CLEAR™ CREEK AMANA

COMMUNITY SCHOOL DISTRICT

BRINGING LEARNING TO LIFE

PRESCHOOL
HANDBOOK

2026 - 2027

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Opening Statement

Serving the 4 and 5 year old preschoolers at Amana Elementary, Clear Creek Elementary and Tiffin Elementary.

Welcome

Welcome to the Clear Creek Amana Community School District! As your Superintendent, it is my honor to welcome you to another promising school year. Our district is committed to creating a supportive, engaging, and educationally rich environment where all students can succeed.

The student handbook serves as a vital resource designed to guide and support our students and their families. It outlines important information, including but not limited to:

- Guidelines and Policies: Clear rules to help maintain a safe and respectful learning environment.
- Academic Information: Details on our curriculum and expectations, ensuring students know how to achieve success.
- Behavior Expectations: Standards for conduct that foster a positive atmosphere conducive to learning and personal growth.
- Safety and Emergency Procedures: Essential protocols to ensure the well-being of our students at all times.
- Support Services: Resources available to students, including counseling and academic assistance.
- Parental Involvement: Opportunities and expectations for parents to engage and partner with us in their child's education.

Our goal is to clearly communicate these expectations and resources to foster a collaborative and thriving educational community. By working together, we create an environment where students not only learn, but also grow into responsible and capable individuals.

Please use this handbook as a starting point for essential information, policies, and resources to help you succeed. If you are unable to find answers to your questions via the handbook, please check the district policies on the website or reach out to an administrator.

Your in Education,

Aaron Davidson
Superintendent

(QPPS stands for Quality Preschool Programming Standards and the number designates which standard is covered per State requirements)

WELCOME TO CLEAR CREEK AMANA COMMUNITY PRESCHOOL (QPPS 10.1)

Clear Creek Amana Community School District (Clear Creek Amana Preschool) program's goal is to provide a high quality preschool program meeting each child's needs, including children with disabilities and those from a diverse background. The preschool provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new skill development. It is a setting where children feel safe, respected, and cared for. This is an opportunity for children to take part in planned, active learning experiences to build their school readiness skills. The preschool program has adopted and meets the Iowa Quality Preschool Program Standards, administered by the Iowa Department of Education. The Iowa Early Learning Standards are used to guide expectations for the children and instructional practices.

Equal Educational Opportunity

It is the policy of the Clear Creek Amana Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact Mark Moody, Executive Director of Educational Services, District Office, 1486 Hwy 6 NW, Oxford IA 52322, (319) 828-4510, markmoody@ccaschools.org.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may be directed in writing to the Director of the Region VII office of Civil Rights, U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn St., 37th Floor, Chicago, IL, 60604 (312) 730-1560, fax (312) 730-1576 OCR.Chicago@ed.gov, the Iowa Civil Rights Commissioner, https://icrc.iowa.gov, (515) 281-4121 or the Iowa Dept. of Education, Grimes State Office Bldg., Des Moines, IA 50319. (515) 281-5294. This inquiry or complaint to the federal or state office may be made instead of, or in addition to, an inquiry or complaint at the local level.

Clear Creek Amana CSD in its educational program, has an intervention process to assist students experiencing behavior and learning difficulties. Stacy Stull, Principal, is responsible for this process. Parents wanting access should contact Stacy Stull at stacystull@ccaschools.org.

Mission, Philosophy, and Goals (QPPS 2.1, & 10.1)

Mission:
The mission of Clear Creek Amana Community School District (including the preschool programs) is to prepare students to be productive, responsible, community members by providing an environment that brings learning to life.

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

Goals for Children:

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

Goals for Families:

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

ENROLLMENT

Equal Educational Opportunity
Clear Creek Amana Preschool Staff will not discriminate in offering education programs or educational activities on the basis of sexual orientation, race, religion, color, national origin, marital status or disability. Our program will 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 Superintendent, at (319) 828-4510. Inquiries may also be directed in writing to the director of the region VII Office of Civil Rights, US Department of Education, 310 W. Wisconsin Ave., Ste. 800, Milwaukee, WI, 53203-2292, (414) 291-1111, or the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, (515) 281-5294. Procedures and levels are outlined in district policy for resolving complaints and are available online or through the district office.

Eligibility

Clear Creek Amana Preschool serves children who are the age of four on or before September 15th. Pre-registration will begin in the spring of the year. Registration information will be posted on the school's website or by calling any one of the elementary schools. In the event more families apply than spots available, students will be chosen at random.

Open Enrollment

Although out of district preschoolers who meet the StateWide Voluntary Preschool Grant requirements are permitted to enroll in CCA preschools, families wishing to continue in the CCA district kindergarten through 12th grade will need to follow the District's open enrollment procedures.

Hours

It is the District's intention to provide AM and PM sessions at the Amana elementary, Clear Creek elementary and Tiffin Elementary . Session days are Monday, Tuesday, Thursday and Friday (no Wednesdays). Students will be enrolled in one or the other session times. Morning hours will be 7:50 AM to 10:50 (unless and otherwise noted, not to be less than three hours) and afternoon classes will be from 12:00 to 3:00 (unless and otherwise noted, not to be less than three hours). There will be no charge to qualifying students. To qualify for FREE preschool, a student must be of age 4 on or before September 15th. There are no requirements for residency or income. Curriculum guidelines and assessment procedures will be the same for both AM and PM classes.

General Information (QPPS 5.1,10.4)

Program administrator or designee, should confirm (required prior to registration) that within six weeks after a child begins the program, health records that document the dates of service have been submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics.

The maximum class size is 20 (or fewer, determined by DHS State requirements) children in each session based on square footage of the current location. A teaching staff-child ratio of at least 1:10 will be maintained at all times to encourage adult-child interactions and promote activity among children. The elementary principal will maintain a current list of available substitutes for both the teacher and teacher associates. Should one of the teaching staff need to temporarily leave the room, the teacher will call the elementary office/front desk and the principal or designee will arrange for coverage of the classroom to maintain the staff-child ratio. (**QPPS 10.4)**

Inclusion

The preschool program serves all children, including those with disabilities and unique learning needs. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff is aware of the identified needs of individual children and is trained to follow through on specific intervention plans. It is our belief that inclusion in our

program will enrich the experience for teachers, students, other children and their families. The preschool facilities meet the Americans with Disabilities Act accessibility requirements. (**QPPS 9.10)**

A CHILD'S DAY

Who Works In The Preschool (QPPS 10.2)

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

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

Teacher Associate

A full time teacher associate in the classroom carries out activities under the supervision of the teacher. The teacher associate will have specialized training in early childhood education. (**QPPS 6.4)**

School Nurse

The preschool will have the assistance of the District school nurse. The current nurse is a certified RN, and is recertified every three years. The District nurse maintains student health records by updating them quarterly, and attends to the health needs of the students while they are at school. Guardians may request a consultation when necessary. (**QPPS 10.10)**

Support Staff

GrantWood AEA support staff provides resources and assistance to the teacher and classroom upon request to help all children be successful in the preschool setting. Such staff may include: early childhood consultant, speech and language pathologist, social worker, occupational therapist, physical therapist or others. (**QPPS 7.8, 8.3)**

Daily Activities

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

- Large and small group
- Self-directed play
- Snack
- Learning Centers
- Story time
- Technology
- Arts, Science, Writing
- Games and put together toys
- Book Center
- Blocks, wheel toys and pretend play
- Outdoor activities
- Individual activities

Lesson plans for each week are posted in the classroom showing how these activities are incorporated into the daily schedule. Teachers will be using the *Creative Curriculum* to develop lesson plans that create an environment where all children's development is supported through daily planning and learning experiences. Weekly notes will be sent home to families in children's backpacks and electronically, if guardians desire. (**QPPS 3.13)**

Curriculum (QPPS 2.1 - 2.4, 3.13)

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

It is the policy of the Clear Creek Amana 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. (**QPPS 1.7)**

The preschool program staff will use *Creative Curriculum,* a research and evidence based comprehensive curriculum designed for three and four-year-olds. They address all areas of early learning: language and literacy, math, science, physical skills, and social skills. They are based on interest areas, themes, and pillars that are adaptable to different strengths and needs of all children in the preschool. Creative Curriculum does provide children an opportunity to learn in a variety of ways - through play, problem solving, movement, art, music, drawing and

writing, listening, and storytelling. Teachers and staff can make modifications and adaptations as part of the curriculum. At Clear Creek Amana Preschool, we believe that parents/guardians have a central role in their child's education. We strive to make families feel welcome through ensuring that the curriculum is adapted to reflect our family's unique values, beliefs, experiences, and language. (**QPPS 2.1, 2.2, 2.3, 2.4)**

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

Guiding principles:
It is the school district's belief that assessment of young children should be purposeful, developmentally appropriate, and take place in the natural setting by familiar adults. A variety of assessment methods will be used throughout the year, including assessments linked to Creative Curriculum. They provide information about children's needs, interests, and abilities in order to plan developmentally appropriate experiences for children and guide instruction. Assessment will never be used to label children or to include or exclude them from a program. Teaching teams will meet at least weekly to interpret and use assessment results to align curriculum and teaching practices to the interests and needs of children.

Ongoing communication will enable family and staff to continually assess students' progress. Families will have ongoing opportunities to share the results of observations from home to contribute to the assessment process. Collaborative partners will share with families the following:
Purpose of the assessment
Procedures used for assessment
Procedures for gathering family input and information
Timing of assessment
Ways assessment results or information will be shared with families
Ways the program will use the assessment information

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

The preschool teacher will assist in arranging for developmental screening and referral for diagnostic assessment when indicated. If a child is determined to need special accommodations, those accommodations will be included in the materials, environment, and lesson plans for that child. Examples include sign language and visuals for children with hearing impairments or language delays and behavior plans for children whose behavior does not respond to the typical strategies used by teaching staff in the classroom.

Program Assessment
Clear Creek Amana Community Preschool implements the Iowa Quality Preschool Program

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

Supervision Policy (QPPS 9.2)

- All safety plugs and electric outlets covered, heat/AC, water temperature, and toilets, etc. in working order.
- All cleaning supplies/poisons out of children's reach and stored properly.
- Classroom and materials checked for cleanliness/broken parts, etc. including playground.
- Supplies checked - first aid kit, latex gloves, soap, paper towels, etc.
- Daily monitoring of the environment - spills, sand, etc. Other serious problems reported to the head custodian and/or principal.
- Upon arrival, each child is observed by the teacher for signs of illness or injury that could affect the child's ability to participate in the daily activities.
- No child will be left unsupervised while attending preschool. Staff will supervise primarily by sight. Supervision for short intervals by sound is permissible as long as teachers check every two to three minutes on children who are out-of-sight (e.g. those who can use the toilet independently, who are in the library area, etc.) (QPPS 3.9, 10.6)

109.4(2)Required written policies. All preschool programs will:
h. Develop a policy to ensure that people do not have unauthorized access to children at the center.
The policy shall be subject to review for minimum safety standards by the licensing consultant. The
policy shall include but is not limited to the following:
(1) The center's criteria for allowing people to be on the property of the facility when children are present.
(2) A description of how center staff will supervise and monitor people who are permitted on the property of the center when children are present, but who have not been cleared for involvement with
child care through the formal record check process as outlined in sub rule 109.6(6). The description shall
include definitions of "supervision" and "monitoring."
(3) A description of how responsibility for supervision and monitoring of people in the center will be delegated to center staff, which includes provisions that address conflicts of interest.
(4) A description of how the policy will be shared with parents, guardians, and custodians of all children who are enrolled at the center.

Child Guidance and Discipline (QPPS 1.11)

Teaching staff will equitably use positive guidance, redirection, and planning ahead to prevent problems. They will encourage appropriate behavior through the use of consistent clear rules, and involving children in problem solving to foster the child's own ability to become self

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

Challenging Behavior (QPPS 1.2, 1.8, 1.9, 1.10)
The teaching staff in the preschool is highly trained, responsive, respectful, and purposeful. The teachers anticipate and take steps to prevent potential challenging behaviors. They evaluate and change their responses based on individual needs. When children have challenging behaviors teachers promote 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

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, guardians, and AEA support staff will work as a team to develop and implement an individualized plan that supports the child's inclusion and success.

Aggressive physical behavior toward staff or children is unacceptable. Teaching staff will intervene immediately when a child becomes physically aggressive to protect all 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 is there is a recurrence.

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

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

Water activities (QPPS 5.9, 9.15)

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 play water being used for water 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. Staff supervises all children by sight in all areas with access to water in tubs, buckets, and water tables.

Snacks/Foods and Nutrition (QPPS 5.12- 5.21, 10.6)

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

A written snack menu is posted in the classroom and available to families. All menus are kept on file for review by the Director of Food & Nutrition. The preschool serves a wide variety of nutritional snacks, and encourages children to expand their tastes by at least trying a portion of the food offered.

All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines. Clean, sanitary drinking water is made available to children throughout the day. Staff discards any foods with expired dates. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served.

For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider should provide the program with an individualized care plan prepared in consultation with guardians and specialists involved in the child's care. Children with food allergies shall be protected from contact with the problem food. Information about a child's allergies is kept in the food preparation area and in areas of the facility the child uses for 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 guardians with that information.

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

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

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

We have daily opportunities for outdoor play as the weather permits and provided the air quality and environmental safety conditions do not pose a threat. This allows children the opportunity to develop their large muscle skills, get exercise, and be active. Sometimes we spend more time getting bundled up than we spend outside. We use the Child Care Weather Watch guidelines provided 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/her according to the weather. When it is cold outside children need a warm coat, mittens or gloves and a hat (labeled with your child's name). For the warmer days, dressing your child lightly is just as important. For those in-between days dressing your child in layers is a practical idea.

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

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

Clothing

Your child will be learning through creative, active play that can sometimes be messy. Your child should wear comfortable, washable clothing as well as rubber-soled and closed-toe shoes to school. While we encourage the use of paint smocks or shirts during art projects, we can't guarantee that spills or stains will not occur. Clothing should be free of words, graphics, or pictures that are profane, immoral, illegal, or disruptive in nature. All families are asked to provide an extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

Toilet Learning (QPPS 5.7)

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

- Diapering will only be done in the designated diaper area, i.e., the bathroom adjacent to the classroom with a fold down changing table.

- Food handling will not be permitted in this diapering area.

Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standards: Standard 5, Criteria 7:

- Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
- Staff checks children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours.
- Diapers are changed when wet or soiled.
- Staff changes children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
- At all times, caregivers have a hand on the child if being changed on an elevated surface.
- Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
- Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use.
- Diapering and Gloving posters will be posted in the changing area showing procedures through the use of visuals and words. These procedures are used by the program administrator to evaluate teaching staff that change diapers.

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

All families are asked to provide an extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

Objects From Home

Because the preschool program provides ample toys and learning materials for your child, we ask that you limit toys brought from home. If your child brings an "attachment" item from home, we ask that it is small enough to fit inside his/her backpack or cubby. Please do not allow children to bring gum, candy, money, or toy guns to school. The program cannot be responsible for lost or broken toys (this includes electronics) brought from home.

Weapon Policy (QPPS 10.6)
No student shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any real weapon or a look-alike weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school building or other buildings or premises used for school functions, whether or not any person is endangered by such actions. "Look-alike weapon" means any item that resembles or appears to be a weapon. *A zero tolerance policy on dangerous weapons (real or toy) is in effect; i.e., guns, squirt guns, water rifles or pistols, slingshots, toy guns, toy grenades and other similar*

items, knives , etc. Violation may result in a student suspension/expulsion.

Classroom Animals and Pets (QPPS 5.26)

No live animals are to be inside the Clear Creek Amana Community Preschool School buildings or classrooms at any time unless prior consent and the animal meets all safety requirements.

Birthdays (QPPS 5.13)

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

Wrap-around care/Before and after school care

See district website for for specific information regarding wrap-around care/before and after school care.

COMMUNICATION WITH FAMILIES (QPPS 1.1, 7.5)

The program will promote communication between families and staff by using written notes as well as informal conversations or e-mail. Families are encouraged to send written notes with important information so all the staff who work with the child can share the family's communication. Teaching staff will write notes for families no less than weekly. Staff will use these notes to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Guardians 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

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

Arrival and Departure of Children (QPPS 10.11)

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

When bringing your child to school, we ask that you park your car in the parking lot and turn off the engine before entering the building. Please follow all building safety protocols, drop off and pick up procedures. No child will be permitted to leave the building without an adult.

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

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

When all children have arrived, teaching staff will walk the children to the classroom where the preschool teacher will record attendance for the day. Throughout the day each time children transition from one location to another, i.e. classroom to outdoor, the teacher will be responsible for counting the number of children whenever leaving one area and when arriving at another to confirm the safe whereabouts of every child at all times.

Student Pick-Up Procedures

To ensure the safety and supervision of all students, families are expected to arrange for timely student pick-up at dismissal. The following procedures will be followed if a student is not picked up after school:

1st Occurrence

- School staff will call all available emergency contacts listed in PowerSchool.
- One hour after dismissal, the school reserves the right to contact law enforcement and/or the Department of Human Services (DHS).

2nd Occurrence

- The same procedures as the 1st occurrence will be followed.
- One hour after dismissal, the school reserves the right to contact law enforcement and/or DHS.

3rd Occurrence

- The same procedures as previous occurrences will be followed.
- A parent/guardian meeting will be requested to discuss ongoing concerns and develop a plan moving forward.
- One hour after dismissal, the school reserves the right to contact law enforcement and/or DHS.

4th Occurrence

- School staff will call all available emergency contacts.
- If there is no response, a message will be left stating that if the student is not picked up within 15 minutes, law enforcement and/or a DHS report will be initiated.
- One hour after dismissal, the school reserves the right to contact law enforcement and/or DHS.

Subsequent Occurrences

- The same procedures as the 4th occurrence will be followed for any additional incidents.

Transportation (QPPS 10.2)

Students will be given the opportunity to be bussed to and from designated neighborhood stops, homes and to the best of our ability, to currently licensed daycares which reside in our district. CCA schools are not permitted per state requirements to bus outside of our boundaries.

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

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

vehicle or unsupervised by an adult.

Attendance

Iowa law defines compulsory age as a child who is a resident of Iowa and is four years of age on or before September 15 of a school year and enrolled in Statewide Voluntary Preschool Programs (SWVPP), and children who are under sixteen years of age by September 15 of a school year. Regular, punctual attendance is expected for all students in the District. The research supports that ten percent (10%) of the days school is in session or more absences substantially impedes a child's learning and shall be considered excessive. Any child who has missed ten percent or more days in a school year shall have his/her circumstances, including academic achievement, reviewed by school personnel. Unexcused absences may result in disciplinary action. Findings may result in a truancy referral to the Iowa or Johnson County Attorney's Office.

Students must attend school for the number of days or hours school is in session in accordance with the school calendar. Students are expected to be in class and to make attendance a priority. Attendance is not only compulsory by Iowa law (*Iowa Code* Chapter 299) but is the only way a student can participate and benefit from Clear Creek Amana's education program and accomplish the student's educational objectives. Although Clear Creek Amana believes that traditional, in-person school attendance leads to the greatest learning opportunities for students, there may be rare and unusual circumstances created by public emergencies declared by state or local officials which temporarily prevent students from attending traditional, in-person school.

Policy 501.09: Chronic Absenteeism

Policy 501.09R1 Chronic Absenteeism Regulation

Absences

A student is considered absent:

- For a full session, if not present in the assigned school or class on a day or time school is in session.
- Absences of any length of time will be documented in our student management system each day.

Tardiness:

- A student is considered tardy if late to school within 30 minutes of starting time on a day or time school is in session.

If advance notification is not possible, parents must notify the school secretary on the day of the absence prior to ***8:30 am.*** If notification is not received, the office will attempt to contact the parent at the given emergency number on file. Before a student is re-admitted to class after returning from an absence without prior notice, the district may require:

- Note written and signed by the parents or emailed to the staff.
- Health care provider note signed by the health care provider.
- Health care provider note signed by the parent.
- Other evidence or written explanation.

Iowa law outlines guidelines that districts must follow to address chronic absenteeism. State guidelines are the basis for the Clear Creek Amana policy and practices regarding attendance.

Clear Creek Amana School District will no longer determine if an absence is excused or unexcused. Absences are either **counted** or **exempt**. All absences will be counted towards a student's total absences for the grading period unless they meet specific criteria for exemption as outlined by Iowa law.

Being in school every day and on time is important for a child's learning experience and academic success. We understand that children get sick and sometimes personal circumstances can come up that can affect attendance. However, even when absences are exempt, they can add up and affect a student's progress.

The following absences are **counted** *against a student's total absences for the grading period*:

MED	Medical - (potentially excluded if meets requirements and approved)
UN	Unexcused Absence
FAM	Family Leave, Non-Medical Absences
CV	College Visit
UN	Unexcused absence - skipped class, absent with no parental contact
SRNP	School Related Non-participant
OSS	Out of School Suspension

The following absences are **exempt** *from being counted in a student's total absences for the grading period*:

*MEDX	Unable to attend school due to approved medical reason(s)
RELX	Attending religious services or receiving religious instructions
IEPX	Individualized Education Program (IEP) that affects attendance
504X	Section 504 plan under of the Federal Rehabilitation Act that affects attendance
CRTX	Excused for sufficient reason by any court of record or judge. (e.g., jury duty)
GRDX	Completed the requirements for graduation or has obtained a high school equivalency diploma

*The following medical absences are considered **exempt**:

- A parent-reported illness that a healthcare provider would recommend that the child not come to school, including those listed under "Illness Guidelines" on the CCA website

- Illnesses for which health or office staff send a student home
- Illnesses for which a doctor's excuse is provided
- Pre-arranged, planned absences for medical appointments or treatment that have been reported at least 24 hours before the absence or for which a doctor's excuse is provided
- Absences resulting from a chronic or long term medical condition (i.e. cancer treatments, hospital stays, recovery from surgery, etc)

In order to assist families with monitoring student attendance, the district will be implementing notification letters when students reach 5%, 10% and 15% absenteeism. The following chart outlines the number of absences for each grade level, per grading period:

	Grading Period	**1st Letter**	**2nd Letter**	**3rd Letter**
Preschool/ Elementary	Trimester	3 days	6 days	9 days
Middle School	Trimester	3 days	6 days	9 days
High School	Semester	4 days	9 days	14 days

1st Letter — The first letter is meant as a reminder to the parent or guardian of the Chronic Absenteeism and Truancy Policy.

2nd Letter — The second letter provides notification to the parent or guardian that the student has been absent from school 10% or more in the current grading period, which by Iowa law is considered Chronic Absenteeism. State law requires the district to notify the County Attorney when a compulsory age student has reached 10% absenteeism.

3rd Letter — The third letter will start a *School Engagement Meeting* to find out why the student is missing school and ways to improve attendance. The meeting must include the student, their parent or guardian, and a school official. Together, they will create and sign an *Absenteeism Prevention Plan* to prevent further absences. This plan will explain why the student has been absent and what each person will do to help. The school official will check on the plan every week for at least the rest of the grading period.

All notification letters will be mailed to the student's home, emailed to the parent or guardian, and posted in the PowerSchool parent portal with a request for a digital signature of receipt.

Iowa law requires that districts notify the County Attorney when a compulsory age student is chronically absent or truant. If the student and/or the student's guardian fails to attend a *School Engagement Meeting*, fails to enter into an Absenteeism Prevention Plan, or violates the terms of the Absenteeism Prevention Plan, the County Attorney may initiate a legal proceeding for compulsory age students.

Frequently Asked Questions

How many days can my child miss school?
Absences are either **counted** or **exempt**. If an absence does not meet the requirements to be considered exempt, then it will be counted towards the student's total absences for the grading period.

Absences which are exempt from being counted in at student's total absences for the grading period include specific medical absences, religious reasons, court or legal proceedings, absences included in a Section 504 or IEP, or absences which occur after completion of graduation requirements.

Are my child's absences counted for the entire school year?
All counted absence totals start over each grading period. CCA Middle School and all elementaries have 3 grading periods per year (trimesters). CCA High School has 2 semesters per year.

What are the criteria for "excused" or "unexcused" absences?
Clear Creek Amana School District will no longer determine if an absence is excused or unexcused. Absences are either **counted** or **exempt**. All absences will be counted towards a student's total absences for the grading period unless they meet specific criteria for exemption as outlined by Iowa law. The only absence that is considered unexcused is when a student is absent for unknown reasons and the school has not heard from the student's guardian regarding the absence.

How do I report my child's absences?
All student absences need to be reported to the main office of your child's attendance center. Parents may call the main office, email the building secretary, or report the absence through the PowerSchool parent portal.

What are some examples of absences that are <u>counted</u> against my child's attendance?
Absences which count against a student's total absences for the grading period include:

- Unexcused absences
- Family Leave (i.e. vacation, out of town, funeral, non-medical appointments, etc.)
- School Related, Non-participant (i.e. spectator at a school-sponsored event)
- Out-of-School Suspension
- Medical illness determined not exempt
- College visits
- Non-participant for a school-sponsored event (i.e. spectator at an athletic event)

What are some examples of absences that are <u>exempt</u> from being counted?
Absences which will not be counted against a student's total absences for the grading period include:

- Medical illness determined to be exempt
- Religious holiday or service
- Court-directed activity
- IEP or 504 Plan that restricts attendance
- Participant in a school-sponsored activity
- In-School Suspension

Is mental health included in exempt medical reasons?
Iowa law does not distinguish between physical health and mental/behavioral health when determining medical exemptions. Mental and behavioral health may be included for medical exemption. Decisions are made on a case-by-case basis according to district policy and based on the information provided to school personnel.

I'm planning to do college visits with my student. Are those absences exempt?
Per Iowa Code and Iowa Department of Education guidance, college visits are not exempt.

My student wants to attend state basketball to cheer on their friends. Is that an excused absence?
Per Iowa Code and Iowa Department of Education guidance, attending activities and events as a spectator is not exempt.

Are family funerals an excused absence?
Per Iowa Code and Iowa Department of Education guidance, attending funerals is not exempt.

We have a family vacation planned. How does that impact my student's attendance record?
Per Iowa Code and Iowa Department of Education guidance, family vacations are not exempt.

My student isn't feeling well, but it doesn't warrant a doctor's visit. Do I need to make an appointment to get a note?
If a student has an illness or symptoms that a healthcare provider would recommend that the child not come to school, including the symptoms and illnesses listed under "Illness Guidelines" on the CCA website, then the illness will be exempt from being counted towards the student's total absences for the grading period.

What does it mean for my student's attendance record if the nurse sends them home sick?
When a nurse sends a student home for health-related reasons, the absence will be considered medically exempt from being counted towards the student's total absences for the grading period.

My student has a planned surgery (i.e., tonsillectomy). Will that count against their attendance?
With a doctor's note, this would be considered medically exempt from being counted towards the student's total absences for the grading period.

If I have to pick my student up early for an appointment, are they considered absent?
With a doctor's note, or 24-hour advance notice of the appointment, this would be considered medically exempt from being counted towards the student's total absences for the grading period.

My student has recurring appointments (i.e., physical therapy, counseling, specialist). Does each appointment require a doctor's note, or can I bring in one note for the year?

It may be possible for recurring doctor appointments to be outlined with one note and considered medically exempt from being counted towards the student's total absences for the grading period. Decisions are made on a case-by-case basis according to district policy and based on the information provided to school personnel.

Who do I give a doctor's note or other documentation to, and when?
Doctor's notes can be given to the building secretary, nurse, or an administrator either prior to the absence or upon return.

What happens if my student's bus is late?
Students will not be counted absent or tardy due to bus-related delays.

How does this law affect students enrolled in college courses?
The student is considered present, given the student is attending a class through the school district under the direction, instruction and supervision of the college's educational staff.

What is the difference between "Chronic Absenteeism" and "Truancy"?

- "Chronic Absenteeism" = **counted** absences from school which total more than 10% of the days in a grading period
- "Truancy" = **counted** absences from school that add up to more than 20% of the days in a grading period, and failure to participate in the *School Engagement Meeting* and/or to follow the *Absenteeism Prevention Plan*

What ages fall under this policy?
"Compulsory Attendance Age" is the age range in Iowa that children must attend school. Iowa law defines compulsory age as a child who is a resident of Iowa and is four years of age on or before September 15 of a school year and enrolled in Statewide Voluntary Preschool Programs (SWVPP), and children who are under sixteen years of age by September 15 of a school year.

Compulsory Age applies in terms of communication with the County Attorney, design of plans, etc. However, the district is required to track and report attendance to the state for all students enrolled, regardless of age.

What is the purpose of the *School Engagement Meeting*?
The purpose of the *School Engagement Meeting* is to identify reasons that are keeping the child from attending school and figure out ways to improve their attendance.

What are the consequences for not cooperating with the *School Engagement Meeting* and *Absenteeism Prevention Plan* requirements?
If the child or the child's guardian do not participate in the *School Engagement Meeting*, or if they fail to enter into an *Absenteeism Prevention Plan*, or if the child or the child's guardian violates a requirement of the plan, the County Attorney will be notified if the child is of compulsory age. The County Attorney is then the decision-maker regarding truancy charges.

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 guardian. We continually strive to model such qualities as patience, tolerance, cooperation, acceptance, understanding of others, and enthusiasm for children as well as for other adults.

All teaching staff will receive training on ethics and confidentiality as part of their orientation.

Student 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 guardian's permission. Guardians may access, request amendments to, and copy their child's records during regular office hours. Guardians 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 Clear Creek Amana School Board secretary.

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 guardians can withdraw permission if they choose to do so.

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 Preschool Director.

FAMILY INVOLVEMENT (QPPS 7.1, 7.2)

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

Teachers and administrators use a variety of formal and informal ways to become acquainted with and learn from families about their family structure and their preferred means of child-rearing practices and communication; and information about their socioeconomic, linguistic, racial, religious, and cultural backgrounds as they wish to share. Families are surveyed in enrollment paperwork and through other questionnaires during the year regarding

their family, beliefs, and preferences. Home visits are conducted at the beginning of the school year. Program staff communicate with families on at least a weekly basis regarding children's activities and developmental milestones, shared care-giving issues, and other information that affects the well-being of their children. Family teacher conferences are held in both the fall and spring semesters, as well as when either party requests. At least one Family Night is held during the year.

Clear Creek Amana Community Preschool values the time spent talking and interacting with families and developing strong, reciprocal relationships. As the teacher learns from the families' expertise regarding their child's interests, approaches to learning, and developmental needs, goals for your child's growth and development can be incorporated into ongoing classroom planning. Families are encouraged to share any concerns, preferences or questions with the preschool teacher or administration at any time.

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

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

- Support your child's daily transition to school by sharing information about your child's interests and abilities.
- Keeping the teacher informed of changes and events that might affect your child allows the teacher to be more responsive to your child's needs.
- Attend family meetings.
- Return all forms, questionnaires and so on promptly.
- Attend Family/Teacher conferences in the Fall and Spring semesters.
- Take time to read the family bulletin board, emails and newsletters.
- Check your child's backpack each day.
- Participate in field trip activities.
- Share some of your talents in your child's class through activities such as: reading or storytelling, cooking, art, music, sewing, crafts, hobbies, your profession, or artifacts from trips you have taken.
- Share any of your families' cultural traditions, celebrations, or customs.
- Read all the material sent home with your child.

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

The school district will, to the extent possible, provide full opportunities for meaningful participation of 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 upon request, and, to the extent possible, in a language families understand.

The school district believes that families should be supported in making decisions about the 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.

Resources to Families
Each program has, upon request, a comprehensive list of services families can access. These services include, but are not limited to: Additional food, clothes and other basic needs. Free and Reduced information. Mental health support. GWAEA supports. Behavior and academic support.

Home Visits

Home visits are made prior to the start of school. This is an opportunity for the preschool teacher to get to know you, your child, and your family and for you to begin to create a partnership between home and school in order to best meet your child's needs. This is a great time for you to share what makes your family unique, how you prefer to communicate with the teacher, and share your knowledge about your child's interests, approaches to learning, and developmental needs. You can help the teacher understand what your goals are for your child and whether you have any concerns you'd like addressed. Guardians are encouraged to share these preferences, concerns, and questions at any time with either the classroom teacher or administrator. If a guardian chooses, a home visit can be made at a "neutral" site such as a playground or park. Home Visits are not intended to take place in the classroom or any other school space not designated for public access.

Family Teacher Conferences

The preschool program will have formal family teacher conferences at the same time as the elementary school - fall and spring. The teacher will send home a sheet before the conference asking you to consider what new skills you see your child developing at home or in the community, to think about what you'd like more information about the classroom, and whether you have new or different goals for your child. During the conference the teacher will share the results of classroom assessments and samples of your child's work. Together you can make a plan to continue to encourage your child's growth and development.

Family Night

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

Transitions (QPPS 7.9, 7.10)

Home-school connections are crucial to the transition to kindergarten or any other program, such as special education. The child's family provides the consistency and continuity necessary for a young child to be successful. Making a change from one program to another can

sometimes be difficult for a young child whether the transition is within the same building or in another location. Teaching staff will partner with the family to make the transition as smooth as possible by connecting family members with the next program's staff. Preschool staff will provide information about enrollment policies and procedures, program options, and arrange for a classroom visit whenever possible.

HEALTH AND SAFETY

Clear Creek Amana Community Preschool is committed to promoting wellness and to safeguard the health and safety of children and adults who participate in our program. In order to provide a safe and secure environment for every child and adult, we follow the guidelines required by the Quality Preschool Program Standards, regulatory agencies and pediatric authorities in the field.

Health and Immunization Certificates (QPPS 5.1)

Within six weeks after a child begins the program, health records that document the dates of service shall be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics. Exemptions are recognized only for specific medical or religious purposes as recognized by the law. The student must provide a valid Iowa State Department of Health Certificate of Immunization Exemption. Information related to immunization requirements as well as exemption requirements are included on the district website with registration information.

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 guardians are using religious exemption.

Policies and procedures exist regarding infectious disease control and use of universal precautions for handling of bodily fluids and discharges (including blood). Each staff member must complete Blood Borne pathogens training every 5 years.

Health and Safety Records

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

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

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

General Health and Safety Guidelines

All staff must be alert to the health of each child, known allergies, or special medical conditions. (**QPPS 5.15)**
Under the supervision of the preschool teacher, all stuff 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**. (QPPS 5.8, 5.22, 5.23, 9.11)**
All staff are familiar with evacuation routes and procedures. (**QPPS 10.13)**
All teaching staff completes "Occupational Exposure to Blood borne Pathogens" annually. (**QPPS 5.23)**
At least one staff member who has a certificate of satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times. (**QPPS 5.2)**

Illness Policy and Exclusion of Sick Children (QPPS 5.3, 10.6)

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

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

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

- Fever free for 24 hours

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

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

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

Reporting Communicable Diseases (QPPS 5.4)

Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that the families should implement at home. The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

Medication Policies and Procedures (QPPS 5.10)

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

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

occur, the Regional Poison Control Center and the child's guardian will be contacted immediately. The incident will be documented in the child's record at the school.

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

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

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

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

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

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

Hearing Screening: Grant Wood Area Education Agency (GWAEA) screens all preschool students enrolled in public school programs. Parent/guardians not wishing their child's hearing tested should notify the health office in writing at the beginning of the year. Parents/guardians with concerns about their child's hearing may contact their school nurse or Grant Wood Area Education Agency to schedule a hearing test at any time, (319)399-6746.

Cleaning and Sanitization (QPPS 9.11, 10.6)

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

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Toys and surfaces will be disinfected using a non-toxic solution of one tablespoon household bleach to one quart of tap

water made fresh daily. To disinfect, the surfaces will be sprayed until glossy. The bleach solution will be left on for at least 2 minutes before it is wiped off with a clean paper towel, or it may be allowed to air dry. Machine washable cloth toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion must be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used. (**QPPS 5.24)**

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

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

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

Hand Washing Practices (QPPS 5.8, 10.6)

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

Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.

Hand washing is required by all staff, volunteers, and children when hand washing reduces the risk of transmission of infectious diseases to themselves and to others.

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

Children and adults wash their hands:

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

Adults also wash their hands

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

Proper hand-washing procedures are followed by adults and children and include using liquid soap and running water;

- rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails;
- rinsing well;
- drying hands with a paper towel, or a dryer;
- and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water).

Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute, for hand washing in any situation listed above.

- Staff must wear gloves when contamination with blood may occur.
- Staff does not use hand-washing sinks for bathing children or removing smeared fecal material.
- In situations where sinks 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 next to the door. It is inaccessible to children, but readily available for adult use. It is fully equipped according to guidance from Healthy Child Care Iowa. Following each use of the First Aid kit, the contents will be inspected and missing or used items replaced immediately. The First Aid kit will be inspected monthly. The first aid kit is taken to the outdoor play areas as well as on field trips and outings away from the site.

Fire Safety (QPPS 9.14)

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

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

The Clear Creek Amana Community Preschool Community School District has in place a "Safety Procedures Booklet" that describes the following situations and procedures to follow:
Emergency phone numbers

- 911
- Poison control next to phones

Fire procedures

- Fire escapes clearly marked
- Fire drills practiced routinely

- Fire safety part of curriculum

Utility Failures (electrical power failure, water line break, gas line break)

- Remain in the area or move to a safe area of the school. In the event of evacuation, communication will be sent to guardians through Remind.

Severe weather

- Follow school procedures of early out and student dismissal
- Call guardians as needed
- Communicate to families through School Messenger

Bomb threats

- Call 911
- Evacuate building
- Communicate with principal and superintendent along with law enforcement
- Come back to building when all clear given

Earthquakes or disasters

- Find safety in structurally sound structure

Lost or abducted children

- Call 911
- Communicate with principal and superintendent along with law enforcement
- Contact family

Physical Threats/Armed Intruder/intoxicated guardians

- Call 911
- Stay in proximity of students to keep safe
- Evacuate as needed
- Staff is ALICE trained
- Communicate with principal and superintendent along with law enforcement

Evacuations

- Students will be evacuated to a safe area including but not limited to fire station or CCE
- Families will be notified through School Messenger
- Communicate with principal and superintendent along with law enforcement as needed

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

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

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

Inclement Weather Communication

To provide you with the most accurate, up-to-date information, we always recommend checking with official district resources first for delay and cancellation information.

We will use the following methods to communicate with families for weather announcements:

- **ParentSquare (email, text, & phone):** We will provide updated information as it becomes available to all families using the contact information in PowerSchool. ParentSquare fully integrates with PowerSchool, and families receive communication from their contact information provided in PowerSchool.
- **CCA Mobile App:** Any community member subscribed to our CCA mobile app can receive a push notification of weather related announcements.
- **Website (ccaschools.org):** Emergency messages and updates will be posted on the district homepage as they develop.
- **Facebook (@CCAClippers):** Messages will be posted as quick as possible to our Facebook page.
- **Local news media:** Messages will be posted as quick as possible to local media.

If the District holds class during inclement weather conditions, parents/guardians may pick up their children or keep them at home. Parents/guardians must notify the school if they decide to keep their children at home. The absence will be considered excused, but not exempt.

Protection From Hazards and Environmental Health (QPPS 9.16, 9.12, 9.17, 10.7)

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

The preschool classroom building has been tested for lead, radon, radiation, asbestos, fiberglass, and other hazards that could impact children's health with documentation on file. Water safety will be confirmed with the City of North English. Custodial staff maintains the building's heating, cooling, and ventilation systems in compliance with national standards for facility use by children. (**QPPS 9.18)**

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

Smoke Free Facility (QPPS 9.19, 10.6)

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

Child Protection Policies (QPPS 10.8, 10.16, 10.19)

The health and well being of every child in our care is of the utmost importance and the protection of children is our responsibility. An applicant or volunteer for temporary or permanent employment with the preschool program involves direct interaction with or the opportunity to interact and associate with children must execute and submit an affidavit of clearance from any and all crimes against a child or families. In addition no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children.

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

Clear Creek Amana does not tolerate physical or sexual abuse of students, including but not limited to sexual or physical relationships, grooming behavior, and otherwise inappropriate relationships with students by employees. Students who feel they have been violated in the above manner by an employee should notify their parent or guardian, and report to Mark Moody, Executive Director of Educational Services at markmoody@ccaschools.org. The district will respond promptly to allegations of abuse of students by school district employees by timely reporting to all relevant agencies as required by law. The processing of a complaint will be handled confidentially to the maximum extent possible. **(QPPS 10.9)**

Policy 402.03: Abuse of Students by School District Employees

Regulation 402.03-R(1): Abuse of Students by School District Employees

Substance Abuse (QPPS 10.6)

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

Volunteers (QPPS 10.15, 10.17)

Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the teacher, the elementary principal, or our office secretary if you would like to be a school volunteer. We have a volunteer job description that defines the role and responsibilities of a volunteer. For safety's sake, if a volunteer will be working with children, he/she will be expected to execute and submit an affidavit of clearance from any and all crimes against a child or families. In addition no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children. If a volunteer works more than 40 hours per month with children, he/she will also need to provide a current health assessment, not more than one year old.

STAFF (QPPS 10.15 - 10.20)

General Information

The Clear Creek Amana School District has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. The policies outline nondiscriminatory hiring procedures and policies for staff evaluation. Policies detail job descriptions for each position, including reporting relationships; salary scales with increments based on professional qualification, length of employment, and performance evaluation; benefits; and resignation, termination, and grievance procedures. Personnel policies provide for incentives based on participation in professional development opportunities. The policies are provided to each employee upon hiring.

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

Health Assessment (QPPS 10.6)

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

Capacities and limitations that may affect job performance

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

Confidential personnel files, including applications with record of experience, transcripts of

education, health-assessment records, documentation of ongoing professional development, and results of performance evaluation, are kept in a locked filing cabinet in the Superintendent's office.

Orientation (QPPS 6.2)

Employees must know their role and duties. New preschool teaching staff will be required to participate in an initial orientation program that introduces them to fundamental aspects of the program operation including:

- Program philosophy, mission, and goals;
- Expectations for ethical conduct;
- Individual needs of children they will be teaching or caring for;
- Accepted guidance and classroom management techniques;
- Daily activities and routines of the program;
- Program curriculum;
- Child abuse and reporting procedures;
- Program policies and procedures;
- Iowa Quality Preschool Program Standards and Criteria;
- Regulatory requirements.
- Follow-up training expands on the initial orientations. See Staff Orientation Checklist.

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

Staffing patterns and schedule

The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing for Iowa's Quality Preschool Program Standards of maintaining an adult/child ratio of at least 1:10 at all times. The program administrator will maintain lists of current substitutes for both the preschool teacher and the preschool teaching assistant in case of absence. If one of the teaching staff needs to temporarily leave the classroom, the person will call the elementary office to arrange for coverage in order to maintain the adult/child ratio. (**QPPS 10.4)**

Staff is provided space and time away from children during the day. Should staff work directly with children for more than four hours, staff is provided breaks of at least 15 minutes in each four-hour period. In addition, staff may request temporary relief when they are unable to perform their duties. Upon request, staff will be referred to a service that supports them in wellness, prevention, and treatment of depression and stress management. (**QPPS 10.6, 10.18)**

Staff development activities (QPPS 6.6, 8.5, 10.15)

Personnel policies provide for incentives based on participation in professional development opportunities. All teaching staff continuously strengthens their leadership skills and relationships with others and works to improve the conditions of children and families within their

programs, the local community, and beyond. Teaching staff are encouraged to participate in informal and formal ways in local, state, or regional public-awareness activities. They may join an early childhood group or organization, attend meetings, or share information with others both in 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 are expected to attend all staff training and meetings throughout the year. Training will focus on early childhood topics relevant to the program and community.

Evaluation and Professional Growth Plan (QPPS 6.5, 6.6)

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