



**Waukeee Preschool**

# 2024-2025 HANDBOOK



**MISSION STATEMENT & VISION**

Dedicated to optimizing individual learning and potential for success in a global community.

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## **DEFINITIONS**

- **Parent** - also means “guardian” unless otherwise stated.
- **An Administrator’s Title** (such as **Superintendent** or **Preschool Administrator**) - also means that individual’s designee unless otherwise stated.
- **School Grounds** - includes the school District facilities, school District property, property within the jurisdiction of the school District or school District premises, school-owned or school operated buses or vehicles and chartered buses.
- **School Facilities** - includes school District buildings and vehicles.
- **School Activities** - means all school activities in which students are involved whether they are school-sponsored or school-approved, whether they are an event or an activity, or whether they are held on or off school grounds.

## **INTRODUCTION**

Welcome to Waukee Preschool!

### **Rationale for Integrating Young Children of Various Ages and Stages of Development**

The Waukee Community School District Preschool Program is a fully integrated, multi-age program. There are many reasons to provide opportunities for children of various ages and stages of development to play, learn, and interact with each other.

Through positive interactions with children of various skill levels, children become sensitive to the needs of others and learn to appreciate individual differences at an early age. In integrated settings, all children have the opportunity to form friendships with a wide variety of peers.

Preschool curriculum is specifically designed and delivered to allow children of a wide ability range to access learning at their current level in order to grow forward.

## **MISSION AND PHILOSOPHY**

### **Mission**

Waukee Community School District (the District) is dedicated to optimizing individual learning and potential for success in a global community.

### **Preschool Philosophy of Education**

Our mission at Waukee Preschool is to provide a quality, age-appropriate early childhood education that nurtures every child as an individual, empowers every child as a learner and celebrates each child's talents and abilities. The Waukee Preschool Program is a full-inclusive learning environment consisting of a combination of children with disabilities (children served through special education programming) as well as children without identified disabilities.

## **A CHILD'S DAY**

### **A Child's Daily Learning Opportunities**

A consistent daily schedule is planned to offer a balance of learning opportunities. Learning is both formal and informal.

Play is planned for every day. Listening is balanced with talking, group activities with solitary time, indoors with outdoors, quiet play with noisy play. Your child will have the opportunity for the following types of experiences every day:

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

### **Assessment of a Child's Learning**

Guiding principles - It is the 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 the children or to include or exclude them from the program. A family's culture and a child's experiences outside of 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:

1. Preschool Progress Report, Creative Curriculum, 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 the school year.
2. Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
3. 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:

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

Assessment information will be shared formally with families during parent teacher conferences in the fall and



spring. The preschool teacher will communicate monthly regarding children’s activities. Informal conferences are always welcome and can be requested at any time.

If, through observation or information on the Creative Curriculum Preschool Progress Report, 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 next steps may include the following, with the knowledge and consent of the parents:

1. The teacher requests assistance from the Area Education Agency (AEA) team as an early intervention process. This team engages in problem identification, play interventions, providing support, and making outside resources available to those individuals requesting assistance. The AEA team is available and functional for all students and teachers in the building.
2. A formal request made to Heartland 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.

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 plans for children whose behavior does not respond to the typical strategies by teaching staff in the classroom.

See [Appendix C](#).

## Assessment of the Waukee Preschool Program

Waukee Preschool implements the Iowa Quality Preschool Program Standards. Periodically, we will receive verification visits to 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 satisfactions, and community awareness and satisfaction. A report of the annual evaluation findings is shared with families, staff, and appropriate advisory

governance boards. The program uses this information to plan professional development and program quality improvement activities as well as to improve operations and policies.

See [Appendix D](#).

## Child Guidance and Discipline

Teaching staff will equitably use positive guidance, redirection and 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 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, and to use language to communicate needs.

## Challenging Behavior

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 response based on individual needs. When children have challenging behaviors teachers promote pro-social behavior by:

1. Interacting in a respectful manner with all children.
2. Modeling turn-taking and sharing as well as caring behaviors.
3. Helping children negotiate their interactions with one another and with shared materials.
4. Engaging children in the care of their classroom and ensuring that each child has an opportunity to contribute to the group.
5. 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 education 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 if 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 or making 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 or threaten to withhold food as a form of discipline.

### Classroom Animals and Pets

Live animals will not be allowed in District facilities or at school events/activities except under special circumstances and/or curricular purposes. The Preschool Administrator will have the discretion in these circumstances.

Appropriate supervision of animals is required when animals are brought into District facilities.

The person bringing the animal must furnish transportation for the animal. Animals will not be allowed to travel to and from the student's attendance center on District vehicles.

It is the responsibility of the Preschool Administrator to determine appropriate supervision of animals and the parameters of its stay in the classroom.

Service animals are not covered by this policy.

### Clothing

We have no specific dress code for our students, but we do expect that all children be dressed in a reasonable manner, i.e. no shorts in winter. Acceptable appearance, reflecting

the good taste and judgment of parent/guardian, includes not only the proper selection and wearing of clothing, but also personal appearance.

Your child will be learning through creative, active play that can sometimes be messy. Your child should wear comfortable, washable clothing as well as shoes appropriate for the weather and outdoor play. While we encourage the use of paint smocks or shirts during art projects, we can't guarantee 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 for their child kept in his/her backpack in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

### Curriculum

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.

The preschool program uses Creative Curriculum, a research and evidence based comprehensive program designed for three- and four-year-olds. It addresses all areas of early learning: language and literacy, math, science, physical skills and social skills and is directly aligned with the Iowa Early Learning Standards. It is based on units of study that are familiar and meaningful to young children such as Balls, Buildings, Clothing, and Trees. 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.

### Outdoor Learning

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/facilities 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 according to the weather.

When it is cold outside, children need 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.

We encourage you to bring a hat or other clothing for your child to wear as another protection from the sun. It is expected that parents/guardians apply sunscreen and/or insect repellent before the preschool session. If medically necessary, written permission and sunscreen and/or insect repellent will be supplied by the parent for the school personnel to apply.

## Positive Behavior Intervention and Support (PBIS)

### SAFETY

- Using line and body basics
- Asking for help
- Reporting your concerns
- Following school procedures

### RESPONSIBILITY

- Completing work
- Being prepared
- Taking care of yourself and property
- Making smart choices

### CARING

- Treat others as you would like to be treated
- Helping others
- Using kind words
- Doing your best

The District encourages parents, teachers and students to take pride in their learning and choices. Please reinforce and encourage appropriate behaviors at home using these expectations.

## Snacks/Food and Nutrition

Attitudes about food develop early in life. The food children eat affects their wellbeing, 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.

Children are served a snack at a regularly scheduled time. Snacks will consist of either a fresh fruit, vegetable, grain or protein. A written snack menu is provided to families each week in the weekly parent communication. All menus are kept on file for review by a program consultant. The preschool serves a variety of nutritional snacks and encourages children to expand their tastes by at least trying a portion of the food offered.

All food is prepared, served and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines. **Due to the severity of food allergies we have in our preschool classrooms, we cannot allow any food to be brought into the classroom. We appreciate your cooperation in providing a safe and healthy environment for all children.** 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 nutritional needs, the family will provide an Emergency Action Plan, signed by the treating physician. The Emergency Action Plan outlines the special care needs required by the child. Children with food allergies shall be protected from contact with 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.

## Special Education Services

Each building has resources to meet students' needs. Special education teachers, in cooperation with parents, classroom teachers and related area education agency members, identify children having special needs and develop learning programs appropriate for each individual child. All classroom teachers are dual-certified as a general

education teacher and a special education teacher. Services are provided within the preschool classroom.

## Special Programs

Special programs and events are held throughout the year including family events and preschool graduation. Our children love to perform for their families and friends. These events may be daytime or evening events. We encourage and invite you to join us during these special times.

## Speech-Language Services

One of the special services available in our buildings is speech/language therapy. The speech-language pathologist who is assigned to our buildings by Heartland Area Education Agency is available to provide consultation, evaluation and direct service in all areas related to speech, language and communication skills. These services are available at no charge for children from birth to age 21. You can contact your school's speech-language pathologist by calling the school secretary.

## Supervision Policy

Before children arrive at school, the preschool teacher will complete the following daily safety checklist indoor and outdoor:

1. All safety plugs and electric outlets covered, heat/AC, water temperature, and toilets, etc. in working order.
2. All cleaning supplies/poisons out of children's reach and stored properly.
3. Classroom and materials checked for cleanliness/broken parts, etc. including playground.
4. Supplies checked - first aid kit, latex gloves, soap, paper towels, etc.
5. Daily monitoring of the environment - spills, sand, etc. Other serious problems were reported to the head custodian.
6. Upon arrival, each child is observed by the teacher for signs of illness or injury that could affect the child's ability to participate in the daily activities.

No child will be left unsupervised while attending preschool. Staff will supervise primarily by sight. Supervision for short intervals by sound is permissible as long as teachers check every two to three minutes on children who are out-of-sight (e.g. those who can use the toilet independently, etc.).

## Toilet Learning

Restroom facilities are available for the students as needed. Occasional accidents happen and are not a problem. All families are asked to provide an extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

Toilet learning is an important time in a child's development. For children who are not yet able 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 bathroom adjacent to the classroom with a changing table or pad or in the Health Office.
2. Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Program Standards: Standard 5, Criteria 7:
  - a. Clothes 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.
  - b. 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.
  - c. Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
  - d. At all times, caregivers have a hand on the child if being changed on an elevated surface.
  - e. 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.
  - f. 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.
  - g. 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 change diapers.

## Who Works in the Preschool

### Director of Student Services

The Director of Student Services, in collaboration with the Assistant Director of Student Services, collaborates with building Preschool Administrators and support staff to ensure Iowa Quality Preschool Program Standards (IQPPS) are met. The Director holds advanced degrees in Educational Leadership.

### Assistant Director of Student Services

The Assistant Director of Student Services is designated as the program administrator supervising the preschool program. The Assistant Director of Student Services meets all qualifications described in the IQPPS.

### Vince Meyer Building Secretary

The student services administrative assistant supports families of preschoolers during the application and registration process along with other administrative assistant duties.

### Teacher

Each preschool classroom is facilitated by a full time teacher licensed by the Iowa Board of Educational Examiners and holds an Early Childhood Education and Special Education Unified Endorsement.

### Teacher Associates

A teacher associate in the classroom carries out activities under the supervision of the teacher. The teacher associate must have specialized training in early childhood education, pursuant to the IQPPS guidelines.

### School Nurse

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

### Support Staff

Heartland Area Education Agency (AEA) 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.

## COMMUNICATION WITH FAMILIES

The District values communication between home and

school and throughout the community. We welcome other suggestions from our patrons about ways we can strengthen our communication process. Please contact the Assistant Director of Student Services with suggestions.

## Building and Classroom Newsletters

The Waukee Preschool Program will provide a bi-monthly communication through ParentSquare. Parents wishing to access their child's classroom newsletter electronically will be asked to provide an email address at the beginning of the school year. Paper copies will be sent home to families not having internet access.

## Flyer Distribution

WaukeeBackpack is the District's "green" approach to distributing information from school sponsored activities and non-profit organizations. Upon District approval, a limited number of materials may be distributed for students who do not have a computer and/or internet access. All fliers must be approved at the District Administration Office. The complete distribution guidelines are located in [Board Policy 1003.6-R](#). WaukeeBackpack can be accessed by visiting, [blogs.waukeeschools.org/waukeebackpack/](https://blogs.waukeeschools.org/waukeebackpack/)

## ParentSquare

The District uses a communications platform called ParentSquare to connect parents, students, and staff through voice, text, email, and push notifications. ParentSquare will be used for emergency and general notifications, to include building newsletters, bus updates, late starts, or other emergency situations that may arise during or after school hours. ParentSquare fully integrates with PowerSchool, and families are automatically opted in to receive notifications. All contact information must be listed correctly in PowerSchool. If you would like to add or update a phone number or email address, please contact the building secretary.

## Website

The District's website contains detailed information about academics, enrollment, departments, events and much more. This can be accessed at [www.waukeeschools.org](http://www.waukeeschools.org)

## DISTRICT POLICIES

### Abuse of Students by District Personnel

It is the policy of the District that school employees and volunteers not commit acts of physical or sexual abuse, including but not limited to sexual or physical relationships, grooming behavior, and otherwise inappropriate relationships with students.

It is the policy of the District to respond to allegations of abuse by school employees or volunteers by investigating or arranging for the full investigation of any allegations, and timely reporting to all relevant agencies as required by law.

Anyone believing that a student has been abused by a District employee or volunteer may report the abuse to Cecily Decklever, Elementary Lead Nurse and level one investigator (515.987.5166).

The entire policy on abuse of students by District personnel is defined in [Board Policy 413.4](#) and is available in the District Administration Office, the Preschool Administrator's office, and the Waukee Public Library.

### Anti-Bullying/Harassment Policy

Harassment and bullying of students and employees are against federal, state and local policy. The District prohibits harassment, bullying, hazing, or any other victimization of students, staff and volunteers, based on any of the following actual or perceived traits or characteristics: age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.

Certain bullying and harassing conduct may rise to the level of hate speech. This includes, but is not limited to, words, images, or actions directed at individuals or groups based on aspects of their identity as protected under this policy.

This policy is in effect while students or employees are on property within the jurisdiction of the District, while on school-owned or school-operated vehicles, while attending or engaged in school-sponsored activities, and while away from school grounds if the misconduct directly affects the good order, efficient management, and welfare of the school or District.

Harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student or employee which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student or employee in reasonable fear of harm to the student or employee's person or property;
- Has a substantially detrimental effect on the student or employee's physical or mental health;

- Has the effect of substantially interfering with the student's academic performance or employee's work performance; or
- Has the effect of substantially interfering with the student or employee's ability to participate in or benefit from the services, activities, or privileges provided by a school or District.

Any employee, student, or individual on the employee or student's behalf, who feels that he/she or another employee or student has been harassed shall inform a responsible District staff member who will then turn the information over to the respective investigator. If the complainant is a school employee, after filing the complaint with the Superintendent or designee, the employee may separately notify the parent or guardian of the student alleged to have been harassed or bullied.

The investigator will conduct an intake interview to gather the following information:

- what, when and where it happened;
- who was involved;
- exactly what was said or what the harasser did;
- witnesses to the harassment;
- what the victim said or did, either at the time or later;
- how the victim felt; and
- how the harasser responded.

The investigator may request that the parent complete the Harassment/Bullying Complaint form and turn over evidence of the bullying/harassment, including, but not limited to, letters, recordings, or pictures. The investigator will record in writing the facts of the complaint. Information received during the investigation is kept confidential to the extent possible.

Procedures for addressing alleged harassment or bullying are outlined in [Board Policy 103](#). Copies are in the Preschool Administrator's Office and the District Administration Office.

### Chapter 103 Annual Notification Statement

Notice: Corporal Punishment, Restraint and Physical Confinement and Detention

State law forbids school employees from using corporal punishment against any student. Certain actions by school employees are not considered corporal punishment. Additionally, school employees may use "reasonable and necessary force, not designed or intended to cause pain" to do certain things, such as prevent harm to persons or property.

State law also places limits on school employees' abilities to restrain or confine and detain any student. The law limits why, how, where and for how long a school employee may restrain or confine and detain a child. If a child is restrained or confined and detained, the school must maintain documentation and must provide certain types of notice to the child's parent.

If you have any questions about this state law, please contact your school. The complete text of the law and additional information is available on the Iowa Department of Education's website: <https://educate.iowa.gov/>.

Note: Policy on corporal punishment can be found in [Board Policy 502.7](#).

### Citizen Complaints

The Board recognizes that situations may arise in the operation of the District which are a concern to parents or to the public. All concerns should be resolved at the lowest possible level of decision-making by the individuals involved as expeditiously as possible.

- Any person with a complaint or concern regarding a District matter is encouraged to first talk with the school official or employee involved as soon as possible.
- If the matter is not satisfactorily resolved, the Complainant should file a written complaint with the school official or employee involved.
- If the Complainant feels that the matter is not satisfactorily resolved, the Complainant may file the complaint and the prior written disposition with the employee's immediate supervisor.
- If the Complainant feels that the matter is not satisfactorily resolved, the Complainant may file the complaint and any prior dispositions with the Associate Superintendent.
- If the Complainant feels that the matter is not satisfactorily resolved, the Complainant may file the complaint and any prior dispositions with the Superintendent.
- If the Complainant still feels that the matter is not satisfactorily resolved, the Complainant may request a hearing before the Board by filing the written complaint and any written dispositions with the Board Secretary and ask for a place on the Board agenda.

Board policies addressing complaint procedures are explained in [Board Policy 203.10](#).

### Continuous Notice of Non-Discrimination

It is the policy of the District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, marital status, sexual orientation, gender identity and socioeconomic status in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination.

If you have questions or a grievance related to this policy please contact one of the following:

#### Executive Director of Human Resources: Roxy Livermore

Waukee Community School District  
560 SE University Avenue, Waukee, IA 50263  
Phone: 515.987.5161  
Fax: 515.987.2701  
Email: [rlivermore@waukeeschools.org](mailto:rlivermore@waukeeschools.org)

#### Director of the Iowa Civil Rights Commission

Grimes State Office Building  
400 E. 14th Street, Des Moines, IA 50319  
Phone: 1.800.457.4416

#### Director of the Region VII Office of Civil Rights

Department of Education  
Citigroup Center, 500 W. Madison Street, Suite 1475,  
Chicago, IL 60661-4544  
Phone: 312.730.1560  
Fax: 312.730.1576  
Email: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov).

The District complaint procedure is outlined in [Board Policy 101-R\(1\)](#). ([Board Policy 104](#))

### Federal Section 504

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The District has the obligations under Section 504 to identify, evaluate and, if the student is determined to be eligible, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the District, he/she has a right to a hearing with an impartial hearing officer.

### Field Trips

Under [Board Policy 603.7](#), the Preschool Administrator may authorize field trips and excursions when such events contribute to the achievement of education goals of the

District. The Superintendent or designee will approve transportation for field trips and excursions.

In authorizing field trips and excursions, the Preschool Administrator will consider the financial condition of the District, the educational benefit of the activity, the inherent risks or dangers of the activity and other factors deemed relevant by the Superintendent. Written parental permission will be required prior to the student's participation in field trips and excursions.

## Grievance Policy

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 some aspect of the program or policy, please contact the Assistant Director of Student Services, Lyndsay Mount at 515-987-5160 x60010. If you remain dissatisfied, you may contact the Director of Student Services, Kandi Hensel at 987-5161 x12002.

## Hazing

The District has established a learning environment for students and staff that promotes the respect and dignity of each individual. Consequently, it is the policy of the District to maintain an environment that is free from any type of hazing activity. As defined within this policy, such activity will not be tolerated and is prohibited at all times.

As outlined in the Iowa Code 708.10, the term "hazing" will mean any knowing behavior, whether by commission or omission, of any student to encourage, direct, order or participate in any activity which subjects another student to potential physical, mental or psychological harm for the purpose of initiation or admission into, affiliation with, continued membership in, or acceptance by existing members of any organization or extracurricular activity, whether such behavior is planned or occurs on or off school property. Any staff member that has knowledge of a hazing incident or event must report the information to the school Preschool Administrator.

The District will actively investigate all reports of alleged hazing. Any solicitation to engage in hazing, and the aiding and abetting another person who engages in hazing will be prohibited. The consent, stated or implied, of the hazing victim will not be a defense in determining disciplinary action. The District will take appropriate disciplinary action against any individual(s) who is found to be in violation of this policy up to and including expulsion.

## REPORTING

The District encourages any individual who believes he/she has been a victim of hazing to report the incident. The District requires any staff member with knowledge of an alleged hazing incident to report the alleged incident immediately to the building Preschool Administrator. The building Preschool Administrator and the Activities Director are the primary, designated investigators. The alternate investigator will be the Executive Director of Human Resources.

Retaliation against a student or staff because a student or staff member has filed a hazing complaint or assisted or participated in a hazing investigation or proceeding is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subjected to disciplinary action up to and including expulsion.

Note: Policy on hazing can be found in [Board Policy 502.11](#).

## Technology Appropriate Use

Computer technology available in the District enables students and staff to gain access to a vast amount of online resources, develop essential technology skills and expand classroom educational opportunities.

The District provides computing, networking and information resources for access and use by students, faculty, staff and other persons affiliated with the District. These resources include the access and use of the District's email system and computer network. The District has the responsibility and duty to maintain the integrity, operation and availability of its electronic systems for access and use.

The District cannot and does not guarantee user privacy or system reliability, and is not liable for any loss or corruption of data resulting from using the Internet. Users should be aware that on occasion duly authorized personnel have authority to access individual user files or data in the process of performing repair or maintenance of equipment, or through routine monitoring. Users are responsible for making regular backup files of their work.

The Internet provides a vast collection of educational resources for students and employees. It is a global network, making it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or control what students may locate. The District makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to



constantly monitor individual students, and what they are accessing on the network. Some students might encounter information that may not be of educational value. Student Internet records and access records are confidential records treated like other student records. The District will use technology protection measures to protect students from inappropriate access, including sites that include obscenity, child pornography or are harmful to minors.

The District will monitor the online activities of students and will educate students about appropriate online behavior, including interacting on social networking sites and chat rooms. Students will also be educated on cyberbullying, including awareness and response. Employees will provide age appropriate training for students who use the Internet. The training provided will be designed to promote the District's commitment to:

- safety on the internet
- appropriate behavior while online
- social networking websites and in chat rooms
- cyberbullying awareness and response
- compliance with the E-rate requirements of the Children's Internet Protection Act

Employees and students will be instructed on the appropriate use of the Internet. Inappropriate use of the internet will result in disciplinary measures established in handbooks consistent with [Board Policy 605.6-R\(0\)](#), Internet Appropriate Use.

In compliance with federal law, this policy will be maintained at least five years beyond the termination of funding under the Children's Internet Protection Act (CIPA) or E-rate.

## Limitation of Liability

The District will not be responsible for damage or harm to persons, files, data, or hardware. While the District employs filtering and other safety and security mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness. The District will not be responsible, financially or otherwise, for unauthorized transactions conducted over the school network.

## VIOLATIONS OF THIS ACCEPTABLE USE POLICY

Violations of this policy may have disciplinary repercussions, including:

- Suspension of network, technology, or computer privileges
- Notification to parents in most cases
- Detention or suspension from school and school-related activities

- Legal action and/or prosecution

## Messages and Deliveries to Students During the School Day

Messages for students will be delivered at a time that does not interrupt the instructional process. In the event of an emergency, students will be notified immediately. This is the only time students will be called to the telephone. If it is necessary to get a message to your child during the school day, please call the office and we will deliver one.

## Non-Custodial Parents

Copies of newsletters, teacher flyers/memos, mid-term reports or progress reports will be mailed or emailed to the non-custodial parent upon written request.

## Request for Reconsideration of Instructional Materials

The District attempts to supply the needs and requests of staff members and students for textbooks, instructional materials, supplementary and media materials to support the goals and objectives of the instructional program, which will provide a variety of points of views and reader appeal. The materials should have aesthetic, cultural, literacy, scientific or social value and are to be judged as a whole, taking into account the author(s) editor's intent rather than individual words, phrases or incidents. We understand instructional materials will not completely satisfy all persons. The procedures for raising objection to, or asking for reconsideration of, instructional materials or the manner in which they are being used is outlined in [Board Policy 602.9](#). Copies are in each preschool Administrator's Office, the District Administration Office and the Waukee Public Library.

## Search and Seizure

School authorities may, without a search warrant, search a student, student lockers, desks, work areas or student automobiles under the circumstances permitted by the law. Any illegal, unauthorized or contraband materials discovered in the search may be seized.

Searches of individual persons and/or individual locker, desk or work area searches will be conducted immediately and without prior notification whenever there exists "reasonable suspicion."

Maintenance inspections of lockers, desks or work areas may be conducted at any time and without prior notice. Periodic inspections of school lockers, desks or other facilities or spaces owned by the school and provided as a

courtesy to a student may be conducted using a drug-sniffing animal.

## Statement Regarding the Homeless

The Board is responsible for locating and identifying homeless children and youth who are “found” within the District. A “homeless child or youth of school age” is defined as one between the ages of five and 21 who lacks a fixed, regular and adequate nighttime residence and includes a child or youth living on the street, in a car, tent or abandoned building or some other form of shelter not designed as a permanent home; living in a community shelter facility; or living with non-nuclear family members or friends who may not have legal guardianship over the child or youth of school age. The District shall make available to the homeless child or youth all services and assistance including, but not limited to, compensatory education, special education, English as a second language, vocational courses or programs, programs for gifted and talented, health services and food and nutrition programs on the same basis as those services and assistance are provided to resident pupils.

## Weapons Policy

Weapons and other dangerous objects and their look-alikes in District facilities cause material and substantial disruption to the school environment. They also present a threat to the health and safety of students, employees and visitors on the District premises or property within the jurisdiction of the District. Weapons and other dangerous objects and their look-alikes shall be taken from students and others who bring them onto District property, onto property within the jurisdiction of the District, or from students or others who are within the control of the District or serving the District.

Parents of students who possess weapons or other dangerous objects or their look-alikes on District property, on property within the jurisdiction of the District, or the possession is when the student is within the control of the District, shall be notified of the incident.

Students will be subject to disciplinary action; including suspension or expulsion. Others will be subject to other disciplinary action as defined by the administration.

Students and others who bring and/or possess weapons or other dangerous objects or their look-alikes, including firearms, on District property, on property within the jurisdiction of the District, or when the student or other who is within in the control of the District or serving the District will be referred to law enforcement agencies.

Students bringing a firearm or knowingly possessing a firearm on District property, on property within the jurisdiction of the District, or while the student is within the control of the District shall be expelled for not less than 12 months. Others will be subject to other disciplinary action as defined by the administration.

The Superintendent shall have the authority to recommend this expulsion requirement be modified for a student on a case-by-case basis. [Board Policy 502.10](#) explains the District weapons policy in detail. Copies are available on the District website, in the District Administration Office and at the Waukee Public Libraries.

## Weather-Related Cancellation or Early Dismissal Procedures

The decision for a weather-related change in schedule will be made by the Superintendent. If school must be canceled, delayed or dismissed early due to weather conditions or other emergencies, announcements to families will be made using ParentSquare. Information will also be sent to local TV and radio stations.

### SCHOOL CLOSINGS AND DELAYS

In the event that severe weather conditions dictate the need to delay the beginning of school or cancel school entirely, the following procedures will be used:

1. The Superintendent and Chief Operating Officer (COO) monitor weather forecasts.
2. Prior to 5 a.m. the Superintendent and members of the operating team drive the District routes to determine safety of transportation.
3. Consultation occurs with other neighboring school systems.
4. In consultation with the COO and/or the Superintendent, a decision is normally made no later than 5:30 a.m. to delay the beginning of the school day by one hour or two hours, or to cancel school. Breakfast will not be served on delayed start days.
5. If the decision is made to delay the beginning of the school day, conditions may change enough to warrant cancellation. The decision to cancel school following a decision to delay will usually be made by 6:30 a.m. and no later than 9 a.m.

## INCLEMENT WEATHER/EMERGENCY DISMISSAL – OPTIONS FOR PARENTS

- If your child rides a bus, he/she will be delivered to the address parents indicated in the inclement weather and early dismissal section during the online registration process.
- Be sure the school has accurate and up-to-date information on file regarding any alternate sites or arrangements for weather or emergency early dismissals.
- School offices will be staffed and phones answered until all buses have radioed in that they have delivered all students.

## **DIVERSITY AND INCLUSION**

The District is dedicated to building an environment of *Inclusive Excellence* to ensure that everyone feels and is appreciated, validated, accepted, and treated fairly. Our vision is focused on belonging, access, and positive change for educational equity. Our actions center around building genuine relationships, honoring student voice, and promoting identity. The District promotes the learning of individual perspectives by increasing intercultural and cross-racial knowledge, understanding dimensions of difference, and developing empathy. Our commitment to positively contributing to a diverse world is driven by our greater social and emotional well-being.

### **Equity Definition**

Equity refers to fair treatment for all people, so that the norms, practices, and policies in place ensure identity is not predictive of opportunities or outcomes.

### **Diversity Definition**

Human differences or variations in ability, identity, and experience. “It is our individual stories that make us diverse. Your story matters.”

### **Inclusion Definition**

Inclusion refers to engagement within a community where the equal worth and inherent dignity of each person is honored. An inclusive community promotes and sustains a sense of belonging; it affirms the talents, beliefs, backgrounds, and ways of living of its members.

### **Guiding Principles**

The District is dedicated to building genuine relationships by embracing individual differences and perspectives.

- Strengthen self-awareness
- Seek to understand individual differences and

- perspectives
- Appreciate and respect all people
- Promote a commitment to global awareness and citizenship

## **ENROLLMENT**

### **Attendance**

The philosophy of the District is that consistent and punctual attendance is of vital importance and is a prerequisite for completing an education. Attendance is a shared responsibility and requires cooperation and communication among students, parents and school. It is the goal of the District to promote the growth of the students from the parent-school imposed discipline to a student’s self-discipline by the time they complete their high school education.

Students will be expected to attend classes regularly and be on time in order to receive maximum benefit from the instructional program, develop habits of punctuality, respect, self-discipline and responsibility and to assist in keeping disruption of the educational environment to a minimum. Irregular attendance or tardiness by students not only impedes their own studies but also interferes with the progress and attitudes of those students who are regular and prompt in attendance.

Extended absences exceeding 13 consecutive school days will result in un-enrollment and families will be required to reapply. Absences exceeding 13 NON CONSECUTIVE school days will result in a letter from administration reminding parents of the importance of attending school and may result in a meeting with your child’s teacher and administration.

Students who have good attendance records are more likely to achieve higher grades, enjoy school life to a greater degree and have more employment opportunities after leaving school. Prospective employers expect promptness and regular attendance from employees and are reluctant to hire persons who have not established good habits of responsibility and self-discipline. Life-long patterns of responsibility and self-discipline of regular attendance and promptness are fostered by attention given them during the years of school attendance. The District is committed to fostering these patterns in a positive manner.

If a student is too ill to attend school all day, he/she is also too ill to appear in public that school day or to participate in any school activities.

**An attempt should be made to schedule healthcare**

**appointments outside of regular school hours.** Please attempt to schedule routine appointments according to our school calendar for days school is not in session or on Wednesdays.

As a part of our established procedure of accounting for students each day, we would appreciate it if you would **call the school secretary by 8:00 a.m. if your child will not be attending school that day or will be late.** You may also choose to leave a message on the voicemail system at your child's school prior to 8 a.m. or anytime after 4 p.m. When a student arrives at school after 9:00 a.m., a parent or guardian must sign in the student in the office and staff will escort the child to class.

## Eligibility

Children must be four years of age prior to September 15 of the current school year.

Students who are five years of age prior to September 15 of the current school year are not eligible for preschool programming but are eligible for the kindergarten program. Enrollment is done online through our District website

<https://www.waukeeschools.org/our-district/student-services/community-preschool/>.

## Fee Information

Because the District has been awarded the Statewide Voluntary Preschool Grant, students enrolled in the four-year old program attend at no cost to their families.

## General Information

Health records that document the dates of service shall be submitted. Each child is required to have a physical completed that includes current routine screening tests, current physical status of the child and any medical conditions that affect the student. An up to date immunizations record according to the schedule recommended and published by the American Academy of Pediatrics. **The required Physical form and Immunization record shall be provided to the District on or before the student's first day of preschool.**

The recommended class size is 18-20 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. Each classroom generally begins the year with one certified teacher and two associates per classroom. The elementary Preschool Administrator will maintain a current list of available substitutes for both the teacher and teacher associates.

## Inclusion

The preschool program provides for 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 members 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. Preschool facilities meet the Americans with Disabilities Act accessibility requirements.

## Leaving School During the Day

Students leaving school during the day for any reason should bring a signed note from their parent/guardian in advance, stating the reason for the absence. Any student leaving school during the day must be signed out by an adult and signed back in if they return before the end of the day. Students are not allowed to walk home by themselves during the school day. **No student will be allowed to leave the school during the day with any adult other than a parent or guardian until proper permission is given by the parent/guardian in a note or parent phone call.** It is suggested that parents/guardians consult the school calendar before arranging medical and dental appointments.

## Location and Hours

Multi-Age Three-Year-Old and Four-Year-Old Programming - is offered four days a week. Classes are held on Monday, Tuesday, Thursday, and Friday from 9:00am - 11:30am and 1:00pm - 3:30pm for all preschool students. Students do not attend class on Wednesday. This provides a structured time for parent meetings and teacher professional learning. All preschool classrooms are located at Vince Meyer Learning Center in Waukee.

## EXPECTATIONS FOR STUDENTS

### Birthday Celebrations/Classroom Celebrations

Due to food allergies, classroom birthdays may be recognized by the teacher with a student/classroom reward or treats from the District-approved list linked [HERE](#). These measures are designed to promote the health and well-being of our students while maintaining a positive and inclusive learning environment.

The fall, winter, and spring parties may have celebration treats. These treats must be commercially prepared and

packaged for distribution with intact ingredient labels and reviewed and approved by the school nurse prior to the party.

**NO HOMEMADE TREATS OR FOOD ITEMS** for students will be brought into our schools either by parents or staff. All treats must be commercially prepared and packaged for distribution with intact ingredient labels. Classrooms with students who have life-threatening allergies may have more specific guidelines.

### Flowers/Balloons

We ask that balloon bouquets, flowers, etc. are not delivered to school for your child. This causes disruption to the class and disappointment to those never receiving the same. If they are delivered, they will not be given to your child until dismissal time. We appreciate your cooperation in these matters.

### 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.

### Party Invitations

In order to maximize instructional time for our teachers and our students, we ask that you NOT distribute birthday party or any other type of invitations at school. **It is the policy of the District that we cannot give out addresses, phone numbers or email addresses of our students for any reason, including party invitations.**

### School Parties

There are three approved parties each school year. They include: Fall Party, Winter Party and Spring Party. In order to maximize the instructional time of our students, no other parties will be held during the school day. This includes parties held by students/parents for staff members for occasions such as bridal showers, baby showers, etc. Instructional time is important and must be maintained with as little interruption as possible.

## **HEALTH AND SAFETY**

In case a student has an accident or is seriously ill while at school, every attempt will be made to notify the parent, guardian or designee. If all were unavailable, your child’s physician (or dentist if a dental injury) would be contacted for instructions. If that person is unavailable, the school

will make whatever arrangements seem necessary, including ambulance transportation to the emergency room if required. **It is very important that the emergency information and emergency contacts are kept up to date.** Please notify the school with any changes throughout the school year.

### Access to Buildings

Safety and security of students is one of the District’s first priorities. Security experts have recommended limiting access to students during school hours as an important strategy in protecting students. For that reason, the District will lock all exterior doors during school hours and all people coming and/or leaving the building will be required to check in at the office.

In an effort to both partner with parents in the safety of their children and minimize the inconvenience caused by this system, parents are asked to notify their school ahead of any visits or appointments in which they will be at school. This will expedite identification and help us to have your child ready when you arrive.

This notification could be in the form of:

- A phone call to the building office
- A note sent with your student
- An email to the office and/or child’s teacher

Upon entry, you will need to:

- Check in at the front office
- Provide a driver’s license for scanning in our Visitor Aware system
- Receive a printed ID badge prior to proceeding.

This process is generally very quick and efficient, and helps us ensure we are not providing inappropriate access to your students.

### CPR/First Aid

There are Pediatric CPR/First Aid/AED certified personnel in each preschool classroom and Medical Response personnel in each building to immediately respond to emergency situations during school hours.

#### First Aid Kit

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

## Child Protection Policies

The health and well being 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 families. 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 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 that the report is malicious. All teaching staff and associates complete "Mandatory Reporter: Child and Dependent Adult Abuse" at least every five years and within six months of employment.

The 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, Preschool Administrator or another employee. Staff who witness abuse by another staff member are obligated by policy to make a written report of the abuse including; the incident, other witnesses, date, time, and signature. The report should be directed to the supervising teacher or building Preschool Administrator. 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 District to designate an independent investigator to look into the allegations. The District has designated Mrs. Roxy Livermore at (515)-987-5161 as the Level I investigator.

## Cleaning and Sanitization

The facility will be maintained in a clean and sanitary condition. When spills occur (including bodily fluids), the area will be made inaccessible to children and the area will be cleaned immediately with sanitizing detergent.

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 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 or 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.

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.

Routine cleaning will be supervised by the preschool teacher and will follow the Cleaning and Sanitation Frequency Table of the QPPS manual. A checklist will be completed as indicated in the table.

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

## Fire and Tornado Drills

Fire and tornado drills are held each month so that students may become familiar with the proper procedures. We take every precaution to see that your child is safe at all times. Drills may be held without warning. There is an exit plan in each room with specific procedures in place in each school. Students are expected to walk quickly and quietly in an orderly manner during these drills so all may be safe.

## Hand Washing Practices

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

- 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 assist children with hand washing 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 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 and;
- After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals.

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 include:

- Using liquid soap and running water;
- Rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any 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 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 hand-washing in any situation listed above.

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

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

## Hawk-I Insurance for Children

Parents can apply for low-or-no-cost health insurance for their children through the state's Healthy and Well Kids in Iowa (HAWK-I) program. Children, birth to 19, who meet eligibility criteria, are eligible. The coverage includes doctor's visits, hearing services, dental care, prescriptions,

immunizations, physical therapy, vision care, speech therapy, and hospital services to name a few. Parents are urged to call 1.800.257.8563 or go to the website at <https://dhs.iowa.gov/hawki> for more information.

## Head Lice

The District follows treatment guidelines for managing head lice developed by the Iowa Department of Public Health. Current guidelines state the following: "Children should remain in school for the rest of the day if head lice are detected. Parents will be notified by phone, provided educational materials on treatment and review treatment protocols. It is reasonable to expect that treatment will be started before the child returns to school the next day."

To keep the incidence of head lice from being transmitted, parents are asked to check all family members for head lice regularly and to treat those found to have live lice or new eggs. If lice are found, parents are asked to notify the school nurse so that the incidence of lice in the school can be monitored and education provided, if needed.

If you have questions about lice or need assistance in the treatment of lice, please contact your school nurse.

Treatment protocols can also be found on the District website under the Health heading.

## Health and Safety Records

Health and safety information collected from families will be maintained in the Health Office for each child. Files are updated as needed. 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.

Child Health and Safety Records will include:

- Results of health examination, showing up-to-date immunizations and screening tests with an indication of normal and abnormal results and any follow-up required for abnormal results;
- Current emergency contact information for each child that is kept up to date by a specified method during the year;
- Names of individuals authorized by the family to have access to health information about a child;
- 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);
- Individual, Physical signed, Emergency Action Plans for students with known medical or

developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizure, orthopedic or sensory problems, and other chronic conditions; conditions that require regular medication or technology support); and

- 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. The staff will implement a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

## Health Information Websites

A list of common child illnesses and exclusion criteria can be found at:

<https://hhs.iowa.gov/media/2819/download?inline=>

A list of reportable communicable diseases and infectious conditions can be found at the following link:

<https://hhs.iowa.gov/public-health/center-acute-disease-epidemiology/reportable-communicable-diseases-and-infectious-conditions>

## Illness

Students with the following symptoms will be sent home:

- **Temperature of 100 or above** (oral) or equivalent (normal temperature for 24 hours before returning to school)
- **Vomiting** (free from vomiting for 24 hours before returning to school)
- **Diarrhea** (free from diarrhea for 24 hours before returning to school)
- Unexplained abdominal pain
- Severe cold and/or cough
- Unexplained skin eruptions or rash
- Communicable disease (requires a doctor's diagnosis and treatment, if needed, or until symptoms are gone)
- Any health condition that in the nurse's judgment is of concern for the child's or other's health

## DISMISSAL PROCEDURE

- Parents or their designee must be notified before a student is allowed to leave school.
- Transportation will be approved or arranged by the parent or designee.
- Teacher and/or office staff will be notified.
- Parent or designee will sign student out in the office area.

## PARENT RESPONSIBILITY

Parents will be responsible for communicating information to the office staff regarding illnesses, accidents, medication, physical education restriction, communicable diseases, treatments or pertinent medical and dental information. Parents are also responsible for informing the school of any changes of information on the health and emergency forms.

## ACTIVITY PARTICIPATION

In the event that a student returns after an illness and is unable to participate in physical education or recess, parents are asked to provide a written note from their health care provider detailing the student's level of participation.

## Life-Threatening Food Allergies

Food allergies are becoming more common in our student population. Our goal is to make our schools as safe as possible for these students.

Anaphylactic shock can be caused when an allergic person is exposed to even a small amount of the allergen. Exposure can occur by swallowing, touching, and/or inhaling airborne particles or absorbing residues from other surfaces. Peanuts are the most common cause of fatal food reactions. Studies have shown that the school is by far the most common place for a fatal allergic reaction to occur.

In order to minimize the incidence of life-threatening allergic reactions, the District will maintain a system-wide emergency plan for addressing life-threatening allergic reactions ([Board Policy 504.12](#)).

Training and education for District employees, as well as building based student education, will occur to raise the level of awareness. Further, the District will utilize proactive procedures to minimize the chance of a child experiencing a life-threatening allergic reaction.

- School staff and parents in classrooms with one or more students with a life-threatening allergy will be notified of the health threat and be provided with guidance on safe foods and materials to avoid.
- The District requests that parents and students avoid including peanuts and peanut products in lunches and snacks in grades PreK-12.
- **NO HOMEMADE SNACKS OR FOOD ITEMS**, for students, will be brought into our schools either by parents or staff. All treats must be commercially prepared and packaged for distribution with intact ingredient labels.



Classrooms with students who have life-threatening allergies may have more specific guidelines.

- Food preparation will not be allowed in the academic curriculum. An exception may be made for food preparation as related to the IEP of an individual student's goals served in special education.
- No type of food or candy item may be used as a part of a craft project or any school project related to the curriculum whether made at home or school.
- Only non-food manipulatives will be used in classrooms. Peanut butter jars will not be used for storage of manipulatives.
- Classroom pets are allowed provided that nut-free foods and bedding are used. Visiting pets are prohibited in our schools. An exception will be made for service animals and approved classroom curriculum units involving animals as a part of a lesson or lessons.
- Whenever students travel on field trips, a clear plan to activate EMS will be in place.
- The District transportation supervisor will be notified of student(s) who have life-threatening allergies and it will be the supervisor's responsibility to communicate this information to drivers.

## Immunization

Iowa Immunization Law requires parents to vaccinate children against diphtheria, tetanus, pertussis, polio, measles, rubella, Hepatitis B, and varicella (chickenpox) as a condition of enrollment in any school in Iowa, including home school and dual enrolled students.

Parents/Guardians must submit an Iowa Department of Public Health Certificate of Immunization to the school nurse. It is the parent's responsibility to see that this Certificate of Immunization is completed and signed by a health care provider.

Preschool students who have not provided a Certificate of Immunization with at least one set of all required vaccines, to the school nurse prior to the first day of school, **will not be allowed to start school.**

If a Certificate of Immunization is provided that is only partially complete, having at least one of every required vaccine but the entire series of each required vaccine has not been completed, the student will need an Iowa Department of Public Health Provisional Certificate of Enrollment. This Provisional certificate will **expire in 60 days**, so you must have your child completely immunized

prior to the expiration date. **Once the 60 days have expired, your child will be excluded from the school until the immunizations are complete.**

If you will not be able to provide a complete Immunization Certificate for your child, it is imperative that you contact your child's school nurse on or before the first day of school.

## Medication Administration

All medication (prescription and over the counter) must be kept in the health office. Students are not allowed to have medications with them at school, except approved by the Principal, school nurse, and parent when competency is demonstrated in administering their own medication. A written statement by the student's parent/guardian shall be on file requesting co-administration of the medication. Administration of medication at school requires parent/guardian signature on the District Administration of Medication to Students--Parent Authorization and Release Form, which can be found in the Appendix, on the District's website, or in the school Health Office. All over the counter medication **MUST** be in the original container with labeled dosage guidance. Prescription medication **MUST** be in a properly labeled container issued by a registered pharmacist with the following information: date, name of medication, dosage, time medication is to be given at school, name of student, and prescribing physician.

For any over the counter medication to be given daily or consistently for more than 10 days must have a physician's note with it. The school nurse may determine that an over the counter medication including food supplements and herbal remedies ordered by a parent or guardian may not be given if the nurse is unable to determine appropriateness, safety, possible side effects, and toxic effects, the appropriate dose for age, weight and body surface area, and treatment for overdose with guidance from the Iowa Board of Nursing declaratory ruling no. 81.

When administration of the medication requires ongoing professional health judgment, an individual health plan shall be developed by a licensed health personnel working under the auspice of the school with collaboration from the parent, individual's health care provider or education team pursuant to 281.14.2(256).

By law, students with asthma, airway constricting diseases, respiratory distress, or students at risk of anaphylaxis who use epinephrine auto-injectors may self-administer their medication upon the written approval of the student's parents/guardians and prescribing licensed health care professional regardless of competency.

More information on administration of medication to students can be found in [Board Policy 504.31](#).

## Protection from Hazards and Environmental Health

Program staff protect children and adults from hazards including electrical shock, burns, or scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping.

The preschool classroom building has been tested for lead, radon, radiation, asbestos, fiberglass and other hazards that could impact children's health with documentation on file. Custodial staff maintain the building's heating, cooling and ventilation systems in compliance with national standards for facility use by children.

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.

## Substance-Free Environment

District facilities and grounds are substance free. This includes, but is not limited to tobacco, nicotine, or vaping product use, including the use of look-alikes where the original would include tobacco or nicotine.

This policy applies at all times, including school-sponsored events. Persons failing to abide by this request may be asked to leave the District premises immediately.

## Student Assistance Program (SAP)

The District offers a student assistance program for our families. The program is designed to provide assistance to young people who are experiencing difficulties in a variety of areas. These areas of difficulty could include, but are not limited to, parental relationships, eating disorders, substance abuse, peer relationships, depression, self-esteem, suicidal tendencies, or poor academic progress.

The SAP has professional counselors available 24 hours a day, 7 days a week to address student needs. Confidential counseling, evaluation and referral services are available to all students and their family members at no cost. Students

and their immediate family members can call the SAP directly at 800-327-4692 or look online at [www.efr.org/sap](http://www.efr.org/sap).

## Students Leaving the Building Without Permission

It is our desire that all students remain safe and make good choices while at school. In the event a student leaves the building and/or school grounds without permission, it will be standard protocol for the school to alert the police department.

## Vision and Hearing Screenings

Two screenings are organized annually in the Waukee Preschool Program. The Heartland Area Education Agency staff completes hearing screening annually for 4 year old students in preschool through 5th grade. A vision screening is completed in collaboration with the APEX program on all 4 year old students. The dates of planned screenings will be communicated in the Preschool Weekly Newsletter. Parents will be notified only if there is a concern regarding the results of the screenings. Please notify your school nurse if you do not want your child to participate in these screenings or if you have any questions regarding the screenings.

## NUTRITION SERVICES

The mission of the Nutrition Services Department is to provide a variety of appealing, nutritious and safe snacks in an environment that is respectful of student and faculty needs while maintaining a cost effective and efficient program.

We will do everything possible to provide students the nutrition they need to be healthy, active and ready to learn. If you have questions, feel free to contact Nutrition Services at 515.987.2719

The District is peanut and tree nut aware, meaning that we do not serve foods that contain peanuts or tree nuts at the PreK or elementary schools. Items processed in a facility with nuts or tree nuts may be served but will be labeled accordingly and a substitute will be given if needed. If there is an additional life-threatening allergy in a specific classroom, notes will be sent home with each student asking to avoid that specific allergy item in snacks and treats.

### Nutrition Services Classroom Treats

You may purchase from a menu of snack products from Nutrition Services through RevTrak, [www.waukee.revtrak.net](http://www.waukee.revtrak.net). More Information about

classroom treats is available on the District website, [www.waukeeschools.org](http://www.waukeeschools.org).

## Menus

The weekly snack menu is shared in the building newsletter.

## **PARENT/COMMUNITY INVOLVEMENT**

### General Information

Waukee Preschool encourages families to be very involved in their child's education by observing their children during the day when possible and meeting with the staff. 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 school year regarding their family, beliefs, and preferences. Program staff communicate with families on at least a bi-monthly basis regarding children's activities and developmental milestones, shared care-giving issues, and other information that affects the well-being of their children. Family teacher conferences are held in both the fall and spring semesters, as well as when either party requests. Waukee Preschool values the 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.

Waukee Preschool invites you to become involved in one or all of the following ways, and welcomes other ideas as well.

- 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.
- Attend family meetings.
- Promptly return all forms, questionnaires, etc.
- Attend Family/Teacher conferences in the fall and spring.
- Check your child's backpack each day.
- Participate in field trip activities.
- 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 have taken.
- Share any of your family's cultural traditions, celebrations or customs.
- Read all the material sent home with your child.
- Come to play.
- 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, run errands, photography, setup before the event or clean afterwards.
- Serve on the School Improvement Advisory Committee.
- Participate in the PTO

The District will, to the extent possible, provide full opportunities for meaningful participation of the 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 District believes that families should be supported in making decisions about 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.

### School Improvement Advisory Committee (SIAC)

The School Improvement Advisory Committee (SIAC) is an advisory group made up of representatives from the community as well as the District. Its purpose is to enhance the relationship between the school and the community and provide an avenue to get information and identify educational concerns from a different perspective. The committee can help assess District needs and set educational goals.

The committee monitors and analyzes assessment data that address reading, mathematics and science achievement progress. The committee makes recommendations to the Board on major educational needs, student learning goals, long range goals, and harassment and bullying initiatives.

## Preschool Parent Advisory Committee (PPAC)

Throughout the school year, parents are invited to attend the Preschool Parent Advisory Committee meetings held outside school hours. The purpose of the Preschool Parent Advisory Committee is for families to provide feedback for Waukee Preschool to ensure continuous improvement of the quality preschool programming for students.

## Student-Involved Conferences

The preschool program will have formal family teacher conferences during the fall and spring. During the conference the teacher will share 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.

## Transitions

Home-school connections are crucial to the transition to kindergarten or any other program, such as special education. The child's family provides 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.

Waukee Preschool is committed to promoting wellness and to safeguard 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 guidelines required by the Iowa Quality Preschool Program Standards, regulatory agencies and pediatric authorities in the field.

## Visitors

Where allowed by law, parents are welcome to visit school except during the first two weeks of school. Please notify the teacher at least twenty-four hours in advance of the visit. Teachers are not able to conference with parents when class is in session.

All visitors must report to the office immediately upon their arrival to the building and present a government-issued photo ID to obtain a visitor's badge. Parents should keep visits to thirty minutes in order to not interfere with instructional time. We discourage student's siblings from visiting school with parents, as their presence

becomes a distraction to learning. Minors and students unaccompanied by adults are not permitted to visit preschools.

Visitors will conduct themselves in a manner fitting to their age level and maturity and with mutual respect and consideration for the rights of others while attending school events and visiting school buildings. Visitors failing to conduct themselves accordingly may be asked to leave the premises. Repeated offenses may result in a ban from school grounds and/or activities. (See Board Policy 1006: Visitors to the School)

Students and visitors to the school are not allowed to take photos or video unless they have permission from the staff or it fits under another policy exception (e.g. taking photos of performers at a public event).

### HOW IT WORKS

- All visitors, including parents, must report to the main office upon their arrival at the school and provide their driver's license or other state or federally issued ID. **You will need this ID each time you enter the building.**
- The barcode on their ID is scanned electronically and the visitor management system looks for a match on state sexual offender databases.
- If a match is identified, the building Preschool Administrator or designated representative will immediately be notified and respond according to District procedures.
- If no match is identified, visitors are issued a date specific visitor's badge that includes their name, photograph and destination. These badges must be worn at all times while on the school grounds.
- All visitors are required to check out in the main office prior to leaving the school and return their visitor badges so they can be destroyed by office staff.
- Children who do not have a valid ID are allowed to visit as long as an adult who has completed the check-in process accompanies them.

The safety of our students and staff is a top priority in the District. We will continue to review and update our policies and procedures to meet the needs of our District.

## Volunteers

We welcome and appreciate your interest and involvement in our schools. Any parent or community member wishing to volunteer in any capacity, whether for a one-time event or on an ongoing basis, must complete the District Volunteer Form. Volunteers will be subject to a background

check. The District reserves the right to limit and/or restrict volunteers for failure to complete the volunteer form, due to results of the background check, and/or to ensure the safe and orderly operation of the District. We also request that volunteers not bring other children when volunteering at school.

## **STAFF**

The District has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. The policies outline 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. The policies are provided to each employee upon hiring.

Hiring procedures include completion of the following checks: criminal-record check, free from history substantiated child abuse or neglect check, education credentials, verification of age, completion of at least a high school or GED, and in some instances, based on IQPPS guidelines, a college degree, personal references and a current health assessment.

## **Evaluation and Professional Growth Plan**

All staff are evaluated the first year of employment and then once every three years by an appropriate supervisor or, in the case of the Program Administrator, by the Superintendent or designee. Staff also evaluate and improve their own performance based on ongoing reflections 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.

## **Health Assessment**

The preschool program maintains current health information from documented health records for all paid preschool staff. A current health record (not more than one year old) is received by the program before an employee starts work, or before they have contact with children.

Confidential personnel files, including applications with record of experience, transcripts of education, health-assessment records, documentation of ongoing professional development, and results of performance

evaluation are kept in files within the Human Resources office.

## **Orientation**

Employees must know their role 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 for the program;
- Program curriculum;
- Child abuse and reporting procedures;
- Program policies and procedures;
- Iowa Quality Preschool Program Standards and Criteria; and
- Regulatory requirements.

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

## **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 Preschool Program Standards of maintaining an adult/child ratio of at least 1:10 at all times. 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. Breaks are scheduled consistent with the collective bargaining agreement. In addition, staff may request temporary relief when they are unable to perform their duties.

## **Staff Development Activities**

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 by Child Care Resource and Referral, the local empowerment areas, and the area education agency. Staff are expected to attend all staff trainings and meetings throughout the year. Trainings will focus on early childhood topics relevant to the program and community.

## **STUDENT RECORDS**

### **POLICY 505.1**

The Board recognizes the importance of maintaining student records and preserving their confidentiality. Student records containing personally identifiable information shall be kept confidential at collection, storage, disclosure and destruction stages. Student records shall be maintained and housed by the building in which the student last attended. Student is defined as an enrolled individual, PK-12 including children in District sponsored child-care programs.

Parents and eligible students shall have access to the student's records during the regular business hours of the District. An eligible student is a student who has reached eighteen years of age or is attending an institution of postsecondary education. Parents of an eligible student shall be provided access to the student records only with the written permission of the eligible student, except that parents of an eligible student who is defined by the Internal Revenue Code as a dependent student may be provided access without the written permission of the student. A representative of the parents or eligible student, who has received written permission from the parents or eligible student, may inspect and review a student's records. Parents may be denied access to a student's records if the District has a court order stating such or when the District has been advised under the appropriate laws that the parents may not access the student records.

A student record may contain information on more than one student. Parents shall have the right to access the information relating to their student or to be informed of the information. Eligible students shall also have the right to access the information relating to themselves or be informed of the information.

Parents and eligible students shall have a right to access the student's records upon request without unnecessary delay and in no instance more than forty-five (45) days after the request is made. Parents, an eligible student or an authorized representative shall have the right to access the student's records prior to an Individual Education Program (IEP) meeting or hearing.

Copies of student records will only be provided if failure to do so would effectively prevent the parents or student from exercising the right to access the student records. Fees for copies of the records shall be waived if it would prevent the parents or student from accessing the records. A fee may not be charged to search or retrieve information from student records.

Upon the request of parents or an eligible student, the District shall provide an explanation and interpretation of the student record and a list of the types and locations of student records collected, maintained or used.

If the parents or an eligible student believes the information in the student records is inaccurate, misleading or violates the privacy or other rights of the student, the parents or an eligible student may request that the District amend the student records. If the District determines an amendment shall be made to the student record, the District shall make the amendment and inform the parents or the eligible student of the decision in writing.

If the District refuses to amend the student record, it shall inform the parents or the eligible student of their right to a hearing before the District. If the parents' and the eligible student's request to amend the student record is further denied, the parents or the eligible student shall have the opportunity to place an explanatory letter in the student record commenting on the District's decision and setting forth the reasoning for disagreeing with the District. Additions to the student's records shall become a part of the student record and be maintained like other student records. If the District discloses the student records, the explanation by the parents shall also be disclosed.

Student records may be disclosed in limited circumstances without parental or eligible student's written permission. This disclosure is made on the condition that the student record will not be disclosed to a third party without the written permission of the parents or the eligible student. This disclosure may be made to the following individuals or under the following circumstances:

- to school officials within the District and AEA whom the Superintendent has determined have a legitimate educational interest;
- to officials of another school district in which the student wishes to enroll, provided the other District notifies the parents the student records are being sent and the parents have an opportunity to receive a copy of the records and challenge the contents of the records;
- to the U.S. Comptroller General, the U.S. Secretary of Education or state and local educational

- authorities;
- in connection with financial aid for which the student has applied or which the student has received if the information is necessary to receive the financial aid;
- to organizations conducting educational studies and the study does not release personally identifiable information;
- to accrediting organizations;
- to parents of a dependent student as defined in the Internal Revenue Code;
- to comply with a court order or judicially issued subpoena;
- pursuant to a Juvenile Justice Sharing Agreement;
- in connection with a health or safety emergency; or,
- as directory information; or,
- as otherwise provided by law.

To ensure the privacy of our students, data will be anonymized so that individual students cannot be identified, and access to such anonymized data will only be granted to requestors with a verified educational purpose.

Individuals not listed are not allowed access without parental or an eligible student's written permission. The Superintendent or designee shall keep a record of the individuals and their positions who are authorized to view a special education student's records without the permission of the parents or the eligible student. This record must be available for public inspection and updated as changes occur.

The Superintendent or designee shall also keep a record of individuals, agencies and organizations which have requested or obtained access to a student's records, the date access was given and their legitimate educational interest or purpose for which they are authorized to view the records. This list for a student record may be accessed by the parents, the eligible student and the custodian of student records.

Permanent student records, including a student's name, address, phone number, grades, attendance record, classes attended, grade level completed and year completed shall be maintained without time limitation. Permanent student records must be kept in a fire-safe vault or electronically with a secure back-up file.

When personally identifiable information, other than permanent student records, no longer needs to be maintained by the District to provide educational services to the special education student, the parents or eligible student shall be notified. If the parents or eligible student

request that the records be destroyed, the District must destroy the records. Prior to the destruction of the records, the District must inform the parents or eligible student of the reasons for which they may want the records maintained.

The District will cooperate with the juvenile justice system in sharing information contained in permanent student records regarding students who have become involved with the juvenile justice system. The District will enter into an interagency agreement with the juvenile justice agencies involved.

The purpose of the agreement is to allow for the sharing of information prior to a student's adjudication in order to promote and collaborate between the District and the agencies to improve school safety, reduce alcohol and illegal drug use, reduce truancy, reduce in-school and out-of-school suspensions and to support alternatives to in-school and out-of-school suspensions and expulsions which provide structured and well supervised educational programs supplemented by coordinated and appropriate services designed to correct behaviors that lead to truancy, suspension and expulsions and to support students in successfully completing their education.

The District may share any information with the agencies contained in a student's permanent record which is directly related to the juvenile justice system's ability to effectively serve the student. Prior to adjudication information contained in the permanent record may be disclosed by the District to the parties without parental consent or court order. Information contained in a student's permanent record may be disclosed by the District to the agencies after adjudication only with parental consent or a court order. Information shared pursuant to the agreement is used solely for determining the programs and services appropriate to the needs of the student or student's family or coordinating the delivery of programs and services to the student or student's family.

Information shared under the agreement is not admissible in any court proceedings, which take place prior to a disposition hearing, unless written consent is obtained from a student's parent, guardian, or legal or actual custodian.

It shall be the responsibility of the Superintendent to inform the employees about parents' and eligible students' rights under this policy. Employees shall also be informed about the procedures for carrying out this policy.

It shall be the responsibility of the Superintendent to annually notify parents and eligible students of their right

to view the student's records. The notice shall be given in a parent or eligible student's native language.

## Change of Address/Phone Numbers

If your address and/or phone numbers (including work and cell phones) change during the school year, please inform your child's school as soon as possible. **It is imperative that we know how to reach you at all times for the safety of your child.**

All address changes will be handled at the District Administrative Office. When a currently enrolled student has a change of address or transfers within the District, residency must be verified at the District Administrative Office. There will be no exceptions. All mail will be sent to the previous address, and transportation will not be arranged until proper proof of residency is obtained.

## Release of Student Photographs/Information

From time to time, our students are featured in newspaper articles, District bulletins, school web pages, etc. In the District, photographs or likenesses may be released without written consent unless parents or guardians of students under age 18 object in writing. Objections to release of information or photographs should be sent within two weeks of the student's enrollment in school to the building Preschool Administrator.

## Transfer and Withdrawal

If you plan to move during the school year, please inform your child's teacher and your school secretary at least three days in advance.

## **NEW OPPORTUNITIES HEAD START**

The District and New Opportunities Head Start are partnering to provide quality preschool education to students who are or will be four-years old on or before September 15, 2023. The two programs are child focused and have the overall goal of increasing the school readiness in young children in low-income families.

## Mission Statement

New Opportunities, Inc., in an effort to eliminate poverty, provides direct support and service to children, adolescents, adults, aging adults, and families to help them reach their highest potential in regard to their personal and economic self-sufficiency.

## Vision Statement

We believe in the improved quality of life, economic and personal self-sufficiency for all people. We need to be an active part of optimizing financial resources and an improved delivery system. In order to do this, we must collaborate and coordinate with governmental agencies. All people have dignity and worth. We continue to build on the trust of our fellow professionals in order to provide quality services that allow all who participate to make their own choices and receive fair treatment while maintaining their self-respect and dignity.

## A Dual-Enrolled School Day (Head Start and Statewide Voluntary Preschool Program)

A consistent daily schedule is planned to offer a balance of learning opportunities. This day includes curriculum, instruction, and assessment, as well as the following:

- Active learning experiences
- Nutritious snacks and meals
- Health and dental services
- Parent involvement to help promote positive parent-child relationships
- Full-day classes
- Help families connect with resources and community services
- Parents have an opportunity to serve on the policy council and volunteer in the classroom

**Arrival** - The Head Start school day starts at 7:45am. Arrival times are supervised by school staff. When arriving after the designated times, parents will check in with staff. Your classroom teacher will communicate the location at which you will drop your child off.

**Departure** - The school day ends at 3:30pm. At the end of each session, the teaching staff will begin assisting students with dismissal; which includes packing bags and putting on seasonal outwear. We ask for your assistance in picking up your child on time.

## **TRANSPORTATION**

### **Arrival**

Arrival times are supervised by school staff. When arriving after the designated times, parents will check in at the office. Your classroom teacher will communicate the location at which you will drop your child off. Please see the directions below:



### **South Entrance**

Please park in the parking area at the south end of Vince Meyer. You will walk your child up to the door and preschool staff will greet your child and help get them to the correct location.

### **East Entrance**

Please drive into the designated drop off location and remain inside your car. A staff member will open the car door and assist your child with exiting the vehicle and getting into the building to his or her correct classroom.

### **North (Main) Entrance**

Please drive into the designated drop off location and remain inside your vehicle. A staff member will open the car door and assist your child with exiting the vehicle and getting into the building to his or her correct classroom.

### **Departure**

At the end of each session, the teaching staff will begin assisting students with dismissal, which includes packing bags and putting on seasonal outdoor wear. We ask for your assistance in picking up your child on time. This supports the teachers in their efforts to prepare for the next session and their lunch break schedule.

Parents and guardians picking up preschool children must have the proper identification displayed in the passenger-side window. The identification will be provided by your child's teacher prior to the start of the school year.

### **South Entrance**

Please park in the parking area at the south end of Vince Meyer and walk up to the south entrance where preschool staff will meet you. You must present the proper identification noting your student's name and class.

### **East Entrance**

Please drive into the designated drop off location and remain inside your car until a staff member brings your student to your car. You will then exit your car and assist your child with buckling into his or her seat. It is recommended that preschool children enter and exit the vehicle on the passenger side.

### **North (Main) Entrance**

Please drive into the designated drop off location and remain inside your car until a staff member brings your student to your car. You will then exit your car and assist your child with buckling into his or her seat. It is recommended that preschool children enter and exit the vehicle on the passenger side.

Other than parents or legal guardians, only persons with proper identification and prior written authorization via the 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 in the child. When picking up your child from the school, please arrive at the specified dismissal location and on time.

Students with Individualized Education Plans who ride the school bus to school, will be met at the bus as it arrives by teaching staff who will 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 children have arrived, 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.

### **Child Custody**

Parents and others, with permission from parents, will be allowed to pick up students from school. The District will try and respect the rights of parents, both custodial and noncustodial, to participate in the education of their child. Absent a court order, decree or other documentation, the school will assume both parents have equal custodial rights and shall allow both parents to visit or pick up the child from school.

If the custodial parent indicates that the non-custodial parent should not visit the school, or the non-custodial parent does not have authority to take the child from the school, it shall be the custodial parent's responsibility to immediately provide the District with documentation regarding any restrictions applicable to the non-custodial parent, such as a court order or decree. When in doubt about releasing the student, the District shall call the custodial parent. The custodial parent will be required to come to school if there is any dispute about whether the

non-custodial parent may take the child off school premises. The non-custodial parent shall be kept informed during this situation. Throughout the process, the District's primary concern shall be looking after the best interest of the student.

If a non-custodial parent is subject to a court order or other authority restricting his or her access to or custody of the student, the non-custodial parent will not be entitled to visit or pick up his or her child at school.

If ever a parent resists the District's actions or becomes disruptive, the school administrator will seek all reasonable and necessary assistance, including law enforcement.

## School Bus Transportation

School bus transportation is only available for preschool students who require specialized transportation as noted in their Individualized Education Plans (IEP). The District awarded Durham School Services, a national leader in student transportation, a contract to operate bus services for the District. Every bus features two digital video cameras to monitor student behavior, and the latest in GPS technology to provide real-time data from the road and help manage fuel consumption.

For children who have special needs for transportation, the facility will use a plan based on a functional assessment of the child's needs related to transportation that is filled out by the child's physician. This plan will address special equipment, staffing and care in the vehicle during transport. Any accommodations indicated in the child's Individualized Education Program will be implemented as described. All special education buses are equipped with air-conditioning. Transportation will be provided at no cost for those preschool students who require specialized transportation per their IEPs.

### BUS DISCIPLINE

The safety of every student on our school buses is of great concern to all of us. Every precaution is taken to see that students arrive at their destination safely. This requires the cooperation of parents, students, bus drivers and school administrators.

It is absolutely necessary that students conduct themselves in a respectful manner. Distractions on the bus that divert the attention of the driver endanger the safety of other students. The attention of the driver must be on his/her driving responsibilities at all times.

Only students eligible for bus transportation will be allowed to ride District shuttle and route buses. All students are expected to follow the instructions of the bus driver.

**At any time a single violation of the conduct rules is deemed to be so serious in nature as to jeopardize the overall climate of the bus, a School Administrator may suspend the student for the remainder of the school year. A meeting with the student, parent, bus driver, Durham representative and the School Administrator will take place and serve as notification. When a suspension from the bus for the remainder of the school year is invoked, the Chief Operations Officer will also be notified.**

### BUS RULES AND REGULATIONS

Students should be at the designated loading point five minutes **before** the bus arrival time. Students will board the bus at designated stops. All special needs students will need an authorized person to receive student at the bus stop at the end of the school day. Students should depart from the bus at their designated point.

- Students should display responsible, safe and caring behaviors while riding the bus.
- The use or possession of alcohol, tobacco, illegal substances, or weapons is prohibited on the bus. Food and/or drink are also prohibited.
- **The driver is in charge of the students on the bus** and is to be obeyed promptly and cheerfully.
- Students must enter and depart through the front door or designated handicap-accessible door when the bus is at a complete stop. **Emergency doors** are to be used only when instructed by the driver.
- Students damaging seats or equipment will be expected to pay the cost of repairs.
- Students are allowed to ride only at their assigned times and on assigned buses. Friends or relatives will not be allowed to ride due to limited space.
- Violations of bus rules and regulations will be documented on a Bus Incident Report. The report will be distributed to the building Preschool Administrator and parent/guardian.
- For safety reasons, students carrying skateboards, roller blades and/or scooters will not be allowed to carry or transport these items on the bus.

**Questions related to transportation issues should be directed to Durham School Services at 515.987.2788.**

# APPENDIX A - SCHOOL CALENDAR


**WAUKEE COMMUNITY SCHOOL DISTRICT**  
**2024-25 SCHOOL CALENDAR**

July							August							September						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31	29	30					

October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

January							February							March						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28		23	24	25	26	27	28	29
														30	31					

April							May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30					

No School/Holiday
Early Dismissal/PD Dates
Beginning/End of Term
No School/Teacher Work Day

Early Dismissal Times	
Elementary	1:40 PM
Middle Schools	12:58 PM
Timberline/Prairieview	12:50 PM
High Schools	1:10 PM

<b>Aug</b>	21	K-12 Open House
	23	First Day of School
	23-27	Kindergarten Transition Days
	29	Preschool Open House
<b>Sep</b>	2	Labor Day
	3	Classes Resume / First Day of Preschool
	23	NWHS & WHS P-T Conferences
<b>Oct</b>	16-24	SMS, WMS, TR, PV, TL P-T Conferences
	25	End of 1st Term
	28	No School - Teacher Work Day
	29	Beginning of 2nd Term
<b>Nov</b>	16-21	Elementary P-T Conferences
	11-15	NWHS & WHS SPA Conferences
	27-29	Thanksgiving Break
<b>Dec</b>	2	Classes Resume
	5	NWHS & WHS P-T Conferences
	23-31	Winter Break
<b>Jan</b>	1-3	Winter Break
	3	No School - Teacher Work Day
	6	Classes Resume
	6	Kindergarten Pre-Registration Begins
	16	End of 2nd Term/1st Semester
	17	No School - Teacher Work Day
	20	Martin Luther King Jr Holiday
	21	Beginning of 3rd Term/2nd Semester
<b>Feb</b>	13	NWHS & WHS P-T Conferences
	19-27	SMS, WMS, TR, PV, TL P-T Conferences
	28	No School - Teacher Work Day
<b>Mar</b>	8-13	Elementary P-T Conferences
	17-21	Spring Break
	24	Kindergarten Enrollment Opens
	24	Classes Resume
	28/31	End of 3rd Term / Beginning of 4th Term
<b>Apr</b>	21	NWHS & WHS P-T Conferences
<b>May</b>		NWHS & WHS Graduation
	26	Memorial Day
	30	Last Day of School
<b>June</b>	2-3	No School - Teacher Work Day

Waukee Community School District has elected to schedule a minimum of 1080 Instructional Hours in the District Calendar to meet State of Iowa requirements. Board Policy 601.2



# APPENDIX B - PERMISSION FOR ADMINISTRATION OF MEDICATION AT SCHOOL

## WAUKEE COMMUNITY SCHOOL DISTRICT PARENTAL AUTHORIZATION AND RELEASE FORM FOR THE ADMINISTRATION OF MEDICATION OR SPECIAL HEALTH SERVICES TO STUDENTS AT SCHOOL

It is the policy of the Waukee Community School District that whenever a student should have a prescription medication, over-the-counter medication, or special health services administered by school staff, written, signed and dated authorization and instruction must be provided by a parent or legal guardian. Electronic signatures meet the requirement of written signatures.

All over-the-counter medication **MUST** be in the original container. Prescription medication **MUST** be in a properly labeled container issued by a registered pharmacist with the following information:

1. Name of medication
2. Dosage
3. Time medication is to be given at school
4. Name of student
5. Prescribing provider

\*\*\*\*\*

Full Name \_\_\_\_\_ Birthdate \_\_\_\_\_

Building: \_\_\_\_\_ Teacher (elementary only) \_\_\_\_\_ Grade \_\_\_\_\_

\*Medication \_\_\_\_\_ \*Dosage \_\_\_\_\_ \*Time \_\_\_\_\_

\*Medication \_\_\_\_\_ \*Dosage \_\_\_\_\_ \*Time \_\_\_\_\_

\*Medication \_\_\_\_\_ \*Dosage \_\_\_\_\_ \*Time \_\_\_\_\_

\*Start Date \_\_\_\_\_ \*Stop Date \_\_\_\_\_ or End of school year

Allergy to Medication/s (circle one) No Yes \_\_\_\_\_

Special instructions? (use back of form if necessary)

### When medication complete or at the end of the school year:

- \_\_\_\_\_ Send medication home with student
- \_\_\_\_\_ Parent will pick medication up
- \_\_\_\_\_ Dispose of medication

\*Disposal of unused, discontinued, recalled, or expired medication shall be in compliance with federal and state law as stated in policy 504.31

\*\*Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

### Medication Count:

\*\*\*\*\*

### Special Health Services and instructions, in indicated:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_

Discontinue/Re-Evaluate/Follow-up Date for Prescribed Medication or Special Health Services listed

\_\_\_\_\_  
Prescriber's Signature Date

\_\_\_\_\_  
Parent/Guardian Signature Date



# APPENDIX C - WAUKEE COMMUNITY SCHOOL DISTRICT PRESCHOOL ASSESSMENT PLAN 2024-2025

Assessment Overview	Screener	IGDIs	GOLD	Parent/Family Involvement
3 year olds	<p><u>ASQ</u></p> <ul style="list-style-type: none"> <li>Administered as needed</li> <li>Tool to use for MTSS</li> </ul>	No	Yes	Yes - Parent Questionnaire Parent GOLD Survey
4 year olds	IGDIs	Yes-Literacy	Yes	Family Interview (Home Visits) Parent GOLD survey

IGDIS Assessment: Universal screener for 4 year olds			
Testing Dates	Fall: August 15-November 14	Winter: November 15-February 14	Spring: February 15-May 14
Data Review Date	Review during PLC - Week of November 4 (prep for conferences and discuss Tier 2 interventions)	Review during PLC week of February 24 (prep for conferences and discuss Tier 2 interventions)	Review during PLC week of May 18 (final communication with parents and transition to kindergarten)
Required Subtests 1	Literacy for all students <u>Literacy:</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Picture Naming</li> <li><input type="checkbox"/> Rhyming</li> <li><input type="checkbox"/> Sound ID</li> <li><input type="checkbox"/> Which One Doesn't Belong</li> </ul>	Literacy for all students <u>Literacy:</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Picture Naming</li> <li><input type="checkbox"/> Rhyming</li> <li><input type="checkbox"/> Sound ID</li> <li><input type="checkbox"/> Which One Doesn't Belong</li> <li><input type="checkbox"/> Alliteration</li> </ul>	Literacy for all students <u>Literacy:</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Picture Naming</li> <li><input type="checkbox"/> Rhyming</li> <li><input type="checkbox"/> Sound ID</li> <li><input type="checkbox"/> Which One Doesn't Belong</li> <li><input type="checkbox"/> Alliteration</li> </ul>
Literacy Cut Scores	<a href="#">myIGDIS 2020 Early Literacy Screening Benchmarks</a>		

GOLD - Non AYP/District-Wide Assessment			
Checkpoint Dates	Fall Priority Checkpoints Only November 18, 2024	Winter February 24, 2025	Spring June 2, 2025 [REQUIRED BY DE]
Interrater Reliability Certification	<u>Teaching Staff Only</u> <ul style="list-style-type: none"> <li>Interrater Reliability - Every 3 years</li> <li>New hires must complete</li> </ul>		
Parent/Family Interview - Partnering with Families (IQPPS Area 7)			

<b>Parent Questionnaire</b>	<p>Letter sharing information about classroom</p> <ul style="list-style-type: none"> <li>● Open House</li> <li>● Communication platform (i.e. email, SeeSaw, etc.)</li> <li>● Materials needed</li> </ul> <p>Questionnaire about student/family</p> <ul style="list-style-type: none"> <li>● Student interests</li> <li>● Student concerns</li> <li>● Goals for student</li> </ul>
<b>Home Visits - 4-year Old Families Only</b>	<ul style="list-style-type: none"> <li>● Complete <a href="#">Home Visit Safety Training</a></li> <li>● Notes regarding home visit (click here - <a href="#">Teacher Form</a>, <a href="#">Associate Form</a>) - to be reviewed at the end of the 2023-2024 school year and during pre service days for the 2023-2024 school year</li> </ul>
<b>Open House</b>	<p>Thursday, August 31, 2023</p>

**Things to Note...**

- Location of Testing**
- Please work with your building administrator to find a location within close proximity of the preschool classroom to assess students, if assessing outside your classroom
  - Check all IEPs to ensure testing accommodations are utilized (i.e. reinforcement system, testing location, SLP involvement, etc.)
  - Please keep all hard copies of data in a closed location
  - Parents will be provided a GOLD report after each completed checkpoint

- All Teachers: Curriculum - Iowa Learning Standards  
Program - Creative Curriculum
- We need to be looking at each student and teaching to all levels.
  - Enhanced Core reaches lower abilities levels and higher levels.
  - All kids need to have outdoor learning, large group, small groups, centers- up to you how you teach- as long as you are hitting the Iowa Learning Standards.

## **APPENDIX D - IOWA QUALITY PRESCHOOL PROGRAM STANDARDS AND CRITERIA**

### **Iowa Quality Preschool Program Standards**

#### **Iowa Quality Preschool Program Standards and Criteria 2017**

##### **PROGRAM STANDARD 1 — RELATIONSHIPS**

**The program promotes positive relationships among all children and adults to encourage each child’s sense of individual worth and belonging as part of a community, and to foster each child’s ability to contribute as a responsible community member.**

<b>PROGRAM STANDARD 1 — RELATIONSHIPS</b>	
<b>Building Positive Relationships Among Teachers and Families</b>	
1.	Teachers work in partnership with families, establishing and maintaining regular, on-going, two-way communication.
<b>Building Positive Relationships Between Teachers and Children</b>	
2.	Teaching staff evaluate and change their responses based on individual needs. Teaching staff vary their interactions to be sensitive and responsive to <ol style="list-style-type: none"><li>differing abilities,</li><li>temperaments,</li><li>activity levels, and</li><li>cognitive and</li><li>social development.</li></ol>
3.	Teaching staff never use threats or derogatory remarks and neither withhold nor threaten to withhold food as a form of discipline.
4.	Teaching staff talk frequently with children and listen to children with attention and respect. They... <ol style="list-style-type: none"><li>respond to children’s questions and requests.</li><li>use strategies to communicate effectively and build relationships with every child.</li><li>engage regularly in meaningful and extended conversations with each child.</li></ol>
<b>Helping Children Make Friends</b>	
5.	Teaching staff support children as they practice social skills and build friendships by helping them: <ol style="list-style-type: none"><li>enter into play,</li><li>sustain play, and</li></ol>



<b>PROGRAM STANDARD 1 — RELATIONSHIPS</b>	
	c. enhance play.
6.	Teaching staff assist children in resolving conflicts by helping them: <ul style="list-style-type: none"> <li>a. identify feelings,</li> <li>b. describe problems, and</li> <li>c. try alternative solutions.</li> </ul>
<b>Creating a Predictable, Consistent, and Harmonious Classroom</b>	
7.	Teaching staff counter potential bias and discrimination by... <ul style="list-style-type: none"> <li>a. treating all children with equal respect and consideration.</li> <li>b. initiating activities and discussions that build positive self-identity and teach the valuing of differences.</li> <li>c. intervening when children tease or reject others.</li> <li>d. providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations.</li> <li>e. avoiding stereotypes in language references.</li> </ul>
<b>Addressing Challenging Behaviors</b>	
8.	Rather than focus solely on reducing the challenging behavior, teachers focus on... <ul style="list-style-type: none"> <li>a. teaching the child social, communication, and emotional regulation skills and</li> <li>b. using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child's appropriate behavior.</li> </ul>
<b>Promoting Self-Regulation</b>	
9.	Teaching staff help children manage their behavior by guiding and supporting children to... <ul style="list-style-type: none"> <li>a. persist when frustrated</li> <li>b. play cooperatively with other children.</li> <li>c. use language to communicate needs.</li> <li>d. learn turn taking.</li> <li>e. gain control of physical impulses.</li> <li>f. express negative emotions in ways that do not harm others or themselves.</li> <li>g. use problem-solving techniques.</li> <li>h. learn about self and others.</li> </ul>

**PROGRAM STANDARD 2 — CURRICULUM**

**The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the areas: social, emotional, physical, language and cognitive.**

<b>PROGRAM STANDARD 2 — CURRICULUM</b>	
<b>Curriculum: Essential Characteristics</b>	
1.	The curriculum guides teachers' development and intentional implementation of learning opportunities consistent with the program's goals and objectives.
2.	The curriculum can be implemented in a manner that reflects responsiveness to <ol style="list-style-type: none"> <li>a. family home values, beliefs, experiences, and</li> <li>b. language.</li> </ol>
3.	The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule <ol style="list-style-type: none"> <li>a. provides time and support for transitions.</li> <li>b. includes both indoor and outdoor experiences.</li> <li>c. is responsive to a child's need to rest or be active.</li> </ol>
4.	Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society, including: <ol style="list-style-type: none"> <li>a. gender [diversity],</li> <li>b. age [diversity],</li> <li>c. language [diversity], and</li> <li>d. [diversity of] abilities.</li> </ol> <p>Materials and equipment...</p> <ol style="list-style-type: none"> <li>e. provide for children's safety while being appropriately challenging.</li> <li>f. encourage exploration, experimentation and discovery.</li> <li>g. promote action and interaction.</li> <li>h. are organized to support independent use.</li> <li>i. are rotated to reflect changing curriculum and accommodate new interests and skill levels.</li> <li>j. are rich in variety.</li> <li>k. accommodate children's special needs.</li> </ol>
5.	The curriculum guides teachers to incorporate content, concepts, and activities that foster: <ol style="list-style-type: none"> <li>a. social [development],</li> <li>b. emotional [development],</li> <li>c. physical [development],</li> <li>d. language [development], and</li> <li>e. cognitive development and</li> <li>f. integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.</li> </ol>

<b>PROGRAM STANDARD 2 — CURRICULUM</b>	
6.	<p>The schedule</p> <ul style="list-style-type: none"> <li>a. provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for</li> <li>b. play,</li> <li>c. creative expression,</li> <li>d. large-group,</li> <li>e. small-group, and</li> <li>f. child-initiated activity.</li> </ul>
<b>Areas of Development: Social-Emotional</b>	
7.	Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.
<b>Areas of Development: Physical Development</b>	
8.	Children are provided varied opportunities and materials that support fine-motor development.
9.	<p>Children have varied opportunities and are provided equipment to engage in large motor experiences that:</p> <ul style="list-style-type: none"> <li>a. stimulate a variety of skills.</li> <li>b. enhance sensory-motor integration.</li> <li>c. develop controlled movement (balance, strength, coordination).</li> <li>d. enable children with varying abilities to have large-motor experiences similar to those of their peers.</li> <li>e. range from familiar to new and challenging.</li> <li>f. help them learn physical games with rules and structure.</li> </ul>
<b>Areas of Development: Language Development</b>	
10.	<p>Children have varied opportunities to develop competence in verbal and nonverbal communication by...</p> <ul style="list-style-type: none"> <li>a. responding to questions.</li> <li>b. communicating needs, thoughts and experiences.</li> <li>c. describing things and events.</li> </ul>
11.	<p>Children have varied opportunities to develop vocabulary through</p> <ul style="list-style-type: none"> <li>a. conversations,</li> <li>b. experiences,</li> <li>c. field trips, and</li> <li>d. books.</li> </ul>
<b>Curriculum Content Area for Cognitive Development: Early Literacy</b>	

**PROGRAM STANDARD 2 — CURRICULUM**

12.	<p>Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom:</p> <ul style="list-style-type: none"><li>a. Items belonging to a child are labeled with his or her name.</li><li>b. Materials are labeled.</li><li>c. Print is used to describe some rules and routines.</li><li>d. Teaching staff help children recognize print and connect it to spoken word.</li></ul>
13.	<p>Children have varied opportunities to</p> <ul style="list-style-type: none"><li>a. be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs.</li><li>b. be read to regularly in individualized ways including one-to-one or in small groups of two to six children.</li><li>c. explore books on their own and have places that are conducive to the quiet enjoyment of books.</li><li>d. have access to various types of books including storybooks, factual books, books with rhymes, alphabet books, and wordless books.</li><li>e. be read the same book on repeated occasions.</li><li>f. retell and reenact events in storybooks.</li><li>g. engage in conversations that help them understand the content of the book.</li><li>h. be assisted in linking books to other aspects of the curriculum.</li><li>i. identify the parts of books and differentiate print from pictures.</li></ul>
14.	<p>Children have multiple and varied opportunities to write:</p> <ul style="list-style-type: none"><li>a. Writing materials and activities are readily available in art, dramatic play, and other learning centers.</li><li>b. Various types of writing are supported including scribbling, letter-like marks, and developmental spelling.</li><li>c. Children have daily opportunities to write or dictate their ideas.</li><li>d. Children are provided needed assistance in writing the words and messages they are trying to communicate.</li></ul> <p>Children are given the support they need to write on their own, including access to the</p> <ul style="list-style-type: none"><li>e. alphabet and</li><li>f. to printed words about topics of current interest,</li></ul> <p>both of which are made available at eye level or on laminated cards.</p> <ul style="list-style-type: none"><li>g. Children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life.</li></ul>
15.	<p>Children are regularly provided multiple and varied opportunities to develop phonological awareness:</p> <ul style="list-style-type: none"><li>a. Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays.</li><li>b. Children are helped to identify letters and the sounds they represent.</li></ul>

<b>PROGRAM STANDARD 2 — CURRICULUM</b>	
	<ul style="list-style-type: none"> <li>c. Children are helped to recognize and produce words that have the same beginning or ending sounds.</li> <li>d. Children’s self-initiated efforts to write letters that represent the sounds of words are supported.</li> </ul>
<b>Curriculum Content Area for Cognitive Development: Early Mathematics</b>	
16.	Children are provided varied opportunities and materials to build an understanding of numbers, number names, and their relationship to object quantities and to symbols.
17.	Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.
18.	Children are provided varied opportunities and materials to help them understand the concept of measurement by using <ul style="list-style-type: none"> <li>a. standard and</li> <li>b. non-standard units of measurement.</li> </ul>
19.	Children are provided varied opportunities and materials to understand basic concepts of geometry by, for example, naming and recognizing two- and three- dimensional shapes and recognizing how figures are composed of different shapes.
20.	Children are provided varied opportunities and materials that help them recognize and name repeating patterns.
<b>Curriculum Content Area for Cognitive Development: Science</b>	
21.	Children are provided varied opportunities and materials to learn key content and principles of science such as <ul style="list-style-type: none"> <li>a. the difference between living and non-living things (e.g., plants versus rocks) and life cycles of various organisms (e.g., plants, butterflies, humans).</li> <li>b. earth and sky (e.g., seasons; weather; geologic features; light and shadow; sun, moon, and stars).</li> <li>c. structure and property of matter (e.g., characteristics that include concepts like hard and soft, floating and sinking) and behavior of materials (e.g., transformation of liquids and solids by dissolving or melting).</li> </ul>
22.	Children are provided varied opportunities and materials to <ul style="list-style-type: none"> <li>a. collect data and to</li> <li>b. represent and document their findings (e.g., through drawing or graphing).</li> </ul>
23.	Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.
<b>Curriculum Content Area for Cognitive Development: Technology</b>	

<b>PROGRAM STANDARD 2 — CURRICULUM</b>	
24.	All children have opportunities to access technology (e.g. tape recorders, microscopes, computers) that they can use <ol style="list-style-type: none"> <li>a. by themselves.</li> <li>b. collaboratively with their peers.</li> <li>c. with teaching staff or a parent.</li> </ol>
25.	Technology is used to <ol style="list-style-type: none"> <li>a. extend learning within the classroom.</li> <li>b. integrate and enrich the curriculum.</li> </ol>
<b>Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts</b>	
26.	Children are provided many and varied open-ended opportunities and materials to express themselves creatively through <ol style="list-style-type: none"> <li>a. music,</li> <li>b. drama,</li> <li>c. dance and</li> <li>d. two- and three-dimensional art.</li> </ol>
<b>Curriculum Content Area for Cognitive Development: Health and Safety</b>	
27.	Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
28.	Children are provided varied opportunities and materials that help them learn about nutrition, including <ol style="list-style-type: none"> <li>a. identifying sources of food and</li> <li>b. recognizing,</li> <li>c. preparing,</li> <li>d. eating, and</li> <li>e. valuing healthy foods.</li> </ol>
<b>Curriculum Content Area for Cognitive Development: Social Studies</b>	
29.	Children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.
30.	Children are provided varied opportunities and materials to learn about the community in which they live.

### PROGRAM STANDARD 3—TEACHING

The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child’s learning and development in the context of the program’s curriculum goals.

<b>PROGRAM STANDARD 3 — TEACHING</b>	
<b>Designing Enriched Learning Environments</b>	
1.	Teachers organize space and select materials in all content and developmental areas to stimulate <ol style="list-style-type: none"> <li>a. exploration, experimentation, discovery, and</li> <li>b. conceptual learning.</li> </ol>
2.	Teachers work to prevent challenging or disruptive behaviors through <ol style="list-style-type: none"> <li>a. environmental design.</li> <li>b. schedules that meet the needs and abilities of children.</li> <li>c. effective transitions.</li> <li>d. engaging activities.</li> </ol>
<b>Creating Caring Communities for Learning</b>	
3.	Teaching staff are active in <b>identifying and countering</b> any teaching practices, curriculum approaches, or materials that are degrading with respect to gender, sexual orientation, age, language, ability, race, religion, family structure, background, or culture.
4.	Teachers help individual children learn socially appropriate behavior by providing guidance that is consistent with the child’s level of development.
5.	Teachers: <ol style="list-style-type: none"> <li>a. manage behavior and</li> <li>b. implement classroom rules and expectations in a manner that is consistent and predictable.</li> </ol>
6.	Teachers address challenging behavior by <ol style="list-style-type: none"> <li>a. assessing the function of the child’s behavior.</li> <li>b. convening families and professionals to develop individualized plans to address behavior.</li> <li>c. using positive behavior support strategies.</li> </ol>
<b>Supervising Children</b>	
7.	Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g., those who can use the toilet independently, who are in the library area, or who are napping).
<b>Using Time, Grouping, and Routines to Achieve Learning Goals</b>	

**PROGRAM STANDARD 3 — TEACHING**

8. Teaching staff coach and support children as they learn to participate in daily cleanup and maintenance of the classroom.

9. Teachers create opportunities for children to engage in group projects and to learn from one another.

**Responding to Children’s Interests and Needs**

10. Teachers scaffold children’s learning by  
a. modifying the schedule.  
b. intentionally arranging the equipment, and  
c. making themselves available to children.

11. Teachers use their knowledge of children’s  
a. social relationships,  
b. interests,  
c. ideas, and  
d. skills  
to tailor learning opportunities for groups and individuals.

**Making Learning Meaningful for All Children**

12. Play is planned for each day.

13. Teaching staff help children understand spoken language (particularly when children are learning a new language) by using:  
a. pictures,  
b. familiar objects,  
c. body language, and physical cues.

14. Teaching staff support the development and maintenance of children’s home language whenever possible.

**Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge**

15. Teachers use their knowledge of content to pose problems and ask questions that stimulate children’s thinking. Teachers help children express their ideas and build on the meaning of their experiences.

16. Teachers help children identify and use prior knowledge. They provide experiences that extend and challenge children’s current understandings.

17. Teachers promote children’s engagement and learning by  
a. responding to their need for and interest in practicing emerging skills, and



**PROGRAM STANDARD 3 — TEACHING**

	b. by enhancing and expanding activities that children choose to engage in repeatedly.
18.	Teachers promote children’s engagement and learning by guiding them in acquiring specific skills and by explicitly teaching those skills.

## PROGRAM STANDARD 4—ASSESSMENT OF CHILD PROGRESS

The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children’s learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing teachers about sound decisions, teaching, and program improvement.

<b>PROGRAM STANDARD 4 — ASSESSMENT OF CHILD PROGRESS</b>	
<b>Creating an Assessment Plan</b>	
1.	The program has a written plan for assessment that describes the assessment purposes, procedures, and uses of the results. The plan also includes: <ol style="list-style-type: none"> <li>a. conditions under which children will be assessed,</li> <li>b. timelines associated with assessments that occur throughout the year,</li> <li>c. procedures to keep individual child records confidential,</li> <li>d. ways to involve families in planning and implementing assessments,</li> <li>e. methods to effectively communicate assessment information to families.</li> </ol>
2.	The program’s written assessment plan includes the multiple purposes and uses of assessment, including <ol style="list-style-type: none"> <li>a. arranging for developmental screening and referral for diagnostic assessment when indicated,</li> <li>b. identifying children’s interests and needs,</li> <li>c. describing the developmental progress and learning of children,</li> <li>d. improving curriculum and adapting teaching practices and the environment,</li> <li>e. planning program improvement, and,</li> <li>f. communicating with families.</li> </ol>
<b>Using Appropriate Assessment Methods</b>	
3.	Programs use a variety of assessment methods that are sensitive to and informed by family culture, experiences, children’s abilities and disabilities, and home language; are meaningful and accurate; and are used in settings familiar to the children.
4.	Norm-referenced and standardized tests are used primarily when seeking information on eligibility for special services or when collecting information for overall program effectiveness. When formal assessments are used, they are combined with informal methods such as observation, checklists, rating scales, and work sampling.
<b>Identifying Children’s Interests and Needs and Describing Children’s Progress</b>	
5.	Teachers assess the developmental progress of each child across developmental areas, using a variety of instruments and multiple data sources that address the program’s curriculum areas. Staff with diverse expertise and skills collect information across the full range of children’s experiences.

<b>PROGRAM STANDARD 4 — ASSESSMENT OF CHILD PROGRESS</b>	
6.	Teachers or others who know the children and are able to observe their strengths, interests, and needs on an ongoing basis conduct assessments to inform classroom instruction and to make sound decisions about individual and group curriculum content, teaching approaches, and personal interactions.
7.	Teaching teams meet at least weekly <b>to interpret and use</b> assessment results to align curriculum and teaching practices to the interests and needs of the children.
8.	Teachers and other professionals associated with the program use assessment methods and information to design goals for individual children as well as to guide curriculum planning and monitor progress.
<b>Communicating With Families and Involving Families in the Assessment Process</b>	
9.	Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process.

## PROGRAM STANDARD 5—HEALTH

**The program promotes the nutrition and health of all children and staff and protects them from preventable illness and injury.**

PROGRAM STANDARD 5 — HEALTH	
Promoting and Protecting Children’s Health and Controlling Infectious Disease	
1.	<p>The program maintains current health records for each child:</p> <ul style="list-style-type: none"><li>a. The program must follow the requirements for enrollment related to immunizations established by the Iowa Department of Public Health [IAC 641-7].</li><li>b. 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 exemption.</li></ul> <p>Child health records include</p> <ul style="list-style-type: none"><li>c. Current information about any health insurance coverage required for treatment in an emergency;</li><li>d. Results of health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results;</li><li>e. Current emergency contact information for each child, that is kept up to date by a specified method during the year;</li><li>f. Names of individuals authorized by the family to have access to health information about the child;</li><li>g. 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);</li><li>h. The program must follow the requirements for exclusions related to immunizations established by the Iowa Department of Public Health [IAC 641-7.3].</li></ul>
2.	<p>At least one staff member who has a certificate showing satisfactory completion of pediatric first-aid training and satisfactory completion of pediatric CPR is always present with each class of children.</p>
3.	<p>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.</p> <p>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.</p>

**PROGRAM STANDARD 5 — HEALTH**

4. To protect against cold, heat, sun injury, and insect-borne disease, the program ensures that:
- a. Children wear clothing that is dry and layered for warmth in cold weather.
  - b. Children have the opportunity to play in the shade. When in the sun, they wear sun-protective clothing, applied skin protection, or both. Applied skin protection will be either sunscreen or sun block with UVB and UVA protection of SPF 15 or higher that is applied to exposed skin (only with written parental permission to do so).
  - c. When public health authorities recommend use of insect repellents due to a high risk of insect-borne disease, only repellents containing DEET are used, and these are only applied on children older than 2 months of age. Staff apply insect repellent no more than once a day and only with written parental permission.

5. For children who are unable to use the toilet consistently, the program makes sure that:
- a. For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit.
  - b. 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

- c. at least every two hours when children are awake and
- d. when children awaken.
- e. Diapers are changed when wet or soiled.
- f. Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
- g. Each changing area is separated by a partial wall or at least three feet from other areas that children use and is used exclusively for one designated group of children. For kindergartners, the program may use an underclothing changing area designated for and used only by this age group.
- h. At all times, caregivers have a hand on the child when being changed on an elevated surface.

In the changing area, staff

- i. post **changing procedures** and
- j. follow changing procedures
- k. These procedures are used to evaluate teaching staff who change diapers.
- l. 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.
- m. 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).
- n. Containers are kept closed and
- o. are not accessible to children.

**PROGRAM STANDARD 5 — HEALTH**

- p. Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.

6. The program follows these practices regarding hand washing:
- a. Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
  - b. 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.
  - c. Staff assist children with hand washing as needed to successfully complete the task. Children wash either independently or with staff assistance.
- Children and adults wash their hands:
- d. on arrival for the day;
  - e. after diapering or using the toilet (use of wet wipes is acceptable for infants);
  - f. after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit);
  - g. before meals and snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry);
  - h. after playing in water that that is shared by two or more people;
  - i. After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals; and,
  - j. When moving from one group to another (e.g., visiting) that involves contact with infants and toddlers/twos.
- Adults also wash their hands:
- k. before and after feeding a child,
  - l. before and after administering medication,
  - m. after assisting a child with toileting, and,
  - n. after handling garbage or cleaning.
- Proper hand-washing procedures are followed by adults and children and include:
- o. using liquid soap and running water;
  - p. rubbing hands vigorously for at least 20 seconds, including back of hands, wrists, between fingers, under and around any 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 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, hand washing in any required hand-washing situation listed above.
- q. Staff wear gloves when contamination with blood may occur.
  - r. Staff do not use hand-washing sinks for bathing children or removing smeared fecal material.

**PROGRAM STANDARD 5 — HEALTH**

	<ul style="list-style-type: none"><li>s. In situations where sinks used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.</li><li>t. Hand hygiene with an alcohol-based sanitizer with 60% to 95% alcohol is an alternative to traditional hand-washing (for children over 24 months and adults) with soap and water when visible soiling is not present.</li></ul>
7.	Precautions are taken to ensure that communal water play does not spread infectious disease. No child drinks the water. Children with sores on their hands are not permitted to participate in communal water play. Fresh potable water is used, and the water is changed before a new group of children comes to participate in the water play activity. When the activity period is completed with a group of children, the water is drained. Alternatively, fresh potable water flows freely through the water play table and out through a drain in the table.
8.	Safeguards are used with all medications for children: <ul style="list-style-type: none"><li>a. Staff administer both prescription and over-the-counter medications to a child only if the child’s record documents that the parent or legal guardian has given the program written permission.</li><li>b. The child’s record includes instructions from the licensed health provider who has prescribed or recommended the medication for that child.</li><li>c. Any administrator or teaching staff who administers medication has (a) specific training and (b) a written performance evaluation updated annually by a health professional on the practice of the six 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. (6) The person giving the medication signs documentation of items (1) through (5) above. Teaching staff who are required to administer special medical procedures have demonstrated to a health professional that they are competent in the procedures and are guided in writing about how to perform the procedure by the prescribing health care provider.</li><li>d. Medications are labeled with the child’s first and last names, the date that either the prescription was filled or the recommendation was obtained from the child’s licensed health care provider, the name of the medication or the period of use of the medication, the manufacturer’s instructions or the original prescription label that details the name and strength of the medication, and instructions on how to administer and store it.</li><li>e. All medications are kept in a locked container.</li></ul>
<b>Ensuring Children’s Nutritional Well-being</b>	
9.	If the program provides food for meals and snacks (whether catered or prepared on-site), the food is prepared, served, and stored in accordance with the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) guidelines.

**PROGRAM STANDARD 5 — HEALTH**

10.	<p>Staff take steps to ensure the safety of food brought from home:</p> <ul style="list-style-type: none"> <li>a. They work with families to ensure that foods brought from home meet the USDA’s CACFP food guidelines.</li> <li>b. All foods and beverages brought from home are labeled with the child’s name and the date.</li> <li>c. Staff make sure that food requiring refrigeration stays cold until served.</li> <li>d. Food is provided to supplement food brought from home, if necessary.</li> <li>e. Food that comes from home for sharing among the children are either whole fruits or commercially prepared packaged foods in factory-sealed containers.</li> </ul>
11.	<p>The program takes steps to ensure food safety in its provision of meals and snacks.</p> <ul style="list-style-type: none"> <li>a. Staff discards foods with expired dates.</li> <li>b. The program documents compliance and any corrections that it has made according to the recommendations of the program’s health consultant, nutrition consultant, or a sanitarian that reflect consideration of federal and other applicable food safety standards.</li> </ul>
12.	<p>For all children with disabilities who have special feeding needs, program staff keep a daily record documenting the type and quantity of food a child consumes and provide families with that information.</p>
13.	<p>For each child with special health care needs or food allergies or special nutrition needs, the child’s health provider gives the program an individualized care plan that is prepared in consultation with family members and specialists involved in the child’s care.</p> <p>The program protects children with food allergies from contact with the problem food. The program asks families of a child with food allergies to give consent for posting information about that child’s food allergy and, if consent is given, then posts that information in the food preparation area and in the areas of the facility the child uses so it is a visual reminder to all those who interact with the child during the program day.</p>
14.	<p>Clean sanitary drinking water is made available to children throughout the day.</p>
15.	<p>Staff do not offer children younger than four years these foods: hotdogs, 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.</p> <p>Staff cut foods into pieces no larger than ¼ inch square for infants and ½ inch square for toddlers/twos, according to each child’s chewing and swallowing capability.</p>
16.	<p>The program prepares written menus, posts them where families can see them, and has copies available for families. Menus are kept on file for review by a program consultant.</p>
17.	<p>The program serves meals and snacks at regularly established times. Meals and snacks are at least two hours apart but not more than three hours apart.</p>



**PROGRAM STANDARD 5 — HEALTH**

**Maintaining a Healthful Environment**

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| 18. | <p>The routine frequency of cleaning and sanitizing all surfaces in the facility is as indicated in the Cleaning and Sanitation Frequency Table.</p> <p>Ventilation and sanitation, rather than sprays, air freshening chemicals, or deodorizers, control odors in inhabited areas of the facility and in custodial closets.</p>  |
| 19. | <p>Procedures for standard precautions are used and include the following:</p> <ul style="list-style-type: none"><li>a. Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized.</li><li>b. Staff use barriers and techniques that minimize contact of mucous membranes or of openings in skin with potentially infectious body fluids and reduce the spread of infectious disease.</li><li>c. When spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing.</li><li>d. After cleaning, staff sanitize nonporous surfaces by using the procedure for sanitizing designated changing surfaces described in the Cleaning and Sanitation Frequency Table.</li><li>e. Staff clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning.</li><li>f. Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container.</li></ul> |

**PROGRAM STANDARD 6—TEACHERS**

**The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children’s learning and development and to support families’ diverse needs and interests.**

<b>PROGRAM STANDARD 6 — TEACHERS</b>	
<b>Preparation, Knowledge, and Skills of Teaching Staff</b>	
1.	<p>Before working alone with children, new teaching staff are given an initial orientation that introduces them to fundamental aspects of program operation including</p> <ul style="list-style-type: none"> <li>a. program philosophy, values, and goals;</li> <li>b. expectations for ethical conduct;</li> <li>c. health, safety, and emergency procedures;</li> <li>d. individual needs of children they will be teaching or caring for;</li> <li>e. accepted guidance and classroom management techniques;</li> <li>f. daily activities and routines of the program;</li> <li>g. program curriculum;</li> <li>h. child abuse and neglect reporting procedures;</li> <li>i. program policies and procedures;</li> <li>j. Iowa Quality Preschool Program Standards and Criteria; and,</li> <li>k. regulatory requirements.</li> </ul> <p>Follow-up training expands on the initial orientation.</p>
2.	<p>Teachers hold an Iowa teaching license issued by the Iowa Board of Educational Examiners (BOEE) and must hold an early childhood endorsement that reflects their current teaching assignment.</p>
3.	<p>Assistant Teachers-teacher aides (staff who implement program activities under direct supervision) have a high school diploma or GED and:</p> <ul style="list-style-type: none"> <li>a. 50% of assistant teachers-teacher aides have at least a Child Development Associate Credential (CDA) or equivalent.</li> <li>b. 100% of assistant teachers-teacher aides who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent, are actively participating in the program, and are demonstrating progress toward the CDA or equivalent.</li> </ul> <p>College-level course work is from regionally accredited institutions of higher education may include distance learning or online coursework.</p> <p>If there is only one assistant teacher-teacher aide, then either of the requirements can be met.</p>
4.	<p>All teaching staff have specialized coursework or professional development training in the program’s curriculum as well as in communication and collaboration skills that prepare them to participate as a member of a team.</p>

**PROGRAM STANDARD 6 — TEACHERS**

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| 5. | All teachers and assistant teachers-teacher aides have specialized professional development training in how to accurately use the program’s assessment procedures for assessment of child progress and program quality. Their training is used to adapt classroom practices and curriculum activities. |
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**Teacher’s Dispositions and Professional Commitment**

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| 6. | All teaching staff evaluate and improve their own performance based on ongoing reflection and feedback from supervisors, peers, and families. They add to their knowledge and increase their ability to put knowledge into practice. They develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development. |
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## PROGRAM STANDARD 7—FAMILIES

The program establishes and maintains collaborative relationships with each child’s family to foster children’s development in all settings. These relationships are sensitive to family composition, language, and culture.

<b>PROGRAM STANDARD 7 — FAMILIES</b>	
<b>Knowing and Understanding the Program’s Families</b>	
1.	Program staff use a variety of formal and informal strategies (including conversations) to become acquainted with and learn from families about their family structure; their preferred child-rearing practices; and information families wish to share about their socioeconomic, linguistic, racial, religious, and cultural backgrounds.
2.	Program staff ensure that all families regardless of family structure, socioeconomic, racial, religious, and cultural backgrounds; gender; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities. These opportunities consider family’s interests and skills and the needs of program staff.
<b>Sharing Information Between Staff and Families</b>	
3.	Program staff inform families about the program’s systems for formally and informally assessing children’s progress. This information includes the purposes of the assessment, the procedures used for assessment, procedures for gathering family input and information, the timing of assessments, the way assessment results or information will be shared with families, and the ways the program will use the information.
4.	Program staff communicate with families on at least a <b>weekly basis</b> regarding children’s activities and developmental milestones, shared caregiving issues, and other information that affects the wellbeing and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means.
<b>Nurturing Families as Advocates for Their Children</b>	
5.	Program staff encourage families to raise concerns and work collaboratively with them to find mutually satisfying solutions that staff then incorporate into classroom practice.
6.	Program staff provide families with information about programs and services from other organizations. Staff support and encourage families’ efforts to negotiate health, mental health, assessment, and educational services for their children.
7.	Program staff use established linkages with other early education programs and local elementary schools to help families prepare for and manage their children’s transitions between programs, including special education programs. Staff provide information to families that can assist them in communicating with other programs.

**PROGRAM STANDARD 8—COMMUNITY RELATIONSHIPS**

**The program establishes relationships with and uses the resources of the children’s communities to support the achievement of program goals.**

<b>PROGRAM STANDARD 8 — COMMUNITY RELATIONSHIPS</b>	
<b>Linking with the Community</b>	
1.	Program staff maintain a current list of child and family support services available in the community based on the pattern of needs they observe among families and on a families and based on what families request (e.g., health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention/special education screening and assessment services, and basic needs such as housing and child care subsidies). They share the list with families and assist them in locating, contacting, and using community resources that support children’s and families’ well-being and development.
2.	Program staff develop partnerships and professional relationships with agencies, consultants, and organizations in the community that further the program’s capacity to meet the needs and interests of the children and families that they serve.
<b>Accessing Community Resources</b>	
3.	Program staff use their knowledge of the community and the families it serves as an integral part of the curriculum and children’s learning experiences.
<b>Acting as a Citizen in the Neighborhood and the Early Childhood Community</b>	
4.	The program encourages staff to participate in joint and collaborative training activities or events with neighboring early childhood programs and other community service agencies.

**PROGRAM STANDARD 9—PHYSICAL ENVIRONMENT**

**The program provides appropriate and well-maintained indoor and outdoor physical environments including facilities, equipment, and materials, to facilitate child and staff learning and development. To this end, a program structures a safe and healthful environment.**

<b>PROGRAM STANDARD 9 — PHYSICAL ENVIRONMENT</b>	
<b>Indoor and Outdoor Equipment, Materials, and Furnishings</b>	
1.	A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes: <ol style="list-style-type: none"> <li>a. dramatic play equipment;</li> <li>b. sensory materials such as sand, water, play dough, paint, and blocks;</li> <li>c. materials that support curriculum goals and objectives in literacy, math, science, social studies, and other content areas; and,</li> <li>d. gross motor equipment for activities such as pulling up; walking; climbing in, on, and over; moving through, around, and under; pushing; pulling; and riding.</li> </ol>
2.	The indoor environment is designed so that staff can supervise children by sight and sound at all times without relying on artificial monitoring devices.  In semiprivate areas, it is always possible for both children and adults to be observed by an adult from outside the area.
3.	Materials and equipment are available <ol style="list-style-type: none"> <li>a. to facilitate focused individual play or play with peers.</li> <li>b. in sufficient quantities to occupy each child in activities that meet his or her interests.</li> </ol>
4.	Indoor space is designed and arranged to... <ol style="list-style-type: none"> <li>a. accommodate children individually, in small groups and in a large group.</li> <li>b. divide space into areas that are supplied with materials organized in a manner to support children’s play and learning.</li> <li>c. provide semiprivate areas where children can play or work alone or with a friend.</li> <li>d. provide children with disabilities full access (making adaptations as necessary) to the curriculum and activities in the indoor space.</li> </ol>
<b>Outdoor Environmental Design</b>	
5.	Outdoor play areas, designed with equipment that is age and developmentally appropriate and that is located in clearly defined spaces with semiprivate areas where children can play alone or with a friend, accommodate... <ol style="list-style-type: none"> <li>a. motor experiences such as running, climbing, balancing, riding, jumping, crawling, scooting, or swinging.</li> <li>b. activities such as dramatic play, block building, manipulative play, or art activities.</li> <li>c. exploration of the natural environment, including a variety of natural materials such as nonpoisonous plants, shrubs, and trees.</li> </ol>

**PROGRAM STANDARD 9 — PHYSICAL ENVIRONMENT**

	<p>d. The program makes adaptations so children with disabilities can fully participate in the outdoor curriculum and activities.</p>
6.	<p>Program staff provide for an <b>outdoor play area</b> that is protected by fences or by natural barriers to prevent access to streets and to avoid other dangers, such as pits, water hazards, or wells.</p>
7.	<p>The outdoor play area is arranged so that staff can supervise children by sight and sound.</p>
8.	<p>The outdoor play area protects children from...</p> <ul style="list-style-type: none"><li>a. injury from falls (resilient surfacing should extend six feet beyond the limits of stationary equipment).</li><li>b. [protects children from] catch points, sharp points, and protruding hardware.</li><li>c. [protects children from] entrapment (openings should measure less than 3.5 inches or more than 9 inches).</li><li>d. [protects children from] tripping hazards.</li><li>e. [protects children from] excessive wind and direct sunlight.</li></ul>
<p><b>Building and Physical Design</b></p>	
9.	<p>There is a minimum of 35 square feet of usable space per child in each of the primary indoor activity areas.</p>
10.	<p>Facilities meet Americans with Disabilities Act (ADA) accessibility requirements. Accessibility includes access to buildings, toilets, sinks, drinking fountains, outdoor play space, and all classroom and therapy areas.</p>
11.	<p>Program staff protect children and adults from hazards, including electrical shock, burns or scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping or slipping.</p> <p>The program excludes baby walkers.</p>
12.	<p>Fully equipped first-aid kits are readily available and maintained for each group of children. Staff take at least one kit to the outdoor play areas as well as on field trips and outings away from the site.</p>
13.	<p>Fully working fire extinguishers and fire alarms are installed in each classroom and are tagged and serviced annually.</p> <p>Fully working carbon monoxide detectors are installed in each classroom and are tagged and serviced annually.</p> <p>Smoke detectors, fire alarms and carbon monoxide detectors are tested monthly, and a written log of testing dates and battery changes is maintained and available.</p>

**PROGRAM STANDARD 9 — PHYSICAL ENVIRONMENT**

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| 14. | Any body of water, including swimming pools, built-in wading pools, ponds, and irrigation ditches, is enclosed by a fence at least four feet in height, with any gates childproofed to prevent entry by unattended children. To prevent drowning accidents, staff supervise all children by sight and sound in all areas with access to water in tubs, pails, and water tables. |
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**Environmental Health**

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| 15. | The facility and outdoor play areas are entirely smoke free. No smoking is permitted in the presence of children. |
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## Program Standard 10—Leadership and Management

The program effectively implements policies, procedures, and systems in support of stable staff and strong personnel, fiscal, and program management so that all children, families and staff have high-quality experiences.

<b>PROGRAM STANDARD 10 — LEADERSHIP AND MANAGEMENT</b>	
<b>Leadership</b>	
1.	The program has a well-articulated mission and philosophy of program excellence that guide its operation. The goals and objectives relate to the mission, philosophy, and all program operations and include child and family desired outcomes.
2.	<p>The program administrator has the educational qualifications and personal commitment required to serve as the program’s operational and pedagogical leader. This criterion can be met in one of three ways:</p> <p style="margin-left: 20px;">a. The administrator...</p> <ul style="list-style-type: none"> <li>• has at least a baccalaureate degree. [AND]</li> <li>• has at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, and management. (which can be in school administration, business management, communication, technology, early childhood management or administration, or some combination of these areas.) [AND]</li> </ul> <p style="margin-left: 40px;">has at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children’s learning from birth through kindergarten; family and community relationships; the practices of observing, documenting, and assessing young children; teaching and learning processes; and professional practices and development.</p> <p style="margin-left: 20px;">OR</p> <p style="margin-left: 40px;">b. The administrator documents that a plan is in place to meet the above qualifications within five years.</p> <p style="margin-left: 20px;">OR</p> <p style="margin-left: 40px;">c. The administrator can provide documentation of having achieved a combination of relevant formal education and experience as specified in the table titled, “Alternative Pathways to Achieve Educational Qualifications as a Program Administrator.”</p>
3.	<p>The program, regardless of its size or funding auspices, has a designated program administrator with the educational qualifications detailed in Criterion 10.2.</p> <p style="margin-left: 20px;">a. When a program has a total enrollment of fewer than 60 full-time equivalent (FTE) children, employs fewer than eight FTE staff, or both, the program may have a part-time administrator or an administrator who fulfills a dual role (e.g. teacher-administrator), and [OR]</p>

**PROGRAM STANDARD 10 — LEADERSHIP AND MANAGEMENT**

- b. In multi-site programs, the sites may share an off-site administrator.
- c. When a program has a total enrollment of 60 or more FTE children and employs eight or more FTE staff the program has a full-time administrator, OR
- d. In multi-site programs with 60 or more FTE children and 8 or more FTE staff, individual facilities have on-site a full-time administrator or full-time manager under the direct supervision of an individual who meets the qualifications outlined for the program administrator.

**Management Policies and Procedures**

4. Written procedures address the maintenance of developmentally appropriate teaching staff-child ratios within group size to facilitate adult-child interaction and constructive activity among children. Teaching staff-child ratios within group size are maintained during all hours of operation, including:
- a. indoor time,
  - b. outdoor time, and
  - c. during transportation and field trips (when transporting children, the teaching staff-child ratio is used to guide the adult-child ratio).

Groups of children may be limited to one age or may include multiple ages. (A group or classroom consists of the children assigned to a teacher or a team of teaching staff for most of the day and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area.)

**Health, Nutrition, and Safety Policies and Procedures**

5. The program has written policies to promote wellness and safeguard the health and safety of children and adults. Procedures are in place that address:
- a. steps to reduce occupational hazards such as infectious diseases (e.g. exposure of pregnant staff to CMV (cytomegalovirus), chicken pox), injuries (e.g. back strain, falls), environmental exposure (e.g. indoor air pollution, noise stress);
  - b. management plans and reporting requirements for staff and children with illness, including medication administration, and inclusion/exclusion;
  - c. supervision of children in instances when teaching staff are assigned to specific areas that are near equipment where injury could occur;
  - d. the providing of space, supervision, and comfort for a child waiting for pick-up because of illness;
  - e. the providing of adequate nutrition for children and adults;
  - f. sleeping and napping arrangements;
  - g. sanitation and hygiene, including food handling and feeding;
  - h. maintenance of the facility and equipment;
  - i. prohibition of smoking, firearms, and other significant hazards that pose risks to children and adults; and,
  - j. the providing of referrals for staff to resources that support them in wellness, prevention and treatment of depression, and stress management.

**PROGRAM STANDARD 10 — LEADERSHIP AND MANAGEMENT**

6.	The program has a written 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 that the report is malicious.
7.	The program has written procedures to be followed if a staff member is accused of abuse or neglect of a child in the program that protect the rights of the accused staff person as well as protect the children in the program.
8.	The program has written procedures that outline the health and safety information to be collected from families and to be maintained on file for each child in one central location within the facility. The files are kept current by updating as needed, but at least quarterly. The content of the file is confidential, but is immediately available to <ul style="list-style-type: none"> <li>a. administrators or teaching staff who have consent from a parent or legal guardian for access to records,</li> <li>b. the child’s parents or legal guardian, and,</li> <li>c. regulatory authorities, upon request.</li> </ul>
9.	Written procedures address all aspects of the arrival, departure, and transportation of children. The procedures <ul style="list-style-type: none"> <li>a. facilitate family-staff interaction.</li> <li>b. ensure that all children transported during the program day are accounted for before, during, and after transport.</li> <li>c. ensure the safety of all children as pedestrians and as passengers.</li> <li>d. address specific procedures for children with disabilities.</li> <li>e. address special circumstances in picking up children at the end of the day.</li> </ul>
10.	The program has written and posted disaster preparedness and emergency evacuation policies and procedures. The procedures <ul style="list-style-type: none"> <li>a. designate an appropriate person to assume authority and take action in an emergency when the administrator is not on site.</li> </ul> The procedures include <ul style="list-style-type: none"> <li>b. plans that designate how and when to either shelter in place or evacuate and that specify a location for the evacuation;</li> <li>c. plans for handling lost or missing children, security threats, utility failure, and natural disasters;</li> <li>d. arrangements for emergency transport and escort from the program; and,</li> <li>e. monthly practice of evacuation procedures with yearly practice of other emergency procedures.</li> </ul>
<b>Personnel Policies</b>	
11.	The program has written personnel policies that define the <ul style="list-style-type: none"> <li>a. roles and responsibilities,</li> </ul>

**PROGRAM STANDARD 10 — LEADERSHIP AND MANAGEMENT**

	<ul style="list-style-type: none"><li>b. qualifications, and</li><li>c. specialized training required of</li><li>d. staff and</li><li>e. volunteer positions.</li></ul> <p>The policies outline</p> <ul style="list-style-type: none"><li>f. nondiscriminatory hiring procedures and</li><li>g. policies for staff evaluation.</li></ul> <p>Policies detail</p> <ul style="list-style-type: none"><li>h. job descriptions for each position, including reporting relationships;</li><li>i. salary scales with increments based on professional qualification, length of employment, and performance evaluation;</li><li>j. benefits; and</li><li>k. resignation, termination, and grievance procedures.</li><li>l. Personnel policies provide for incentives based on participation in professional development opportunities.</li><li>m. The policies are provided to each employee upon hiring.</li></ul>
12.	<p>Hiring procedures ensure that all employees in the program (including bus drivers, bus monitors, custodians, cooks, clerical, and other support staff) who come in contact with children in the program or who have responsibility for children</p> <ul style="list-style-type: none"><li>a. have passed a criminal-record check.</li><li>b. are free from any history of substantiated child abuse or neglect.</li><li>c. are at least 18 years old (except vehicle drivers who must be at least 21).</li><li>d. have completed high school or the equivalent.</li><li>e. have provided personal references that attests to the prospective employee’s ability to perform the tasks required to carry out the responsibilities of their position.</li></ul>
13.	<p>Staff are provided space and time away from children during the day. When 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.</p>
14.	<p>All staff are evaluated at least annually by an appropriate supervisor or, in the case of the program administrator, by the governing body.</p>
<b>Program Evaluation, Accountability, and Continuous Improvement</b>	
15.	<p>The program offers staff and families opportunities to assist in making decisions to improve the program. Collaborative and shared decision making is used with all participants to build trust and enthusiasm for making program changes. Staff and families meet at least annually to consult on program planning and ongoing program operations.</p>