

**Iowa Valley
Community Preschool**

*Program Policies and Procedures
Family Handbook*

2017-2018



*Iowa Valley Community Preschool
151 East May Street
Marengo, Iowa 52301
(319) 642-5422*

General Information

Admission Procedures:

Children must meet the following criteria to be able to enroll in Preschool:

- Must be four years old on or by September 15th
- Children who are three years old are eligible to enroll in the three year old program

Registration Fee:

An Early Childhood and Pre-K registration fee of \$20.00 is required. This is non-refundable.

Hours and Fees:

Breakfast fees are not included in tuition. Parents must pay for breakfast separately.

Monthly fees are due on the 1st day of each month. Payments will not be altered due to illness, snow days, early outs, late starts, or vacation.

Preschool tuition scholarships are available through the Iowa County Empowerment. Those interested must meet income eligibility requirements. For information, please contact the school secretary.

Three Year Old Preschool:	Four Year Old Preschool:	Four Year Old Preschool:
8:00-11:30	8:00-11:30	12:00-3:30
Monday/Wednesday and Tuesday/Thursday	Monday, Tuesday, Wednesday, and Thursday	Monday, Tuesday, Wednesday, and Thursday

Dress Code:

Winter months: Please make sure you send proper attire for your child (winter coat, boots, gloves/mittens, snow pants, and hat).

Fall/Spring months: We recommend your child doesn't wear flip flops to school. If your child wears flip flops please send an extra pair of shoes for outdoor learning and PE.

Early Out and Late Start

If Iowa Valley Community has a late start due to weather the morning preschool group will not meet for school.

Early dismissal days the afternoon preschool group will not meet for school.

HACAP (Head Start) 319-540-1335

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Iowa Valley Community Preschool Program Policies and Procedures

I. WELCOME TO IOWA VALLEY COMMUNITY PRESCHOOL QPPS 10.1

Iowa Valley Community School District (Iowa Valley Community Preschool) program's goal is to provide a high quality preschool program meeting each child's needs, including children with disabilities and those from a diverse background. The preschool provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new skill development. It is a setting where children feel safe, respected, and cared for. This is an opportunity for all three and 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.

II. MISSION, PHILOSOPHY, AND GOALS (QPPS 2.1, & 10.1)

Mission:

The mission of Iowa Valley Community Preschool is to provide high quality educational opportunities for three and four year olds so they can experience success and build a foundation for future learning.

Philosophy Statement:

We realize that children come to preschool with varying strengths, abilities, backgrounds, and interests. Likewise, all children develop at different rates and are ready to engage in learning experiences at various times and levels. We believe children learn best through a research-based curriculum that stimulates developmentally appropriate learning and integrates social, emotional, physical, and cognitive growth. Iowa Valley Community Preschool (students, teachers, administrators, staff, parents, and community members) will work cooperatively to ensure a balanced educational program is implemented to nurture the development of the whole child.

Goals for Children:

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

Goals for Families:

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

III. ENROLLMENT

Equal Educational Opportunity

The Iowa Valley Community School does not discriminate in its employment practices, hiring procedures, educational programs or activities on the basis of any of the following actual or perceived traits or characteristics, including but not limited to, 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. The Iowa Valley School also affirms its opportunities and equal access to school facilities without reference to affectional or association preference. For additional information on nondiscrimination policies, contact Superintendent, the coordinator of Title IX and Section 504, in the high school building at 359 East Hilton Street, Marengo, Iowa, 52301, telephone (319) 642-7714. Inquiries may also be directed in writing to the Director of the region VII Office of Civil Rights, US Department of Education, 310 W. Wisconsin Ave., Ste. 800, Milwaukee, WI, 53203-2292, (414) 291-1111, or the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, (515) 281-5294. Procedures and levels are outlined in district policy for resolving complaints and are available upon request from the curriculum director's office.

Eligibility

Children must be three or four years of age prior to September 15th of the current school year. Pre-registration will begin in the spring of the year. Registration materials are available from the elementary secretary. Final registration will occur in the fall.

Hours

Classes meet for three to three and one-half hours each day, four days per week (4 year-olds) two days per week (3 year-olds). This allows for parent meetings and home visits, planning time for the teaching staff, and collaboration with community agencies. The preschool follows the Iowa Valley's Community School District school calendar.

General Information QPPS 5.1, 10.4

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

The maximum class size is 20 children in each session based on square footage of the current location. A teaching staff-child ratio for a 4-year-old class of 1:10 and 1:8 for a 3-year-old class will be maintained at all times to encourage adult-child interactions and promote activity among children. The elementary principal will maintain a current list of available substitutes for both the teacher and teacher associates. 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. **QPPS 10.4**

Inclusion

The preschool program serves 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, other children and their families. The preschool facilities meet the Americans with Disabilities Act accessibility requirements. **QPPS 9.10**

IV. A CHILD'S DAY

Who Works In the Preschool QPPS 10.2

Program Administrator The elementary principal is designated as the program administrator supervising the preschool program. The principal meets all qualifications described in the Iowa Quality Preschool Program Standards. **QPPS 10.3**

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

Teacher Associate

A full time teacher associate in the classroom carries out activities under the supervision of the teacher. The teacher associate will have specialized training in early childhood education.

QPPS 6.4

School Nurse

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

Support Staff

GrantWood AEA support staff provides 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. **QPPS 7.8, 8.3**

Daily Activities

A consistent daily schedule is planned to offer a balance of learning activities. Learning is both formal and informal. Play is planned for every day. Listening is balanced with talking, group activities with solitary time, indoors 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 Free-Choice Play	Snack
<i>Learning Center Activities:</i> Art, Science, Writing, table top	Story Time	Specials

toys, books, blocks and manipulatives, computer, sand, water and music	Outdoor Learning	Individual Instruction
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Lesson plans for each week are posted in the classroom showing how these activities are incorporated into the daily schedule. Teachers will be using the *Teaching Strategies Gold* to develop lesson plans that create an environment where all children’s development is supported through daily planning and learning experiences. Weekly notes will be sent home to families in children’s backpacks and electronically, if parents desire. **QPPS 3.13**

Curriculum QPPS 2.1 - 2.4, 3.13

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. **QPPS 1.7**

The preschool program uses *Creative Curriculum and Positive Behavior Supports*. Creative Curriculum is research and evidence based comprehensive curriculums designed for three and four-year-olds. It addresses all areas of early learning: language and literacy, math, science, physical skills, and social skills. It is based on interest areas and themes that are adaptable to different strengths and needs of all children in the preschool. 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. We believe that parents have a central role in their child’s education. We strive to make families feel welcome through ensuring that the curriculum is adapted to reflect our family’s unique values, beliefs, experiences, and language. **QPPS 2.1, 2.2, 2.3, 2.4**

Child Assessment QPPS 2.5, 2.6, 4.1, 4.2, 4.3, 4.5, 4.10, 4.14, 7.3, 7.4, 7.7

Guiding principles:

It is the school district’s belief that assessment of young children should be purposeful, developmentally appropriate, and takes place in the natural setting by familiar adults. The assessment method used throughout the year is linked to Teaching Strategies Gold. It provides information about children’s needs, interests, and abilities in order to plan developmentally appropriate experiences for children and guide instruction. Assessment will never be used to label children or to include or exclude them from a program. Teaching teams will meet at least weekly to interpret and use assessment results to align curriculum and teaching practices to the interests and needs of children.

Ongoing communication will enable family and staff to continually assess students' progress. Families will have ongoing opportunities to share the results of observations from home to contribute to the assessment process. Collaborative partners will share with families the following:

- Purpose of the assessment
- Procedures used for assessment
- Procedures for gathering family input and information
- Timing of assessment
- Ways assessment results or information will be shared with families
- Ways the program will use the assessment information

Assessment results will be used to:

- Provide information to parents about their children's developmental milestones
- Arrange for developmental screening and referral for diagnostic assessment when indicated
- Identify children's interests and needs
- Describe the developmental progress and learning of children
- Improve curriculum and adapt teaching practices and the environment
- Communicate with families confidentially in English or other languages spoken by families

The preschool teacher will 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 used by teaching staff in the classroom.

Program Assessment

Iowa Valley Community Preschool implements the Iowa Quality Preschool Program Standards. We will receive a verification visit during the 2012-13 school year 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 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 9.2

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 head 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 the library area, etc.) **QPPS 3.9, 10.6**

Child Guidance and Discipline (QPPS 1.11)

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

Challenging Behavior (QPPS 1.2, 1.8, 1.9, 1.10)

The teaching staff in the preschool is highly trained, responsive, respectful, and purposeful. The teachers anticipate and take steps to prevent potential challenging behaviors. They evaluate and change their responses based on individual needs. When children have challenging behaviors teachers promote 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 become 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 nor make threats or derogatory remarks.
2. Physical punishment, including spanking, hitting, shaking, or grabbing.
3. Any punishment that would humiliate, frightens, or subjects a child to neglect.
4. Neither withholds nor threatens to withhold food as a form of discipline.

Water activities QPPS 5.9, 9.15

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

Snacks/Foods and Nutrition QPPS 5.12- 5.21, 10.6

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.

Children attending preschool will have an opportunity to eat breakfast and snacks. Two food groups will be represented at each snack time as outlined in USDA guidelines. 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. Information about a child's allergies is kept in the food preparation area and in areas of the facility the child uses for 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 and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.

Children in the preschool program will be given the opportunity to brush their teeth or clean their gums at least once per day after a meal or snack. **QPPS 5.11**

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

Outside Play and Learning QPPS 5.5, 5.6 9.5-9.7

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

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

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

There are areas on the playground for children to be in the shade and still be active. We encourage you to bring a hat or other clothing for your child to wear as another protection from the sun. Sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher will be applied to your child's exposed skin (only with your written parental permission to do so). We will also use an insect repellent containing DEET (only with your written permission) no more than once a day to protect your child from insect bites when the public health authorities recommend its use.

Program staff will complete the National Program for Playground Safety's Suggested General Maintenance Checklist on a yearly basis. **QPPS 9.8**

Clothing

Your child will be learning through creative, active play that can sometimes be messy. Your child should wear comfortable, washable clothing as well as rubber-soled and 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 5.7)

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

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

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, money, or toy guns to school. The program cannot be responsible for lost or broken toys brought from home.

Weapon Policy QPPS 10.6

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. *A zero tolerance policy on dangerous weapons (real or toy) is in effect; i.e., gun, squirt guns, water rifles or pistols, slingshots, toy guns, toy grenades and other similar items knives, etc. Violation may result in a student suspension/expulsion.*

Classroom Animals and Pets (QPPS 5.26)

No live animals are to be inside the Iowa Valley Community Preschool School buildings or classrooms at any time.

If you, as a parent or legal guardian, want to bring your family pet to share with your child’s classroom you are welcome. However, all animals must remain outside the school buildings during the visit. The preschool teacher ensures that the animal does not create an unsafe or unsanitary condition. The animal would appear to be in good health and have documentation from a veterinarian or an animal shelter to show that the animal is fully immunized (if the animal should be so protected) and suitable for contact with children. The teacher would ensure staff and children practice good hygiene and hand washing when coming into contact with the animal and after coming into contact with the animal. Teaching staff supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals.

Any children allergic to the pet will not be exposed to the animal. Reptiles are not allowed because of the risk for salmonella. The classroom teacher is responsible for checking requirements have been met.

Birthdays QPPS 5.13

Birthdays are an important and significant event in the life of a child. They afford the opportunity for children to be given special recognition. Accordingly, students who wish to bring treats for the class on their birthday may do so. Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. The teacher will provide families a list of foods meeting the USDA’s

Child and Adult Care Food Program guidelines. Those who have summer birthdays are welcome to choose a school day to celebrate with their class. Invitations to parties outside of school that do not include the entire class will not be distributed at school.

V. COMMUNICATION WITH FAMILIES (QPPS 1.1, 7.5)

The program will promote communication between families and staff by using written notes as well as informal conversations or e-mail. Families are encouraged to send written notes with important information so all the staff who work with the child can share the parent's communication. Teaching staff will write notes for families no less than weekly. Staff will use these notes to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Parents are encouraged to maintain regular, on-going, two-way communication with the teaching staff in a manner that best meets their needs - email, in person, notes, or phone calls.

Open Door Policy

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

Arrival and Departure of Children (QPPS 10.11)

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

When bringing your child to school, we ask that you park your car along the streets south of the parking lot (May Street and Marengo Avenue) and turn off the engine before entering the building. Please hold your child's hand as you enter the building to decrease the possibility of an accident. Parents or legal guardians must accompany children to the East entrance door and they will be greeted by one of the teaching staff.

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

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

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

When all children have arrived, 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.

Transportation QPPS 10.2

The Iowa Valley Community Preschool will provide school bus transportation for preschoolers on regular bus routes. 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 preschool teacher or elementary school secretary. All information will be updated at least quarterly by teaching staff.

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. Iowa County Transportation provides transportation. They can be contacted at (319) 642-7615.

Field Trips

An important learning opportunity can take place in the form of a field trip that is relevant and reinforces what has been taught in the classroom. The Iowa Valley Community Preschool school buses are used for these field trips. Parents will be informed of each field trip through a newsletter and signs posted in the classroom well in advance. A parent or legal guardian must sign an informed consent form for trips for each child before each trip. Adult family members are asked to volunteer to go on these trips to provide increased supervision and adult/child ratios. A notice posting the dates, time of departure, time of return, and the destination location will be posted prominently at least 48 hours before the field trip. Each child will be assigned to an adult for every part of the trip. Before every trip, the teaching staff will instruct children and all adults using the bus about the 10-foot danger zone around the vehicle where the driver cannot see.

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 they are accompanied by a staff member. Children will never be left alone in a vehicle or unsupervised by an adult.

Attendance

Students who are enrolled for classes in the Iowa Valley Community Preschool Schools are expected to be in school for the full session and are expected to be punctual in their arrival and departure. Students are not expected to be absent any more than is necessary for health reasons or appointments. Irregular attendance interferes with the progress of your child and others as teachers find themselves taking class time to repeat information and make adjustments for those students who have been absent. Please call the elementary office with the reason for an absence no later than 8:15 A.M. for the A.M. classes and 12:15 P.M. for the P.M. classes. For safety's sake, if a student is absent without notification, the school secretary/teaching staff will attempt to contact the family to verify the child's absence from school.

Ethics and Confidentiality

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

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

Children's Records

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

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

Preschool Advisory Committee QPPS 7.2, 7.6

The Iowa Valley Community Preschool has a preschool advisory committee composed of parents, school staff, and other community members interested in the preschool program. This group meets two times a year to provide feedback on services that meet children and family

needs. They also serve as a sounding board for new ideas and services. Please let the preschool teacher know if you are interested in being part of the Preschool Advisory Committee.

Grievance Policy QPPS 7.6

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

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 Iowa Valleys School District, Mrs. Donita Joens.

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

VI. FAMILY INVOLVEMENT QPPS 7.1, 7.2

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

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

Iowa Valley 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, newsletters, and bulletin boards as alternative means to establish and maintain open, two-way communication.

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

1. Support your child's daily transition to school by sharing information about your child's interests and abilities. Keeping the teacher informed of changes and events that might affect your child allows the teacher to be more responsive to your child's needs.
2. Attend family meetings.
3. Return all forms, questionnaires and so on promptly.
4. Attend Family/Teacher conferences in the Fall and Spring semesters.
5. Take time to read the family bulletin board.
6. Check your child's backpack each day.
7. Participate in field trip activities.
8. Share some of your talents in your child's class through activities such as: reading or storytelling, cooking, art, music, sewing, crafts, hobbies, your profession, or artifacts from trips you have taken.
9. Share any of your families' cultural traditions, celebrations, or customs.
10. Help prepare snack and enjoy it with your child.
11. Read all the material sent home with your child.
12. Come to play.
13. Help with special events. Helping takes many different forms such as preparation of materials at home, making telephone calls, preparing or posting flyers, recruiting other volunteers, collecting donations or prizes, run errands, photography, setup before the event, or clean afterwards.
14. Serve on the Preschool Advisory Committee.
15. Add to the monthly newsletter or organize it.

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

The school district will, to the extent possible, provide full opportunities for meaningful participation of 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

Home visits are made at the beginning of the school year. 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.

Family Teacher Conferences

The preschool program will have formal family teacher conferences for 4-year old preschool at the same time as the elementary school - fall and spring. The teacher will send home a sheet before the conference asking you to consider what new skills you see your child developing at home or in the community, to think about what you'd like more information about the classroom, and whether you have new or different goals for your child. 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.

Family Night

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

Transitions QPPS 7.9, 7.10

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

VII. HEALTH AND SAFETY

Iowa Valley 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.

Health and Safety Records

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

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

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

General Health and Safety Guidelines

- All staff must be alert to the health of each child, known allergies, or special medical conditions. **QPPS 5.15**
- Under the supervision of the preschool teacher, all staff must be alert to the whereabouts of all children. Systems are in place for accounting for children at regular intervals, especially during periods of transition.
- All staff is to follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections. **QPPS 5.8, 5.22, 5.23, 9.11**

- All staff is familiar with evacuation routes and procedures. **QPPS 10.13**
- All teaching staff completes “Occupational Exposure to Blood borne Pathogens” annually. **QPPS 5.23**
- At least one staff member who has a certificate of satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times. **QPPS 5.2**

Illness Policy and Exclusion of Sick Children QPPS 5.3, 10.6

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

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

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

- Fever free for 24 hours
- Chicken pox: one week after onset (or when lesions are crusted)
- Strep: 24 hours after initial medication
- Vomiting/Diarrhea: 24 hours after last episode
- Conjunctivitis: 24 hours after initial medication or when without drainage

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

When a child develops signs of an illness during their day at preschool, parents, legal guardians, or other person authorized by the parent will be notified immediately to pick up the child. For this reason, please be sure that we have current, accurate phone numbers for you, your authorized emergency contact person and your child’s pediatrician. In the meantime, we will provide the child a place to rest until the parent, legal guardian or designated person arrives under the supervision of someone familiar with the child. If the child is suspected of having a contagious disease, then until she or he can be picked up, the child is located where new individuals will not be exposed.

Reporting Communicable Diseases QPPS 5.4

Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of

the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that the families should implement at home. The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

Medication Policies and Procedures QPPS 5.10

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

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

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

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

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

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

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

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

Cleaning and Sanitization QPPS 9.11, 10.6

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

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Toys and surfaces will be disinfected using a non-toxic solution of one tablespoon household bleach to one quart of tap water made fresh daily. To disinfect, the surfaces will be sprayed until glossy. The bleach solution will be left on for at least 2 minutes before it is wiped off with a clean paper towel, or it may be allowed to air dry. Machine washable cloth toys that have been placed in a child's mouth 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. **QPPS 5.24**

Staff will be trained in cleaning techniques, proper use of protective barriers such as gloves, proper handling and disposal of contaminated materials, and information required by the US Occupational Safety and Health Administration about the use of any chemical agents. **QPPS 5.23**

Routine cleaning will be supervised by the preschool teacher and will follow the Cleaning and Sanitation Frequency Table in Section III, page 47 of the QPPS manual. A checklist will be completed as indicated in the table. **QPPS 5.22**

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. Nontoxic substances will be used whenever possible.

Hand Washing Practices QPPS 5.8, 10.6

Frequent hand washing is key to prevent the spread of infectious diseases. Teachers teach 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 assists 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 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; and

Adults also wash their hands

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

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

- using liquid soap and running water;
- rubbing hands vigorously for at least 10 seconds, including 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 used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

First Aid Kit QPPS 9.13

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

Fire Safety QPPS 9.14

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

Medical Emergencies and Notification of Accidents or Incidents QPPS 10.13

The Iowa Valley Community Preschool Community School District has in place a “Safety Procedures Booklet” that describes the following situations and procedures to follow:

- Emergency phone numbers
- Fire procedures
- Utility Failures (electric power failure, water line break, gas line break)
- Severe weather
- Bomb threats
- Physical Threats/Armed Intruder
- Evacuations
- Crisis Intervention Plan, Crisis Intervention Steps, and Media Procedures
- Accidental Injury or Illness procedures for life threatening and non-life threatening situations
- School crisis team members and a checklist to use
- List of CPR/First Aid experienced persons in each building

This booklet will be posted by the telephone and included in the first aid kit. The booklet will be reviewed by each staff member at the beginning of each school year and when changes are made to it.

In the event that your child receives a minor, non-life threatening injury during their time at preschool, our teacher will assess the situation and apply first aid as needed. Minor cuts and scrapes will be treated with soap and water and bumps will be treated by applying ice to the injured area. Any incident or injuries will be documented on an “Injury and Illness” form and a copy will be given to the parent within 24 hours of the incident.

All staff will have immediate access to a device that allows them to summon help in a medical or dental emergency. The telephone numbers of the Fire Department, Police Department, Hospital, and Poison Control will be posted by each phone with an outside line. Emergency contact information for each child and staff member will be kept readily available. The list of emergency telephone numbers and copies of emergency contact information and authorization for emergency transport will be taken along anytime children leave the facility in the care of facility staff. **QPPS 10.14**

Emergency phone numbers will be updated at least quarterly. Emergency phone numbers will be verified by calling the numbers to make sure a responsive, designated person is available.

Inclement Weather

In the event that the Iowa Valley Community Preschool must be closed due to bad weather, we will notify school patrons by television and radio as we have in the past. KCRG- Channel 9 will be the official station with all school closings and early dismissals. In addition we notify WMT, KGRN, KHAK, KGAN, and Z 102.9. And will put it on the Iowa Valley web page.

If Iowa Valley Community has a late start, there will be no a.m. preschool. If Iowa Valley Community has an early out, there will be no p.m. preschool.

Protection from Hazards and Environmental Health QPPS 9.16, 9.12, 9.17, 10.7

Program staff protects 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. Water safety will be confirmed with the City of Marengo. Custodial staff maintains the building's heating, cooling, and ventilation systems in compliance with national standards for facility use by children. **QPPS 9.18**

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

Smoke Free Facility QPPS 9.19, 10.6

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

Child Protection Policies QPPS 10.8, 10.16, 10.19

The health and 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 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, or sexually abusing or harassing students. Students who are physically or sexually abused or harassed by an employee should notify their parents, legal guardians, teacher, principal, or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical or sexual abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations. The school district has designated Mrs. Donita Joens at 319-642-7714. The alternate investigator is Mrs. Jill Svare and may be reached at 319-642-5422. **QPPS 10.9**

Substance Abuse QPPS 10.6

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

Volunteers QPPS 10.15, 10.17

Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the teacher, the elementary principal, or our office secretary if you would like to be a school volunteer. We have a volunteer job description that defines the role and responsibilities of a volunteer. For safety’s sake, if a volunteer will be working with children, he/she will be expected to execute and submit an affidavit of clearance from any and all crimes against a child or 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. If a volunteer works more than 40 hours per month with children, he/she will also need to provide a current health assessment, not more than one year old.

VIII. Staff QPPS 10.15 - 10.20

General Information

The Iowa Valleys 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. Policies detail job descriptions for each position, including reporting relationships; salary scales with increments based on professional qualification, length of employment, and performance evaluation; benefits; and resignation, termination, and grievance procedures. Personnel policies provide for incentives based on participation in professional development opportunities. The policies are provided to each employee upon hiring.

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

Health Assessment QPPS 10.6

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

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

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 a locked filing cabinet in the Superintendent's office.

Orientation QPPS 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. See Staff Orientation Checklist.

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

Staffing patterns and schedule

The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing for Iowa's Quality Preschool Program Standards of maintaining an adult/child ratio of at least 1:10 at all times. The program administrator will maintain lists of current substitutes for both the preschool teacher and 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. **QPPS 10.4**

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. Upon request, staff will be referred to service that support them in wellness, prevention, and treatment of depression and stress management. **QPPS 10.6, 10.18**

Staff development activities QPPS 6.6, 8.5, 10.15

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

Teaching staff will be informed of professional development activities provided by Child Care Resource and Referral, the local Empowerment areas, and the area education agency. Staff 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

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.

NOTICE TO PARENTS REGARDING STUDENT RECORDS

The Iowa Valley Community School District maintains records on each student in order to facilitate the instruction, guidance and educational progress of the student. The records contain information about the student and his/her education and may include, but are not limited to, the following types of records: identification data, attendance data, record of achievement, family background data, aptitude tests, educational and vocational plans, honors and activities, discipline data, objective counselor or teacher ratings and observations, and external agency reports. The school will publish activity participation, roster information, honor roll and other such material with specific parent/student permission unless you notify us that you do not wish this information to be made public.

The records of each student are generally located in the school which he/she is attending. Any exception will be noted in the student's other records or by the person in charge of record maintenance for each school building. The district policy on student records can be secured on request. The person responsible for maintenance of student records of the Elementary School is Cindy Miller, Elementary Principal. Shawn Kreman, Secondary Principal, is responsible for maintaining student records at the Iowa Valley Jr.-Sr. High School.

The following persons, agencies and organizations may have restricted access to student records without prior written consent of the parent or student over the age of 18 years. Any other access to student records shall be only upon written consent or upon court order or legally issued subpoena.

- A) School officials, teachers and AEA personnel with a legitimate educational interest.
- B) Officials of other schools in which the student proposes to enroll.
- C) Representatives of state and local government when auditing and evaluating Federal education programs.
- D) Officials connected with a student's educational financial aid applications.
- E) Governmental officials to which information is to be reported under state law adopted prior to November 19, 1974.
- F) Organizations which process and evaluate standardized tests.
- G) Accrediting organizations for accrediting purposes.
- H) Parents of dependent children, regardless of child's age.
- I) Appropriate parties in a health or safety emergency.

Student records are reviewed and inappropriate material removed periodically and, at a minimum, whenever a student moves from the elementary to the junior high to senior high level and when a student transfers out of the district. Those records not of permanent importance are destroyed within three years of graduation or discontinued attendance.

Parents of students under 18 and students over age 18 may exercise the opportunity to review educational records of the students, to obtain copies of the records at a reasonable cost, to write a response to material in the record, to challenge the content of the record on grounds of inappropriateness, inaccuracy or an invasion of privacy, and to have the records explained.

The principal person in charge of each attendance center may release the following types of information to the public, where appropriate, keeping in mind the privacy of the student and the student's family and the totality of the surrounding circumstances: name, address, telephone listing, date and place of birth, major field of study, 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 school or institution attended by the student and other similar information. The parent shall be given a reasonable period of time, at least sixteen (16) days, after such notice to inform the district that any or all of the information with regard to his/her child should not be released without his/her prior consent.

Students and parents may file with the Department of Education. Complaints concerning alleged failures of this school to comply with federal legislation dealing with student records. Correspondence should be addressed to: The Family Educational Rights & Privacy Act Office, Dept. of Education, Switzer Building, 330 C. Street S. W., Washington, D. C. 20201

COMMUNICABLE DISEASE CHART

CONCISE DESCRIPTIONS AND RECOMMENDATIONS FOR EXCLUSION OF CASES FROM SCHOOL

DISEASE <i>*Immunization is available</i>	Usual Interval Between Exposure and First Symptoms of Disease	MAIN SYMPTOMS	Minimum Exclusion From School
CHICKENPOX	13 to 17 days	Mild symptoms and fever. Pocks are "blistery." Develop scabs, most on covered parts of body.	7 days from onset of pocks or until pocks become dry
CONJUNCTIVITIS (PINK EYE)	24 to 72 hours	Tearing, redness and puffy lids, eye discharge.	Until treatment begins or physician approves readmission.
ERYTHEMIA INFECTIOSUM (5 TH DISEASE)	4 to 20 days	Usual age 5 to 14 years – unusual in adults. Brief prodrome of low-grade fever followed by Erythemia (slapped cheek) appearance on cheeks, lace-like rash on extremities lasting a few days to 3 weeks. Rash seems to recur.	After diagnosis no exclusion from school.
GERMAN MEASLES* (RUBELLA)	14 to 23 days	Usually mild. Enlarged glands in neck and behind ears. Brief red rash.	7 days from onset of rash. Keep away from pregnant women.
HAEMOPHILUS MENINGITIS	2 to 4 days	Fever, vomiting, lethargy, stiff neck and back.	Until physician permits return.
HEPATITIS A	Variable – 15 to 50 (average 28 to 30 days)	Abdominal pain, nausea, usually fever. Skin and eyes may or may not turn yellow.	14 days from onset of clinical disease and at least 7 days from onset of jaundice.
IMPETIGO	1 to 3 days	Inflamed sores, with puss.	48 hours after antibiotic therapy started or until physician permits return.
MEASLES*	10 days to fever, 14 days to rash	Begins with fever, conjunctivitis, runny nose, cough, then blotchy red rash.	4 days from onset of rash.
MENINGOCOCCAL MENINGITIS	2 to 10 days (commonly 3 to 4 days)	Headache, nausea, stiff neck, fever.	Until physician permits return.
MUMPS*	12 to 25 (commonly 18) days	Fever, swelling and tenderness of glands at angle of jaw.	9 days after onset of swollen glands or until swelling disappears.
PEDICULOSIS (HEAD/BODY LICE)	7 days for eggs to hatch	Lice and nits (eggs) in hair.	24 hours after adequate treatment to kill lice and nits.
RINGWORM OF SCALP	10 to 14 days	Scaly patch, usually ring shaped, on scalp.	No exclusion from school. Exclude from gymnasium, swimming pools, contact sports.
SCABIES	2 to 6 weeks initial exposure; 1 to 4 days reexposure	Tinny burrows in skin caused by mites.	Until 24 hours after treatment.
SCARLET FEVER SCARLATINA STREP THROAT	1 to 3 days	Sudden onset, vomiting, sore throat, fever, later fine rash (not on face). Rash usually with first infection.	24 hours after antibiotics started and no fever.
WHOOPING COUGH* (PERTUSSIS)	7 to 10 days	Head cold, slight fever, cough, characteristic whoop after 2 weeks.	5 days after start of antibiotic treatment.

Readmission to School – It is advisable that school authorities require written permission from the health officer, school physician or attending physician before any pupil is readmitted to class following any disease which requires exclusion, not mere absence, from school.

Model Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

[NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.]

Parent Involvement Policy Iowa Valley School District

At the district level, it is the policy of Iowa Valley Community School that parents of all participating children have the opportunity to be involved in the joint development of the district plan and in the district's review process for the purpose of school improvement. The district provides coordination, technical assistance and other necessary support in the planning and implementation of parent involvement activities. The district encourages parent involvement and supports the partnership between home/school/community by providing understandable information about standards and assessments; providing training and materials for parents to help their children and to involve other parents; educating school personnel about involving parents and the value of parent contributions; and developing meaningful roles for community organizations and businesses to work with parents and schools.

It is the policy of Iowa Valley Community School that:

1. This jointly developed, written policy is distributed to the parents of participating Title I children and all parents in Schoolwide buildings at the annual meeting in the fall and spring.
2. At a minimum, a single annual meeting is held for all parents of participating children, both public and private. Additional parent meetings with flexible meeting times shall be held throughout the year as determined by parent interest and suggestions. Parents will be notified of these meetings by phone and monthly newsletters.
3. Parents are given assistance in understanding the requirements of the Title I law, National Educational Goals, content standards, performance standards and assessments through annual meetings, parent-teacher conferences, and other informational meetings.
4. Parents receive an explanation of the school's performance profile, expected proficiency levels for students, and their student's assessment results at annual meetings, parent-teacher conferences, and mailings if necessary.
5. Parents are informed of the reasons for their children's participation, the curriculum, and the instructional objectives and methods of the program through annual meetings and explanations of eligibility criteria.
6. Parents receive timely responses to all parent recommendations. As much as feasible, sent to parents in the language used at home. Full opportunities are

provided for all parents to participate in Title I activities through verbal and written responses.

7. A jointly developed school/parent compact outlines how parents, the entire school staff, and students share the responsibility for improved student achievement and the means by which the school and parents continue to build and develop partnerships to help children achieve the local high standards. This will be developed at the annual meeting in the fall with the parent advisory committee.
8. The Title I program provides opportunities for parents to become partners with the school in promoting the education of their children at home and at school. Parents are given help monitoring their student's progress. The school provides assistance to parents on how they can participate in decisions related to their student's education. The school provides reasonable support for parental involvement activities as requested by parents. Opportunities will be provided through, materials, phone calls, volunteer opportunities, Parent Involvement conference, and parent training.
9. The school coordinates and integrates parent involvement programs and activities with other programs as appropriate through shared training opportunities and staff and parent awareness activities.
10. An annual evaluation of this parental involvement policy shall be conducted to determine the effectiveness of this policy and the barriers of this policy for increasing parent involvement. Policy evaluation findings shall be used in designing strategies for school improvement and revising parent policies. Students, staff and parents will complete the evaluation at the end of the year using a written survey. The action plans for improvements will be examined and distributed at the proceeding annual meeting in the fall.

IOWA VALLEY COMMUNITY SCHOOL DISTRICT
Marengo, Iowa

School Bus Regulations

In the interest of bus riding safety, we are issuing the rules below to riders, parents, teachers, and drivers. If we all work together along these lines, we feel sure we can enjoy a safe transportation system. We here at the school feel deeply our responsibility for the children and youth riding our buses. We hope you will help us in our efforts to be safe.

1. Drivers have the authority to assign students to certain seats on the regular bus routes; such assignments are to be based on convenience of rider and order on the bus.
2. On all activity trips, a faculty member or approved adult shall accompany the bus to assist the driver as necessary.
3. Riders shall stay back from the edge of the road until bus is completely stopped and door is opened before approaching the bus. There shall be no pushing at boarding time.
4. Upon boarding, riders shall go directly to their assigned seats, and retain that seat until arrival at destination.
5. Riders shall not put their heads, hands or arms out of windows.
6. Riders shall not throw refuse of any kind out of windows or onto the floor of the bus. Eating or drinking on the bus is prohibited on regular and activity routes. There shall be no throwing of paper or other objects on the bus.
7. Aisles shall be kept clear at all times to facilitate getting passengers to and from their seats.
8. There shall be no loud talk, boisterousness or other conduct tending to distract the driver from his/her main responsibility – driving the bus.
9. There shall be no pushing in getting off the bus at destination.
10. Riders are requested to be ready at the time the bus is scheduled to arrive. Drivers are not required to wait. With 30 stops on most routes, a wait of even one minute would make the bus very late.
11. Teachers are requested to dismiss promptly and riders are requested to go directly to the bus after dismissal. Do not make a whole busload wait for you.
12. When leaving the bus at your home, go to the left front of the bus. When driver signals, cross road. Do not cross at front until driver signals. If you live on the same side of road, go directly from the bus into your lane or yard. Do not loiter near the road.
13. The same rules apply on activity trips as on regular routes, except for the assignment of seats.
14. Bus drivers are requested to report violations of these rules as they occur.

Conclusion: Our transportation system is a costly part of the school program. To make it a safe, efficient, and pleasant service, we will need the cooperation of all.

Bus Transportation Passenger Discipline Procedure

To assist in providing an efficient and safe environment the following procedure has been established for drivers and passengers on the Iowa Valley Community School buses, vans, and suburbans. Passengers are expected to follow the bus rider rules as printed in the Parent Newsletter. However, when difficulties arise, they are usually of two types.

1) **Passenger to passenger**—When a passenger(s) is experiencing difficulty with another passenger(s), he/she should first discuss the situation with the bus driver. If a satisfactory solution does not result, the passenger, or parent/guardian should contact the building principal. If the situation continues, the superintendent should be notified.

2) **Passenger and Drivers**

a) **First Offense**—The bus driver and passenger(s) will confer in an attempt to solve the situation.

b) **Second Offense**—The driver will contact the building principal who will then visit with the passenger(s) and the driver in an attempt to solve the problem. The incident will be recorded and a copy sent to the parent/guardian.

c) **Third Offense**—The driver will again contact the building principal in an attempt to solve the situation. Either the driver or the principal will contact the parent/guardian. (If the principal contacts the parent/guardian, the driver should be present to provide necessary information.) After the conference with the passenger(s) and the call to the parent/guardian, a notice of probation will be sent to the parent/guardian. This notice will indicate the problem(s) involved and state that any subsequent problems will cause suspension of the bus riding privileges for the period of time up to two weeks. If the phone contact was attempted but not made, the notice will also indicate that the parent/guardian was not able to

be reached by phone. Communications among parents/guardians, bus drivers, and building principal is an essential part of a good, safe transportation system.

d) **Fourth Offense**—The driver will refer the passenger(s) to the building principal. A conference will be held with the passenger(s) and a notice of suspension of bus riding privileges will be sent to the parents/guardians. This period of suspension could last for four weeks.

e) **Fifth Offense**—The driver will again refer the passenger(s) to the building principal. A conference will be held with the passenger(s) and a notice of suspension of bus riding privileges will again be sent to the parents/guardians. This period of suspension could last for the remainder of the year.

f) In the event of an emergency or extreme situation, suspension of riding privileges may be given without prior warning. This action will be taken at the discretion of the building principal after conferring with the bus driver, conference with the passenger(s) and notice to the parents/guardians.

g) At any step in this procedure the parent/guardian has a right to request an informal meeting or formal hearing with the bus driver and/or building principal. This request should be made to the building principal and will be held prior to any suspension of bus riding privilege.

Communication, cooperation, and respect are the ways to an effective and safe transportation system. The drivers, passengers, and parents/guardians are expected to communicate in an open and respectful manner on a regular basis regarding the transportation program. This is essential as initial problems begin to surface. Normally, these efforts will avert any serious difficulties.

**IOWA VALLEY
COMMUNITY
SCHOOL**
**Supply List for 2017-2018
School Year**

Preschool-3 year old

2 4 pack glue sticks
1 bottle white glue
1 box markers
1 box crayons
2 watercolor paints
2 pocket folders
1 1 inch 3 ring white binder
1 white t-shirt for tie dye in September

Preschool-4 year old

Elmer's glue sticks
markers
watercolor paints
crayons
White glue
2 pocket folders
4 pack of play dough
2 dry erase markers
1 subject spiral notebook
1 white t-shirt for tie dye in September

Kindergarten

Athletic shoes for P.E.
2 vinyl pocket folders
1 plastic Pencil box
1 set child-size headphones (no earbuds)
10 #2 lead pencils (not decorative)
2 big erasers
8 .21 oz. size purple glue sticks
1 Fiskar's scissors (labeled)
2 Composition notebook
1 white t-shirt for tie dye in September

First Grade

Please label all supplies
Athletic shoes for P.E.
20 #2 lead pencils (no decorative pencils)
2 pencil boxes
Headphones (no earbuds)
4 big erasers
Fiskars scissors (labeled)
1 Elmer's glue
8 glue sticks
Ruler (wooden or plastic, not bendy)
2 boxes markers-primary/washable
2 boxes Crayons-16 or more
vinyl pocket folders -3 red, 1 green, and
1 purple
2 highlighters
1 1-1/2 inch White binder

4 pack Expo dry erase markers
Flash drive
Kleenex tissues (optional)
1 wide ruled spiral notebook-80 pages
1 small container or zipper bag with 20 pennies, 20 nickels, 10 dimes and 8 quarters for Math (about yogurt cup sized; can be a small recycled food container)
gym shoes *to keep at school*
1 white t-shirt for tie dye in September

Second Grade

Athletic shoes for P.E.
24 #2 lead pencils
1 yellow highlighter
pencil box
crayons - 2 boxes of 24
3 glue sticks
4 pack Expo dry erase markers
Headphones (no earbuds)
Eraser
1 wide ruled composition notebook
Fiskars scissors
ruler with both inches & centimeters
1 spiral notebook
4 vinyl pocket folders
2 large boxes of Kleenex (optional)
Flash drive (for new students)
1 small plastic drinking cup
1 white t-shirt for tie dye in September
NO TRAPPER KEEPERS

Third Grade

Athletic shoes for P.E.
24 #2 lead pencils
1 ball point pen - red ink
Markers
Headphones (no earbuds)
colored pencils
4 pack Expo dry erase markers
Kleenex (optional)
Flash drive (for new students)
crayons - 2 boxes
Elmer's glue
eraser
pointed scissors
1 package dry erase markers
2 highlighters of different color
ruler with both inches & metric
6 folders with pockets
6 spiral notebooks - wideline
1 package of white ruled paper
gym shoes for P.E. class
1 white t-shirt for tie dye in September
NO TRAPPER KEEPERS

Fourth Grade

Athletic shoes for P.E.
24 #2 lead pencils
ballpoint pens- black, blue, & red inks
(no gel pens)
highlighter
zipper holder or supply box
Elmer's glue
crayons or colored pencils or markers
eraser
protractor
pointed scissors
ruler with both inches & metric
4 folders with pockets
Headphones (no earbuds)
3 spiral notebooks-wide lined
gym shoes for P.E. class
1 white t-shirt for tie dye in September

Fifth Grade

Athletic shoes for P.E.
12 #2 lead pencils **(no mechanical pencils)**
pencil holder
ballpoint pens- black, blue, & red inks
(no gel pens)
Flash drive (for new students)
eraser
crayons and markers
colored pencils
pointed scissors
protractor and compass
glue stick
composition notebook
1 package of 3 x 3 yellow post-it notes
ruler with both inches & metric
3 folders with pockets
6 spiral notebooks
Headphones (no earbuds)
1 plastic accordion file with tabbed sections
gym shoes for P.E. class
1 white t-shirt for tie dye in September
soft backpack to fit in locker **(no wheels or extended handles)**
NO TRAPPER KEEPERS

Sixth Grade

Athletic shoes for P.E.
24 #2 lead pencils (no mechanical pencils)
Headphones or earbuds for I-pads
8 blue ballpoint pens
3 packages of 3 x 3 post-it notes
Erasers
1 package loose leaf paper
Kleenex (optional)
colored pencils
crayons

Sixth Grade continued

markers
2 highlighters
glue or glue stick
pointed scissors
4 spiral notebooks
2 composition notebook
2 folders with brads & pockets
1 plastic accordion file with tabbed sections or binder with at least 6 folders
gym shoes for P.E. class
soft backpack to fit in locker
1 white t-shirt for tie dye in September Flash drive (for new students)

Grades K-6

Athletic shoes for P.E.
Set of inexpensive headphones labeled in a Ziploc bag for classroom use

Elementary Library Class

Folder with pockets 4th and 5th grade
2 #2 pencils 4th, 5th & 6th grade

Seventh Grade

pencils
pens
composition notebook for 7th grade social studies
4-6 Notebooks
6 folders with pockets
No Trapper Keepers

Math 7

mechanical pencil(s) & lead

Math 8

mechanical pencil(s) & lead

All Grades 9-12 Math Classes:

Scientific Calculator

English 10

1 3-ring binder
(recycled-doesn't have to be new)
loose-leaf notebook paper
1 pkg. of 3x5 index cards
assignment notebook

7th & 8th Grade

Earbuds or headphones for I-Pads
Folders/Loose Leaf 3 Ring Binder, Paper
OR
Five Star 5 subject advance notebook
(plastic folders)
7 mm mechanical pencils & 7 mm lead

7th Grade Exploratory Family & Consumer Science

Students will be making elastic waist shorts and will need the following sewing supplies:
all-purpose thread to match short fabric scissors or shears (they must be able to cut thread)
3/4 inch elastic (waist measurement plus 1 inch)
cotton or cotton polyester blend fabric
(no knits, silks, satins, fleece or plaids)
1 and ½ yard of fabric 44 inches wide
Please label all supplies and pre-shrink fabric before bringing to class.

7-12 Grade Band Students

Dinkles uniform shoes

All 7-12 Students: Students will need to supply a padlock for gym locker.

General supplies - pens, pencils, folders, paper, notebooks are needed if not specified in the above list.

Donations of school supplies are always welcome. Such as: Kleenex, Ziploc bags, hand sanitizer, #2 pencils, wide ruled loose leaf notebook paper, blue or black ink ball point pens, etc.

Iowa Valley CSD 2017-2018 School Calendar

Summary of Calendar:

Summary of Calendar
 Days/Hours in classroom:
 First Semester 83/
 Second Semester 97/
TOTAL DAYS/HOURS 180/1080

Calendar Legend:

- Start/End
- No School
- Quarter
- PD Days
- Holidays
- Vacation Days

Holidays:

- Labor Day (9/4)
- Thanksgiving Day (11/23)
- Christmas Day (12/25)
- New Year's Day (1/1)
- Memorial Day (5/28)

Professional Dev. Days

Aug. 18, 21-22
 Oct. 16, Jan. 15, & May 23

1:00 PM dismissal for PD:

Sept. 13, Nov. 15, Dec. 13,
 Feb. 14, March 14, April 11,
 And May 9

Snow Make-Up Days:

May 23
 May 24
 May 25
 May 29, etc. if needed

Note: In-service Days may be classified as Career Development and/or Professional Development depending on the content of the activities being performed.

August					Student Days/Hours	
M	T	W	Th	F		
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25	3	
28	29	30	31		7	
September						
				1	8	
4	5	6	7	8	12	
11	12	13	14	15	17	
18	19	20	21	22	22	
25	26	27	28	29	27	
October						
2	3	4	5	6	32	
9	10	11	12	13	37	
16	17	18	19	20	41	
23	24	25	26	27	46	
30	31				48	
November						
		1	2	3	51	
6	7	8	9	10	56	
13	14	15	16	17	61	
20	21	22	23	24	63	
27	28	29	30		67	
December						
				1	68	
4	5	6	7	8	73	
11	12	13	14	15	78	
18	19	20	21	22	83	
25	26	27	28	29		
January						
1	2	3	4	5	86	
8	9	10	11	12	91	
15	16	17	18	19	95	
22	23	24	25	26	100	
29	30	31			103	
February						
			1	2	105	
5	6	7	8	9	110	
12	13	14	15	16	115	
19	20	21	22	23	120	
26	27	28			123	
March						
			1	2	125	
5	6	7	8	9	130	
12	13	14	15	16	135	
19	20	21	22	23	140	
26	27	28	29	30	144	
April						
2	3	4	5	6	148	
9	10	11	12	13	153	
16	17	18	19	20	158	
23	24	25	26	27	163	
30					164	
May						
	1	2	3	4	168	
7	8	9	10	11	173	
14	15	16	17	18	178	
21	22	23	24	25	180	
28	29	30	31			
June						
				1		
4	5	6	7	8		
11	12	13	14	15		

180 Day/1080 hours Calendar

Date	Events
Aug. 9	Registration 9:00 AM-7:00 PM
Aug. 17	New teacher orientation
Aug. 18-22	PD days
Aug. 21	Elem. Meet & Greet 5:00-6:30 PM
Aug. 21	7 th Gr. Orientation 6:30-7:30 PM
Aug. 23	Begin 1 st semester
Sept 4	Labor Day- No School
Sept. 12	School board election
Sept. 13	1:00 PM dismissal for PD
Sept. 27	Sec. P/T. Conf. 4:00-8:00 PM
Oct. 16	PD Day- No school
Oct. 20	End 1 st Qt. (41 days/hours)
Nov. 1	Elem. P/T. Conf. 4:00-8:00 PM
Nov. 2	Elem. P/T. Conf. 4:00-8:00 PM
Nov. 3	Comp. day- No school
Nov. 15	1:00 PM dismissal for PD
Nov. 22-24	Thanksgiving Holiday- No school
Nov. 29	Sec. P/T. Conf. 4:00-8:00 PM
Dec. 13	1:00 PM dismissal for PD
Dec. 22	1:00 PM early dismissal
Dec. 22	End 2 nd Qt. (42 days/hours)
Dec. 22	End 1 st Sem. (83 days/hours)
Dec. 25-Jan. 2	Winter break- No school
Jan. 3	School resumes
Jan. 3	Begin 3 rd Qt. and 2 nd Semester
Jan 15	PD Day- No school
Jan. 31	Sec. P/T Conf. 4:00-8:00 PM
Feb. 14	1:00 PM dismissal for PD
March 9	End 3 rd Qt. (47 days/hrs)
March 14	1:00 PM dismissal for PD
March 16	End 3 rd Qt. (days/hours)
March 27	Elem. P/T Conf. 4:00-8:00 PM
March 28	Elem. P/T Conf. 4:00-8:00 PM
March 29	Comp. day- No school
March 30-April 2	No school
April 11	1:00 PM dismissal for PD
April 18	Sec. P/T. Conf. 4:00-8:00 PM
May 9	1:00 PM dismissal for PD
May 15	Senior's last day
May 20	Commencement
May 22	End 4 th Qt. (50 days/hours)
May 22	End 2 nd Sem. (97 days/hours)
May 22	1:00 PM early dismissal
May 23	PD Day
May 28	Memorial Day- No School

PARENTAL AUTHORIZATION AND RELEASE FORM FOR THE ADMINISTRATION OF PRESCRIPTION MEDICATION TO STUDENTS

Student's Name (Last), (First) (Middle) Birthday School Date

School medications and health services are administered following these guidelines:

- Parent has provided a signed, dated authorization to administer medication and/or provide the health service.
The medication is in the original, labeled container as dispensed or the manufacturer's labeled container.
The medication label contains the student's name, name of the medication, directions for use, and date.
Authorization is renewed annually and immediately when the parent notifies the school that changes are necessary.

Medication/Health Care Dosage Route Time at School

Administration Instructions:

Special Directives; Signs to Observe; and Side Effects:

Discontinue/Re-Evaluate/Follow-up Date

Prescriber's Signature

Date

Prescriber's Address

Emergency Phone

I request the above named student carry medication at school and school activities, according to the prescription, instructions, and a written record kept. Special considerations are noted above. The information is confidential except as provided to the Family Education Rights and Privacy Act (FERPA). I agree to coordinate and work with school personnel and prescriber when questions arise. I agree to provide safe delivery of medication and equipment to and from school and to pick up remaining medication and equipment.

**PARENTAL AUTHORIZATION AND RELEASE FORM FOR THE
ADMINISTRATION OF PRESCRIPTION MEDICATION TO STUDENTS**

Parent's Signature

_____/_____/_____
Date

Parent's Address – Street, P. O. Box

Home Phone

Parent's Address – City, Zip Code

Business Phone

Additional Information:

Authorization Form