

Collins-Maxwell Elementary Preschool
Handbook
2026-2027



416 4th Ave.
Collins, IA 50055
641-385-2446

<https://cmspartans.org/>

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COLLINS-MAXWELL COMMUNITY SCHOOL DISTRICT

District Faculty

Superintendent	Chad Wahls
MS/HS Principal	Lori Fricke
Elementary Principal	Aliyah Kralik
Curriculum Director	Ashley Jensen
Activities Director	Troy Houge
Transportation Director	Ken Leighty
Technology Director	Brett Fricke
Maintenance Director	Bill Lytle
Business Manage	Traci Nessa
Human Resources	Jade Hammers
MS/HS & Board Secretary	Kim Hinton
Elementary Secretary	Mandy Wierson
Food Service	Sheila Anderson
School Nurse	Meredith Jans

Elementary Faculty

Preschool	Josie Skinner
Kindergarten	Kristi Hauptert
1st Grade	Cheryl Fricke, Heather Meinerts
2nd Grade	Morgan Meeker, Gina Ericson
3rd Grade	Kayla Wilkie
4th Grade	Jenny Schmidt, Kelsie Smith
5th Grade	Deanna Davis
Special Education	Ryanne Allen, Shelbi Fisher
Media Associate	Anna Baldwin
K-5 Music/Band	Becky Holliday
Talented and Gifted	Ashley Shivers
Physical Education	Lauren Svejda
Art	Ashley Dietze
Instructional Coach	Ashley Jensen
Title 1 Reading	Skye Franken
Guidance	Ashley Shivers
At-Risk	Allie Risting

Welcome to Collins-Maxwell Preschool!

Dear Collins-Maxwell Preschool Families,

Welcome to the 2026–2027 school year! We are excited to welcome you and your child to Collins-Maxwell Preschool. Beginning school is an exciting milestone, and we are honored to be part of your child's early learning journey.

At Collins-Maxwell Preschool, we are committed to providing a high-quality preschool program that meets the individual needs of every child, including children with disabilities and those from diverse backgrounds. Our goal is to create a safe, nurturing, and engaging environment where children feel valued, respected, and encouraged to learn through play, exploration, and meaningful experiences. We strive to build confidence, foster curiosity, and develop the social, emotional, and academic skills that prepare children for kindergarten and lifelong learning.

Our preschool program meets the **Iowa Quality Preschool Program Standards** established by the Iowa Department of Education and uses the **Iowa Early Learning Standards** to guide instruction and support each child's development.

This handbook is designed to provide important information about our preschool program and serve as a helpful resource throughout the school year. Inside, you will find information about daily routines, attendance, health and safety procedures, communication, transportation, classroom expectations, and other program guidelines. While this handbook addresses many common situations, it cannot cover every circumstance. School administrators may make decisions based on district policies, state and federal laws, and the best interests of students. A complete list of School Board policies can be found on the district website.

We know that children thrive when families and educators work together. Thank you for entrusting us with your child's early education. We look forward to a wonderful year filled with learning, friendships, growth, and memorable experiences.

Go Spartans!

Warm regards,

Mrs. Aliyah Kralik
Elementary Principal



DISTRICT AND SCHOOL MISSION, PHILOSOPHY, AND GOALS (QPPS 10.1)

Collins-Maxwell Community District Mission Statement:

To prepare responsible individuals for the future through academic and social experiences.

Collins-Maxwell Elementary Mission Statement:

At Collins-Maxwell Elementary, our mission is to create a supportive learning environment where every student is empowered to reach their full potential, grow with confidence, kindness, and responsibility, and develop the skills needed for lifelong success.

GENERAL INFORMATION (QPPS 5.1)

FOREWORD

The purpose of this handbook is to acquaint you with the policies and procedures under which the Collins-Maxwell Elementary Preschool operates. It is to be used as a guide to a smooth and efficient operation of the school. Please take time to familiarize yourself with the contents of this handbook. The contents have been reviewed and revisions have been suggested by the Collins-Maxwell School Board, student council, teachers, and advisory committees. Its contents have been presented and approved by the Collins-Maxwell Board of Education as part of its administrative policy.

CHANGES IN HANDBOOK

The administration reserves the right to add or delete any materials in the handbook any time during the school year.

COMMUNICATION (QPPS 1.1, 7.4)

There are many ways we try to communicate to parents and families.

Infinite Campus: This communication tool allows administrators to send messages and updates to students and families, helping keep everyone informed about academics, attendance, events, and important school information.

Facebook: Parents may learn about various school activities and receive through our school Facebook page - [Collins-Maxwell CSD](#).

Class Dojo: This is a communication platform that helps teachers and families stay connected by sharing updates, tracking classroom behavior through 'Dojo Points,' and celebrating student learning. Teachers update this at least once a week.

Building Newsletter: Parents may learn about various school activities and programs through the school's monthly newsletter, the school newsletter is shared via email and also shared on our various social media accounts when it is released the 1st of every month.

Classroom Newsletters: Letters from the classroom teacher are sent home with students each Friday.

INDIVIDUAL CONFERENCES

Teachers are available to meet with families at a variety of times. Please contact the school office or your child's teacher to arrange a time to meet.

STUDENT CONFERENCES

Conferences are held in the fall and spring. You and your child are responsible for attending the conference with your child's teacher. This is a great opportunity to showcase the progress your child has made in the current year!

PROGRAM ELIGIBILITY

3-Year-Old Program:

Children are eligible for the 3-year-old program if they will turn **4 years old by January 1st** of the following calendar year. Students enrolled in the 3-year-old program are **not eligible** for the full-day preschool program. Admission to the 3-year-old program will be based on space. 4-year-old students will fill spots first, and if there is room to add 3-year-old students, we will then include them in the program.

4-Year-Old Program:

Children are eligible for the 4-year-old program if they are **4 years old on or before September 15th** of the current school year. Preschool enrollment is open to students who reside within the Collins-Maxwell Community School District.

Full-Day Program:

Enrollment in the full-day preschool program is limited by available space. **Students who reside within the Collins-Maxwell Community School District will receive priority consideration for full-day enrollment.** If additional spaces are available after district resident enrollment has been completed, nonresident students may be considered in accordance with district policies and space availability.

SCHOOL HOURS

Classes will meet 4 days a week for a full-day or a half-day session (AM or PM).

The schedule is as follows:

AM Session - 8:00am - 11:00am

PM sessions - 12:30pm - 3:30pm

Full Day - 8:00am - 3:30pm

Morning Arrival: Supervision of students begins at 7:35 AM, so students who arrive prior to this time are unsupervised. Students who arrive early for breakfast may enter the building at 7:35 AM. Breakfast is served beginning at 7:35 AM. All other students will be gathered in the gym until 8:00.

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 dropping your child off and picking your child up, we ask that you go directly to the classroom door on the west side of the preschool classroom, not the playground gate.

You will access the preschool classroom through the gate in the black fence in the front of the elementary school building. A staff member will be there to greet you. You are not allowed to drop your child off at the classroom until 10 minutes prior to the start of your child's preschool session.
(QPPS 10.9)

Afternoon Dismissal: Students who ride the buses are dismissed at 3:30 and exit the building through the main entrance utilizing the sidewalks to get to the buses. Students who walk home from school are dismissed around 3:45 (after the buses have departed). Parents, older siblings, & daycare providers are required to pick up their student from the north door by the gravel parking lot.

WEATHER-RELATED SCHOOL CLOSINGS

Sometimes, due to inclement weather (blizzards, extreme heat or cold, dense fog), we will delay, cancel school or dismiss early. Please make sure you have a plan for your child's care in the event that any of these situations occur. Rural students should be able to enter their home or have another place to go in the event they arrive home to an empty house. Each *in-town* student should know to return to school if they are unable to enter their home.

Please check local broadcast news and other media for school closings. We also send email alerts as soon as the decision has been made to dismiss early. Make sure the school has your email information if you wish to receive these messages.

TV Stations

WOI - Channel 5

KCCI - Channel 8

WHO - Channel 13

Missed preschool days due to bad weather may be made up as scheduled by the principal and preschool teacher after an accumulation of 3 missed preschool sessions. These makeups will take place on a Monday or at the end of the school year.

NOTE: If there is a late start, there will be no morning preschool. If there is an early dismissal, there will be no afternoon preschool.

Bad Gravel Road Conditions: Occasionally, during extremely wet weather or with thawing conditions, the gravel roads cannot handle bus traffic and we will be limited to traveling on hard surface roads. Students who live on gravel roads will be given a location for pick-up/drop off. Please check local broadcast news and other media for "Hard Surface Only" notifications.

SECURITY MEASURES AND PROCEDURES

The Elementary building will lock all doors at 8:00 and remain locked for the duration of the school day. All visitors are required to sign in at the office and wear a visitors badge.

The building is also equipped with security cameras in hallways and outside of the building. These cameras are monitored daily and the footage is recorded for review if needed.

VISITORS

Visitors to our school are welcome! We do ask that you do the following prior to and during your visit.

- Enter through the main office doors
- Sign-in and get a visitors badge to be worn for the entirety of your visit.
- Visits will be 60 minutes or less

If your child forgot something at home and you will be bringing it to school during school hours, we ask that you drop it off in the office and a school employee will bring it to the student during a transition time so classroom instruction is not interrupted. Please make sure the object is clearly marked with your child's name on it.

SHUTTLE BUSES

Morning Shuttles: Three shuttle buses transport students between Maxwell and Collins each morning. Elementary students should plan to arrive at the high school between 7:25 and 7:35 to ride their shuttle. Students planning to eat breakfast should arrive in time for the early shuttles.

Afternoon Shuttles: Shuttle buses transport students between Maxwell and Collins each afternoon. These shuttles arrive at the high school building in Maxwell around 3:45.

TRANSPORTATION

Collins-Maxwell Community School District will provide school bus transportation for full day preschool students, preschoolers on field trips, and for students who qualify for specialized transportation based on their IEP. Parents are responsible for transporting children to and from school.

For children who have special needs for transportation, the facility will use a plan based on a functional assessment of the child's needs related to transportation that is filled out by the child's physician. This plan will address special equipment, staffing and care in the vehicle during transport. Any accommodations indicated in the child's Individualized Educational Program will be implemented as described.

TUITION

There is no tuition for 4 year old half day preschool classes. All tuition is covered through Statewide Voluntary Preschool Program Funding.

3-Year-Old Program - \$250/month

4-Year-Old Full-Day Program - \$150/month

PRESCHOOL STAFF

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 10.2)**

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 6.2)**

Teacher Assistant: A full-time teacher assistant in the classroom carries out activities under the supervision of the teacher. The teacher assistant will have specialized training in early childhood education. **(QPPS 6.3)**

School Nurse: The preschool will have the assistance of the school nurse. The school nurse is employed full time, is a certified RN, and is recertified every three years. The nurse maintains student health records by updating them quarterly, and attends to the health needs of the students while they are at school. The nurse is available for parent consultation when necessary. **(QPPS 10.8)**

Support Staff: Heartland AEA support staff provide resources and assistance to the teacher and classroom upon request to help all children be successful in the preschool setting. Such staff may include: early childhood consultant, speech and language pathologist, social worker, occupational therapist, physical therapist or others.

FIELD TRIPS

Field trips provide students with meaningful, hands-on learning experiences by extending the classroom beyond the school building and into the community. These experiences help bring learning to life in authentic ways. Because students are outside of their usual school environment, we sometimes ask parents and guardians to serve as chaperones to help ensure that all students remain safe, engaged, and ready to learn.

If you are volunteering as a chaperone, please help by:

- Keeping your assigned student group together and with the larger tour group at all times.
- Ensuring students walk while traveling on foot during the trip.
- Remembering that siblings may not attend field trips.
- Encouraging students to be respectful, quiet, and attentive while guides or presenters are speaking.
- Saving food and drinks for designated lunch or snack times only.
- Helping enforce our expectation that students do not use cell phones during field trips.
- Most importantly, enjoy the experience and encourage students to learn, ask questions, and have fun!

The most effective way to support students is by modeling these expectations throughout the trip. If a student is having difficulty following directions or meeting expectations, please notify a teacher, associate, or administrator so we can provide support. This may include having the student join a group led by a staff member.

ATTENDANCE

Reporting Procedure: Notify the school if your child is going to be late or absent from school, by contacting the school office **and** your child's teacher. Please include information about why your child will be absent. The office phones are answered by 7:40am. Notifying the school in advance of anticipated absences or tardiness helps your child's teacher better meet your child's academic needs. Please call the elementary office with the reason for an absence no later than 8:30 A.M. if your child attends the morning session and by 1:00 P.M. for the afternoon session. For safety's sake, if a student is absent without notification, the school secretary/teaching staff will attempt to contact the family to verify the child's absence from school. Excessive absenteeism may be cause for the student to be dismissed from the program. This will be handled on a case-by-case basis.

Attendance Guidelines: The school reserves the right to determine if a student absence will be considered an **excused** or **unexcused absence**.

Absences from school for the following reasons will generally be considered **excused**:

- Personal Illness (three or more consecutive days of illness will require a doctor's note)
- Death or serious illness in the immediate family or household
- Medical/dental/or business appointment that cannot be made other than school time (students will be asked to bring a signed note back from their appointment)
- Educational trips (if approved in advance by principal)
- Family vacations (if approved in advance by principal)
- Recognized religious observances
- Other reasons which can be justified from an educational standpoint (if approved in advance)

Absences from school because of activities that could be done outside of the school day will generally be considered **unexcused**.

ETHICS AND CONFIDENTIALITY

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

DAILY PROGRAM OVERVIEW (QPPS 9.1):

Below outlines what a child's routine at Collins-Maxwell Preschool will look like.

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. A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day.

This equipment includes:

- Dramatic play equipment;
- Sensory materials such as sand, water, play dough, paint, and blocks;
- Materials that support curriculum goals and objectives in literacy, math, science, social studies, and other content areas; and,
- Gross motor equipment for activities such as pulling up; walking; climbing in, on, and over; moving through, around, and under; pushing; pulling; and riding.

CURRICULUM

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, self-identity, 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, 2.4)**

The preschool program uses *Creative Curriculum*, a research and evidence based comprehensive curriculum designed for three and four-year-olds. It addresses all areas of early learning: language, literacy, math, science, physical skills, and social skills. It is based on projects of study that are familiar and meaningful to young children. It provides children an opportunity to learn in a variety of ways including play, problem solving, movement, art, music, drawing and writing, listening, and storytelling. Suggestions for modifications and adaptations are an integral part of the curriculum. **(QPPS 2.1 - 2.3)**

The Creative Curriculum for Preschool is a comprehensive curriculum, linked to an assessment system (GOLD Assessment) that fully meets the criteria for appropriateness and effectiveness. It addresses teachers' need to know what to teach and why and how children learn best. The curriculum provides a framework on how teachers can respond to the individual needs and learning styles of all children. The curriculum is inclusive of all children – those developing typically, children with disabilities, and English language learners. *The Creative Curriculum for Preschool* is a scientifically based, research-tested model. (Adapted from www.teachingstrategies.com)

CHILD ASSESSMENT

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

Children are assessed in the following ways:

- Teaching Strategies GOLD Assessment aligns with the Iowa Early Learning Standards. It records student progress in all developmental areas at the beginning, middle and end of the year.
- Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
- Child portfolios are organized by the teaching staff and include the assessments, observational data, and child work samples collected on an ongoing basis.

- Families are asked to contribute information about their child's progress. Young children often show different skills in different settings. Working together, the teaching staff and families can gather a complete picture of a child's growth and development.

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

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

Assessment information will be shared formally with families during Parent Teacher Conferences in the fall and spring. In addition, families have ongoing opportunities to share the results of observations from home to contribute to the assessment process. The Teaching Strategies GOLD Assessment will be shared at conferences. The preschool teacher will communicate weekly regarding children's activities and developmental milestones. Informal conferences are always welcome and can be requested at any time. **(QPPS 7.3, 7.4, 4.9)**

If, through observation, information on the Teaching Strategies GOLD Assessment, or other assessment information, 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 Preschool Team (teachers, AEA staff, and administration) as an early intervention process. This team engages in problem identification, plan interventions, provide support, and make outside resources available to those individuals requesting assistance. The team is available and functional for all preschool students.
- A request made to Heartland Area Education Agency for support and additional ideas or more formalized testing.

The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated. **(QPPS 4.2, 7.6)**

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

PROGRAM ASSESSMENT

Collins-Maxwell Preschool implements the Iowa Quality Preschool Program Standards (IQPPS). We regularly receive verification visits or desk audits to confirm we are meeting these standards.

Administrators, families, staff, and other routinely participating adults will be involved annually in a program evaluation that measures progress toward the program's goals and objectives. The annual evaluation process includes gathering evidence on all areas of program functioning, including policies and procedures, program quality, children's progress and learning, family involvement and

satisfaction, and community awareness and satisfaction. A report of the annual evaluation findings is shared with families, staff, and appropriate advisory and governance boards. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

SUPERVISION POLICY

No child will be left unsupervised while attending preschool. The preschool staff will complete the following safety checklist indoor and outdoor:

- All safety plugs and electric outlets covered, heat/AC, water temperature, and toilets, etc. in working order.
- All cleaning supplies/poisons out of children reach and are stored properly.
- Classroom and materials checked for cleanliness/broken parts, etc. including playground.
- Supplies checked - first aid kit, latex gloves, soap, paper towels, etc.
- Daily monitoring of the environment - spills, sand, etc. Other serious problems are reported to the head custodian.
- Upon arrival, each child is observed by the teacher for signs of illness or injury that could affect the child's ability to participate in the daily activities. **(QPPS 9.2)**

CHILD GUIDANCE AND DISCIPLINE

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 involve 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. **(QPPS 1.9)**

CHALLENGING BEHAVIOR

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, parents, and AEA support

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

Aggressive physical behavior toward staff or children is unacceptable. Teaching staff will intervene immediately when a child becomes physically aggressive to protect all of the children and encourage more acceptable behavior. **(QPPS 1.2, 1.8, 1.9)**

Permissible Methods of Discipline:

For acts of aggression and fighting (biting, scratching, hitting) staff will set appropriate expectations for children and guide them in solving problems. This positive guidance will be the usual technique for managing children with challenging behaviors rather than punishing them for having problems they have not yet learned to solve. In addition, staff may: (1) Separate the children involved; (2) Immediately comfort the individual who was injured; (3) Care for any injury suffered by the victim involved in the incident.; (4) Notify parents or legal guardians of children involved in the incident; (5) Review the adequacy of the teaching staff supervision, appropriateness of program activities, and administrative corrective action if there is a recurrence.

Prohibited Practices:

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

- 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, frighten, or subject a child to neglect
- Withhold or threaten to withhold food as a form of discipline

WATER ACTIVITIES

We have a water table in the classroom for children to stand and play with their hands in the water. During water play children are involved in active experiences with science and math concepts. Children with sores on their hands are not allowed to participate with others in the water table to ensure that no infectious diseases are spread. Children are not allowed to drink the water during water play activities. When the activity period is complete, the water table is drained and refilled with fresh water before a new group of children comes to participate. Outdoor water play is limited to tubs and buckets or containers as well as the water table. We do not participate in swimming pool activities. Staff supervises all children by sight and sound in all areas with access to water in tubs, buckets, and water tables. **(QPPS 5.7, 9.14)**

SNACKS/FOODS AND NUTRITION

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

Children attending the morning or afternoon sessions are served a snack at a regularly scheduled time. Children are often involved in preparing and making snacks. Two food groups will be represented at each snack time as outlined in the USDA guidelines. A written snack menu is posted in the classroom and available to families. All menus are kept on file for review by a program

consultant. The preschool serves a wide variety of nutritional snacks, and encourages children to expand their tastes by at least trying a portion of the food offered.

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

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

High risk foods, often involved in choking incidents, will not be served. For children younger than four years, these include 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 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. **(QPPS 5.9- 5.17)**

OUTSIDE PLAY AND LEARNING

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

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, a hat, snow pants and gloves (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. Children are encouraged to wear tennis shoes or other appropriate shoes for running and play.

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

Program staff will complete the National Program for Playground Safety Suggested General Maintenance Checklist on a weekly basis. **(QPPS 5.4)**

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 appropriate for running and play 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.

TOILETING LEARNING

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

1. Diapering will only be done in the designated diaper area, i.e., the bathroom in the classroom. Food handling will not be permitted in the diapering area.
2. Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standards: Standard 5, Criteria 5:
 - Staff checks children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours. Diapers are changed when wet or soiled.
 - Staff changes children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
 - At all times, caregivers have a hand on the child if being changed on an elevated surface.
 - Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
 - Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use. Diapering and Gloving posters will be posted in the changing area showing procedures through the use of visuals and words. These procedures are used by the program administrator to evaluate teaching staff that change diapers.
3. Potty chairs will not be used due to the risk of spreading infectious diarrhea.
4. All families are asked to provide an extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

5. Families are required to provide wipes and pull-ups for their child. The school district is not responsible for supplying these items. **(QPPS 5.5)**

INDEPENDENT TOILETING

Restroom facilities are available for the students as needed. Occasional accidents happen and are not a problem. If your child is not toilet trained by the time school begins, the teacher and/or building principal will work with you to determine the appropriate plan for support in this area.

PETS AND ANIMALS AT SCHOOL

To protect the safety of students and staff please do not bring pets or other animals to school. The exceptions are service animals and animals used for demonstration or class activity by organizations such as Story County Conservation.

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. The teacher will share appropriate classroom allergy information as needed. Those who have summer birthdays are welcome to choose a school day to celebrate with their class.

Party invitations can be distributed at school only when EVERY student in the class is receiving an invitation. Please contact your child's teacher to notify him/her prior to sending the invitations. **(QPPS 5.10)**

Children's Records

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

Parents or guardians will be asked to sign a release of information form should they or the school request information be shared with another agency, stating to whom the information is to be released, the reason or purpose for the release of information, when it expires, and ways the parents can withdraw permission if they choose to do so. **(QPPS 7.6)**

FAMILY INVOLVEMENT QPPS 7.1 - 7.4:

Collins-Maxwell 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.

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 caregiving 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.

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

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

Collins-Maxwell 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 other paperwork promptly.
- Attend Family/Teacher conferences in the Fall and Spring semesters.
- 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.
- Help prepare snacks and enjoy it with your child.
- Read all the material sent home with your child.
- Help with special events.
- Serve on the Preschool Parent 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, families with children with disabilities, including providing information and school reports in an understandable and uniform format and, including alternative formats on request, and, to the extent possible, in a language families understand.

The school district believes that families should be supported in making decisions about services that their children may need. The teaching staff will provide information to families about available community resources and assist as requested in helping the family make connections including - student health, mental health, assessment, and educational services for children. **(QPPS 7.6, 7.7)**

It is the policy of the Collins-Maxwell 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.

HOME VISITS

Home visits are made at the beginning of the school year. This is an opportunity for the preschool teacher to get to know you, your child, and your family and for you to begin to create a partnership between home and school in order to best meet your child's needs. This is a great time for you to share what makes your family unique, how you prefer to communicate with the teacher, and share your knowledge about your child's interests, approaches to learning, and developmental needs. You can help the teacher understand what your goals are for your child and whether you have any concerns you'd like addressed. Parents are encouraged to share these preferences, concerns, and questions at any time with either the classroom teacher or administrator. **(QPPS 1.1)**

PRESCHOOL PARENT ADVISORY COMMITTEE

Collins-Maxwell Preschool has a parent advisory committee composed of parents, school staff, and other community members interested in the preschool program. This group meets twice a year to provide feedback on services that meet children and family needs. They also serve as a sounding board for new ideas and services. Please let the preschool teacher or building administrator know if you are interested in being part of the Parent Advisory Committee. **(QPPS 7.2)**

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 current educational needs, the teaching staff will select a topic for the evening. With help from family and student volunteers, the night will be planned to meet the needs of the children and families in the classroom.

TRANSITIONS

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. **(QPPS 7.9, 7.10)**

VOLUNTEERS

Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the teacher, 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. All adults wishing to volunteer must fill out a volunteer form before working with students. 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. **(QPPS 10.15, 10.17)**

FROM THE SCHOOL NURSE:

Collins-Maxwell 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

Collins-Maxwell Preschool Program maintains current health records for each child. The program follows the requirements for enrollment related to immunizations established by the Iowa Department of Public Health [IAC 641-7].

If a child is overdue for any routine health services, parents, legal guardians, or both will need to provide evidence of an appointment for those services before the child's entry into the program and as a condition of remaining enrolled in the program, except for immunization for which parents are using a religious exemption. **(QPPS 5.1)**

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.

Child Health and Safety Records will include:

- 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);
- The program will follow the requirements for exclusions related to immunizations established by the Iowa Department of Public Health [IAC 641-7.3] (**QPPS 5.1**)

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 teaching staff complete "Occupational Exposure to Bloodborne Pathogens" annually.
- At least one staff member who has a certificate showing satisfactory completion of pediatric first-aid training and satisfactory completion of pediatric CPR is always present with each class of children. (**QPPS 5.2**)

HEALTH REQUIREMENTS FOR SCHOOL

Immunizations:

Prior to starting school or when transferring into the school district, students must present an approved Iowa Department of Public Health immunization certificate signed by a health care provider stating that the student has received the immunizations required by law. Students without the proper certificate will receive an Immunization Provisional Certificate and are given 30 days to complete. If the student's immunizations have not been initiated by the 30 day deadline then they will not be allowed to attend school until they have started to get up to date on their immunizations. Only for specific medical or religious purposes are students exempted from the immunization requirements. Parents who have questions should contact the school nurse.

- **Preschool-5th grade:** Bring an approved Iowa Department of Public Health Immunization Certificate

SCHOOL HEALTH SCREENINGS

Health Screening: Elementary students in PK, kindergarten, and 3rd grade will have vision screenings performed by the school nurse or a representative from a community organization. Only students who have not turned in their IDPH vision screening form will be tested. Students may also be screened by the school nurse if there is a suspected vision issue. Students will automatically be screened unless the parent submits a note asking the student to be excused from the screening. If your student has been screened and the nurse has a concern, or the student needs a referral the school will send home a referral letter. MS/HS students will be screened on referral only.

Head Lice Screenings: Elementary students are only screened individually for head lice if there is a concern. If your child has head lice you will be notified by phone. It is the parents responsibility to treat your child's hair. You need to go through it daily and follow the IDPH's pamphlet guidelines sent home with your child. Even if your child does not have head lice it is a good practice to look

through their hair on a weekly basis to make sure they do not have it. Our manner of dealing with students with head lice is consistent with the recommendations of the State Health Department.

PARENT GUIDELINES

If you are unsure if you should send your child to school, please follow this guideline: A child is usually fine to send to school if his or her fever is under 100.5 degrees and there is no rash, nausea/vomiting, or diarrhea.

- **Fever:** If your child has a temperature 100.5 degrees or higher, keep them home until they are **24 hours** fever free without fever reducing medication.
- **Vomiting/Diarrhea:** Keep your child home for **24 hours** after last episode.
- **Pink eye:** Keep home for **24 hours** after starting antibiotics.
- **Strep Throat:** Keep home for **24 hours** after starting antibiotics.
- **Cough:** Keep home if your child is coughing continuously. Once their cough is under control they may return to school.
- **Head Lice:** Your child may come to school if they have head lice. Please follow this link for more information or call the school nurse:
<https://idph.iowa.gov/CADE/Disease-Information/HeadLice>
- **Scabies:** Keep home until after first treatment. Please return with a doctor's note.

Please be sure the school has current telephone numbers for home and work plus several alternate numbers in case a parent cannot be reached.

ILLNESS

The school provides the service of a nurse during most hours of the day. These services cover illness related care. When the students are ill, they should notify their teacher and then go to the nurse's office or main office. If it is necessary to be excused from school for illness, the nurse or principal will contact parents and make arrangements for transportation home. Parental contact is needed to be sure they will be responsible for your care after leaving school.

- **Reasons your child will be sent home from school:**
 - **Fever:** If your child has a temperature 100.5 degrees or higher. They will then need to stay home until they are fever free for **24 hours** without fever reducing medication.
 - **Vomiting/ Diarrhea:** They will then have to stay home for **24 hours** after the last episode.
 - **Pink Eye:** They will then have to stay home for 24 hours after starting antibiotics.
 - **Cough:** A student with an excessive cough will be sent home.
 - **Scabies:** Any student with a rash that appears to look like scabies will be sent home and may return to school after their first treatment with a doctor's note.
- **Illness and After School Events:** Students who are absent from school due to illness should not attend after-school events. Extenuating circumstances will be reviewed.

INJURY

In the case of an injury, the school nurse will assess the student's injury, and if the injury is serious, the school shall attempt to notify the parents according to the emergency information on the registration sheet or by sending a note home.

REPORTING COMMUNICABLE DISEASES

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. **(QPPS 5.3)**

MEDICATION POLICIES AND PROCEDURES

Policy: The school will administer medication to children with written approval of the parent and an order from a health provider for a specific child. Because administration of medication in the school is a safety hazard, medication administration will be limited to situations where an agreement to give medicine outside preschool hours cannot be made. Whenever possible, the first dose of medication should be given at home to see if the child has any type of reaction. **(QPPS 5.8)**

Procedure: Safeguards are used with all medications for children:

- Staff administer both prescription and over-the-counter medications to a child only if the child's record documents that the parent or legal guardian has given the program written permission.
- The child's record includes instructions from the licensed health provider who has prescribed or recommended the medication for that child.
- Any administrator or teaching staff who administers medication has (a) specific training and (b) a written performance evaluation updated annually by a health professional on the practice of the six 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. (6) The person giving the medication signs documentation of items (1) through (5) above. Teaching staff who are required to administer special medical procedures have demonstrated to a health professional that they are competent in the procedures and are guided in writing about how to perform the procedure by the prescribing health care provider.
- Medications are labeled with the child's first and last names, the date that either the prescription was filled or the recommendation was obtained from the child's licensed health care provider, the name of the medication or the period of use of the medication, the manufacturer's instructions or the original prescription label that details the name and strength of the medication, and instructions on how to administer and store it.

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

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

health care provider who recommended the medication for the child.

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

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

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

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

CLEANING AND SANITATION

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. **(QPPS 9.11)**

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.

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

Routine cleaning will be supervised by the preschool teacher and will follow the Cleaning and Sanitation Frequency Table provided by the Iowa Department of Education. A checklist will be completed as indicated in the table. Ventilation and sanitation, rather than sprays, air freshening chemicals, or deodorizers, will be used to control odors in inhabited areas of the facility and in custodial closets. **(QPPS 5.18)**

Facility cleaning requiring potentially hazardous chemicals will be scheduled when children are not present to minimize exposure of the children. All cleaning products will be used as directed by the

manufacturer's label. Non Toxic substances will be used whenever possible.

HAND WASHING PRACTICES

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.

(QPPS 5.8)

Children and adults wash their hands:

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

- Hand hygiene with an alcohol-based sanitizer with 60% to 95% alcohol is an alternative to traditional hand-washing (for children over 24 months and adults) with soap and water when visible soiling is not present.

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

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. **(QPPS 9.13)**

FIRE SAFETY

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 tagged and serviced annually. A written log of testing dates and battery changes is maintained and available upon request. Fire drills are conducted and recorded in a log. **(QPPS 9.13)**

MEDICAL EMERGENCIES AND NOTIFICATION OF ACCIDENTS OR INCIDENTS

The Collins-Maxwell Community School District has in place “Emergency Procedures” that describes the following situations and procedures to follow:

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

This booklet will be posted by the telephone and included in the first aid kit. The booklet will be reviewed by each staff member at the beginning of each school year and when changes are made to it. **(QPPS 10.10)**

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

All staff will have immediate access to a device that allows them to summon help in an 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.

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.

PROTECTION FROM HAZARDS AND ENVIRONMENTAL HEALTH

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 or slipping.

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 maintain the building's heating, cooling, and ventilation systems in compliance with national standards for facility use by children.

The program maintains facilities so they are free from harmful animals, insect pests, and poisonous plants. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility and in a manner that prevents skin contact, inhalation, and other exposure to children. 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. **(QPPS 9.11)**

SMOKE FREE FACILITY

In compliance with the Iowa Smokefree Air Act of 2008, Collins-Maxwell Community School 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 location. No smoking is allowed on the school grounds or within sight of any children. **(QPPS 9.15)**

CHILD PROTECTION POLICIES

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. **(QPPS 10.6, 10.12)**

The program has written school board policy for reporting child abuse and neglect as well as procedures in place that comply with applicable federal, state, and local laws. The policy includes requirements for staff to report all suspected incidents of child abuse, neglect, or both by families, staff, volunteers, or others to the appropriate local agencies. Staff who report suspicions of child

abuse or neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious. All teaching staff complete "Mandatory Reporter: Child and Dependent Adult Abuse" at least every five years and within six months of employment.

The school district does not tolerate employees physically, or sexually abusing or harassing students. Students who are physically or sexually abused or harassed by an employee should notify their parents, legal guardians, teacher, principal, or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical or sexual abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations. The school district has designated Lori Fricke at (515)387-1115. The alternate investigator is Aliyah Kralik and may be reached at (641)385-2446.

SUBSTANCE ABUSE

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

STAFF AND DISTRICT INFORMATION (QPPS 10.11 - 10.14):

GENERAL INFORMATION

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

ORIENTATION

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. **(QPPS 6.1)**

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. A district designee will explain payroll procedures, employee benefit programs and accompanying forms to the employee.

STAFFING PATTERNS AND SCHEDULE

The preschool program is in compliance with staff regulations and certification requirements. The maximum class size is 20 students for the 4 year old Statewide Voluntary Preschool classroom during each session. Our program follows requirements for staffing for Iowa's Quality Preschool Program Standards of maintaining a teaching staff-child ratio of 1:10 with one teacher and associate will be maintained at all times to encourage adult-child interactions and promote activity among children. Special education and at-risk students, including low income families, will be given priority spots for the 4 year old program during registration. The district will maintain a current list of available substitutes for both the teacher and teacher assistant. **(QPPS 10.4)**

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

INCLUSION

The preschool program provides all children, including those with disabilities and unique learning needs, a safe environment to learn and play. 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)**

STAFF DEVELOPMENT ACTIVITIES

Personnel policies provide for incentives based on participation in professional development opportunities. Teaching staff will be informed of professional development activities provided by Child Care Resource and Referral, and the AEA (Area Education Agency). Staff members are expected to attend all staff trainings and meetings throughout the year. Trainings will focus on early childhood topics relevant to the program and community. All teachers and assistant teachers-teacher aides have specialized professional development training in how to accurately use the program's assessment procedures for assessment of child progress and program quality. Their training is used to adapt classroom practices and curriculum activities. **(QPPS 6.5, 10.11)**

EVALUATION AND PROFESSIONAL GROWTH PLAN

All staff are evaluated at least annually by an appropriate supervisor or, in the case of the program administrator, by the superintendent or designee. Staff also evaluate and improve their own performance based on ongoing reflections and feedback from supervisors, peers, and families. From

this, they develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development. **(QPPS 6.6)**

DISTRICT DISCIPLINE POLICY STATEMENT

The Collins-Maxwell School Board affirms its intent to support discipline policies, its intent to support school staff who enforce the discipline policies, and its intent to hold school staff accountable for implementing the discipline policies.

SCHOOL EQUITY POLICY

It is the policy of the Collins-Maxwell Community School not to illegally discriminate on the basis of sex, race, national origin, creed, age, marital status, disability, SES, gender identify, sexual orientation, color, or religion in its educational programs, activities, or employment policies, as required by Title VI and VII of the Equal Rights Act, Title IX of the 1972 Educational Amendments, Section 504 of the Federal Rehabilitation Act of 1973 and Section 601A of the Iowa Code.

It is also the policy of this district that curricular 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 is to reduce stereotyping and to eliminate bias on the basis of sex, race, religion, and 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 pluralistic society.

Inquiries regarding compliance with Title IX, Title VI or Section 504 may be directed to Ms. Lori Fricke, Principal, Collins-Maxwell Community School, 416 4th Ave, Collins, Iowa 50055 or the Director of Civil Rights, Department of Education, Kansas City, Missouri.

GRIEVANCE PROCEDURE (QPPS 7.5)

Students, parents of students or employees of the Collins-Maxwell Community School shall have the right to file a formal complaint alleging non-compliance with regulations outlined in Title VI of the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act 1973.

LEVEL I - Principal or Immediate Supervisor (Informal and Optional -may be bypassed by the grievant) Employees with a grievance of discrimination on the basis of sex, race, national origin or disability may first discuss it with their principal or immediate supervisor, with object of resolving the matter informally. A student or parent with a complaint of discrimination on the basis of sex, race, national origin or disability may discuss it with the teacher, counselor or building administrator involved.

LEVEL II - Title VI, Title IX and Section 504 Compliance Officer - If the grievance is not resolved at level one and the grievants wish to pursue the grievance, they may formalize it by filing a complaint in writing on a Compliance Violation Form, which may be obtained from the Compliance Officer. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at level two must be within fifteen (15) working days from the date of the event giving rise to the grievance or from the date the grievants could reasonably become aware of such occurrence. The grievants may request that a meeting concerning the complaint be held with the Compliance Officer. A minor student may be accompanied at that meeting by a parent or guardian. The Compliance Officer shall investigate the complaint and attempt to resolve it. A

written report from the Compliance Officer regarding action taken will be sent within fifteen (15) working days after receipt of the complaint.

Level III - Superintendent - If the complaint is not resolved at level two, the grievants may process it to level three by presenting a written appeal to the Superintendent within ten (10) working days after the grievants receive the report from the Compliance Officer. The grievants may request a meeting with the Superintendent or his/her designee. The Superintendent or his/her designee has the option of meeting with the grievance to discuss the appeal. A decision will be rendered by the Superintendent or his/her designee within ten (10) working days after receipt of the written appeal.

This procedure in no way denies the right of the grievants to file formal complaints with the Iowa Civil Rights Commission, the Federal Office of Civil Rights, or other agencies available for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

Title VI, Title IX and Section 504 Compliance Officer:

Lori Fricke

Collins-Maxwell MS/HS

(515)387-1115, 7:30 to 4:00

EQUAL EDUCATIONAL OPPORTUNITY

It is the policy of the Collins-Maxwell Community School District not to discriminate in its education programs or educational activities on the basis of age, race, color, creed, religion, gender, gender identity, sexual orientation, marital status, national/ethnic origin, socio economic status, genetic information, or disability. Students are educated in programs, which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Students who feel they have been discriminated against are encouraged to report it to the school district Equity Coordinator, Lori Fricke, and she can be reached at 515-387-1115. Inquiries may also be directed in writing to the Director of the region VII Office of Civil Rights, US Department of Education, 310 W. Wisconsin Ave., Ste. 800, Milwaukee, WI, 53203-2292, (414) 291-1111, or the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, (515) 281-5294. Procedures and levels are outlined in district policy for resolving complaints and are available upon request from the curriculum director's office.

ILLEGAL SUBSTANCES AND CONTROLLED SUBSTANCE-FREE SCHOOL ENVIRONMENT

The school district is committed to providing a safe, healthy, and drug-free learning environment for all students. The use, possession, distribution, or being under the influence of illegal drugs, controlled substances, or any substances represented as such is strictly prohibited for all students while on school property, in school vehicles, at school-sponsored activities, or at any time when students are under school supervision or jurisdiction.

This includes, but is not limited to, illegal drugs, controlled prescription medications used without authorization, and any substances or paraphernalia intended to be used in a manner inconsistent with their lawful use. Students are also prohibited from possessing, using, or distributing any look-alike or simulated substances that could be mistaken for illegal drugs.

Any student found in violation of this policy will be subject to disciplinary action in accordance with district policies, which may include parent notification, intervention supports, loss of privileges, suspension, or other consequences as appropriate for elementary-age students. The district may also involve law enforcement when required by law or district policy.

The district also emphasizes prevention and education and will provide age-appropriate instruction to help students understand the dangers of substance use and to support healthy, safe decision-making.

The superintendent and principals shall be responsible for notifying staff, students, and parents or guardians of this policy.

WEAPONS AND DANGEROUS OBJECTS POLICY

Weapons and other dangerous objects such as, but not limited to firearms, explosives, knives and brass knuckles, are not to be brought on school district property. This includes transportation vehicles and covers all school-sponsored activities. Weapons are defined as anything used or usable in injuring another, or an instrument or object designed for or used in fighting. Weapons and other dangerous objects cause material and substantial disruption to the school environment. They present a threat to the health and safety of students, employees and visitors on the school district premises or property within the jurisdiction of the school district.

School district facilities are not an appropriate place for weapons or dangerous objects. Weapons and other dangerous objects shall be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district.

Parents of students found to possess a weapon or dangerous objects on school property shall be notified of the incident. Confiscation of weapons or dangerous objects shall be reported to the law enforcement officials, and the student will be subject to disciplinary action including suspension and/or expulsion.

Any student who brings a firearm to school or to a school activity shall be suspended immediately and recommended for expulsion for not less than twelve months. The superintendent shall have the authority to recommend this expulsion requirement be for a student on a case-by-case basis. For purposes of this portion of this policy, the term "firearm" includes any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such weapon, or any explosive, incendiary or poison gas. In deciding whether to recommend that the board-adopted penalty not be applied to a student who brings a firearm to school, the principal, superintendent and other appropriate individuals shall confer to consider the student's status including age, grade, and special needs, and the circumstances under which the student brought a weapon to school, including the student's knowledge, purpose, and apparent intent.

The superintendent shall promptly notify and refer to law enforcement or juvenile authorities any student who brings a firearm to school. Students shall not possess any weapons or "look-alike" weapons at school. Violation of this policy shall result in confiscation of the "weapon" and disciplinary action that may include detention or suspension.

Any student who threatens another person on school property or at a school event with an object that resembles a dangerous weapon, including but not limited to a toy pistol or rifle, squirt gun, cap gun, rubber knife, or plastic grenade or who displays any object in such a manner as reasonably to place another person in fear for his or her safety shall be subject to discipline by the principal or superintendent including possible suspension and recommendation for expulsion.

Weapons under the control of law enforcement officials shall be exempt from this policy. The principal may allow authorized persons that may include students, to display weapons or other dangerous objects for educational purposes. Such a display shall also be exempt from this policy. It shall be the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

The superintendent and principals shall be responsible for notifying staff, students, and parents or guardians of this policy.

STUDENT BULLYING AND HARASSMENT POLICY

The school district is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment when they occur. Bullying and harassment of students by other students, school officials, faculty, staff, and volunteers who have direct contact with students will not be tolerated in the school district. The school district prohibits harassment, bullying, cyber bullying, hazing, or any other victimization based on real or perceived concerns regarding age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status race, and/or personality characteristics.

This policy is in effect while students are on property within the jurisdiction of the school district; while on school owned and/or school-operated vehicles; while attending or engaged in school sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district.

If after an investigation a student is found to be in violation of this policy, the student shall be disciplined by measures up to and including suspension and expulsion.

Harassment as set forth above may include, but is not limited to the following behavior/overt acts and or circumstances: Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment. Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;

Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive education environment.

MULTICULTURAL AND NONSEXIST EQUITY EDUCATION OPPORTUNITY

The school district does not discriminate in its education programs or educational activities on the basis of sex, sexual orientation, gender identity, race, religion, creed, color, national origin, marital status, socioeconomic status, or disability as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act 1973.

Students are educated in programs that 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 Affirmative Action Coordinator.

Mrs. Lori Fricke, Collins-Maxwell MS/HS Principal, 400 Metcalf St., Maxwell, IA 50161
515-387-1115, lfricke@cmspartans.org. The contact for the regional office is, Director of the Office for Civil Rights U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-7204, Telephone: (312) 730- 1560 Facsimile: (312) 730-1576, Email: OCR.Chicago@ed.gov.