

Treynor Community Schools Preschool

2024-2025
Program Policies and Procedures



Treynor Community School District
Treynor Elementary
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**Preschool Policies and Procedures
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Treynor Community School District Preschool Policies and Procedures

WELCOME TO TREYNOR COMMUNITY SCHOOLS PRESCHOOL (IQPPS 10.1)

Treynor Community School District Preschool was awarded the Statewide Voluntary Preschool Program Grant in 2023 as a result of the Administration's dedicated work. The program's goal is to provide a high quality preschool program meeting each child's needs, including children with disabilities and those from a diverse background. The preschool provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new skill development. It is a setting where children feel safe, respected, and cared for. This is an opportunity for all four-year-old children to take part in planned, active learning experiences to build their readiness skills. This program also serves 3 year old children on individualized education plans (IEP) that are transitioning from Early Access Services into the public school system. 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.

MISSION, PHILOSOPHY, AND GOALS (IQPPS 2.1, 7.2, 10.1)

Mission

Treynor Community School District's Mission is to provide positive learning experiences for developing the maximum potential of students to be productive citizens and to prepare them to meet the choices and challenges of the future.

Preschool Philosophy of Education

We believe:

- Families, schools and communities are partners in the education of children
- Students learn best when they feel safe, supported and respected
- Students learn best through authentic, hands-on learning opportunities
- Play is at the center of a preschool day as it is the most impactful way to help a child learn and grow in all areas of development
- A child's social-emotional needs must be met to ensure continued success towards meeting learning goals
- Students thrive when expectations, rules and routines are explicitly taught and practiced
- An inclusive preschool environment that fosters acceptance of diversity and differing abilities will facilitate a culture of acceptance as students progress through their school years and beyond

Goals for Children

- Children will demonstrate continued growth around the Iowa Early Learning Standards (Social and Emotional Development, Physical Well-Being and Motor Development, Approaches to Learning, Social Studies, Creative Arts, Communication/Language/Literacy, Mathematics, and Science)
- Children will be willing and active participants in their learning
- Children will be safe and healthy

Goals for Families

- Families will feel welcome in the classroom and school
- Families will partner with the school to enhance their child’s learning around the Iowa Early Learning Standards
- Families will advocate for their children

ENROLLMENT

Equal Educational Opportunity and Notice of Nondiscrimination

It is the policy of the Treynor Community Schools Preschool not to discriminate in its education programs or educational activities on the basis of sexual orientation, race, religion, color, national origin, marital status or disability. Students are educated in programs, which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society.

Students who feel they have been discriminated against are encouraged to report it to the Elementary Principal, Jill Kay. She can be reached at 712-487-3414. Inquiries may also be directed in writing to the U.S. Department of Education, Office for Civil Rights, 8930 Ward Parkway, Suite 2037, Kansas City, Mo 64114. (816) 268-0550, or the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, (515) 281-5294.

Eligibility

Children must be four years of age prior to September 15th of the current school year to attend preschool. Exceptions are to students who qualify who qualify for preschool through an Individual Education Plan (IEP). Pre-registration will begin in the spring of each year. Registration materials are available on the district website or hard copies may be obtained from the Elementary office.

Hours

Preschool students may arrive between 8:05 and 8:20am. On Monday, Tuesday, Thursday and Friday, the school day will begin at 8:20am and end at 3:20pm. On Wednesdays our school day will begin at 8:20 am and ends at 1:45pm. Students who qualify for IEPs may have an alternate attendance schedule. The preschool program calendar closely mirrors that of the Treynor Community School District Calendar with a few exceptions for teacher professional development and student activities. The district calendar can be found on the school website.

General Information (IQPPS 5.1, 9.9, 9.12, 10.4)

Prior to participating in 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 based on square footage of the current location.
- Our program maintains a ratio of 1 adult to 10 children at all times. Additional staff may be provided based on the individual needs of children.
- Classroom student numbers will not exceed 20 and the number of children allowed is based on usable square footage.
- All children will be within “line of sight” of adults both indoors and outdoors unless toileting.
- When toileting, students will be monitored by sound and checked visually when necessary.
- First Aid Kits are available for use in the classroom and taken outdoors at all times.

- Adult-student ratios are maintained on walking field trips.
- The elementary principal will maintain a current list of available substitutes for both the teacher and paraeducators. Should one of the teaching staff need to temporarily leave the room, arrangements will be made to cover the classroom to maintain the staff-child ratio.

Inclusion (IQPPS 9.10)

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

Toilet Learning (IQPPS 5.5)

Preschool students are expected to be potty/toilet trained or in the process of being potty/toilet trained when entering preschool. For children with exceptions, the following procedures are in place:

- Diapering will only be done in the designated changing area on the changing table.
- Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standards:
 - Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
 - Staff check children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours. Diapers are changed when wet or soiled.
 - 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.
 - In the changing area, staff post and follow changing procedures.

Potty chairs will not be used due to the risk of spreading infectious diarrhea.

Families will be 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.

A Child's Day

Who Works In the Preschool (IQPPS 6.2, 6.3, 6.4, 6.5, 10.2, 10.3)

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.

Teacher Assistant

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

School Nurse

- The preschool will have the assistance of the school nurse. The current nurse is available full time, is a certified RN, and renews her license every three years. The school nurse maintains current student health records and attends to the health needs of the students while they are at school. She is available for parent consultation when necessary.

Support Staff

- Green Hills Area Education Agency 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 (IQPPS 2.3, 2.6)

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

- Large and Small Group Activities
- Self-directed Play
- Learning Center Activities: *Art, Nature/Science, Math/Number, Writing, Library, Blocks, Dramatic Play, Technology/Listening, Sensory, Music/Movement, Fine Motor*
- Story Time
- Individual Activities
- Outdoor Activities

Lesson plans for each week are available in the classroom showing how these activities are incorporated into the daily schedule. A weekly digital newsletter will be sent to parents, outlining classroom activities and events.

Curriculum (IQPPS 1.7, 2.1-2.30, 3.1, 3.3)

Curriculum is a framework for learning opportunities and experiences. It is a process by which learners obtain knowledge and understanding, while developing life skills. The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, cognitive development that integrates literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies. It is continually revised and evaluated to make learning fun and exciting.

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

and physical disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural nonsexist society.

The preschool program uses *Connect 4 Learning* and *Heggerty Phonemic Awareness*, research and evidence based comprehensive curriculums designed for three to five year-olds. They address all areas of early learning: language and literacy, math, science, physical skills, and social skills. They provide children an opportunity to learn in a variety of ways - through play, problem solving, movement, art, music, drawing and writing, listening, and storytelling. Suggestions for modifications and adaptations are an integral part of the curriculum.

Child Assessment (IQPPS 4.1-4.9, 7.3-7.7, 8.2)

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

Children are assessed in the following ways:

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

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

- To provide information about children's needs, interests, and abilities in order to plan developmentally appropriate experiences for them;
- To provide information to parents about their children's developmental milestones;
- To indicate possible areas that require additional assessment.
- To interpret and use assessment results to align curriculum and teaching practices to the interests and needs of the children. Teaching teams meet at least weekly.

Assessment information will be shared formally with families during Parent Teacher Conferences in the fall and spring. In addition, a *Teaching Strategies Gold Individual Child Progress Report* will be sent home at the end of the year. The preschool teacher will communicate weekly regarding children's activities and developmental milestones. Informal conferences are always welcome and can be requested at any time.

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

- The teacher requests assistance from the Area Education Agency (AEA) as an early intervention process. This team engages in problem identification, plan interventions, provide support, and make outside resources available to those individuals requesting assistance. The AEA team is available and functional for all students and teachers in the building.
- A request made to Green Hills Area Education Agency for support and additional ideas or more formalized testing can be made.

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

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

- The program provides families with information about programs and services from other organizations, such as Green Hills AEA, DHS, Child Care Resource and Referral, *Parents as Teachers* programs, and medical professionals, etc.

Program Assessment (IQPPS 4.2, 10.15)

Treynor Preschool implements the Iowa Quality Preschool Program Standards. We receive verification visits to confirm we are meeting these standards. Administrators, families, staff, and other routinely participating adults will be involved annually in a program evaluation that measures progress toward the program's goals and objectives. The annual evaluation process includes gathering evidence on all areas of program functioning, including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. 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.

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.

Our preschool meets the standards set by the Quality Rating Scale (QRS) and receives continual reassessment.

Supervision Policy (IQPPS 3.7, 9.2, 9.7)

Before children arrive at school, the preschool staff will complete the following daily safety check 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 are 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 the environment - spills, sand, etc. Other serious problems are reported to the 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)

Child Guidance and Discipline (IQPPS 1.2, 1.3, 1.8, 1.9, 3.2, 3.4-3.6)

Preschool staff will equitably use positive guidance, redirection, and planning ahead to prevent problems. They will encourage appropriate behavior through the use of consistent clear rules, and involving children in problem solving to foster the child's own ability to become self disciplined. Where the child understands words, discipline will be explained to the child before and at the time of any disciplinary action. Preschool staff will encourage children to respect other people, to be fair, respect property and learn to be responsible for their actions. Preschool 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

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

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

Preschool 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 Preschool 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. Preschool staff will intervene immediately when a child becomes physically aggressive to protect all of the children and encourage more acceptable behavior.

Permissible Methods of Discipline:

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

comfort the individual who was injured; (3) Care for any injury suffered by the victim involved in the incident; (4) Notify parents or legal guardians of children involved in the incident; (5) Review the adequacy of the teaching staff supervision, appropriateness of program activities, and administrative corrective action if there is a recurrence.

Prohibited Practices

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

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

Water Activities (IQPPS 5.7)

At times, there is a water table in the classroom for children to engage in learning activities through play. 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 and sound in all areas with access to water in tubs, buckets, and water tables.

Snacks/Foods and Nutrition (IQPPS 5.9-5.17)

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

A snack is served daily in the midafternoon. Meals and snacks are at regularly scheduled times, two hours apart and not more than three hours apart. (See daily schedule)

All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines. Snacks and meals brought from home must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. Clean, sanitary drinking water is 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 in an individualized care plan prepared in consultation with family members and specialists involved in the child's care. Children with food allergies shall be protected from contact with the problem food. With family consent, the program posts information about the child's allergies in the food preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day. Program staff will keep a daily

record documenting the type and quantity of food a child consumes when any child with a disability has special feeding needs and provide parents with that information.

High risk foods, often involved in choking incidents, will not be served. For children younger than three years, these include: hot dogs (whole or sliced into rounds), whole grapes, nuts, popcorn, raw peas, hard pretzels, spoonfuls of peanut butter, 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 (IQPPS 5.4, 9.1, 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. 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. It is expected that all students will go outside unless there is a doctor's note indicating the reason why the child cannot go outside.

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.

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. Families will be 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 do not bring toys from home. If your child brings an "attachment" item from home to be used at rest time, 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 (IQPPS 10.5)

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.

Special Occasions and Food (IQPPS 5.10, 5.13)

In the interest of health and safety, bringing food items from home to share with classmates is discouraged. Healthy food items are allowed on special occasions with the permission from the building principal. The school reserves the right to deny food items that possess a health and/or safety concern. Invitations to parties outside of school that do not include the entire class will not be distributed at school.

COMMUNICATION WITH FAMILIES (IQPPS 1.1, 7.4)

The program will promote communication between families and staff by using digital communication, written notes as well as informal conversations. 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 communicate with families no less than weekly. Staff will use this communication to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Parents are encouraged to maintain regular, ongoing, two-way communication with the teaching staff in a manner that best meets their needs - digital communication, in person, notes, or phone calls.

Guest Policy

All visitors must report to the office upon entering the building. Visitors will be required to sign in so they may be given a visitor's badge to wear while on school premises. If a student wishes to bring a guest to school, the student must receive permission from the principal prior to the guest's visit.

Arrival and Departure of Children (IQPPS 10.9)

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

Parents or legal guardians will be responsible for picking up students after school. If another person will be picking up a student, parents or legal guardians must notify the classroom teacher and/or the school office. Anyone who is unfamiliar to teaching staff, including authorized individuals, will be asked to present photo identification before a child is released to them.

When bringing your child to school, we ask that you drop them off near the flagpole at the front of the building, beginning at 8:05. Preschool staff will be waiting for them there. At dismissal (3:20 on regular

days and 1:45 on early dismissal days), preschool staff will bring students out near the flagpole where parents can pick them up. If you are waiting for an older sibling after your preschooler is picked up, please wait for them across the street so the dismissal area is clear for when older students are dismissed.

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. Any accommodations indicated in the child's Individualized Educational Program will be implemented as described.

Attendance

Students who are enrolled for preschool at Treynor Elementary 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 safety's sake, if a student is absent without notification, the school office staff will attempt to contact the family to verify the child's absence from school.

Ethics and Confidentiality (IQPPS 6.1B)

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 regarding 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 preschool 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 (IQPPS 4.1, 5.1, 10.8)

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 district administration office.

Parents or guardians will be asked to sign a form to release information should they request student information and/or school records to be shared with another person/agency.

Grievance Policy (IQPPS 7.5)

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

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

FAMILY INVOLVEMENT (IQPPS 7.1, 7.2)

Teachers and administrators use a variety of formal and informal (including conversations) 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. Early Bird Conferences or Home visits are conducted at the beginning of the school year. Program staff communicates with families, on a regular basis, regarding children's activities and developmental milestones, shared care-giving issues, and other information that affects the wellbeing of their children. Family teacher conferences are held in both the fall and spring semesters, as well as when either party requests. At least one Family Night is held during the year.

Treynor 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 rely on electronic correspondence via a parent/student engagement platform such as SeeSaw , emails, and phone calls as alternative means to establish and maintain open, two-way communication.

Treynor 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, etc, promptly.
4. Attend Family/Teacher conferences in the Fall and Spring semesters.
5. Check your child's backpack each day.

6. Share some of your talents in your child's class through activities such as: reading or storytelling, cooking, art, preparing visuals, 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. Read all the material sent home with your child.
9. At times, parents are invited to the classroom for special events. This may include end of unit celebrations, guest speaker opportunities, and/or family nights.

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

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

Early Bird Conferences/Home Visits

Early Bird conferences are scheduled with preschool families on the district's first student day. These conferences take place at school. If a family would prefer to have a Home Visit, they can request this and accommodations can be made. These are required for your child to start in the program. 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. It also allows your child to become familiar and comfortable with his/her teacher and have any questions you may have, answered. 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 at the same time as the elementary school in the fall and spring. During the conference the teacher will share results of classroom assessments and samples of your child's work. Together you can make a plan to continue to encourage your child's growth and development.

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. At least one Family Night is held during the school year.

Transitions (IQPPS 7.7)

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.

HEALTH AND SAFETY

Treynor 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 (IQPPS 5.1)

Before 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 (IQPPS 5.1, 10.8)

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 available to administrators or teaching staff who have consent from a parent or legal guardian for access to records; the child's parent or legal guardian; and regulatory authorities, upon request.

Child Health and Safety Records will include:

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

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 (IQPPS 5.2, 5.19)

- 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 (IQPPS 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 program'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 (IQPPS 5.3)

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 (IQPPS 5.8)

Medication Standard: All medication will be administered through the Health Office by the school nurse or their designee. All Unlicensed Assistive Personnel (UAPs) will complete the Iowa Medication Administration Course and be evaluated by the Registered Nurse annually. The course includes the six rights: 1) The right student 2) The right medication 3) The right dose 4) The right time 5) The right route 6) The right documentation of the procedure.

Prescription medication must: be 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 storage instructions.

The school nurse will administer over-the-counter medication to children with written approval from the parent or legal guardian when the nurse considers it beneficial to help the student during their school day. If the student has taken more than 4 doses per month, a physician's recommendation may be requested.

Medications are kept locked in the Health Office.

If a child needs to take prescription medication four times a day, we will be glad to give a dose at lunchtime. If a doctor prescribes medication three times a day, a schedule of before school, after school and at bedtime should be used. If medication needs to be taken at school, most pharmacies will divide the medicine into two different bottles so the original bottle can be taken to school. Unmarked medication will not be administered.

All medications given are documented in JMC.

Cleaning and Sanitization (IQPPS 5.18, 5.19)

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 an EPA-approved sanitizing/disinfecting agent. To disinfect, the surfaces will be sprayed until glossy. The solution will be left on for at least two minutes before it is wiped off with a clean paper towel, or it may be allowed to air dry. Machine washable cloth toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion must be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used.

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

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

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

Hand Washing Practices (IQPPS 5.6)

Frequent hand washing is key to preventing the spread of infectious diseases. Teachers teach children how to wash their hands effectively. Posters of children using proper 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 is shared by two or more people;

- after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals

Adults also wash their hands:

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

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

- using liquid soap and running water;
- rubbing hands vigorously for at least 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 handwashing in any situation listed above.

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

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

First Aid Kit (IQPPS 9.12)

Fully equipped first-aid kits are readily available and maintained for each group of children. Staff take at least one first aid kit to the outdoor play areas as well as on field trips and outings away from the site.

Fire Safety (IQPPS 9.13, 10.10)

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. The program has written and posted disaster preparedness and emergency evacuation policies and procedures. Fire and tornado evacuation drills are conducted monthly and recorded on a log.

Medical Emergencies and Notification of Accidents or Incidents (IQPPS 10.10)

Treynor Community Schools has in place a “Emergency Response Booklet/Binder” 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

Incident Weather

In the event that Treynor Community School must be closed due to bad weather, we will notify school patrons by JMC, email/text, and local radio/TV stations. It will also be posted on the school’s website.

Protection from Hazards and Environmental Health (IQPPS 9.11, 10.5)

Program staff protect children and adults from hazards, including electrical shock, burns, or scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping or slipping. Custodial staff maintain the building’s facilities and equipment.

Smoke Free Facility (IQPPS 9.15)

In compliance with the Iowa Smokefree Air Act of 2008, Treynor school buildings and grounds are smoke free. A “No Smoking” sign meeting the law’s requirements is posted at the entrance to the school buildings 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 (IQPPS 10.6, 10.7)

The health and wellbeing of every child in our care is of the utmost importance and the protection of children is our responsibility. An applicant or volunteer for temporary or permanent employment with the preschool program involves direct interaction with or the opportunity to interact and associate with children must execute and submit an affidavit of clearance from any and all crimes against a child or 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 three years and within six months of employment.

The school district does not tolerate employees physically, sexually abusing, or harassing students. Students who are physically abused, 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.

Allegations of abuse should be directed to the designated Campus Level 1 Investigator. The allegation of abuse should be directed to the Alternate Campus Level 1 Investigator if the alleged abuse involves the designated Campus Level 1 Investigator Elementary:

Jill Kay – Elem. Principal (487-3414, Ext. 1)

Alternate: Rick Nickerson –MS/HS Principal (487-3414, Ext. 2)

Substance Abuse

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

Volunteers

Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the teacher 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 on a regular basis, he/she will be expected to execute and submit an affidavit of clearance (background check) 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. People interested in volunteering should contact the Building Principal at 712 487-3414.

STAFF

General Information (IQPPS 10.11)

Treynor Elementary 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.

Staff Orientation (IQPPS 6.1)

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 school board secretary 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 (IQPPS 10.13)

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

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 (IQPPS 6.4, 6.5, 8.4)

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

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

Staff Evaluation and Professional Growth Plan (IQPPS 6.6, 10.14)

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

2024-2025 Preschool Student/Parent Handbook

Parent/Guardian Signature Sheet

The Treynor Community Schools and Treynor Preschool make a preschool student handbook available to each preschool student's family. The handbook contains rules and general information affecting students throughout the school year. We ask that you carefully review the contents of this handbook and if you have any questions or if translations need to be made, please contact the principal at 712 487-3414.

I(we) have read and discussed the information contained in this handbook regarding our child's _____ preschool.
(child's name)

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date