

Clarksville Elementary Preschool

Program Policies and Procedures

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The school district does not discriminate on the basis of race, color, age (except students), religion, national origin, creed, sex, sexual orientation, gender identity or disability in admission or access to, or treatment in, its hiring and employment practices. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), § 504 or *Iowa Code* § 280.3 is directed to contact: Superintendent, 318 N. Mather, Clarksville, IA 50619, who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, § 504 and *Iowa Code* § 280.3 (2007).

Preschool Policies and Procedure

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Clarksville Elementary Preschool Policies and Procedures

I. WELCOME (QPPS 10.1)

Clarksville Elementary School provides preschool programming to three and four year old children, and was awarded the Statewide Voluntary Four Year Old Preschool Program Grant in 2008 as a result of the Preschool Advisory Committee's dedicated work. The grant provides tuition free preschool to all four year old children. Our goal is to provide a high quality preschool program meeting each child's needs, including children with disabilities and those from a diverse background. The preschool provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new skill development. It is a setting where children feel safe, respected, and cared for. This is an opportunity for all three and four year old children to take part in planned, active learning experiences to build their readiness skills. The preschool program has adopted and meets the Iowa Quality Preschool Program Standards, administered by the Iowa Department of Education. The Iowa Early Learning Standards are used to guide expectations for children and instructional practices.

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

Mission: It is the mission of the Clarksville Community School to provide the finest educational opportunities so that all might achieve their fullest potential.

Philosophy: We believe that:

- ◆ Each child develops at his/her own pace and needs to mature before certain kinds of learning can be meaningful.
- ◆ Children will learn readily when they are developmentally ready and are given freedom and security.
- ◆ Children acquire knowledge about their world through interaction with objects and people.
- ◆ Children need to be involved in their own learning with hands-on experiences with materials and the environment.
- ◆ Children need time and space to experience, apply, and appreciate activities.
- ◆ Children are motivated by a desire to understand their world.
- ◆ Each child should be free to make choices, explore, experiment, discover, and to grow into a unique individual.
- ◆ The responsibility of the teacher is to provide the tools for learning with a balance of appropriate materials, activities, and experiences.
- ◆ The teacher will guide the children into asking questions, finding answers, and solving problems.
- ◆ The teacher will be a good role model who will enjoy learning with the children and encourage freedom with responsibility.

Goals for Children: Our hope is to provide your child with a happy and successful preschool experience. Our goal is to help your child achieve the following objectives:

- ◆ To express him/herself verbally with spontaneity and confidence.
- ◆ To develop a positive self-image.
- ◆ To become self-disciplined and to act and think for him/herself.
- ◆ To gain independence and satisfaction from activities he/she accomplishes.
- ◆ To grow in responsibility in completing activities and putting away materials.
- ◆ To develop as an individual as well as a member of a group.
- ◆ To develop in confidence when participating in activities.

- ◆ To appreciate the love of learning.

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.
- ◆ Families will advocate for their children.

III. ENROLLMENT

Eligibility: Children must be three years of age on or before September 15th to be eligible to attend the three year old program and four years of age on or before September 15th to be eligible to attend the four year old program at Clarksville Elementary. If your child will be five years of age by September 15th, please call the elementary office at 278-4560 about programming options.

Pre registration for the preschool programs will begin in the spring of the year. Registration materials are available from the elementary secretary. Final registration will occur in the fall during PreK-12 registration.

General Information (QPPS 5.1, 10.4): Before the first day of preschool, a copy of all medical and dental records, including a signed immunization form, and birth certificate shall be submitted to show the child is current for routine screening tests and immunizations according to the schedule recommended by the State of Iowa.

The maximum class size of 20 is based on square footage of the current location and the age range of the children. 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.

Tuition:

Four year old preschool is tuition free due to the school receiving the Statewide Voluntary Preschool grant in June 2008.

Three year old preschool fees are due the first of every month and are payable to the school in the elementary office or payment may be sent with your child. Tuition for the three year old program is \$55.00 monthly.

Information on tuition financial assistance is available upon request.

Preschool times:

The three year old program will be split into a Tuesday and Thursday from 8:10 to 11:00 a.m.

The four year old program will meet Monday, Wednesday, Friday from 8:10 to 3:10 p.m.

Inclusion (QPPS 9.10): The preschool program provides for 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 members are aware of the identified needs of individual children and are trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for teachers, students, other children and their families. The preschool facilities meet the Americans with Disabilities Act accessibility requirements.

Velcro or slip on shoes should be worn to school daily unless your child can demonstrate the ability to tie his/her own shoes.

Three Year Old Supply List:

- ◆ 1 regular size box of tissues

- ◆ 2 glue sticks
- ◆ Regular size backpack used daily*
- ◆ Extra set of clothing (labeled in a Ziploc bag to stay in classroom)*

Four Year Old Supply List:

- ◆ 4 glue sticks
- ◆ 1 box of tissues
- ◆ Regular sized backpack used daily (labeled and a labeled Ziploc bag to stay in classroom)*
- ◆ Extra set of clothing*
- ◆ Small rest time blanket*
- ◆ Rest mat*
- ◆ Gym shoes (velcro unless your child can demonstrate the ability to tie his/her own shoes)*

Optional Supply List for Three and Four Year Olds:

- ◆ Watercolor paint sets
- ◆ Washable markers
- ◆ Quart or gallon sized Ziploc bags
- ◆ Paper lunch sacks

We go through crackers, cereal, etc. and glue sticks quite quickly. When these supplies get low, a note will be sent home requesting more.

Thank you for your generosity!

***Please label items with child's name**

IV. A CHILD'S DAY

Who Works in the Preschool (QPPS 10.2):

Program Administrator

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

Teacher (QPPS 6.3)

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

Teacher Assistant (QPPS 6.4)

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

Health Professional (QPPS 10.10)

The preschool will have the assistance of the school health professional.

Support Staff

AEA 267 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.

Daily Activities (QPPS 2.7, 2.12-2.40, 3.10, 3.11, 3.14): Each day our schedule will include a combination of activities to promote overall development of the young learner. Opportunities will be available to practice fine motor (small hand muscles) skills of coloring, drawing, cutting, writing, etc. and the large motor (arms, legs, and other body muscles) skills of movement and coordination. Our daily whole group and calendar activities practice many important reading, language, math, science, and social skills. Snack and lunch time provide practice in responsibility, manners, and social etiquette. Although all of the previously mentioned skills are very important, the most beneficial time of our day is spent in learning centers. These are specially designed areas of our classroom where the kids are free to do hands-on learning. The children usually call it “playing”, but as adults we know the kids are interacting, experimenting, manipulating, pretending, and learning about themselves, their peers, and the work around them.

Specials (QPPS 2.12): The four year old program preschoolers will be going to the elementary school library once per week. The preschoolers will be able to check out one book at a time. The library book is then due the following week on library day (we’ll let you know when that is) to be able to check out a new book to enjoy. They will also be participating in the twenty minute gym and music time each week. The three year olds will have story, movement, and music time incorporated into daily schedules in the preschool room.

Water Activities (QPPS 5.9, 9.15): We have a water table in the classroom for children to stand and play with their hands in the water. During water play children are involved in active experiences with science and math concepts. Children with sores on their hands are not allowed to participate with others in the water table to ensure that no infectious diseases are spread. Children are not allowed to drink the water during play activities, and 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 for containers. Staff supervises all children by sight and sound in all areas with access to water.

Outside Play and Learning (QPPS 5.5, 5.6, 9.5-9.7): We have opportunities for outdoor play as the weather permits. This allows children the opportunity to develop their large muscle skills, get exercise, and be active. Sometimes we spend longer getting bundled up than we spend outside. We use the Child Care Weather Watch guidelines produced by Healthy Child Care Iowa to determine if the Wind Chill Factor or Heat Index is safe for outdoor play. In cases when we cannot go outside (due to weather conditions) children are given the opportunity to use indoor equipment for similar activities 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 he/she needs a warm coat, mittens or gloves and a hat (labeled with your child/s name). For the warmer days, dressing your child lightly is just as important. For those in between days, dressing your child in layers is a practical idea.

Cold Weather Guidelines (QPPS 5.6): The following are the specific guidelines for winter clothing at recess.

- **60 or below:** long sleeves, jacket or sweatshirt worn over regular school clothes.

- **40 or below: coat, hat (stocking hat, earmuffs, or ski band) and mittens or gloves**
- **Snow boots and snow pants will be required as weather dictates every day until notice**
- **All students must wear shoes in the building during the school day.**

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 sun block with UVB and UVA protection of SPF 15 or higher will be applied to your child's/ exposed skin (only with your written parental permission to do so and supplied by the parent). We also use an insect repellent containing DEET (only with your written permission and supplied by parent) no more than once a day to protect your child from insect bites when public health authorities recommend its use.

Program staff will complete the National Program for Playground Safety's Suggested General Maintenance Checklist on a weekly basis.

Sharing Objects From Home (QPPS 2.15-2.18): Sharing time is an important language development activity. Children will be taking turns bringing an item from home to school to share with the other students during whole group time. **Because of time limitations, only one child will be able to bring one sharing item each day.** Because the preschool program provides ample toys and learning materials for your child, we ask that you limit toys brought from home to sharing days. Please do not allow children to bring gum, candy, money, or toy guns to school. The program cannot be responsible for lost or broken toys brought from home.

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

Visiting Animals/Classroom Pets (QPPS 5.26): If you, as a parent or legal guardian, want to bring your family pet to share with your child's classroom you are welcome. The animal needs to be in good health and **have documentation from a veterinarian or an animal shelter to show that the animal is fully immunized** and suitable for contact with children. The teacher ensures staff and children practice good hygiene and hand washing when coming into contact with the animal.

Birthdays: 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. Foods must meet the USDA's Child and Adult Care Food Program guidelines. The classroom teacher can provide information concerning those guidelines. Those with 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.

Snacks/Food and Nutrition (QPPS 5.12-5.21): Attitudes about food develop early in life. The foods children eat affect their well-being, physical growth, ability to learn, and overall behavior. We have an opportunity to help children learn about foods, to enjoy a variety of foods from their own culture and

others, and to help them begin to appreciate that their bodies need to be strong, flexible, and healthy. Eating moderately, eating a variety of foods, and eating in a relaxed atmosphere are healthy habits for young children to form.

Children may choose to have breakfast before class begins. A snack, including milk or juice, will be offered daily. Milk/Juice will be purchased through the school lunch program for the four year olds. The school will notify you when your child's lunch/milk account is getting low. The school provides milk for the three year olds. If your child is unable to drink milk due to an allergy or medical condition, juice or water is available. Each child is asked to bring one box of some variety of crackers or other snack. Notices will be sent home when more snacks are needed, as our supply goes quickly. 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.

Children in the four year old program will be having lunch at school each day. You may purchase lunches through our school lunch program. Lunch money can be sent with your child or you may pay at the elementary office. Or your child may bring a lunch from home. Please label your child's lunch box.

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

High risk foods, often involved in choking incidents, will not be served.

The school district will not withhold food or beverages as a punishment, nor will teaching staff ever threaten to withhold food as a form of discipline.

Curriculum (QPPS 2.1, 2.3): Curriculum is a framework for learning opportunities and experiences. It is a process by which learners obtain knowledge and understanding, while developing life skills. It is continually revised and evaluated to make learning fun and exciting.

It is the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States, and the variety of careers, roles, and 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 non-sexist society (**QPPS 1.7**).

Our preschool uses *Creative Curriculum*, which is a research and evidence based comprehensive curriculum designed for three to five year olds. It addresses all areas of early learning: social/emotional, physical, cognitive, and language development. It provides children an opportunity to learn in a variety of ways through play, problem solving, movement, art, music, drawing and writing, listening and

storytelling. Suggestions for modifications and adaptation are an integral part of the curriculum. (QPPS 2.1, 2.2)

Assessment Procedures (QPPS 4.1, 4.2): It is the school district's belief that assessment of young children should be purposeful, developmentally appropriate, and take place in the natural setting by familiar adults. The results will be used for planning experiences for the children and to guide instruction. Assessment will never be used to label children or to include or exclude them from a program. A family's culture and a child's experiences outside the school setting are recognized as being an important piece of the child's growth and development. All results will be kept confidential, placed in each child's file, and stored in a secure location.

Children are assessed in the following ways:

- Creative Curriculum Developmental Continuum
- Skills checklists including things such as colors, shapes, and counting skills
- Child portfolios containing cutting, writing, drawing, and patterning samples
- Observational data/anecdotal notes of child's activities
- Families are asked to contribute information about their child/s progress. Young children often show different skills in different settings. Working together, the teaching staff and families can gather a complete picture of a child's growth and development.

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

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

Assessment information is kept confidential in files in the classroom and will be shared formally with families (QPPS 7.3, 7.5) during Parent Teacher Conferences throughout the year. Informal conferences are always welcome and can be requested at any time.

- If, through observation, information on the Creative Curriculum Developmental Continuum, or skills checklist, the teacher feels that there is a possible issue related to a developmental delay or other special need, she/he will communicate this to the family during a conference, sharing documentation of the concern.
- The preschool teacher would assist in arranging for developmental screening through AEA 267 and referral for diagnostic s\assessment when indicated (QPPS 7.4)
- If through observation or information on the Creative Curriculum Progress Report, the teacher feels that there is a possible issue related to a developmental delay or other special need, she/he will communicate this to the family during a conference, sharing documentation of the concern. Suggestions for next steps may include the following, with the knowledge and consent of the Parents:
 - The teacher requests assistance from the Student Assistance Team as an early intervention process. This team engages in problem identification, plans interventions, provides support, and makes outside resources available to those individuals requesting assistance (GEI process QPPS 8.3, 4.2). The ITEAM is available and functional for all students and teachers in the building and includes parents, educators, caregivers, administrators AEA 267 support staff and others who are knowledgeable about the education needs of a student.

- A request is made to the Early Childhood Special Education Teacher or AEA 167 consultants for support and additional ideas or more formalized testing.

Program Assessment: Clarksville Elementary Preschool implements the Iowa Quality Preschool Program Standards (QPPS). Administrators, families, staff, and other routinely participating adults will be involved annually in a program evaluation that measures progress toward the program's goals and objectives. The annual evaluation process includes gathering evidence on all areas of program functioning, including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. A report of the annual evaluation findings is shared with families, staff, and appropriate advisory and governance boards. The program uses this information to plan professional development and program quality -improvement activities as well as to improve operations and policies.

Supervision Policy (QPPS 9.2): Before children arrive at school, staff will complete the following safety checklist indoors and outdoors:

- All safety plugs and electric outlets covered, heat/AC, water temperature, and toilets, etc. in working order.
- All cleaning supplies/poisons out of child 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 or environment-spills, sand, etc. Other serious problems report to head custodian.
- Upon arrival, each child is observed by the teacher for signs of illness or injury that could affect the child's ability to participate in the daily activities.

No child will be left unsupervised while attending preschool. Staff will supervise primarily by sight. Supervision for short intervals by sound is permissible as long as teachers check every two to three minutes on children who are out of sight (e.g. those who can use the toilet independently, who are in the library area, etc.)

Child Guidance and Discipline (QPPS 1.11): One goal of education is to help students develop self-discipline. This comes with age and experiences. Until students have developed adequate self-discipline, they need the help of parents and teachers. We have developed rules and policies to make our school run more effectively. Each student is taught the rules and knows that some consequences will follow if the rules are broken. Teaching staff will use positive guidance, redirection, and planning ahead to prevent problems. They will encourage appropriate behavior through the use of consistent clear rules and involving children in problem solving to foster the child/s own ability to become self-disciplined. Where the child understands words, discipline will be explained to the child before and at the time of any disciplinary action. 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): Teaching staff in the preschool is highly trained, responsive, respectful, and purposeful. The teachers anticipate and take steps to prevent potential challenging behaviors. They evaluate and change their responses based on individual needs. When children have challenging behaviors teachers promote pro-social behavior by:

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

Teaching staff will guide children to develop self control and orderly conduct in relationship to peers and adults. Children will be taught social, communication, and emotional regulation skills. If a child displays persistent, serious, and challenging behavior, the teaching staff, parents, and AEA/ECSE support staff will work as a team to develop and implement an individualized plan that support 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 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: separate the children involved, immediately comfort the individual who was injured, care for any injury suffered by the victim involved in the incident, and notify parents or legal guardians of children involved in the incident.

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.
- Withhold or threaten to withhold food as a form of discipline.

District Policy Supporting the Revised Iowa Code 281-Chapter 103:

- Areas used for behavior intervention will ensure that the students have reasonable space, sufficient light, ventilation, and a comfortable temperature and students are allowed reasonable break periods to attend to bodily needs (this does not include sleep). The area will be adequately supervised with the ability to leave the area during an emergency. The room will be free of dangerous objects or instruments.
- Revised Iowa Code 281-Chapter 103 applies to all students.
- Material restraints will not be utilized.
- Adult supervision is maintained in all areas used for student behavior intervention.
- Physical restraint, confinements, and detention will only be utilized when reasonable disciplinary techniques have been attempted. Physical restraints will only be utilized to keep the students, staff, and property safe. Prone restraints will not be utilized as a restraint method. If for emergency safety reasons students are placed in the prone restraint position, the staff must take immediate steps to end the prone restraint.
- School staff will receive adequate and periodic training prior to using physical restraints.

- Parents/guardians will receive notification of behavior intervention.
- Building principals have copy of Iowa code 281-Chapter 103 which is available for parent review.
- Parents/guardians will receive notification from the school if physical restraints were utilized with their child, and/or if their child was removed from the classroom and placed in an intervention area where the student's egress was physically prevented.

Clarksville Elementary Toilet Training Policy

Toilet learning is an important time in a child's development. For children who do not use the toilet consistently, the following procedures are in place:

1. Diapering will only be done in the designated private diaper area. A changing table or cot with a mat will be used to change children's diapers. Food handling will not be permitted in this diapering area.
 2. Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standards: (IQPPS 5.5)
- Staff use only commercially available disposable diapers or pull-ups unless the child has a medical reason that does not permit their use (the health provider documents the medical reason)
 - Staff check children for signs that diapers or pull-ups are wet or contain feces
 - (a) at least every 2 hours when children are awake and (
 - b) When children awaken.
 - Diapers are changed when wet or soiled.
 - Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
 - For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine.
 - Both the diaper and the outer covering are changed as a unit.
 - Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
 - At all times, caregivers have a hand on the child if being changed on an elevated surface.
 - Diapering and Gloving posters are 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.
 - In the changing area, staff post and follow changing procedures
 - 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.
 - Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.
 - Potty chairs are not used due to the risk of spreading infectious diarrhea.
 - Families provide an extra set of clothing for their child in case of an "accident" or messy play. School also keeps extra sets of clothing on hand in the event a child does not have one.

Development of Play (QPPS 2.12-2.40)

Age 3-4 years:

Play behavior to be expected:

- The child joins in and models the play of other children.
- The child begins to interact and shares toys
- Adults will need to verbally direct the child to take turns.
- The child will begin dramatic play and acting out whole scenes.

Toys that encourage growth: Books, big wheels and trikes, stuffed toys and dolls, large sheets of plain paper, crayons, markers, scissors, music player and cds, kitchen sets, water and sand toys.

Suggestions: Increase fine motor skills by drawing, cutting, gluing, dressing dolls, role playing, imaginative play, reading and telling stories, providing space for large motor activities like running and trikes.

Age 4-5 years:

Play behavior to be expected:

- Plays and interacts with other children.
- The child's dramatic play is closer to reality with attention paid to detail, time, and space.
- Likes to play dress up.
- Shows interest in exploring gender differences.

Toys that encourage growth: Books, puzzles, paints, play dough, construction/building materials like blocks, puppets, props for playing dress up, balls, bikes.

Suggestions: Increase fine motor skills by drawing, cutting gluing, and playing with toys with smaller pieces like puzzles and Legos; large motor activities like running, walking, biking, jumping, or any outdoor games; opportunities to play away from home such as at parks.

Stuff We Learn When We Think We Are Just Playing: (QPPS 2.8-2.40)

- In the housekeeping center we are: cooperating with others, using language skills, verbalizing ideas, understanding emotions, observing others, using fine and gross motor skills, and acting our realistic situation.
- In the blocks center we are: using our fine motor skills, developing gross motor skills, classifying by shape, size, and color, experimenting with balance and form, using our imaginations, testing our ideas, recognizing quantity, and understanding numbers.
- In the art center we are: expanding creativity, increasing communication skills, improving hand-eye coordination, exercising fine motor skills, focusing on pre writing skills, putting thoughts into words, and learning that print has meaning.
- In the library center we are: developing language skills, sequencing events, taking care of books, creating our own stories, gathering information, enjoying quiet moments, using our imaginations, enhancing pre-reading skills, and learning letter recognition and letter sounds.
- In the science center we are: learning new concepts, testing ideas, planning, observing, predicting, comparing, drawing conclusions, and discovering how things work.
- In the sensory table we are: enjoying sensory experiences, experimenting, discovering, refining our observational skills, measuring, weighing, enhancing our fine motor skills, using our imagination, putting ideas into shapes, and developing artistic skills.

- In the take-apart center we are: developing manipulative skills, enhancing hand-eye coordination, understanding about tools, learning how things fit together, and learning to plan and organize.
- In the computer center we are: controlling small muscles in our hands, coordinating hand-eye movement, using emerging reading skills, demonstrating knowledge of the alphabet, exploring cause and effect, and using tools for writing and drawing.
- In the toys and games center we are: learning new ideas, increasing language and cognitive skills, enhancing hand-eye coordination, developing fine motor skills, learning to estimate, classifying and sorting, counting and comparing, recognizing patterns and shapes, and focusing on spatial concepts.
- At nap time we are (OK-it is not a center but it is still important): providing our bodies with much needed downtime for growth and rejuvenation, naps keep us from getting overtired, we need 10-12 hours of sleep a day, and a good nap often means the difference between a pleasant afternoon and one to forget ☺ ☺ ☺

V. COMMUNICATION WITH FAMILIES (QPPS 1.2, 7.5)

The program will promote regular, two-way communication between families and staff by using newsletters and written notes, as well as informal conversations, phone calls, or e-mail. Families are encouraged to communicate important information so all the staff who work with the child can share in meeting their needs. Staff will use notes and emails to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being.

Visiting Parents (QPPS 7.2) : Parents and legal guardians are always welcome to visit the preschool classroom. As a safety feature, all parents and visitors will check in at the elementary school office. Visitors are asked to stay no longer than one hour. Visitors are asked to please use discretion with regard to bringing babies and toddlers to school, as young children may disrupt class sessions.

Arrival/Dismissal (QPPA 10.11) : Please, for safety, have an adult or sibling walk your child to the north door where the preschool through 2nd grade children line up in the morning between 8:00 and 8:10 am. We welcome information you would like to share with us during arrival time, as we are greeting you and your child; notes, emails, etc, are also welcome. An adult or sibling must come to the same lower elementary entrance to pick up your child upon dismissal. Other than parents or legal guardians, only persons with prior written authorization will be allowed to pick up a child from school. Parents and legal guardians are asked to keep their information current by reporting changes to the preschool teacher or elementary school secretary. Throughout the day when children transition from one location to another, the teacher will be responsible for counting the number of children whenever leaving one area and when arriving at another to confirm the whereabouts of every child at all times.

Clarksville Community School District will provide school bus transportation to rural four year old preschool children. All other children will need to have their own transportation. Children who ride the bus are monitored by the bus driver to and from school. When arriving at school, preschool bus riders either walk with a sibling or other designated person to the preschool room. At dismissal time, preschool bus riders are walked to the bus line and observed loading the bus by

a designated person. For children who have special needs for transportation; the administration, bus transportation director, and teaching staff will meet with the parents in order to develop a plan that will best suit the needs of the child. This plan will address special equipment and staffing and care in the vehicle during transport. Any accommodations indicated in the child's Individualized Educational Program (IEP) will be implemented as described. If any child does not arrive or get picked up from school, parents are called. No child will be sent out of the building unaccompanied. **In the event of inclement weather or other special circumstances, the office must be notified ahead of time of any children who are going home in a different way or being picked up by someone different.**

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.

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 Clarksville Community School buses are used for these field trips. Parents will be informed of each field trip through a newsletter and/or notes home with students, and will include: dates, time of departure, time of return and the destination location.

Attendance/Absences: Students who are enrolled in the program are expected to be in school for the full session and are expected to be punctual in their arrival and departure. Students are expected to not be absent any more than is necessary for health reasons or appointments. Irregular attendance interferes with the progress of your child and others as teachers find themselves taking class time to repeat information and make adjustments for those students who have been absent. Please notify the elementary school office at 278-4560 if your child is sick or will be otherwise absent from preschool.

Preschool Mailbox (QPPS 1.1, 7.5): Each student will have their own mailbox slot in our room. All notes going home will be put in the child's mail slot at the end of the day and we will try to make sure each mailbox slot is empty before going home. If any important notes or papers for the elementary school or me come from home, please secure them in an envelope clearly labeled with information about the contents inside the envelope, encourage your child to give the envelope to me as soon as he/she arrives at school. I will also be reminding each child to check his/her bag for important "stuff" from home. This helps develop responsibility and the kids enjoy being a messenger.

Monthly Newsletters (QPPS 1.1): We will keep you informed of our preschool happenings via a monthly newsletter. These will include information about our theme topics, activities, important dates, a sharing calendar, and book orders.

Ethics and Confidentiality: Staff follows an important code of ethics to guide their involvement with children and families. It is essential to protect the confidentiality of all information concerning children and their families. Maintaining a professional attitude includes being responsible 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 child shall be shared with another child's parent. We continually strive to model such qualities as patience, tolerance, cooperation, acceptance, understanding of others, and enthusiasm for children as well as for other adults.

Children's Records (QPPS 5.1): Student records , except for directory information, are confidential. Only persons, including employees, who have a legitimate educational interest, are allowed access to a student's records without the parent's permission. Parents may access, request amendment to, and copy their child's records during regular office hours. Parents or guardians will be asked to sign a release of information form should they or the school request information be shared with another agency.

Preschool Advisory Committee (QPPS 7.2): The Clarksville Elementary Preschool has a preschool advisory committee composed of parents, school staff, administration and other community members interested in the preschool program. This group meets to provide feedback on services that meet children and family needs. They also serve as a sounding board for new ideas and services. Please let the preschool teacher know if you are interested in being part of the advisory board.

Grievance Policy (QPPS 7.1, 7.2): 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 encourage you to address the concern with your child's teacher. If additional help is needed, either party may ask for assistance from the elementary principal, the program administrator.

VI. FAMILY INVOLVMENT (QPPS 7.1, 7.2)

Clarksville Elementary 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, their preferred means of child-rearing and communication, information about their socio-economics, linguistic, racial, religious, and cultural backgrounds as they wish to share. Home visits are conducted at the beginning of the school year. Parent- teacher conferences are held two times yearly, as well as when either party requests. At least one family night is held during the school year. Clarksville Elementary Preschool values the time spent talking and interacting with families and developing strong, reciprocal relationships. As the teacher learns from family expertise regarding their child's interest, 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 at any time. Although in-person daily contact cannot be replaced, preschool staff also rely on notes home, emails, phone calls, and newsletters as alternative means to establish and maintain open, two-way communication.

We invite you to become involved in one or all of the following ways.

- 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 his/her needs.
- Attend family meetings
- Return all forms, questionnaires, etc. promptly
- Attend Parent Teacher conferences
- Check your child's backpack each day
- 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 family's cultural traditions, celebrations, or customs
- Read all material sent home with your child
- Come to play
- Help with special events. (preparation of materials, making phone calls, preparing posters or flyers, recruiting volunteers, collecting donations, running errands, photos, set-up for events, clean-up after events, etc.)
- Serve on the advisory committee.

The school district will, to the extent possible, provide full opportunities for meaningful participation of the families with children with limited English proficiency and families with children with disabilities. This includes providing information and school reports in an understandable and uniform format. The school district believes that families should be supported in making decisions about services that their children may need, and the teaching staff will provide information to families about available community resources and assist as requested in helping the family make connections (**QPPQS 8.1**)

Home Visits (QPPS 7.1): Home visits are made at the beginning of the school year. This is an opportunity for the preschool teacher to get to know you, your child, and your family and for you to begin to create a partnership between home and school in order to best meet your child's needs. This is a great time for you to share what makes your family unique, how you prefer to

communicate with the teacher, and share your knowledge about your child's interests, approaches to learning, and developmental needs. This time will also be like show-and-tell. Your child can show me what he/she likes to play at home, special pets they may have, or other favorite activities. I will bring the camera along to take pictures of some of their favorite things, and those pictures are used to make a bulletin board display in classroom for all to enjoy.

Conferences (QPPS 1.1, 4.1, 4.14): There will be two parent-teacher conferences annually for the four year olds and one annually for the three year olds. During conferences the teacher will share results of classroom assessments and samples of your child's work. Together you can make a plan to continue to encourage your child's growth and development.

Family Night/Collaboration Events (QPPS 7.9, 8.2, 8.4): During the school year, there will be a minimum of one family night opportunity for you and your family to come to school to participate in fun and educational activities. There will also be at least four collaborative activities during the school day between the four year olds and the Head Start children to get all preschool age children better acquainted.

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 young children, whether the transition is within the same building or in another location. Teaching staff will partner with the family to make the transitions 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.

Family Resources ((QPPS 8.1) Clarksville schools believes in supporting students. We have numerous area supports for families in need of additional services. Together for Families serves Bremer, Butler, Franklin & Grundy Counties. Here is the [direct link](https://docs.google.com/document/d/1SGsWU37IivXi8R8sYJRdKko732fGyxrUSDNXMu3F7t0/edit?usp=sharing) for these resources. If you need assistance setting up support, please contact the school.
<https://docs.google.com/document/d/1SGsWU37IivXi8R8sYJRdKko732fGyxrUSDNXMu3F7t0/edit?usp=sharing>

VII. HEALTH AND SAFETY

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

Health and Immunization Certificates (QPPS 5.1): A copy of each child's birth certificate, physical and dental health card must be on file in the school office, as well as an up to date Iowa immunization card complete with doctor's signature. When a child is overdue for any routine health service, 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 immunizations for which parents are using religious exemption.

Health and Safety Records (QPPS 10.10): Health and safety information collected from families will be maintained on file for each child. 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.

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.
- Current emergency contact information
- 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
- Individual emergency care plan for children with known medical or developmental problems or other conditions that might require special care in an emergency **(QPPS 10.14)**
- Supporting evidence for cases in which a child is under immunized because of a medical condition 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
- Under the supervision of the preschool teacher, all staff must be alert to the whereabouts of all children. Systems are in place for accounting for children at regular intervals, especially during periods of transition.
- All staff are to follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections.
- All staff are familiar with evacuation routes and procedures
- All staff complete "Occupational Exposure to Blood borne Pathogens"
- At least one staff member who has a certificate of pediatric first aid training is always present with children. When a child in the group has a special health condition that might require CPR, one staff person with completed CPR training is present in the program at all times **(QPPS 5.4)**

Illness Policy/Exclusion of Sick Children (QPPS 5.3): For the health and safety of all children, it is mandatory that sick children not be in school. The following symptoms during the night would mean the child not be admitted the following morning for the safety of other children.

- Fever greater than 100 degrees F.
- Vomiting
- Diarrhea
- Pink eyes with drainage
- Cough with congestion and excessive nasal discharge

The policy for return after illness includes:

- Fever free for 24 hours, without over the counter medication
- 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 they are not able to participate comfortably; if the illness requires more care than staff are able to provide without compromising the needs of other children; or if keeping the child at school poses an increased risk to the child or other children or adults with whom the child will come in contact.

When a child develops signs of illness during the day, parents or guardians, or other authorized person will be notified to pick up the child immediately. Please be sure that we have current, accurate phone numbers for emergency use. While waiting for parents, we will provide the child a place to rest. If the child is contagious, they will be located where new individuals will not be exposed.

Any major incident or injury will be documented in the office.

Staff will have immediate access to emergency numbers and helping services. Emergency contact information for each child and staff member will be kept readily available.

Medication (QPPS 5.10):

The school will administer medication to children with written consent of the parent/guardian and an order from a health provider for a specific child.

The school nurse will coordinate and/or administer medications during school hours with written consent and medication available in an original labeled prescription or manufacturer's container that is child resistant. Any other person administering medication has specific training updated regularly. Medication errors will be controlled by checking and recording practices each time medication is given. Instructions for dose, time and duration of administration must be provided in writing. A medication log will be maintained by the school staff to record the instructions, consent, dosage, time of administration and person who administered each dose.

Cleaning and Sanitation (QPPS 9.11): The facility will be maintained in a clean and sanitary condition. When a spill occurs, the area will be cleaned immediately while inaccessible to children. Toys, or other surfaces 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. Machine washable cloth toys must be laundered before re-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.

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

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

Hand washing Practices (QPPS 5.8): Frequent hand washing is the key to preventing the spread of infectious diseases. Teachers teach children how to wash their hand 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 children who are developmentally able to learn personal hygiene are taught hand washing procedures and are periodically monitored
- Hand washing is required by all staff, volunteers, and children when hand washing reduces the risk of transmission of infectious diseases to themselves and to others
- Staff assist children with hand washing as needed to successfully complete the task

Children and adults wash their hands:

- Upon arrival for the day
- After using the toilet
- After handling body fluids (blowing or wiping 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
- After playing in water that is shared by two or more people
- After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals
- 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 jewelry, and under fingernails; rinsing well; drying hands with a paper towel or a dryer ; and avoiding touching the faucet with just washed hands.

When handling blood or body fluids that might contain blood, wearing gloves is an optional supplement, but not a substitute, for handwashing in any situation listed above.

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

In situation 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. 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 kit, the contents will be inspected for missing items with immediate replacement. The first aid kit is taken to the outdoor play areas and 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 in a log.

Medical Emergencies and Notification of Accidents or Incidents (QPPS 10.13): The Clarksville Preschool has in place a “Crisis Manual” that describes the following situations and procedures to follow:

- Emergency numbers
- Fire procedures
- Utility failures
- Severe weather
- Bomb threats
- Physical threats/armed intruder
- Evacuations
- Crisis intervention plan, steps and media procedures
- Accidental injury or illness procedures for life-threatening or non--life threatening situation

- School crisis team members
- List of CPR /First Aid persons in buildings

The booklet is posted by the door and reviewed by each staff member annually or in the event of changes.

School closings/Late Starts: In case of inclement weather, the announcement of a school late start or early dismissal will be made over the following TV stations: KWWL – Channel 7, and the following radio stations: FM – 89.9, 99.3, 97.7, 98.5, 104.9, 105.7, 107.9, and AM – 1470, 1540, 1330, and 1650. If there is a two hour late start on any day of the week the 3-year old preschoolers will not attend school.

Protection from Hazards and Environmental Health (QPPS 9.16, 9.17): Program staff protects children and adults from hazards, including electrical shock, burns, 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. Custodial staff maintains the building’s heating, cooling, and ventilation systems in compliance with national standards for facility use by children.

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

Smoke Free Facility (QPPS 9.19): In compliance with the Iowa Smoke free Air Act of 2008, Clarksville Community School buildings and grounds are smoke free. “No Smoking” signs meeting the law’s requirements are posted at entrances of the school building to inform people they are entering a non-smoking environment.

Child Protection Policies (QPPS 10.8, 10.16, 10.19): The health and well being of every child in our care is important. Our program has written school board policy for reporting child abuse and neglect that complies with 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. All teaching staff complete “Mandatory Reporter” training at least every five years.

The school district does not tolerate employees physically, or sexually abusing or harassing students. The Iowa Department of Education has established a two step procedure for investigating allegations of physical or sexual abuse of students by employees and requires the district to designate an investigator to look into allegations.

Substance Abuse: Persons under the influence of drugs or alcohol will not be permitted on the premises of the Clarksville Community Schools.

VIII. STAFF (QPPS 10.15-10.20)

The Clarksville Community School District has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions.

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

Health Assessment: The preschool program maintains current health information from documented health assessments for all preschool staff. A current health assessment is received before an employee starts work. The documented health assessments include:

- Capacities and limitations that may affect job performance
- TB testing

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): New preschool teaching staff will be required to participate in an initial orientation program that introduces them to fundamental aspect 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.

Staffing Ratios (QPPS 10.4, 10.19): Our program follows requirement for staffing for Iowa's Quality Preschool Program Standards of maintaining an adult/child ratio of at least 1:10 at all times. Adults working with students for more than four hours are given a minimum of one 15 minute break.

Staff Development Activities (QPPS 6.6, 10.15): Teaching staff will participate in all district wide professional development activities and will be encouraged to participate in content appropriate formal and informal additional professional development focusing on early childhood topics relevant to the program. Teachers are encouraged to participate with and join early childhood organizations and teaching staff will be informed of professional development activities provided by the area education agency.

Evaluation and Professional Growth Plan (QPPS 6.5, 6.6): All program staff are evaluated at least annually by the program administrator. Staff also evaluate and improve their own performance based on ongoing reflections and feedback from supervisors, peers, and families. From this, they develop annual Individualized Professional Growth Plans that are part of their evaluation process.

Contact Information (QPPS 7.5, 7.6): If you have any questions or concerns, please contact the classroom teacher or the elementary office at 278-4560. You may also email the teacher at ktjelmeland@clarksville.k12.ia.us.