

2019-2020

ANAMOSA

Community Preschool

Program Policies and Procedures



Strawberry Hill Elementary School

It is the policy of the Anamosa Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation gender identity and socioeconomic status (for programs) in its educational programs and in 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 Superintendent Larry Hunt, 200 S. Garnavillo St., Anamosa, IA 52205, (319) 462-4321, lhunt@anamosa.k12.ia.us.

Approved by Anamosa School Board May 20, 2019

Preschool Policies and Procedures

Table of Contents

- I. Jurisdictional and Behavioral Expectations Statement**
- II. Welcome to Anamosa Community Preschool**
- III. Mission, Philosophy, and Goals for Children and Families**
- IV. Enrollment**
 - Eligibility
 - Hours
 - General Information
 - Inclusion

- V. A Child's Day**
 - Who works in the Preschool
 - Daily Activities
 - Curriculum
 - Child Assessment
 - Program Assessment
 - Supervision Policy
 - Child Guidance and Discipline
 - Challenging Behavior
 - Possible Methods of Discipline
 - Water activities
 - Snacks/Foods and Nutrition
 - Outside Play and Learning
 - Clothing
 - Toilet Learning
 - Objects From Home
 - Weapon Policy
 - Birthdays and Holiday Celebrations

- VI. Communication with Families**
 - Classroom Visitation
 - Arrival and Departure of Children
 - Transportation
 - Field Trips
 - Attendance
 - Ethics and Confidentiality
 - Student Directory Information
 - Preschool Advisory Committee
 - Parent Concerns

- VII. Family Involvement**
 - Home Visits
 - Transitions

VIII. Health and Safety

- Health and Immunization Certificates
- Student Illness
- Cleaning and Sanitation
- Hand Washing Practices
- First Aid Kit
- Fire Safety
- Severe Weather
- Snow Make-Up Days
- Child Protection Policies
- Substance Abuse
- Tobacco/Nicotine Free Environment
- Volunteers

IX. Staff

- General Information
- Orientation
- Staffing Patterns and Schedule
- Staff Development Activities
- Evaluation and Professional Growth Plan

Anamosa Community Preschool Program Policies and Procedures

I. JURISDICTIONAL AND BEHAVIORAL EXPECTATIONS STATEMENT

This handbook and school district policies, rules and regulations are in effect while students are on school grounds, school district property or on property within the jurisdiction of the school district; while on school-owned and/or school-operated buses or vehicles or chartered buses; while attending or engaging in school activities; and while away from school grounds if the misconduct directly affects good order, efficient management and welfare of the school district or involves students or staff. School district policies, rules, and regulations are in effect 12 months a year. A violation of a school district policy, rule, regulation or student handbook provisions may result in disciplinary action and may affect a student's eligibility to participate in extracurricular activities, whether the violation occurred while school was in session or while school was not in session.

Students are expected to comply with and abide by the school district's policies, rules, regulations and student handbook. Students who fail to abide may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to obtain their education or to participate in school activities; or conduct which interrupts the maintenance of a discipline atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, suspension, probation and expulsion. Discipline can also include prohibition from participating in extracurricular activities, including athletics. The discipline imposed is based upon facts and circumstances surrounding the incident and the student's record.

The school reserves and retains the right to modify, eliminate or establish school district policies, rules, regulations and student handbook provisions as circumstances warrant, including those contained in this handbook. Students are expected to know the contents of the handbook and comply with it.

II. WELCOME TO ANAMOSA COMMUNITY PRESCHOOL QPPS 10.1

Anamosa Community School in partnership with St. Patrick Catholic School was awarded the Statewide Voluntary Preschool Program Grant in 2007 as a result of the Preschool Advisory Committee's dedicated work. While guiding children to meet the Early Learning Standards is an ultimate goal for the Anamosa Community Preschool Program, the Strawberry Hill Center and St. Patrick's Center may employ differing strategies to achieve that goal. Please refer to the St. Patrick Handbook for details concerning their preschool policies. The program's purpose is to provide a high quality preschool program meeting each child's needs, including children with disabilities and those from a diverse background. The preschool provides a rich learning environment that encourages

children’s natural curiosity and supports them to take risks that lead to new skill development. It is a setting where children feel safe, respected, and nurtured. This is an opportunity for all four-year-old children to take part in planned, active learning experiences to build their readiness skills. The preschool program has adopted and meets the Iowa Quality Preschool Program Standards, administered by the Iowa Department of Education. The Iowa Early Learning Standards are used to guide expectations for the children and instructional practices

III. MISSION, PHILOSOPHY, AND GOALS QPPS 10.1

Strawberry Hill Elementary

Vision
Inspire - Believe - Achieve
Mission
Preparing <u>EACH</u> student for a successful and meaningful life.
Collective Commitments
We are committed to holding ALL students to high academic and behavioral expectations.
We are committed to honoring the WHOLE child by providing a safe, nurturing, supportive, and respectful environment and attending to each child’s social and emotional needs.
We are committed to working with our students’ families by addressing their needs, and making them feel welcome in our school.
We are committed to working collaboratively in developing evidence-based instructional strategies and utilizing assessment data to guide and monitor individual learning.
We are committed to acting in a professional manner with integrity and honesty and developing relationships characterized by caring and respect.
We are committed to delivering a guaranteed and viable curriculum which is challenging, rigorous, and developmentally appropriate that addresses individual student needs through differentiation.

IV. ENROLLMENT

Eligibility

Children must be four years of age prior to September 15th of the current school year. Pre-registration will begin in the spring of the previous year. Registration and sign-up materials are available from the elementary secretary or online at www.anamosa.k12.ia.us. Final registration will occur in the fall.

Hours QPPS 6.4

Half day classes meet for three hours and five minutes each day, four days per week. All students attend on Monday, Tuesday, Thursday and Friday. Students do not attend on Wednesdays. This allows for parent meetings and home visits, planning time for the teaching staff, and collaboration with community agencies. The preschool follows the school calendar.

General Information QPPS 5.1, 9.9 & 10.4

Within six weeks after a child begins the program, health records that document the dates of service shall be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended by the Iowa Department of Public Health [IAC 641-7].

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

Inclusion QPPS 9.10

The Early Childhood Special Education (ECSE) programs, located at Strawberry Hill serve 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 is aware of the identified needs of individual children and is trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for teachers, students, all children and their families.

V. A CHILD'S DAY**Who Works in the Preschool****Program Administrator QPPS 10.2**

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

Teacher QPPS 5.2 & 6.2

All teachers must hold a license issued by the Iowa Board of Educational Examiners and must have an early childhood endorsement that reflects their current teaching assignment. Each teacher in the program will hold a certificate of satisfactory completion of pediatric first-aid training and satisfactory completion of pediatric CPR.

Paraeducator QPPS 5.2 & 6.3

A full time/part time paraeducator in the classroom carries out activities under the supervision of the teacher. The program paraeducator will have a high school diploma or GED and either enrolled in a program leading to a Child Development Associate Credential (CDA) or have a CDA. Each paraeducator in the program will be highly qualified as determined by the district, will hold a certificate of satisfactory completion of pediatric first-aid training, and satisfactory completion of pediatric CPR.

Support Staff

Grant Wood AEA 10 support staff provides resources and assistance to the teacher and paraeducator(s) upon request and parent permission to help all children be successful in the preschool setting. Such staff may include: Early Childhood Consultant, Speech and Language Pathologist, School Psychologist, Occupational Therapist, Physical Therapist or others.

Daily Activities QPPS 1.1, 1.5, 2.3, 2.5, 2.6, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.21, 2.26, & 2.28

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

- Large and Small Group Activities
- Self-Directed Play
- Snack
- Story Time
- Computers
- Outdoor Activities
- Individual Activities
- Learning Centers: Art, Science, Writing, Games, Put-together toys, Books, Blocks, Pretend Play

Curriculum QPPS 1.7, 2.1 through 2.30, 3.1, 3.3, 3.4, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, & 3.18, 7.1, 7.2 & 9.4

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

It is the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and life styles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnic origin, religion, and physical disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural nonsexist society. Teaching staff will support the development and maintenance of children's home language whenever possible.

The preschool program uses Creative Curriculum, a research and evidence based comprehensive curriculum designed for Early Childhood. It addresses all areas of early learning: language and literacy, math, science, physical skills, and social skills. 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.

Child Assessment

Guiding principles: QPPS 4.1 through 4.8, 7.6

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

Children are assessed for the following reasons:

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

Assessment Communication Plan QPPS 4.9, 7.3, 7.5, 7.6, 7.7

Assessment information will be shared formally with families during Parent Teacher Conferences twice a year. In addition, report cards will be sent home at the end of the first semester and the end of the year. Informal conferences are always welcome and can be requested at any time.

If, through observation or information collected, 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, and share documentation of the concern.

Suggestions for next steps may include the following, with the knowledge and consent of the parents:

- The teacher requests assistance from the Child Study Team (CST) as an early intervention process. This team engages in problem identification, plans interventions, provides support, and makes referrals to outside resources to those individuals requesting assistance. The CST team is available and functional for all students and teachers in the building.
- A request made to Grant Wood Area Education Agency for support or more formalized testing.

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

Accommodations QPPS 4.7, 7.5

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 used by teaching staff in the classroom.

Program Assessment QPPS 7.5, 7.6, 7.7, 8.1, 8.2, 10.15

Anamosa Community Preschool implements the Iowa Quality Preschool Program Standards. A Preschool Desk Audit - Evidence of IQPPS Implementation was completed during the 2018-19 school year to confirm we are meeting the standards. Administrators, families, staff, and other routinely participating adults will be involved annually in a program evaluation that measures progress toward the program's goals and objectives. The annual evaluation process includes gathering evidence on all areas of program functioning, including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. A report of the annual evaluation findings is shared with families, staff, and appropriate advisory and governance boards. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

Supervision Policy QPPS 3.7, 5.18, 5.19, 9.2, 9.6, 9.8, 9.11, 9.12

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

- All safety plugs and electric outlets covered, heat/AC, water temperature, and toilets, etc. in working order.
- All cleaning supplies/poisons out of children reach and stored properly.
- Classroom and materials checked for cleanliness/broken parts, etc. including playground.
- Supplies checked - first aid kit, latex gloves, soap, paper towels, etc.
- Daily monitoring of environment - spills, sand, etc. Other serious problems reported to custodian.
- 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, who are in a center, etc.)

Child Guidance and Discipline QPPS 1.2, 1.3, 1.4, 1.6, 1.7, 1.9, 3.5

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 language, discipline will be explained to the child before and at the time of any disciplinary action. Teaching staff will encourage children to respect other people, to be fair, respect property and learn to be responsible for their actions. Teaching staff will use discipline that is consistent, clear, and understandable to the child. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn taking.

Challenging Behavior QPPS 1.2, 1.8, 1.9, 3.2, 3.6, 3.8

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

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

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

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

Permissible Methods of Discipline QPPS 1.2, 1.3, 1.6, 1.8, 1.9, 3.2, 3.6,

For acts of aggression and fighting (biting, scratching, hitting) staff will set appropriate expectations for children and guide them in solving problems. This positive guidance will be the usual technique for managing children with challenging behaviors rather than punishing them for having problems they have not yet learned to solve. In addition, staff may: (1) Separate the children involved; (2) Immediately comfort the individual who was injured; (3) Care for any injury suffered by the victim involved in the incident; (4) Notify parents or legal guardians of children involved in the incident; (5) Review the adequacy of the teaching staff supervision, appropriateness of program activities, and administrative corrective action is there is a recurrence.

Prohibited Practices

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

- Harsh or abusive tone of voice with the children nor make threats or derogatory remarks.
- Physical punishment, including spanking, hitting, shaking, or grabbing.
- Any punishment that would humiliate, frighten, or subject a child to neglect.
- Neither withhold nor threaten to withhold food as a form of discipline.

Water activities QPPS 5.7, 9.14

We have a water table in the classroom for children to stand near and play with their hands in the water. During water play children are involved in active experiences with science and math concepts. Children with sores on their hands are not allowed to participate with others in the water table to ensure that no infectious diseases are spread. Children are not allowed to drink the water during water play activities. When the activity period is complete, the water table is drained and refilled with fresh water before a new group of children participate. Outdoor water play is limited to tubs and buckets or containers as well as the water table. We do not participate in swimming pool activities. Staff supervises all children by sight and sound in all areas with access to water in tubs, buckets, and water tables.

Snacks/Foods and Nutrition QPPS 2.27, 2.28 & 5.9 through 5.17

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

A snack is served during the AM and PM sessions. A different food group will be represented each day of the week at each snack time as outlined in USDA guidelines. **Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers.** Homemade snacks or birthday treats are not acceptable according to the preschool and school standards. A written snack menu is posted in the classroom and available to families. All menus are kept on file for review by a program consultant. The preschool serves a wide 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. Clean, sanitary drinking water is made available to children throughout the day. Staff discards any foods with expired dates. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served.

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

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

Outside Play and Learning QPPS 2.8, 2.9, 5.4, 9.1, 9.3, 9.5, 9.6, 9.7

We have daily opportunities for outdoor play as the weather permits and provided the weather air quality and environmental safety conditions do not pose a threat. This allows children the opportunity to develop their large muscle skills, get exercise, and be active. Sometimes we spend more time getting bundled up than we spend outside. Our school uses a local weather website to determine if the "real feel" or heat index is safe for outdoor play. Students will play outside as long as the actual temperature (including "real feel") is above 0.

In cases when we cannot go outside (due to weather conditions) children are given the opportunity to use indoor equipment 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 the student according to the weather. When it is cold outside students 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.

There are areas on the playground for children to be in the shade and still be active. We encourage you to send a hat or other clothing for your child to wear as another protection from the sun. Sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher will be applied to your child's exposed skin (only with your written parental permission to do so).

Clothing QPPS 1.7, & 5.5

Your child will be learning through creative, active play that can sometimes be messy. Your child should wear comfortable, washable clothing as well as closed-toe shoes to school. While we encourage the use of paint smocks or shirts during art projects, we can't guarantee that spills or stains will not occur. Clothing should be free of words, graphics, or pictures that are profane, immoral, illegal, or disruptive in nature. All families are asked to provide an extra set of clothing 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 QPPS 5.5

All children entering the four-year-old preschool program **MUST** be toilet trained. An exception is made to students who have an IEP or 504 Plan where procedures are explicitly written into the plan.

Students who have more than two accidents in two weeks are considered to not be toilet trained. Students are **NOT** allowed to wear pull-ups. The following procedures will be used if a child is not toilet trained:

- Parents/Guardians will be notified by the classroom teacher and/or principal regarding the concerns with the accidents occurring at school.
- The family is provided two options:
 1. Remove their child from the school setting for two weeks, so that potty training can take place in a more appropriate setting
 2. Make the decision to remove their child from the preschool program setting for an extended period of time until the child is ready to return to school.
- If after returning to school from the two week potty training period the child continues to have accidents, the child will be dropped from the program until the following school year.

Toilet learning is an important time in a child's development. For children who are enrolled in the Early Childhood Special Education program, 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. Food handling will not be permitted in this diapering area.
2. Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standards: Standard 5, Criteria 5.

For children who are unable to use the toilet consistently, the program makes sure that:

- 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.
 - 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 checks children for signs that diapers or pull-ups are wet or contain feces at least every two hours when children are awake and when children awaken
 - diapers are changed when wet or soiled
 - staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility
 - 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
 - at all times, caregivers have a hand on the child if being changed on an elevated surface.
 - In the changing area, staff post **changing procedures** and follow changing procedures
 - these procedures are used to evaluate teaching staff who change diapers
 - surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding
 - containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can)
 - containers are kept closed and are not accessible to children.
 - staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day
3. Potty chairs will not be used due to the risk of spreading infectious diarrhea.
 4. 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.

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, or money. Toys that promote violence or are associated with violence are not permitted at any time. The program cannot be responsible for lost or broken toys brought from home.

Weapon Policy

No student shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any real weapon or a look-alike weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school building or other buildings or premises used for school functions, whether or not any person is endangered by such actions. "Look-alike weapon" means any item that resembles or appears to be a weapon (gun, squirt guns, water rifles or pistols, slingshots, toy guns, toy grenades and other similar items knives, etc.).

Birthdays and Holiday Celebrations QPPS 5.10

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

VI. COMMUNICATION WITH FAMILIES

The program will promote communication between families and staff by using written notes as well as informal conversations or e-mail or electronic means. Families are encouraged to send written notes with important information so all the staff who work with the child can share the parent's communication. Teaching staff will write a weekly newsletter for families. A daily communication log is also in each child's folder. Staff will use these notes to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Parents are encouraged to maintain regular, on-going, two-way communication with the teaching staff in a manner that best meets their needs - email, in person, notes, or phone calls.

Classroom Visitation QPPS 1.1, 7.1, 7.2, 7.3, 7.4

Visitors are welcome in our school. We are eager to share the individual and group activities that make up the Strawberry Hill educational program. Please use the following procedures when setting up a visit to the classroom:

1. Make an appointment with the classroom teacher.
2. Level One volunteers will complete a Volunteer Disclosure Statement before volunteering. The processing time for this form, which includes a background check, is 72 hours.
3. Sign in and out in the Strawberry Hill Office.
4. Wear a name tag at all times.
5. Please observe, work the students as assigned, or work on teacher-assigned projects.
6. Limit your visit to one hour maximum per visit unless otherwise agreed upon with teacher.

Arrival and Departure of Children QPPS 10.4, 10.5, 10.9

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

Other than parents or legal guardian, only persons listed in the student information system will be allowed to pick up a child from the school. Anyone who is unfamiliar to teaching staff, including authorized individuals, will be asked to present photo identification before a child is released to them.

In the interest of students' safety, parents/guardians/authorized individuals are requested to report directly to the office when picking up their child rather than going to the child's classroom. Likewise, when a student returns to the building following an absence during the school day, the adult should stop in the office and sign the child in.

When all children have arrived, 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.

Transportation QPPS 10.4, 10.9

The Anamosa Community Schools will provide free school bus transportation for four-year old preschool students. Parents or legal guardians may request transportation at enrollment, indicating the pick up and drop off address, the name of the responsible person at that address, and emergency contact information for all parties involved. Parents or legal guardians are asked to keep their information

current by reporting changes to the transportation director and the elementary school secretary and updating the school information system online.

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 Educational Program will be implemented as described.

Field Trips QPPS 2.11, 10.4, 10.9

An important learning opportunity can take place in the form of a field trip that is relevant and reinforces what has been taught in the classroom. The Anamosa school buses are used for these field trips. Parents will be informed of each field trip through a newsletter or class letter well in advance. A parent or legal guardian must give consent for trips during the registration process. Adult family members may be asked to volunteer to go on these trips to provide increased supervision and adult/child ratios. When adult family members accompany students on these trips, we ask that siblings and younger children stay back. The purpose of chaperones is to provide additional supervision, which can be difficult when there are additional children to watch. It is also a special time for you to share with your child who is on the trip. All field trip chaperones must complete a Volunteer Disclosure Statement and be approved as a volunteer.

Teachers will send home notes and explain the procedure for signing up as a chaperone for field trips. Often the seating on the bus is limited so parents who have checked in with teachers will drive separately to the location to join the class.

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

Attendance QPPS 7.5,

Students who are enrolled for classes in the Anamosa Schools are expected to be in school for the entire session and are expected to be punctual in their arrival and departure. Students are to be in attendance unless they are ill or have scheduled appointments. Irregular attendance interferes with the progress of your child and others as teachers find themselves taking class time to repeat information and make adjustments for those students who have been absent. The preschool program follows school attendance policy. Please call the elementary office with the reason for an absence no later than 8:15 A.M. for the morning session and by 12:15 for the afternoon session. For safety's sake, if a student is absent without notification, the school nurse will attempt to contact the family to verify the child's absence from school.

Ethics and Confidentiality QPPS 6.1

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

STUDENT DIRECTORY INFORMATION

Anamosa School Board Policy Code No.: 506.2E1

Student is defined as an enrolled individual, PK-12 including children in school district sponsored child-care programs. Directory information is information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The district may disclose "directory information" to third parties without consent if it has given public notice of the types of information which it has designated as "directory information," the parent's or eligible student's rights to restrict the disclosure of such information, and the period of time within which a parent or eligible student has to notify the school in writing that he or she does not want any or all of those types of information designated as directory information." The district has designated the following as directory information":

- Student's name
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of member of athletic teams
- Dates of attendance
- Degrees and awards received

- The most recent previous educational agency or institution attended by the student
- Photograph or other likeness
- Other similar information

Prior to developing a student directory or to giving general information to the public, parents (including parents of students open enrolled out of the school district and parents of children home schooled in the school district) will be given notice annually of the intent to develop a directory or to give out general information and have the opportunity to deny the inclusion of their child's information in the directory or in the general information about the students.

It is the responsibility of the superintendent to provide notice and to determine the method of notice that will inform parents.

USE OF DIRECTORY INFORMATION Code No.: 506.2E2

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Anamosa School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Anamosa School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Anamosa School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and,
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want the Anamosa School District to disclose directory information from your child's education records without your prior consent, you must notify the District as part of electronic e-registration on the parent permissions page **or** in writing to the school office your child attends by **September 15**. Anamosa Community School District has designated the following information as directory information:

- Student's name
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- The most recent previous educational agency or institution attended by the student
- Photograph and other likeness

AUTHORIZATION FOR RELEASING STUDENT DIRECTORY INFORMATION Code No.:506.2E3

The Anamosa Community School District has adopted a policy designed to assure parents and students the full implementation, protection and enjoyment of their rights under the Family Educational Rights and Privacy Act of 1974 (FERPA). A copy of the school district's policy is available for review in the District Office at 200 S. Garnavillo St., Anamosa, IA 52205.

This law requires the school district to designate as "directory information" any personally identifiable information taken from a student's educational records prior to making such information available to the public.

The school district has designated the following information as directory information:

- Student's name
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- The most recent previous educational agency or institution attended by the student
- Photograph and other likeness
- Other similar information

You have the right to refuse the designation of any or all of the categories of personally identifiable information as directory information with respect to your student provided that you notify the school district in writing not later than September 15 of this school year. If you desire to make such a refusal, please complete and return the slip attached to this notice.

If you have no objection to the use of student information, you do not need to take any action.

Return this Form

Anamosa Community School District Parent/Guardian Directions to withhold Student/Directory Information for Education Purposes, for 20__-20__ school year.

Student Name: _____

Date of Birth: _____

School: _____

Grade: _____

Signature of Parent/Legal Guardian/Custodian of Child

Date: _____

This form must be returned to your child's school no later than September 15 of the current school year.

Additional forms are available at your child's school.

Preschool Advisory Committee QPPS 10.15

The Anamosa Community Preschool has a preschool advisory committee composed of parents, school staff, and other community members interested in the preschool program from both schools. This group serves as a sounding board for new ideas and services. Please let the preschool teacher know if you are interested in being part of the Preschool Advisory Committee.

Parent Concerns QPPS 1.1, 1.2, 7.5

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

If you have a concern regarding some aspect of the program or policy, please contact the elementary principal who is the program administrator for the preschool. If you remain dissatisfied, you may contact the Superintendent of Anamosa Community Schools.

As part of our program assessment, in the spring of each year, we also provide you with a family questionnaire to evaluate our program. This information helps us assess how the program is meeting the needs of families and children, as well as to identify strengths and weaknesses.

VII. FAMILY INVOLVEMENT QPPS 1.1, 1.2, 3.14, 7.1 through 7.7, 10.15

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

Teachers and administrators use a variety of formal and informal methods to become acquainted with and learn from families about their family structure, preferred child-rearing practices, and means of communication. Families may also share information about their socioeconomic, linguistic, racial, religious, and cultural backgrounds as they wish. Families are surveyed in enrollment paperwork and through other questionnaires during the year regarding their family, beliefs, and preferences. Home visits are conducted at the beginning of the school year. Program staff communicate with families on at least a weekly basis regarding children's activities and developmental milestones, shared 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. At least one Family Night is held during the year.

Anamosa Community 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.

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

Anamosa Community 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.
- Participate in a home visit.
- Return all forms and questionnaires promptly.
- Attend Parent/Teacher conferences in the fall and spring semesters.
- 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 families' cultural traditions, celebrations, or customs.
- Help prepare snack and enjoy it with your child.
- Read all the material sent home with your child.
- Plan a visit in your child's classroom.
- 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 Preschool Advisory Committee.

The school 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 school 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.

Home Visits QPPS 1.1

One home visit is required for the Statewide Voluntary Preschool Program. Home visits are encouraged to take place prior to the start of school. This is an opportunity for the preschool teacher to get to know you, your child, and your family and for you to begin to create a partnership between home and school in order to best meet your child's needs. This is a great time for you to share what makes your family unique, how you prefer to communicate with the teacher, and share your knowledge about your child's interests, approaches to learning, and developmental needs. You can help the teacher understand what your goals are for your child and whether you have any concerns you'd like addressed. Parents are encouraged to share these preferences, concerns, and questions at any time with either the classroom teacher or administrator. Another staff member will accompany the preschool teacher at all home visits.

Transitions QPPS 7.5, 7.6, 7.7, 8.1, 8.2, 8.3, 8.4

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

VIII. HEALTHANDSAFETY

Anamosa Community 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 Quality Preschool Program Standards, regulatory agencies and pediatric authorities in the field.

Health and Immunization Certificates QPPS 5.1

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

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

Student Illness QPPS 5.3, 5.8

Emergency Notification

Your phone number and an emergency number will be requested at registration. It is important for the school to have accurate, up-to-date information so you can be located in case of injury or illness. Please contact the office with phone numbers and/or address changes that occur throughout the year or make changes in the school information system. A full-time school nurse is available to administer medications and first-aid. Parents will be contacted in case of illness or serious injury. If your child is badly hurt and needs a physician's care immediately, we need to reach someone who can give the permission for treatment. If you cannot be reached, someone needs to be able to care for your child until you can be reached. It is important to have a local number.

Medications:

If your child is to take any type of medication at school, please comply with the following:

- Prescription medications must be in the correct pharmacy container.
- Written permission from the parent and doctor is needed, including the time and dose to be administered.
- Qualified school personnel will administer the medication.
- Further questions should be directed to the school nurse.

Protocol for Illness:

You can help safeguard the health of your student as well as other children in the same class by following the suggestions below:

- keep your child home when he/she has a temperature above 100 degrees, has vomiting, diarrhea, or shows signs of other serious illness.

- Your child should stay home until they have been free from fever, vomiting, and diarrhea for 24 hours. They should be free from fever WITHOUT the use of any fever-reducers, such as Tylenol, Advil, Motrin, or generic forms of acetaminophen or ibuprofen. They should be able to keep food or drink down without vomiting for 24 hours before they return to school.
- Your student needs adequate sleep. Ten to twelve hours of sleep each night is recommended.
- Please call the school if your child is sick or has a contagious illness so other students may be watched more closely. Otherwise a note should be sent to the teacher explaining the reason for each absence. Contact the school if your child is suspected or known to have a communicable disease. The school nurse will talk with you as to when your student can return to school. Examples of diseases that should be reported are chicken pox, head lice, pink eye, and impetigo.

Cleaning and Sanitization QPPS 5.18 & 5.19

Procedures for standard precautions are used and include the following:

- surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized.
- staff use barriers and techniques that minimize contact of mucous membranes or of opening in skin with potentially infectious body fluids and reduce the spread of infectious disease.
- when spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing.
- after cleaning, staff sanitize nonporous surfaces by using the procedure for sanitizing designated changing surfaces described in the Cleaning and Sanitation Frequency Table.
- staff clean rugs and carpeting by blotting, spots cleaning with a detergent-disinfectant, and shampooing or steam cleaning.
- staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container.

Hand Washing Practices QPPS 5.6

Frequent hand washing is key to prevent the spread of infectious diseases. Teachers teach children how to wash their hands effectively. Visuals of children using proper hand washing procedures are placed by the sink(s). 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 assists 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:

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

Adults wash their hands:

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

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

- using liquid soap and running water
- rubbing hands vigorously for at least 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:

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

First Aid Kit QPPS 9.12

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

Fire Safety QPPS 9.13

A fire extinguisher is installed in the preschool classroom with a tag indicating its annual service date. The fire alarm system is serviced annually. A written log of testing dates is maintained and available upon request.

Severe Weather

Whenever it is necessary to call off school because of severe weather or impassable roads, you can be notified through the school's automated system. If using media, the stations utilized for these announcements are: **WMT AM 600; KCKK AM 106.9 or FM 88.3; KHAK AM 1360 or FM 98.1; KRNA FM 94.1; or KCRG TV Channel 9, KWVL TV Channel 7, and KGAN TV Channel 2.** We strongly recommend that families sign up for our district automated announcement system by logging on to our school information system and checking *Emergency* and *General* for message preferences. You will receive a text or e-mail alerting you to changes in the school schedule. Working parents should develop an emergency plan for early dismissals, discuss it with their child(ren), and share the plan with the classroom teacher.

If Anamosa Community School District should delay school in the morning, AM preschool will not be in session. If Anamosa Community School District should dismiss early, PM preschool will not be in session.

Snow Make-Up Days

AM/PM Session- The first two snow days will not be made up. All subsequent snow days will be made up on either Wednesdays or at the end of the school year. This will be determined by the principal and will be communicated to families well in advance.

Child Protection Policies QPPS 10.5, 10.6, 10.7

The health and well-being of every child in our care is of the utmost importance and the protection of children is our responsibility. No person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children.

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

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

Substance Abuse QPPS 9.15

Persons under the influence of drugs or alcohol will not be permitted on the premises of the Anamosa Community Schools. At no time will children be released to a person under the influence of alcohol or drugs.

Tobacco/Nicotine Free Environment**Anamosa School Board Policy Code No.: 905.4**

Purpose: To provide guidelines for tobacco/Nicotine* free, District campus, facilities, and vehicles.

Policy: In an effort to provide a healthy learning and working environment for employees, students and visitors; all District buildings, school grounds, property and vehicles shall be kept tobacco and nicotine* free. No student, staff member or school visitor is permitted to use or display any Tobacco/Nicotine* product at any time:

- In any building, facility, or vehicle owned, maintained, leased, rented or chartered by the district.
- On any school grounds or property owned, maintained, leased, rented or chartered by the district, including athletic fields, sidewalks and parking lots.
- At any school-sponsored or school-related event on-campus or off-campus.

Examples of prohibited tobacco and nicotine products include, but are not necessarily limited to, cigarettes, nicotine chew, snus, dissolvables, any simulated smoking devices such as electronic cigarettes, any electronic devices that can be used to deliver nicotine to the person inhaling from the device, any other look-alike products in which the original would include tobacco and/or nicotine and/or other nicotine products that are not approved by the Federal Drug Administration for tobacco cessation. The policy may permit tobacco products to be included in instructional or research activities in public school buildings if the activity is conducted or supervised by the faculty member overseeing the instruction or research and the activity does not include smoking, chewing, or otherwise ingesting the tobacco product.

Enforcement of Tobacco/Nicotine* Free School Environment

The success of this policy will depend upon the thoughtfulness, consideration and cooperation of tobacco and non-tobacco users. All employees on school premises share in the responsibility for adhering to and assisting in compliance with this regulation. Persons failing to abide by the policy shall be required to extinguish and/or dispose of the tobacco/nicotine* product in a safe manner and/or leave the school grounds and property immediately. Students who willfully violate the policy will be treated in accordance with Good Conduct Regulation and Procedure RP502.1A and/or Possession and use of Controlled Substances, Code No. 502.3. Employees who willfully violate the policy will be considered as demonstrating insubordination. Their conduct will be treated through due process procedures.

Visitors or Community members who rent school facilities will be required to sign a statement indicating their assumption of the responsibility to adhere to the tobacco free school environment policy as required in Guidelines for Community Use of District Facilities, RP1004.1A. It will be their responsibility to supervise their own activities to accomplish a Tobacco/Nicotine* free environment. Violation of this policy by the members of a group may affect adversely that group's future utilization of school grounds and property. *"Nicotine products" means any product containing nicotine or other preparation of tobacco and any product or formulation of matter containing biologically active amounts of nicotine. "Nicotine product" does not include any cessation product specifically approved by the United States Food and Drug Administration (FDA) for use in reducing, treating, or eliminating nicotine or tobacco dependence.

Cross Reference: Possession and Use of Controlled Substance – Policy #502.3

Substance Free Workplace – Policy 403.9 and RP403.9

Volunteers

We encourage volunteers in our school and provide those in the community the opportunity to see first-hand the outstanding opportunities that are provided to students at Strawberry Hill. Opportunities for involvement within the school can best be described as reading to students, one-on-one tutoring, and assisting teachers within the classroom. **All of those wanting to volunteer are required to sign a Volunteer Disclosure Statement, have a background check completed, and participate in designated training.** If you are interested in volunteering at Strawberry Hill Elementary, please contact your child's teacher or call the office at 462-3549.

IX. Staff

General Information QPPS 10.11 & 10.12

The Anamosa Community School 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.

Orientation QPPS 6.1, 6.2

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 of the program
- Program curriculum
- Child abuse and reporting procedures
- Program policies and procedures
- Iowa Quality Preschool Program Standards and Criteria
- Regulatory requirements

Follow-up training expands on the initial orientations. The employee's immediate supervisor should provide the new employee with a review of the employee's responsibilities and duties.

Staffing patterns and schedule QPPS 10.4, 10.13

The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing for Iowa's Quality Preschool Program Standards of maintaining an adult/child ratio of at least 1:10 at all times. The program administrator will maintain lists of current substitutes for both the preschool teacher and the preschool teaching assistant in case of

absence. If one of the teaching staff needs to temporarily leave the classroom, the person will call the elementary office to arrange for coverage in order to maintain the adult/ child ratio.

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

Staff development activities QPPS 6.5, 6.6, 10.15

Personnel policies provide for incentives based on participation in professional development opportunities. All teaching staff continuously strengthen their leadership skills and relationships with others and work to improve the conditions of children and families within their programs, the local community, and beyond. Teaching staff is 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 within and outside the program.

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

Evaluation and Professional Growth Plan QPPS 6.5, 6.6, 10.14

All staff is evaluated at least annually by an appropriate supervisor or, in the case of the program administrator, by the superintendent. Staff also evaluate and improve their own performance based on ongoing 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.