Check your child's backpack each day.
7. Participate in field trip activities.

8. Share some of your talents in your child's class through activities such as: reading or storytelling, cooking, art, music, sewing, crafts, hobbies, your profession, or artifacts from trips you've taken.
9. Share any of your family's cultural traditions, celebrations, or customs.
10. Help prepare snacks and enjoy them with your child.
11. Read all the material sent from home with your child.
12. Come to play.
13. Help with special events. Helping takes many different forms such as preparation of materials at home, making telephone calls, preparing or posting flyers, recruiting other volunteers, collecting donations or prizes, running errands, doing photography, setting up before the event, or cleaning afterward.
14. Serve on the Preschool Advisory Committee.
15. Add to the monthly newsletter or organize it.

It is the policy of the Children's Garden Preschool not to discriminate on the basis of race, national origin, creed, age, marital status, or physical disability in its education programs, activities, or employment policies as required by Title VI or VIII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and the Federal Rehabilitation Act of 1973.

The school district will, to the extent possible, provide full opportunities for meaningful participation of families with children with limited English proficiency, families with children with disabilities, including providing information and school reports in an understandable and uniform format and including alternative formats on request, and, to the extent possible, in a language families understand.

The school district believes that families should be supported in making decisions about the services that their children may need. The teaching staff will provide information to families about available community resources and assist as requested in helping the family make connections.

### **Home Visits**

Home visits are made prior to the start of school. This is an opportunity for the preschool teacher to get to know you, your child, and your family and for you to begin to create a partnership between home and school in order to best meet your child's needs. This is a great time for you to share what makes your family unique, how you prefer to communicate with the teacher and share knowledge about your child's interests, approaches to learning, and developmental needs. You can help the teacher understand what your goals are for your child and whether you have any concerns you'd like addressed. Parents are encouraged to share these

preferences, concerns, and questions at any time with either the classroom teacher or administrator.

### **Family Teacher Conferences**

The preschool program will have formal family teacher conferences at the same time as the elementary school - fall and spring. The teacher will send home a sheet before the conference asking you to consider what new skills you see your child developing at home or in the community, to think about what you'd like more information about in the classroom, and whether you have new or different goals for your child. During the conference, the teacher will share the results of classroom assessments and samples of your child's work. Together you can make a plan to continue to encourage your child's growth and development.

### **Family Night**

Family night is an opportunity for you and your family to come to school to participate in the fun as well as educational activities. Based on results from a family survey, the teaching staff will select a topic for the evening. With help from family volunteers, the night will be planned to meet the needs of the children and families in the classroom.

### **Transitions QPPS 7.9, 7.10**

Home-school connections are crucial to the transition to kindergarten or any other program, such as special education. The child's family provides the consistency and continuity necessary for a young child to be successful. Making a change from one program to another can sometimes be difficult for a young child whether the transition is within the same building or in another location. Teaching staff will partner with the family to make the transition as smooth as possible by connecting family members with the next program's staff. Preschool staff will provide information about enrollment policies and procedures, program options, and arrange for a classroom visit whenever possible.

## **VII. Health and Safety**

Children's Garden Preschool is committed to promoting wellness and safeguarding the health and safety of children and adults who participate in our program. In order to provide a safe and secure environment for every child and adult, we follow the guidelines required by the Quality Preschool Program Standards, regulatory agencies, and pediatric authorities in the field.

### **Health and Immunization Certificates QPPS 5.1**

Within six weeks after a child begins the program, health records that document the dates of service shall be submitted that show the child is current for routine screening tests and

immunizations according to the schedule recommended and published by the American Academy of Pediatrics.

When a child is overdue for any routine health services, parents, legal guardians, or both provide evidence of an appointment for those services before the child's entry into the program and as a condition of remaining enrolled in the program, except for immunization for which parents are using religious exemptions.

### **Health and Safety Records**

Health and safety information collected from families will be maintained on file for each child in the school nurse's office. Files are kept current by updating as needed, but at least quarterly. The content of the file is confidential, but is immediately available to administrators or teaching staff who have consent from a parent or legal guardian for access to records; the child's parent or legal guardian; and regulatory authorities, upon request. **QPPS 10.10**

Child Health and Safety Records will include: **QPPS 5.1**

1. Current information about any health insurance coverage required for treatment in an emergency;
2. Results of health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results;
3. Current emergency contact information for each child, that is kept up to date by a specified method during the year;
4. Names of individuals authorized by the family to have access to health information about the child;
5. Instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes);
6. Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergies, asthma, seizures, orthopedic or sensory problems, and other chronic conditions); conditions that require regular medication or technology support; and **QPPS 10.14**
7. Supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs. Staff implements a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

### **General Health and Safety Guidelines**

- All staff must be alert to the health of each child, known allergies, or special medical conditions.

- Under the supervision of the preschool teacher, all staff must be alert to the whereabouts of all children. Systems are in place for accounting for children at regular intervals, especially during periods of transition.
- All staff are to follow proper procedures for hand washing, using disinfectants, and following universal precautions to prevent infections.
- All staff are familiar with evacuation routes and procedures.
- All teaching staff complete “Occupational Exposure to Bloodborne Pathogens” annually.
- At least one staff member who has a certificate of satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times. **QPPS 5.4**

### **Illness Policy and Exclusion of Sick Children      QPPS 5.3**

For the health and safety of all the children, it is mandatory that sick children not be brought to school. If your child has any of the following symptoms during the night, he or she will not be admitted the following morning for the safety of the other children.

- fever greater than 100 degrees F
- vomiting
- diarrhea
- pink eyes with drainage
- cough with congestion and excessive nasal discharge

The center’s established policy for an ill child’s return:

- Fever free for 24 hours
- Chickenpox: one week after onset (or when lesions are crusted)
- Strep: 24 hours after initial medication
- Vomiting/Diarrhea: 24 hours after initial medication or when without drainage.

Upon arrival at school, each child is observed by teaching staff for signs of illness or injury that could affect the child’s ability to participate comfortably in daily activities. Children will be excluded when a child is not able to participate comfortably; if the illness requires more care than staff are able to provide without compromising the needs of the other children in the group; or if keeping the child at school poses an increased risk to the child or to other children or adults with whom the child will come in contact.

When a child develops signs of an illness during their day at preschool, parents, legal guardians, or other persons authorized by the parent will be notified immediately to pick up the child. For this reason, please be sure we have current, accurate phone numbers for you, your authorized emergency contact person and your child’s pediatrician. In the meantime, we will provide the child a place to rest until the parent, legal guardian or designated person arrives under the

supervision of someone familiar with the child. If the child is suspected of having a contagious disease, then until she or he can be picked up, the child is located where new individuals will not be exposed.

### **Reporting Communicable Diseases                    QPPS 5.4**

Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that the families should implement at home. The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

### **Medication Policies and Procedures                    QPPS 5.10**

*Policy:* The school will administer medication to children with the written approval of the parent and order from a health provider for a specific child. Because administration of medication at school is a safety hazard, medication administration will be limited to situations where an agreement to give medicine during preschool hours cannot be made. whenever possible, the first dose of medication should be given at home to see if the child has any type of reaction.

*Procedure:* The school nurse coordinates and/or administers medication during school hours only if the parent or legal guardian has provided written consent and the medication is available in an original labeled prescription or manufacturer's container that is child-resistant. Any other person who would administer medication has specific training and a written performance evaluation, updated annually by a health professional on the practice of the five right practices of medication administration: (1) verifying that the right child receives the (2) right medication (3) in the right dose (4) at the right time (5) by the right method with documentation of each right each time the medication is given. Medication errors will be controlled by checking and recording these five right practices each time medication is given. Should a medication error occur, the Regional Poison Control Center and the child's parents will be contacted immediately. The incident will be documented in the child's record at the school.

For prescription medications, parents or legal guardians will provide the school with the medication in the original, child-resistant container that is labeled by a pharmacist with the child's name, the name and strength of the medication; the date the prescription was filled; the name of the health provider who wrote the prescription; the medication's expiration date; and administration, storage, and disposal instructions.

For over-the-counter medications, parents or legal guardians will provide the medication in a child-resistant container. The medication will be labeled with the child's first and last names; specific, legible instructions for administration and storage supplied by the manufacturer; and the name of the health care provider who recommended the medication for the child.

Instructions for the dose, time, method to be used, and duration of administration will be provided to the teaching staff in writing (by a signed note or a prescription label) or dictated over the telephone by a physician or other person legally authorized to prescribe medication. This requirement applies both to prescription and over-the-counter medications.

Medications will be kept at the temperature recommended for that type of medication, in a sturdy, child-resistant container that is locked and prevents spillage.

Medication will not be used beyond the date of expiration on the container or beyond any expiration of the instructions provided by the physician or other person legally permitted to prescribe medication. Instructions that state that the medication may be used whenever needed will be renewed by the physician at least annually.

A medication log will be maintained by the school staff to record the instructions for giving the medication, consent was obtained from the parent or legal guardian, amount, the time of administration, and the person who administered each dose of medication. Spills, reactions, and refusal to take medication will be noted on this log.

### **Cleaning and Sanitization                      QPPS 9.11**

The facility will be maintained in clean and sanitary condition. When a spill occurs, the area will be made inaccessible to children and the area will be cleaned immediately.

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Toys and surfaces will be disinfected using a non-toxic solution of one tablespoon household bleach to one quart of tap water made fresh daily. To disinfect, the surfaces will be sprayed until glossy. The bleach solution will be left on for at least 2 minutes before it is wiped off with a clean paper towel, or it may be allowed to air dry. Machine washable cloth toys that have been placed in a child's mouth that are otherwise contaminated by body secretion or excretion must be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used.

## **QPPS 5.24**

Staff will be trained in cleaning techniques, proper use of protective barriers such as gloves, proper handling and disposal of contaminated materials, and information required by the US Occupational Safety and Health Administration about the use of any chemical agents.

Facility cleaning requiring potentially hazardous chemicals will be scheduled when children are not present to minimize exposure of children. All cleaning products will be used as directed by the manufacturer's label. Non Toxic substances will be used whenever possible.

## **Hand Washing Practices                      QPPS 5.8**

Frequent hand washing is key to preventing the spread of infectious diseases. Teachers teach children how to wash their hands effectively. Posters of children using proper handwashing procedures are placed by each sink. The program follows these practices regarding handwashing:

- Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
- Hand washing is required by all staff, volunteers, and children when hand washing reduces the risk of transmission of infectious diseases to themselves and to others.
- Staff assists children with handwashing as needed to successfully complete the task.

Children and adults wash their hands:

- upon arrival for the day;
- after diapering or using the toilet (use of wet wipes is acceptable for infants);
- after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood, or vomit);
- before meals and snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry);
- after playing in water that is shared by two or more people;
- after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals; and

Adults also wash their hands:

- before and after feeding a child;
- before and after administering medication;
- after assisting a child with toileting; and
- after handling garbage or cleaning.

Proper hand-washing procedures are followed by adults and children and include:

- using liquid soap and running water;

- rubbing hands vigorously for at least 10 seconds, including the back of hands, wrists, between the fingers, under and around jewelry, and under fingernails; rinsing well; drying hands with a paper towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off the water).

Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute, for handwashing in any situation listed above.

- Staff must wear gloves when contamination with blood may occur.
- Staff do not use hand-washing sinks for bathing children or removing smeared fecal material.

In situations where sinks are used for food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

### **First Aid Kit                    QPPS 9.13**

A first aid kit is located in the preschool classroom next to the door. It is inaccessible to children, but readily available for adult use. It is fully equipped according to guidance from Healthy Child Care Iowa. Following each use of the First Aid Kit, the contents will be inspected and missing or used items replaced immediately. The First Aid kit will be inspected monthly. The first aid kit is taken to the outdoor play areas as well as on field trips and outings away from the site.

### **Fire Safety                    QPPS 9.14**

A fire extinguisher is installed in the preschool classroom with a tag indicating its annual service date. The fire alarm system is serviced annually. Smoke detectors, fire alarms, and carbon monoxide detectors are tested monthly. A written log of testing dates and battery changes is maintained and available upon request. Fire drills are conducted monthly and recorded on a log.

### **Medical Emergencies and Notification of Accidents or Incidents                    QPPS 10.13**

The Children’s Garden Preschool has in place a “Safety Procedures Booklet” that describes the following situations and procedures to follow:

- Emergency phone numbers
- Fire procedures
- Utility Failures (electrical power failure, water line break, gas line break)
- Severe weather
- Bomb threats
- Physical Threats/Armed Intruder
- Evacuations
- Crisis Intervention Plan, Crisis Intervention Steps, Media Procedures



The program maintains facilities so they are free from harmful animals, insect pests, and poisonous plants. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility and in a manner that prevents skin contact, inhalation, and other exposure to children. The program uses the techniques known as Integrated Pest Management (IPM) so that the least hazardous means are used to control pests and unwanted vegetation.

**Smoke Free Facility                      QPPS 9.19**

In compliance with the Iowa Smokefree Air Act of 2008, Children's Garden Preschool buildings and grounds are smoke-free. A "No Smoking" sign meeting the law's requirements is posted at the entrance to the preschool classroom building to inform people that they are entering a non-smoking place. No smoking is allowed on the school grounds or within sight of any children.

**Child Protection Policies                      QPPS 10.8, 10.16, 10.19**

The health and wellbeing of every child in our care is of the utmost importance and the protection of children is our responsibility. An applicant or volunteer for temporary or permanent employment with the preschool program involves direct interaction with or the opportunity to interact and associate with children must execute and submit an affidavit of clearance from any and all crimes against a child or family. In addition, no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children.

The program has written school board policy for reporting child abuse and neglect as well as procedures in place that comply with applicable federal, state, and local laws. The policy includes requirements for staff to report all suspected incidents of child abuse, neglect, or both by families, staff, volunteers, or others to the appropriate local agencies. Staff who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is proven the report is malicious. All teaching staff complete "Mandatory Reporter: Child and Dependent Adult Abuse" at least every five years and within six months of employment.

The school district does not tolerate employees physically, or sexually abusing or harassing students. Students who are physically or sexually abused or harassed by an employee should notify their parents, legal guardians, teacher, principal, or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical or sexual abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations. The school district has

designated Brian Costello at 641-324-1127. The alternate investigator is Keith Fritz and may be reached at 641-324-2142.

### **Substance Abuse**

Persons under the influence of drugs or alcohol will not be permitted on the premises of the Children's Garden Preschool. At no time will children be released to a person under the influence of alcohol or drugs.

### **Volunteers QPPS 10.15, 10.17**

Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the teacher, the elementary principal, or our office secretary if you would like to be a school volunteer. Please check-in at the elementary office before coming to the room. We have a volunteer job description that defines the role and responsibilities of a volunteer. For safety's sake, if a volunteer will be working with children, he/she will be expected to execute and submit an affidavit of clearance from any and all crimes against a child or family. In addition, no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children. If a volunteer works more than 40 hours per month with children, he/she will also need to provide a current health assessment, not more than one year old.

### **VIII. Staff QPPS 10.15 - 10.20**

#### **General Information**

Northwood-Kensett School District has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. The policies outlined nondiscriminatory hiring procedures and policies for staff evaluation. Policies detail job descriptions for each position, including reporting relationships, salary scales with increments based on professional qualification, length of employment, and performance evaluation; benefits; and resignation, termination, and grievance procedures. Personnel policies provide for incentives based on participation in professional development opportunities. The policies are provided to each employee upon hiring.

Hiring procedures include completion of the following checks: criminal record check, free from a history of substantiated child abuse or neglect, education credentials, verification of age, completion of high school or GED, personal references, and a current health assessment.

#### **Health Assessment**

The preschool program maintains current health information from documented health assessments for all paid preschool staff and for all volunteers who work more than 40 hours per month and have contact with children. A current health assessment (not more than one-year-old) is received by the program before an employee starts work or before a volunteer has contact with

children. The health assessment is updated every two years. Documented health assessments include:

- Capacities and limitations that may affect job performance
- Documentation by a licensed health professional of TB skin testing using the Mantoux method and showing the employee to be free from active TB disease. For those who have a positive TB skin test and who develop a persistent cough or unexpected fever, immediate assessment by a licensed physician is required. For those who have an increased risk of TB according to the Centers for Disease Control (CDC), documentation is required annually by a licensed health professional showing that the employee is free of active TB disease.

Confidential personnel files, including applications with a record of experience, transcripts of education, health-assessment records, documentation of ongoing professional development, and results of performance evaluation, are kept in a locked filing cabinet in the district's central office.

### **Orientation            QPPS 6.2**

Employees must know their roles and duties. New preschool teaching staff will be required to participate in an initial orientation program that introduces them to fundamental aspects of the program operation including:

- Program philosophy, mission, and goals;
- Expectations for ethical conduct;
- Individual needs of children they will be teaching or caring for;
- Accepted guidance and classroom management techniques;
- Daily activities and routines of the program;
- Program curriculum;
- Child abuse and reporting procedures;
- Program policies and procedures;
- Iowa Quality Preschool Program Standards and Criteria;
- Regulatory requirements.

Follow-up training expands on the initial orientations. See Staff Orientation checklist.

The employee's immediate supervisor should provide the new employee with a review of the employee's responsibilities and duties. The superintendent will explain payroll procedures, employee benefit programs and accompanying forms to the employee. Regular employees ineligible for the school district's group health plan will be given information regarding where they can obtain health care or health care insurance.

### **Staffing patterns and schedule**

The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing for Iowa's Quality Preschool Program Standards of maintaining an adult/child ratio of at least 1:10 at all times. The program administrator will maintain lists of current substitutes for both the preschool teacher and preschool teaching assistant in case of absence. If one of the teaching staff needs to temporarily leave the classroom, the person will call the elementary office to arrange for coverage in order to maintain the adult/child ratio.

Staff are provided space and time away from children during the day. Should staff work directly with children for more than four hours, staff are provided breaks of at least 15 minutes in each four-hour period. In addition, staff may request temporary relief when they are unable to perform their duties.

### **Staff Development Activities**

### **QPPS 6.6, 10.15**

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

Teaching staff will be informed of professional development activities provided by Child Care Resource and Referral, the local Empowerment areas, and the area education agency. Staff are expected to attend all staff training and meetings throughout the year. Training will focus on early childhood topics relevant to the program and community.

### **Evaluation and Professional Growth Plan**

### **QPPS 6.5, 6.6**

All staff are evaluated at least annually by an appropriate supervisor or, in the case of the program administrator, by the superintendent. Staff also evaluate and improve their own performance based on ongoing reflection and feedback from supervisors, peers, and families. From this, they develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development.

### **Progressive Discipline**

### **STUDENT CONDUCT**

Students are to conduct themselves in a manner consistent with their age and grade level. For all students, this includes respect and consideration for others. This conduct is expected while on school premises, while on school owned and/or operated school

or chartered buses; and while attending or engaging in school activities on or off school property.

Successful schools need a positive and orderly environment in which students can learn and teachers can teach. Each teacher will acquaint their students with expectations for classroom conduct. Each teacher will have a planned sequence of consequences for those students who have difficulty following classroom rules. Behavior expectations outside the classroom will promote the same positive and orderly environment. Disrespect for school personnel or refusal to respond to reasonable requests by any member of the school staff will be considered a serious offense and dealt with accordingly. Parent contact and/or referral to the office are a part of the sequence of consequences in each classroom. After school detention may be necessary in some cases. Parents will be contacted in advance if a student is assigned after school detention in order to arrange for transportation if necessary and to ensure the parent is aware of the detention assignment. Students will be excused from detention for medical appointments or religious commitments. When excused, the detention time will be served on the following day.

Students who exhibit inappropriate behavior in the opinion of the staff and/or administration shall be subject to discipline. Inappropriate behavior includes behavior which disrupts or interferes with the educational program, the orderly and efficient operation of the school or school activity, the rights of other students to participate in the educational process or activity, or the educational atmosphere. Disciplinary measures may include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.

#### DISCIPLINE OF STUDENTS WHO MAKE THREATS OF VIOLENCE OR CAUSE INCIDENTS OF VIOLENCE (Iowa Code § 279.65A)

In accordance with Iowa law (Iowa Code § 279.65A), the board of directors of the Northwood-Kensett Community School District prohibits any student from making threats of violence or engaging in violent acts that cause injury to others or damage to property.

Threats include oral, written, electronic, or symbolic statements or acts that could cause a reasonable person to fear harm.

Any reported threat or incident of violence will be promptly investigated by school administration.

Disciplinary measures may include removal from class, detention, suspension, expulsion, referral to law enforcement, or other actions deemed appropriate.

Parents/guardians will be notified, and students will be afforded due process protections. Students with disabilities will be disciplined in accordance with state and federal law.

The purpose of this policy is to maintain a safe and secure learning environment for all students and staff.

### STUDENT CONDUCT STANDARDS (Iowa Code § 279.66)

In accordance with Iowa law (Iowa Code § 279.66), the Northwood-Kensett Community School District establishes and publishes standards of conduct to promote a safe, respectful, and productive school environment.

Students are expected to act as good citizens, respecting the rights, safety, and property of others.

Standards apply on school grounds, in school vehicles, at school activities, and off-campus when conduct affects the school environment.

Inappropriate conduct that disrupts learning, threatens safety, or violates the rights of others will not be tolerated.

Disciplinary consequences may include loss of privileges, detention, suspension, expulsion, or other measures that help students learn from mistakes.

These standards are designed to support positive student growth, responsibility, and accountability.

### EXPULSION

Only the board may remove a student from the school environment. The removal of a student from the school environment, which includes, but is not limited to, classes and activities, is an expulsion from school.

Students may be expelled for violations of board policy, school rules or the law. It shall be within the discretion of the board to discipline a student by using an expulsion for a single offense or for a series of offenses depending on the nature of the offense and the circumstances surrounding the offense.

It shall be within the discretion of the superintendent to recommend to the board the expulsion of a student for disciplinary purposes. Only the board may take action to expel a student and to readmit the student. The principal shall keep records of expulsions in addition to the board's records.

When a student is recommended for expulsion by the board, the student shall be provided with:

1. Notice of the reasons for the proposed expulsion;
2. The names of the witnesses and an oral or written report on the facts to which each witness testifies unless the witnesses are students whose names may be released at the discretion of the superintendent;
3. An opportunity to present a defense against the charges and provide either oral testimony or written affidavits of witnesses on the student's behalf;
4. The right to be represented by counsel; and,
5. The results and finding of the board in writing open to the student's inspection.

In addition to these procedures, a special education student must be provided with additional procedures. A determination should be made of whether the student is actually guilty of the misconduct. A staffing team should determine whether the student's behavior is caused by the student's disability and whether the conduct is the result of inappropriate placement. Discussions and conclusions of this meeting should be recorded.

If the special education student's conduct is not caused by the disability, the student may be expelled or suspended for a long-term period following written notice to the parent and pursuant to the school district's expulsion hearing procedures. If the misconduct is caused by the disability and a change in placement is recommended, the change must be made pursuant to the placement procedures used by the school district.

## **ANNUAL NOTICE OF NONDISCRIMINATION**

**The Northwood-Kensett CSD offers career and technical programs in the following areas of study: Agricultural, Food and Natural Resources; Applied Science, Technology, Engineering and Manufacturing; Business, Finance, Marketing and Management; Human Services**

### **NOTICE OF NON-DISCRIMINATION**

**It is the policy of the Northwood-Kensett Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. This institution is an equal opportunity provider.**

**There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Keith Fritz, Principal, 704 7<sup>th</sup> St., Northwood, IA 50459. (641) 324-2021 x101, [kfritz@nkvikings.com](mailto:kfritz@nkvikings.com). Inquiries may also be directed in writing to the Office for Civil Rights, Chicago Office U.S. Department of Education John C. Kluczynski Federal Building 230 S. Dearborn Street, 37th Floor Chicago, IL 60604 Telephone: (312) 730-1560 Facsimile: (312) 730-1576 Email: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov) or the Iowa Department of Education, Grimes State Office Building, Des Moines, IA, 50319-0146, (515) 281-5295.**

**504 Coordinator:** Brian Costello, Elementary Principal, 1200 1st Ave N, Northwood, IA 50459, Phone 641-324-1127 x201, [bcostello@nkvikings.com](mailto:bcostello@nkvikings.com)

**Affirmative Action Coordinator:** Anna Blair, Human Resources Director, 1496 480th St., Northwood, IA 50459, Phone 641-324-2021