

**The Learning Center (TLC)
Of the
New Hampton
Community School District**

Preschool Program Policies and Procedures



New Hampton Elementary School

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New Hampton, Iowa 50659
(641) 394-5858
or 394-2517

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The Learning Center (TLC) Preschool Program Policies and Procedures

I. WELCOME TO THE LEARNING CENTER PRESCHOOL (QPPS 10.1)

The program's goal is to provide a high quality preschool program meeting each child's needs, including children with disabilities and those from a diverse background. The preschool provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new 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 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. JURISDICTIONAL STATEMENT

This handbook and school district policies, rules and regulations are in effect while students are on school grounds, school district property or on property within the jurisdiction of the school district; while on school owned and/or school operated buses; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district or involves students or staff.

III. MISSION, BELIEF STATEMENTS, AND GOALS (QPPS 10.1)

Mission Statement of the New Hampton Community School District: The mission of the New Hampton Community School District is to empower all students to succeed in a changing world.

Mission Statement of New Hampton Elementary: The mission of the New Hampton Elementary School is to empower all students to succeed socially, emotionally, intellectually, and behaviorally in a changing world.

Mission Statement of The Learning Center: The mission of The Learning Center is to empower all young children to be ready to learn.

Belief Statement of The Learning Center:

We believe that all young children can learn when.

- ▶ The environment is safe, supportive and nurturing.
- ▶ There is mutual respect.
- ▶ The individual social, emotional, physical, intellectual, and behavioral needs are met.
- ▶ Expectations are clearly defined and shared.
- ▶ Curriculum and instruction are engaging, relevant, and active.
- ▶ The assessments are varied and ongoing.
- ▶ Students are challenged with developmentally-appropriate learning activities that meet each individual's needs.
- ▶ Feedback is positive, consistent, and fosters further learning.

Goals of The Learning Center

Program Goals:

The Learning Center complies with the Iowa Early Learning Standards calling for a developmentally appropriate curriculum. Its goals are:

- ▶ .To provide a comfortable, safe, and stable environment.
- ▶ To enrich and challenge children’s thinking through an environment equipped with quality learning materials and activities.
- ▶ To develop self-discipline and self-direction toward purposeful activities..
- ▶ To develop social and emotional competence through the Positive Behavioral Instructional Strategies.
- ▶ To enhance children’s language development, creative expression, and linguistic responsiveness through literature, literacy activities, and daily routines and communications.
- ▶ To develop math readiness concepts through varied instructional approaches.
- ▶ To provide opportunities for students to explore, experiment, and ask and answer questions in order to develop scientific thinking.
- ▶ To empower parents by involving them as partners with teachers in supporting the children’s development.
- ▶ To meet the nutritional and health needs of the children through nutritional snacks and physical play.
- ▶ To increase motivation and openness to new experiences and future transitions

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.
- ▶ Children will develop problem-solving and conflict resolution skills.
- ▶ Children will learn to be a productive member of a preschool community.

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.

IV. ENROLLMENT

Equal Educational Opportunity

It is the policy of the New Hampton School not to discriminate in its education programs or educational activities on the basis of sexual orientation, race, religion, color, national origin, marital status or disability. Students are educated in programs, which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Students who feel they have been discriminated against are encouraged to report it to the school district Equity Coordinator, Kelly O’Donnell. He can be reached at 641-394-2134. 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.

Eligibility

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

Registration will begin in the spring of the year. Registration materials are available from the elementary secretary or call the TLC.

Fees

Tuition fees are payable by the first of each month. An envelope will be provided each month for payment. If scholarships are available, information will be given out at the fall open house.

Arrival/Pickup:

Children must be brought into the classroom by an adult or older sibling each day and picked up at the door by an adult or older sibling following each session. An older sibling may only drop off or pick up a preschooler with consent from both teacher and parent. This seems to be the best way to ensure your child's safety.

Hours:

MWF: Sessions begin at 8:20 a.m. Students should arrive between 8:05 a.m. and 8:20 a.m. (no earlier than 8:05). Students should be picked up at 11:25 a.m. for morning only sessions and 3:15 p.m. for all day sessions. Please be prompt when delivering and picking up your child.

T/TH: Morning sessions begin at 8:20 a.m. Students should arrive between 8:05 a.m. and 8:20 a.m. (no earlier than 8:05) and picked up at 11:00 a.m. for morning sessions. Afternoon sessions begin at 12:20 p.m. Students should arrive between 12:05 p.m. and 12:20 p. m. (no earlier than 12:05). and picked up at 3:15 p.m. for afternoon sessions. Please be prompt when delivering and picking up your child.

MWF AM session: 8:05 - 11:25

MWF all day session: 8:05- 3:15

T/TH AM session: 8:05 - 11:00

T/TH PM session: 12:05 - 3:15

General Information (QPPS 5.1 10.4)

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.

Each preschool classroom has 1 teacher and 2 para educators. Class sizes vary depending on enrollment. A teaching staff-child ratio of at least 1:10 will be maintained to encourage adult-child interactions and promote activity among children. (QPPS 10.4)

Inclusion

The preschool program provides all children, including those with disabilities and unique learning needs. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff is aware of the identified needs of individual children and is trained to follow through on 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)

V. A CHILD'S DAY

Who Works In the Preschool (QPPS 10.2)

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

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

Para Educator: A full time certified level two para educator in the classroom carries out activities under the supervision of the teacher. The para educator will have specialized training in early childhood education. (QPPS 6.4)

School Nurse: The preschool will have the assistance of the school nurse. The current nurse is employed full time, works in the elementary in the morning and high school in the afternoon, 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: Keystone AEA 1 support staff provide resources and assistance to the teacher and classroom upon request to help all children be successful in the preschool setting. Such staff may include: early childhood consultant, speech and language pathologist, social worker, occupational therapist, physical therapist or others.

Daily Activities

A consistent daily schedule is planned to offer a balance of learning activities. Learning is both formal and informal. Play is planned for every day. Listening is balanced with talking, group activities with solitary time, indoors with outdoors, quiet play with noisy play. Newsletters and notes will be sent home to families in children's folders in backpacks.

Curriculum (QPPS 2.1 - 2.3)

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

It is the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and 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 program uses the Houghton Mifflin Literacy Curriculum, Every Day Math Curriculum, and Macmillan and McGraw-Hill Science Curriculum for the four-year-olds. Three year olds use thematic units for their program. The program will begin using the Creative Curriculum, a research and evidence based comprehensive curriculum. It addresses all areas of early learning: language and literacy, math, science, physical skills, and social skills. It provides children an opportunity to learn in a variety of ways - through play, problem solving, movement, art, music, drawing and writing, listening, and storytelling.

Suggestions for modifications and adaptations are an integral part of the curriculum. (See appendix for Year at a Glance) (QPPS 2.1, 2.2)

Child Assessment (QPPS 4.1, 4.2)

Guiding principles:

It is the school district's belief that assessment of young children should be purposeful, developmentally appropriate, and take place in the natural setting by familiar adults. The results will be used for planning experiences for the children and to guide instruction. A family's culture and a child's experiences outside the school setting are recognized as being an important piece of the child's growth and development. All results will be kept confidential, placed in each child's file, and stored in a secure filing cabinet.

Children are assessed in the following ways:

- The Brigance Preschool Screen II is used for students new to the program to assess basic skills of development.
- The Learning Center Checklist is completed twice a year and is shared with parents at conferences.
- The staff will be trained on how to use the Creative Curriculum Developmental Continuum.
- Families are asked to contribute information about their child's progress. Young children often show different skills in different settings. Working together, the teaching staff and families can gather a complete picture of a child's growth and development.

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

- To provide information about children's needs, interests, and abilities in order to plan developmentally appropriate experiences for them;
- To provide information to parents about their children's developmental milestones;
- To indicate possible areas that requires additional assessment. (QPPS 7.3, 7.5)

Assessment information will be shared formally with families during Parent Teacher Conferences in the fall and spring. The Learning Center Checklist will be the primary assessment tool shared with parents. Informal conferences are always welcome and can be requested at any time.

If, through observation or information on the Brigance Screen or the TLC Checklist, the teacher feels that there is a possible issue related to a developmental delay or other special need, she/he will communicate this to the family. Suggestions for next steps may include the following, with the knowledge and consent of the parents:

- A request made to Keystone Area 1 Agency for support and additional ideas or more formalized testing.

The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated. (QPPS 7.4)

If a child is determined to need special accommodations, those accommodations are included in the materials, environment, and the individual education plan 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

At this time The Learning Center Preschool sends out parent questionnaires and surveys to gather information about what is going well and what could be improved on in the program. The Learning Center will be working on and implementing the Iowa Quality Preschool Program Standards in the future. We will then receive a verification visit to confirm we are meeting these standards.

Supervision Policy (QPPS 9.2)

Before children arrive at school, the preschool teacher, para educators, or school staff will check the following:

- 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 including the 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 staff 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.)

Child Guidance and Discipline (QPPS 1.11)

Teaching staff will equitably use positive guidance, redirection, planning ahead to prevent problems. They will encourage appropriate behavior through the use of consistent clear rules, and involving children in problem solving to foster the child's own ability to become self disciplined. Where the child understands words, discipline will be explained to the child before and at the time of any disciplinary action. Teaching staff will encourage children to respect other people, to be fair, respect, property and learn to be responsible for their actions. Teaching staff will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn taking. Teaching staff will use discipline that is consistent, clear, and understandable to the child. Positive reinforcement, natural consequences, and positive redirection are used to shape appropriate behaviors in the children. It is important to treat each child as an individual in a manner which is appropriate to the child's development, activity, and general well being. When necessary, "Time Out" or a brief isolation from the group is used. If your child is exhibiting a behavior problem, we will call you to discuss the situation. Please discuss with the staff any changes, observations, questions, or suggestions you might have in dealing with your child. If your child experiences some difficulty, a conference will be scheduled for you with the teacher. We will work closely with you to resolve the problem. The elementary principal may be involved with discipline issues when staff feels it is necessary. If necessary, we will consult with AEA staff for their expertise in the areas of social, emotional, and academic problems.

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 and possibly give a timeout if needed; (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.

Water Activities (QPPS 5.9, 9.15)

We have a sensory table that may have water in it, where the 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 supervise all children by sight and sound in all areas with access to water in tubs, buckets, and water tables.

Snacks/Foods and Nutrition (QPPS 5.12- 5.21)

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

The preschool encourages a wide variety of nutritional snacks. Children attending the AM session have snack approximately two hours before lunch. Children attending the PM session are served a snack approximately two hours after lunch. Milk will be provided for snack once a day. All day children receive both an AM and PM snack. The PM snack will consist of crackers and water. Snacks will be provided by parents. They will receive a monthly snack schedule. A list of healthy snacks will be sent home to parents in the fall.

Lunch is served in the cafeteria for children attending all day. A lunch menu is sent home to parents in the Chickasaw Chat, is posted in the classroom, and is available to families. All food is prepared, served, and

stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines. The school encourages children to expand their tastes by at least trying a portion of the food offered.

Money for meals should be sent in your child's folder and will be taken to the office to be deposited in your child's lunch account. When the student's account is below \$5, a notice will be sent home.

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 the specialist involved in the child's care. Children with food allergies shall be protected from contact with the problem food. With family consent, the program posts information about the child's allergies in the food preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day. Program staff will keep a daily record documenting the type and quantity of food a child consumes when any child with a disability, in accordance with an Individualized Education Plan, 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.

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

Outside Play and Learning (QPPS 5.5, 5.6 9.5-9.7)

We have daily opportunities for outdoor play as the weather permits and provided the weather air quality and environmental safety conditions do not pose a threat. This allows children the opportunity to develop their large muscle skills, get exercise, and be active. Sometimes we spend longer getting bundled up than we spend outside. We use the New Hampton School District's Weather Net along and the Child Care Weather Watch guidelines produced by Healthy Child Care Iowa to determine 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 play inside and when possible go to the gym for similar activities and are supervised at the same level as outdoor equipment.

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, boots, snow pants, mittens or gloves and a hat (all 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.

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.

Toilet Learning (QPPS 5.7)

Toilet learning is an important time in a child's development. Although most children will be using the toilet independently, 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. 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:
 - Clothing that is soiled by urine or feces are immediately placed in a plastic bag (without rinsing to avoid handling) and sent home that day for laundering.
 - Staff check children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours. Diapers are changed when wet or soiled.
 - Staff change 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. If your child is not potty trained, families are asked to provide an extra set of clothing to keep in backpacks, for their child in case of an "accident". Please clearly label the clothing with your child's name.

Objects From Home

Because the preschool program provides ample toys and learning materials for your child, we ask that you do not bring toys from home. If your child brings something from home for show & tell, please have your child keep it in their backpack until the teacher asks for it at the appropriate time. Please do not allow children to bring gum, candy, money, or toy guns to school. The program cannot be responsible for lost or broken toys brought from home.

Weapon Policy

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

Classroom Animals and Pets (QPPS 5.26)

No live animals are to be inside the Learning Center 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 with prior approval from the teacher, you are welcome. However, all animals must remain outside, if possible, 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.

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 to celebrate their birthday may do so. (See **Snack Policy at the end of this document.**) Teachers will develop a snack calendar and a "Star of The Show" schedule to inform parents when they will be celebrating their child's birthday and be "Star of the Show". Teachers try to schedule the Star of The Show around their birthdays when possible. When several students share the same week teachers will try to schedule as near their birthday as possible. Invitations to parties outside of school will not be distributed at school.

VI. COMMUNICATION WITH FAMILIES (QPPS 1.1, 7.5)

The program will promote communication between families and staff by using newsletters and 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 parents' communication. 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. They will receive a visitor pass to be worn in the building. 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 may be required for any unknown visitor to school.

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.

Parents or legal guardians must accompany children to the classroom at the beginning of the day. No child will be permitted to leave the building without an adult or an older sibling with written permission. When arriving, play ground doors will open at 8:05. Please do not enter the building before this time. When picking up students at the end of the day, doors will open at 3:15. If we are on the playground, please check in with the teacher before you leave with your child. Doors are locked during the day and

parents will need to come in through the office if late arriving or to pick up your child. Parents must sign in and sign out students in the office, if arriving late or if leaving early.

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

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

When all children have arrived, the 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

The New Hampton Community School will provide school bus transportation for preschoolers to and from school for MWF all day class if needed. Transportation will be provided one way for students enrolled in the T/TH classes. Morning students may ride the bus to school and afternoon students may ride the bus home. Parents or legal guardians may sign up for transportation at enrollment or contact the transportation director, Kelly O'Donnell, at 394-5065, 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.**

The New Hampton School District expects student behavior on the bus to be orderly and follow the school district procedure for riding the bus. There are four basic expectations for riding the bus:

1. Sit down and remain seated.
2. Keep your hands and feet to yourself.
3. Use a quiet voice.
4. No throwing anything.

Video cameras are used on the bus to monitor and maintain a safe environment for students and employees.

Transportation will be addressed during the Individualized Educational Program meeting, for children who have special needs for transportation. Any accommodations indicated in the child's Individualized Educational Program will be implemented as described. This plan will address special equipment, staffing and care in the vehicle during transport if needed.

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 New Hampton school buses are used for field trips when needed. Parents will be informed of field trips through a newsletter and notes sent home. A parent or legal guardian must sign an informed consent form for trips out of town for each child before each trip. One form for all in town field trips will be sent home in the fall packet to be signed and turned in. Adult family members are asked to volunteer to go on these trips to provide increased supervision and adult/child ratios. A note stating the date, time of departure, time of return, and the destination location will be sent home at least 48 hours before the field trip. Each child will be assigned to an adult for every part of the trip.

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 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 Learning Center 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 8:30 A.M. for your child in the morning and all day sessions and by 12:30 for the afternoon session. The office will notify the teacher. If you wish to talk to the teacher after notifying the office, call Mrs. Denner at 394-2517, Mrs. Havlik at 394-5858 ext. 1017, and Ms. Barbknecht at 394-5858 ext. 1015. For safety's sake, if a student is absent without notification, the school secretary/teaching staff will attempt to contact the family to verify the child's absence from school.

If you know your child will not be attending class for any reason, we ask you inform us as much in advance as possible. No refunds or credits will be given for absences.

Ethics and Confidentiality

Staff follow 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.

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.

Early Childhood Cadre (QPPS 7.2)

The TLC Preschool has a preschool advisory committee, the Early Childhood Cadre, composed of parents, school staff, and other community members interested in the preschool program. This group meets 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 Early Childhood Cadre.

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. 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 the New Hampton Community School District.

VII. FAMILY INVOLVEMENT (QPPS 7.1, 7.2)

The TLC 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. However, we do feel that it is important that children be given a chance to adjust to their preschool setting before parents visit. Please phone The Learning Center before you visit so that we can make you aware of the schedule. When you visit, you will probably be asked to read a story, build with blocks, or get involved in some way either by the teacher or a student. Parents are an important part of our program, and we will offer you many different ways in which to participate in your child's experience. These may include sharing special talents, helping with projects or parties, or making things for later use.

Teachers and administrators use a variety of formal and informal ways to become acquainted with and learn from families about their family structure and information about their socioeconomic, linguistic, racial, religious, and cultural backgrounds as they wish to share. Families are surveyed in enrollment paperwork regarding their family, beliefs, and preferences. If you have religious or cultural beliefs that may affect your child's participation in activities, please inform your child's teacher.

Program staff communicate with families on a regular basis regarding children's activities and other information that affects the well-being of their children in a newsletter, on a monthly calendar, and other notes. Please check your child's backpack and folder every day for communication from the preschool. Family teacher conferences are held in both the fall and spring semesters, as well as when either party requests to go over developmental milestones.

The program 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 rely on notes home, emails, phone calls, and newsletters, as alternatives means to establish and maintain open, two-way communication.

TLC Preschool invites you to become involved in as many of the following ways you can, and welcomes other ideas.

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. Return all forms, questionnaires and permission slips promptly.
3. Attend Family/Teacher conferences in the Fall and Spring semesters.
4. Check your child's backpack each day and take time to read information sent home.
5. Participate in field trip activities as your schedule allows.
6. 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.
7. Share any of your families' cultural traditions, celebrations, or customs.
8. Help prepare snack and enjoy it with your child.
9. Come to play.
10. Help with special events such as classroom celebrations, the food tasting party, the school carnival, and the Early Childhood Fair.
11. Serve on the Early Childhood Cadre.

It is the policy of the New Hampton 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: (QPPS 7.1, 7.3)

Home visits are made prior to the start of the school year. This is an opportunity for the preschool teacher to get to know parents, the preschool child, and the family. It is a time to begin to create a partnership between home and school in order to best meet a child's needs. This is a great time for parents to share what makes their family unique and how they prefer to communicate with the teacher. At a home visit, the preschool teacher hopes to learn about a child's interests, strengths, and developmental needs. Parents can help the teacher understand what their goals are for their child and whether there are concerns that should be addressed. Of course, parents are encouraged to share these preferences, concerns, and questions at any time with either the classroom teacher or administrator.

Family Teacher Conferences

The preschool program will have formal family teacher conferences at the same time as the elementary school - fall and spring. During the conference the teacher will share results of classroom assessments and samples of your child's work. Together you can make a plan to continue to encourage your child's growth and development.

Transitions (QPPS 7.9, 7.10)

Home-school connections are crucial to the transition to kindergarten. 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. Preschool staff will provide information about enrollment policies and procedures, program options, and arrange for a classroom visit.

VIII. HEALTH AND SAFETY

TLC 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)

We ask that you return your child's physical and immunization card at the open house in the fall. Within six weeks after a child begins the program, health records that document the dates of service shall be reviewed to make sure each 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. 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. **(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 implement 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: **(QPPS 5.4)**

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

Illness Policy and Exclusion of Sick Children **(QPPS 5.3)**

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

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

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

- Fever free for 24 hours
- 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, the child will be taken to the nurse's office. Parents, legal guardians, or other person authorized by the parent will be notified immediately to pick up the child. The parent will be expected to pick up the child in the nurse's office within one hour. 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. Please keep the staff informed of any changes in your child's health status and/or eating habits.

Reporting Communicable Diseases (QPPS 5.4)

The school nurse, 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 School Nurse 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)

The preschool teacher will not be permitted to administer any medicines, drugs, or other prescriptions to children in school. If a child's health is such that he or she is unable to participate in the normal school program and is under medical prescriptions or other like need, that child should remain at home. If medication is necessary, but the child is to participate in the regular school program, the school policy concerning medication at school as stated below must be followed.

Policy: Absolutely no medication will be dispensed without parental consent. The school nurse 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. The school nurse will be responsible for dispensing the medication to the student. Any other person who would administer medication has specific training, 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. Please ask the pharmacist to divide the prescription into two bottles, one for home and one for school. The pharmacies are very willing to do this, and it saves your child from having to transport the medicine each day.

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 nurse in writing (by a signed note or a prescription label) 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 stored in the nurse's office and 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 nurse/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)

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. Routine cleaning will be supervised by the preschool teacher. A checklist will be completed.

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)

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 assist children with hand washing as needed to successfully complete the task.

Children and adults wash their hands:

- upon arrival for the day;
- after diapering or using the toilet (use of wet wipes is acceptable for infants);
- after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit);
- before 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;
- 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.

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

First Aid Kit (QPPS 9.13)

A first aid kit is located in the preschool classroom and 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 is taken to the outdoor play areas as well as on field trips and outings away from the site.

Fire Safety (QPPS 9.14)

Fire extinguishers are tagged indicating 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 and logged in the office.

Medical Emergencies and Notification of Accidents or Incidents (QPPS 10.13)

The New Hampton Community School District has in place a “Crisis Plan” manual that describes the following situations and procedures to follow:

- Emergency phone numbers
- Fire procedures
- 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

The manual 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. An incident or injury, that requires the nurse’s attention, will be documented on an “Injury and Illness” form and a copy will be given to the parent within 24 hours of the incident.

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. **Please contact us if your emergency phone numbers change.**

Inclement Weather

In the event that the New Hampton Schools must be closed due to inclement weather, we will notify school patrons by radio as we have in the past. Please listen to KCZE (The Bull) or KOEL radio stations or the KIMT or KWWL television channels for announcements. If we are dismissed early please pick up your child at the announced dismissal time. KCZE (95.1), the New Hampton radio station, is the best source of information regarding weather related closings.

Weather Related Closings:

Morning Sessions:

MWF all day: If a two hour late start is announced due to inclement weather, The Learning Center will hold morning classes two hours late at 10:20 am. If a one hour late start is announced due to inclement weather, classes will begin one hour late at 9:20 a.m. If classes are dismissed early due to weather related conditions, The Learning Center will dismiss at the announced dismissal time.

T/TH: If a two hour late start is announced due to inclement weather, The Learning Center **will not hold morning classes**. If a one hour late start is announced due to inclement weather, classes will begin one hour late at 9:20 a.m.

Afternoon Sessions:

T/TH Afternoon Sessions:

In the event of a one or two hour weather related early dismissal, the administration will make every effort to try and make this decision by 11:00 a.m. on those days. **If the District is**

dismissing school two hours early (approximately 1:20 p.m.) due to weather related conditions, The Learning Center will not hold T/TH afternoon classes. If the District is dismissing school one hour early (approximately 2:20 p.m.) due to weather related conditions, The Learning Center will hold afternoon classes until 2:20 p.m.

Protection From Hazards and Environmental Health (QPPS 9.16, 9.17)

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

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

The program maintains facilities so they are free from harmful animals, insect pests, and poisonous plants. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility and in a manner that prevents skin contact, inhalation, and other exposure to children.

Smoke Free Facility (QPPS 9.19)

In compliance with the Iowa Smoke free Air Act of 2008, New Hampton Community School buildings and grounds are smoke free. A "No Smoking" sign meeting the law's requirements is posted at the entrance to the 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 for 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 policies 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 the school nurse at 641-394-5858. The alternate investigator is the Superintendent and may be reached at 641-394-2134.

Substance Abuse

Persons under the influence of drugs or alcohol will not be permitted on the premises of the New Hampton 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. For safety's sake, if a volunteer will be working with children, he/she will be expected to be clear 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.

IX. STAFF (QPPS 10.15 - 10.20)

General Information

The New Hampton Community School district has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. The policies outline nondiscriminatory hiring procedures and policies for staff evaluation. Policies detail job descriptions for each position, including reporting relationships; salary scales with increments based on professional qualification, length of employment, and performance evaluation; benefits; and resignation, termination, and grievance procedures. The policies are provided to each employee upon hiring.

Hiring procedures include completion of the following checks: criminal-record check, free from history 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.

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 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.

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.

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. The program administrator will maintain lists of current substitutes for both the preschool teacher and the para educators in case of absence.

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

Staff Development Activities (QPPS 6.6, 10.15)

Teachers continuously strengthen their leadership skills and relationships with others and work to improve the conditions of children and families within their programs, the local community, and beyond. Teachers 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, such as NAEYC, attend meetings, or share information with others both at and outside the program.

Teachers will be informed of professional development activities provided by Child Care Resource and Referral, the local Empowerment areas, and the area education agency. Teachers are expected to attend 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)

Teachers are evaluated formally every three years by an appropriate supervisor. Teachers 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.

The Year in a Glance

3/4 yr. Old TLC Class

We hope this page of information will give you an overview of your child's year as a Preschooler at New Hampton Elementary School.

Our Units:

These are some of the units we will cover during the year.

Our units usually last 1-2 weeks.

School/School Friends

"Me" and Family

Fall and Halloween

Colors/Shapes

Alphabet/Names

Valentines and Friends

Groundhog's Day

Dental Health

Community Helpers/Jobs

St. Patrick's Day

Numbers/Counting
Feelings/Senses
Food & Nutrition
Thanksgiving
Christmas
Winter/Snow
Transportation

Animals and Pets
Farm
Seeds and Plants
Easter and Spring
Fairy Tales/ Nursery Rhymes
Authors (ex. Eric Carle)
Circus and Zoo

Centers:

Centers are developed around units.

Computer, Cooking
Blocks and Wood working
Trucks and Cars
Board games, File folders, Math activities
Play Animals, Barns/ Houses
Books, Listening center, Literacy activities
Large motor & Movement (games, balls....)
Fine Motor/Manipulatives
Art work (painting, gluing...)
Writing/Drawing/Cutting Activities
Exploration/Sensory
(water, sand, & activity table, play dough..)
Dress up/Dramatic Play (dolls, kitchen, puppets..)

School Day:

A typical school day includes:

Calendar/Opening
Snack/Book Time
Literacy/Story
Learning Centers
Music & Movement
Show & Tell
Recess
(Other activities: Library,
Field trips, Speakers,
Assemblies..)

**The Year in a Glance
4/5 yr. Old Class TLC**

We hope this page of information will give you an overview of your child's year as a Preschooler at New Hampton Elementary School

Our Literacy Units:

These are the units we will cover during the year.

Welcome To Preschool
My Family, My Community
My Five Senses
Seasons All Around
Animals Everywhere

In The City, In The Country
Construction Zone
Let's Move
Growing and Changing
Ready For Kindergarten

Centers:

Centers are developed around units.

Computer, Cooking

Blocks and Wood working

Trucks and Cars

Board games, File folders, Math activities

Play Animals, Barns/ Houses

Books, Listening center, Literacy activities

Large motor & Movement (games, balls....)

Fine Motor/Manipulatives

Art work (painting, gluing...)

Writing/Drawing/Cutting Activities

Exploration/Sensory

(water, sand, & activity table, play dough..)

Dress up/Dramatic play

(dolls, kitchen, puppets..)

School Day:

A typical school day includes:

Calendar/Opening

Snack/Book Time

Literacy/Story

Learning Centers

Music & Movement

Show & Tell

Recess

Math time (Every Day Math)

Lunch

Small Group/Individual Work

Rest time

Snack/Book Time

Literacy/Story

Recess

(Other activities Library,

Field trips, etc.



Assemblies

**The Learning Center's Bucket Filling Program
promotes positive interactions.**

SNACK POLICY OF NEW HAMPTON ELEMENTARY

The New Hampton Elementary policy for bringing treats for birthdays or scheduled parties has changed beginning in August of the 2011-12 school year. We are asking that all treats be pre-packaged so that we may see the ingredients listed. This is to ensure that if we have a student with food allergies we are being diligent about their nutritional needs. The policy in the student handbook is as follows: If students wish to bring treats for birthdays or scheduled parties, you are asked to choose healthy snacks in order to promote student wellness. All treats must be pre-packaged with the ingredient list on it so that staff may review it due to allergy concerns.

Here are some suggested snacks that you could purchase pre-packaged that would have the ingredients listed:

Raw vegetables with low-fat dressing or yogurt dip

Fresh fruit

100% fruit juices

Tray of cheese

Dried fruit, such as raisins, banana chips, etc.

Trail mix

Granola bars

Jello cups or squares

Low-fat pudding cups

Yogurt cups and Yoplait Go-Gurt

Air-popped popcorn

Low-fat muffins, mini muffins

Angel food cake

Low-fat crackers, such as animal crackers, graham crackers, goldfish, Cheezits, etc.
Baked chips
Low-fat string cheese
Pretzels
Beef jerky
Fruit Roll-ups and fruit snacks
Pepperidge Farms 100% whole wheat mini bagels
100 calorie packs
Nutrigrain bars
Flavored applesauce cups
Fruit cups
Rice cakes
Beef sticks
Mini muffins
Chex mix
Dry cereal
Graham cracker sticks to dip in yogurt cups
Cubed cheese in individual packs

Snacks can be individually packaged from the store or they can send an unopened box or bag of crackers, cereal, etc and it can be divided out at school into individual servings.

Other treats and prizes that could be brought instead of food:

Pencils
Erasers
Stickers
Bookmarks

Snacks at School

Snacks served during the school day will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and healthy beverages conforming to this policy. The staff of New Hampton Elementary will assess if and when to offer snacks based on timing of meals, children's nutritional needs, children's ages and other considerations.