



Good Shepherd Christian Preschool

2023-2024 Handbook

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*A Ministry of Mamrelund Lutheran Church
in cooperation with Stanton Community School District*

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OVERVIEW AND HISTORY (IQPPS 10.1)

Good Shepherd Christian Preschool is provided by Mamrelund Lutheran Church as a service and outreach ministry to the community. It is operated in cooperation with the Stanton Community School District as part of the Statewide Voluntary Preschool Program (SWVPP) system. Its licensing is through Iowa's Department of Human Services (DHS) under the auspices of Iowa's Child Care Resource & Referral (ICCR) agency. Beginning in September 2020, the preschool will follow the Iowa Quality Preschool Program Standards (IQPPS) administered by the Iowa Department of Education. The Iowa Early Learning Standards (IELS) are used to guide expectations for the children and instructional practices. Good Shepherd Christian Preschool earned a 5-star rating under the Quality Rating System (QRS) for Iowa's child care centers in 2019.

In 1989 a community survey was taken which showed that 72% of those surveyed considered full-time childcare as very important to the Stanton community. Following that survey, a group of individuals saw further need for a Christian preschool which would supply learning opportunities for young children. They recognized that attitudes concerning human relationships and social and religious values are formed prior to entering grade school. These attitudes include how preschoolers feel about themselves, their worth and value, and their uniqueness as individuals. This group felt that providing for the nurture of preschool children would affect not only their development as children but their entire future as adults. They felt a high-quality Christian preschool would best enable the children to reach their God-given potential. Thus, began Good Shepherd Christian Preschool. For many years, the preschool was located in the basement of Mamrelund Lutheran Church. With community support it moved to its present location on the upper level of the Viking Center in 2014. This new location allows direct access to the town's public library and a gymnasium and walking track on days when weather prevents outside play. The location also allows the preschoolers to participate in the Stanton Schools' breakfast and lunch programs since the school is in the building next door. Funds raised through community support purchased preschool playground structures and a fence which were installed in the fall months of 2020 along the Stanton Greenbelt Trail system near the Viking Center.

Good Shepherd Christian Preschool is unique in that it stresses the total development of a child -- intellectual, social, emotional, physical, and spiritual. We offer a safe and effective learning environment geared to the four-year-old to five-year-old child. The preschool's rich learning environment encourages children's natural curiosity and supports them in taking risks that lead to new skill development. Planned, active learning experiences allow all children to build their readiness skills. It is a setting where children feel safe, respected, valued and loved.

The teachers of the Good Shepherd Christian Preschool care deeply about these little ones. Our teachers are professionally prepared through education and years of experience and meet the requirements of the Department of Human Services and the Iowa Department of Education.

While the teachers at Good Shepherd Christian Preschool work hard to provide for the learning needs of preschoolers, they recognize that the primary responsibility for the development of

these young children rests with the parents. Our goal as a preschool is to help parents, in every way possible, in this vital task of parenting and raising well-developed children.

Please note that the term “parents” is used as an inclusive term in this document to refer to any legal guardians of preschool children enrolled at Good Shepherd Christian Preschool.

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

Mission Statements

The Stanton Community School District (including GSCP), in partnership with parents and community, is dedicated to providing the highest standard of education to ensure that all students acquire the knowledge necessary to grow, learn, and succeed.

Good Shepherd Christian Preschool will provide a Christian-based, safe, caring, fun, and developmentally appropriate environment that meets the needs of the whole child - intellectual, social, emotional, physical, and spiritual.

Vision

Our vision is to see young children demonstrate eagerness and readiness to learn and then continue on to be life-long learners. We also want the children to understand their value as individuals and develop character traits and habits that will help them succeed in life.

Preschool Philosophy of Education

We believe:

- God is the source of all truth so Biblical truth should permeate all instruction.
- A person’s relationship with God is the most important element in personal development and therefore in the creation of a strong and healthy society.
- Students learn best in a safe and caring environment.
- Teaching strategies which incorporate play foster memorable and innovative learning.
- Effective learning produces life-long skills.
- Teachers should develop and follow best practices.
- Teachers must be flexible to meet the needs of individual children.
- Respect for every individual develops healthy relationships.
- Teaching the importance of citizenship benefits the child, the school, and the community.
- Productive discipline incorporates clear communication, consistency, and care.
- School, home and community cooperation facilitates and reinforces learning.
- Parents have the primary responsibility for the growth and development of their child. The preschool staff assists and educates the parents, as needed and desired.

Goals for Children

- Children will know that God made them, loves them, and wants to be their friend forever.
- Children will explore how God has worked throughout time by learning stories from the Bible.

- Children will apply Biblical principles to real-life situations.
- Children will value all people because God loves and created all people in his image. Therefore, they will respect themselves, respect others, show empathy, and share.
- Children will show competency in the development of social/emotional, physical, cognitive, and language/literacy skills that prepare them for kindergarten.
- Children will increase in their ability to listen, converse, and express themselves.
- Children will be enthusiastic and curious learners who are willing to try new things.
- Children will be safe and healthy and look out for the safety and health of others.
- Children will be able to self-regulate and handle their emotions.

Goals for Families

- Families will feel welcomed in the classroom.
- Families will support the learning goals of the classroom by reading to their children, by preparing students for planned activities, by reinforcing their learning, and by working with them during prolonged absences.
- Families will work with the teachers in a meaningful partnership to help their children be better prepared to learn, manage themselves, and get along well with others.
- Families will advocate for their children.
- Families will communicate with the teachers.

MEET OUR STAFF AND BOARD (IQPPS 6.2, 6.3, 10.2, 10.3)

Director and Lead Teacher (IQPPS 6.2, 10.2, 10.3)

Marcia Lantz is an experienced preschool director/teacher and elementary music teacher, who lived and taught at a Christian school in Laguna Hills, California, for many years before moving back home to the Midwest. She and her husband were married at Mamrelund Lutheran Church in Stanton and lived in Griswold many years ago. Marcia taught in Red Oak while her husband, Leland, was teaching music in Griswold.

Marcia has been teaching for over 35 years in private and public schools and has a master's degree in Elementary Education from UMKC. She graduated from Northwest Missouri State University with a BS in Elementary Education and Music minor. Marcia is currently enrolled in Dordt University and is completing her Early Childhood graduate degree. Marcia's husband, Pastor Leland Lantz, will be preaching at local churches and is the K-12 music teacher at the Stanton Schools. They have two grown children, Emilie and Jonathan and one grandson, Thomas.

Marcia and Leland love to travel and go on mission trips. Some of the places they have gone are Uganda, Bolivia, Mexico, Czech Republic, the Holy Land, and Guatemala. Marcia has done jail ministry for the last 15 years in California, Mexico and Texas. She loves to read, play piano, and go on walks with her two dogs, Radar and Mollie.

Teaching Assistant (IQPPS 6.3)

Our teaching assistant, Miss Emily Pierson, started with Good Shepherd Christian Preschool this year and brings years of working with elementary children in Nebraska. Emily was born and raised in Red Oak, Iowa. After high school she attended the University of Nebraska at Omaha and played tennis. The last 5 years she has been working with children of all ages at a small public school in Nebraska. Emily has several years of experience with preschool aged children through teaching tennis and swim lessons. Emily is going to start her next term of courses online through WGU. When completed, she will have her bachelors degree which will be in Elementary Education and Special Education.

Emily has recently moved back to Iowa from Nebraska with her 4 year old son, Brody, to be closer to my family and significant other. In her spare time she enjoys spending time with her family, being outdoors, and doing arts and crafts. Emily brings her experience and knowledge of nutritional snack menus and is helping the preschool to become part of the CFCAP (Child and Adult Care Food Program). She looks forward to being involved with the students and families inside the school but also at community events.

Additional Personnel (IQPPS 10.2, 10.3)

Mrs. Katie Elwood, Stanton Community School District's principal, serves as the overall program administrator supervising the preschool program and meets all qualifications described by Iowa Quality Preschool Program Standards (IQPPS). She is the liaison between the preschool and other Stanton Community School District staff who may come in contact with the preschool students such as bus drivers, and kitchen workers. The school nurse and technology coordinator are available for training and consultation as needed.

Staff members with the Green Hills Area Education Agency (GHAEA) provide resources and assistance to the preschool staff and families so all children can be successful in the preschool setting. Such staff may include an early childhood consultant, speech and language pathologist, social worker, occupational therapist, physical therapist or other individuals.

Preschool Board of Directors (8.2, 10.15)

The Good Shepherd Christian Preschool is overseen by the Good Shepherd Christian Preschool Board. This committee is voted upon by the Mamrelund Lutheran Church congregation at the annual meeting each January. Each board member holds a 3-year term. Board Directors must be members of Mamrelund Lutheran Church. Current Board Directors as of fall 2023 include: Stacy Hart, Stephanie Jensen, Cheryl Gray, Brittany Schoning, Kristi Elwood, and Lacey Stevens. Since board members are frequently parents of preschoolers, Stanton CSD staff members, and other community members interested in the preschool program, they provide great feedback on preschool services, serve as a sounding/advisory board for new ideas, and provide a source of help and encouragement to preschool staff.

ENROLLMENT POLICIES AND PROCEDURES (IQPPS 5.1, 9.10, 10.8, 10.11)

Equal Educational Opportunity

Good Shepherd Christian Preschool is open to children of preschool age, regardless of race, color, national origin, ancestry, sex, disability, religion, creed, sexual orientation, gender identity, and socioeconomic status. There is a grievance procedure for processing complaints of discrimination. If there are questions or a grievance related to this policy, please contact Mrs. Sheila Mainquist (712-829-2162) at Stanton Community School District.

Inclusion (IQPPS 9.10, 10.11)

The preschool program includes all children, including those with disabilities and unique learning needs. Modifications are made in the environment and staffing patterns in order to include children who may require additional support and qualify for services through an Individual Education Plan (IEP). Staff are aware of the identified needs of individual children and are trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for teachers, students, other children and their families. The preschool facilities meet the Americans with Disabilities Act (ADA) accessibility requirements.

Eligibility

Children must be four years of age prior to September 15th of the current school year, excluding those on IEP's. Students that have completed a year in preschool already will not be eligible to come for a second year of preschool, unless charged a tuition fee, and then only if space is available. Proof of each child's date of birth is required in the form of a birth certificate or a passport.

Fees

There are no registration or enrollment fees or tuition fees for children who are four years old on or prior to September 15 of the current school year since the preschool is under the Iowa State Legislature's grant for Statewide Voluntary Preschool Programs (SWVPP). Children who are five years old on or prior to September 15 will be charged a tuition fee.

When breakfast or lunch is offered, those costs are paid by the family through the Stanton School system. Children eating breakfast or lunch may be eligible for free or reduced prices on meals served in the Stanton CSD cafeteria. Information is available at registration or online at <https://www.stantonschools.com/vnews/display.v/ART/5796282d2b44a>.

Open Enrollment

Children from any school district may enroll in Good Shepherd Christian Preschool. Enrollment is open year-round. Assignment to either a morning or afternoon class, when both are available, is made in consultation with the parents.

Enrollment Process (IQPPS 10.8)

Pre-registration begins in the spring each year. Registration materials are available from Good Shepherd Christian Preschool, Stanton Elementary School, or the Stanton Child Resource

Center (SCRC). Registration is ongoing until all spaces are filled. Please turn in materials to the preschool as soon as possible and no later than registration day for Stanton CSD, so plans can be finalized for the school year. A child is not considered enrolled until paperwork is completed and returned to the preschool, and it must be completed before the first day of attendance, as required by the State of Iowa.

Required paperwork:

- Proof of birthdate (birth certificate or passport)
- Child and Family Information Form
- Child Pick-Up Form
- Release Authorizations (Travel, Photography, School and Health Records)
- Medical and Dental Information and Emergency Consent Form
- Emergency Contacts Form
- Stanton Community School District Student Registration Form
- Iowa Department of Education Home Language Survey
- IDPH Immunization Record (obtained from doctor)
- *Physical Exam Form or Annual Well Child Exam, signed by doctor and not older than 12 months (optional at enrollment if there's evidence of appointment scheduled before September 30)
- *Dental Exam Form, signed by dentist and not older than 6 months (optional at enrollment if there's evidence of appointment scheduled before September 30)
- I-Smile Screening Consent Form
- Green Student Vision Card (recommended but not required for attendance)
- Iowa KidSight Consent Form

**** Please note: a child may not attend school until all paperwork is complete. The only exceptions are for the *physical exam and *dental exam. Evidence of an exam scheduled before September 30 is required, if physical or dental exam forms/reports from within the previous 12 months are not included with registration materials.***

Health Records (IQPPS 5.1, 10.8)

Prior to the first day of class attendance, health records that document the dates of service shall be submitted that show the child is current on his/her routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics and the Iowa Department of Public Health. Instructions must be provided to the teachers for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, diabetes, seizures, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary, or other ongoing health problems).

Dismissal Policy

We will make every effort to meet the needs of all children and will work with parents and AEA support staff to meet the individual needs of each child that supports their inclusion and success. However, a family may be asked to withdraw their child from the preschool if a child

persistently endangers the safety of other children or staff members or consistently displays seriously inappropriate or unacceptable behavior towards staff or children.

GENERAL INFORMATION (IQPPS 3.7, 9.2, 9.9, 10.4, 10.6, 10.10)

Days and Hours of Class (IQPPS 10.10)

Good Shepherd Christian Preschool meets for three hours each day (8:15 am-11:15 pm) and (12:15-3:15), four days per week (Monday, Tuesday, Thursday, Friday). Students do not attend school on Wednesdays. Bible Time is the first fifteen minutes of each class, so parents may opt out if they do not wish their child to participate and have their child arrive at 8:30 am for the morning class or 12:30 pm for the afternoon class. Class offerings and hours are subject to change depending on the number of students enrolled.

The preschool follows Stanton Community School District's calendar for holiday breaks, conferences, severe weather days, and the end of the school year. When Stanton Schools have a late start, preschool will NOT have class that day. During the first two weeks of the Stanton school year calendar, preschool will not have class as those days are set aside for home visits. School closings due to severe weather or other emergency situations will be announced on KCSI (1080 AM or 95.3 FM) and KMA (960 AM). Please listen for these announcements regarding Stanton Community Schools. This information may also be posted on the preschool Facebook page and emailed or texted to each family. Any make-up days for missed days will coincide with the Stanton School District's make-up days.

Remote Learning Days - Some school closure days may be considered remote learning days and the teacher will post on Facebook or will email families with activities for the students to complete at home. The same will be true for extended absences due to students being quarantined because of Covid-19.

Class Size and Ratio (IQPPS 9.9,10.4, 10.9, 10.11)

Good Shepherd Christian Preschool is licensed by the Iowa Department of Human Services to serve up to 20 children per class. This number is based on usable square footage. Both a morning and afternoon class may be offered, if the numbers warrant two classes.

A teaching staff ratio of at least 1 adult to 10 children is maintained at all times, whether indoors, outdoors, during transportation, and including field trips. Additional staff may be provided based on the individual needs of the children or the situation.

The director will maintain a current list of available substitutes for both the lead teacher and teaching assistant. Should one of the teaching staff need to temporarily leave the room, arrangements will be made to cover the classroom to maintain the staff-child ratio.

Supervision (IQPPS 3.7, 9.2, 9.7, 10.5, 10.9, 10.11)

No child will be left unsupervised while attending preschool. All children will be within "line of sight" of adults both indoors and outdoors. Supervision for short intervals by sound may occur

with teachers checking every two to three minutes on any child who is out-of-sight (e.g. those using the toilet independently, those who are in the library area, etc.) Indoor and outdoor spaces where injury could occur are supervised more carefully.

Throughout the day as the children transition from one location to another (i.e., classroom to outdoor, classroom to library, classroom to lunchroom, classroom to day care) the preschool staff will be responsible for counting the number of children whenever leaving one area and arriving at another to confirm the safe whereabouts of every child at all times.

Attendance (IQPPS 10.11)

Preschoolers who are enrolled are expected to be in school for the full session and are expected to be punctual in their arrival and departure. Students are not expected to be absent any more than is necessary for health reasons or appointments. Irregular attendance interferes with the progress of children and their classmates since teachers need to take class time to repeat information and make adjustments for students who have been absent. Please call (712-829-2421) prior to the start of class or leave a phone message prior to the arrival of preschool teachers when a child will be absent for the day or late in arriving. For each child's safety, we are required to verify absences by contacting the parents, if we have not been notified prior to the start of class.

Please make arrangements with the teachers, if there is a planned absence or if a child will be absent for an extended period. In the case of extended absences (i.e., child quarantined due to exposure to a positive Covid-19 case), the teaching staff will prepare a variety of learning activities for the child to complete while away from school.

Access Policy (IQPPS 10.5, 10.6, 10.11)

Parents are afforded unlimited access to their children and to the preschool during the preschool's hours of operation or whenever their children are in the care of preschool staff, unless parental contact is prohibited by court order. This policy is provided as part of the Parent Handbook upon admission to the preschool.

Good Shepherd Christian Preschool staff are responsible for ensuring the safety of children at the preschool and associated areas (playground, Viking Center library and gymnasium, and Stanton School District's lunchroom). They prevent harm by being proactive and diligent in supervising not only the children, but other people present at the facility.

1. Only a preschool staff member, substitute, subcontracted staff or volunteer who has had a record check and approval to be involved in childcare will be allowed "unrestricted access" to children for whom that person is not the parent, guardian, or custodian. In addition, only preschool staff members, substitutes, and subcontracted staff are allowed to be counted in the adult to child ratio.
2. Unrestricted access means that a person has contact with a child alone or is directly responsible for the child's care. Good Shepherd Christian Preschool does not allow people who have not had a record check assume childcare responsibilities or be alone with the children.

3. People who do not have unrestricted access will be under the direct supervision and monitoring of a paid staff member at all times and will not be allowed to assume any childcare responsibilities. The primary responsibility of the supervision and monitoring will be assumed by the lead teacher unless he/she delegates it to the teaching assistant due to a conflict of interest with the person. "Supervision" means to be in charge of an individual engaged with children in an activity or task to ensure they perform it correctly. "Monitoring" means to be in charge of ensuring proper conduct of others.
4. Preschool staff will approach anyone who is on the property of the preschool without their knowledge to ask what their purpose is. If staff are unsure about the reason, they will consult with the Viking Center facility manager or the Stanton Community School District principal. If it becomes a dangerous situation, staff will follow the "intruder in the center" procedures. People who are on the property for other reasons such as maintenance, repairs, and so on will be monitored by paid staff and will not be allowed to interact with the children on the premises.
5. A sex offender who has been convicted of a sex offense against a minor (even if the sex offender is the parent, guardian, or custodian) and who is required to register with the Iowa Sex Offender Registry (Iowa Code 692A):
 - a. Shall not be employed by, or act as a contractor or volunteer at the preschool.
 - b. Shall not be on the property of the preschool without the permission of the director, except for the time reasonably necessary to transport the offender's own minor child or ward to and from the school.
 - i. The preschool director is not obligated to provide written permission and must consult with their DHS licensing consultant prior to giving any permission.
 - ii. If written permission is granted it shall include the conditions under which the sex offender may be present, including:
 1. The precise location in the facility where the sex offender may be present
 2. The reason for the sex offender's presence in the facility
 3. The duration of the sex offender's presence
 4. Description of how the preschool staff will supervise the sex offender to ensure that the sex offender is not left alone with a child
 5. The written permission shall be signed and dated by the director and the sex offender and kept on file for review by the licensing consultant.

A CHILD'S DAY IN PRESCHOOL (IQPPS 1.1, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.11, 2.13, 2.14, 2.15, 2.21, 2.24, 2.26, 2.28, 3.2, 3.7, 3.12, 10.5, 10.9, 10.11)

Arrival and Departure of Children (IQPPS 3.7, 10.5, 10.9, 10.11)

If a preschool child is walked or driven to school, please do not arrive more than ten minutes prior to the scheduled starting time unless previously arranged due to unusual circumstances. All motor vehicle transportation provided by parents, or others designated by parents, will

include the use of age-appropriate and size-appropriate seat restraints. Vehicles should be parked and the engine turned off. Then the child's hand should be held while entering the front door of the Viking Center to decrease the possibility of an accident. Parents should remain until their little one is handed over to the care of preschool staff at the classroom door.

Please be prompt in bringing and picking up children. If for some reason someone will be late in bringing or picking up a child, please call and inform the preschool staff. Also, please call if a child will not be attending preschool that day. Messages can be left by phone, before and after school hours, or if there is no answer at the moment during school hours. Our phone number is 712-829-2421.

Other than parents, only adults with prior written authorization (Child Pick-up Consent Form) will be allowed to pick up a child from preschool. Please keep contact information for all authorized individuals up to date. To make pick-up time run smoother, please let us know if someone other than the usual person will be picking up the child, even though the individual is authorized. Anyone who is unfamiliar to the preschool staff, including authorized individuals, will be asked to present photo identification before a child is released to them. ***No child will be permitted to leave the building without an authorized adult- no sibling can pick up their younger brother or sister if they are under the age of 18.*** Parents should remain in their vehicle until their child is brought to the front door of the Viking Center. A teacher will then have the child meet their parent at the front of the Viking Center door and will release them to the adult.

Transportation (IQPPS 3.7, 10.5, 10.9, 10.11)

The Stanton Community School District will provide limited school bus transportation for preschoolers living in the district as part of regular bus routes. Parents may request transportation by contacting the district's main office. For children who have special needs for transportation, accommodations will be indicated on the child's Individualized Educational Program.

Children who ride the school bus from home to school will be dropped off at the front entrance of the Viking Center where they will be met by one of the teachers. If they attend an afternoon class and ride the bus home, a teacher will accompany them to the school bus and assist the student onto the bus.

The Stanton Community School District makes every effort to provide bus transportation from and to the Stanton Child Resource Center (SCRC). The children will be met at the bus upon arrival at the Viking Center and accompanied into the building. At dismissal a preschool teacher will walk the day care children to the bus and ride with them to the SCRC. There may be rare times when a bus is not available, and the preschool students will walk from the Viking Center to the SCRC with one of the teachers.

School Supplies

These items, except for the backpack and water bottle, are requested but not required to participate in the preschool. They should be brought into the classroom before the first day of class:

- Full-size backpack – smaller backpacks will not work as their size is too small for library books, art projects, and other items that need to be transported between school and home.
- Change of clothes in a gallon-size zip-lock bag labeled with the child's name – include underwear, socks, pants, and a shirt that are appropriate for summer or winter.
- Slip-on or Velcro athletic shoes for use in the Viking Center gymnasium.
- Labeled water bottle with flip top or easily opened/closed mechanism that prevents spills. Sent home weekly for washing/sanitizing.
- Family photograph - either a formal or informal shot like a "selfie".
- Other items – glue sticks, zip-lock bags, hand soap, hand sanitizer, disinfecting or baby wipes, facial tissues, paper towels, dishwashing soap, etc.

Daily Activities (IQPPS 1.1, 2.1, 2.3, 2.4, 2.5, 2.6, 2.8, 2.11, 2.13, 2.14, 2.15, 2.21, 2.24, 2.26, 2.28, 3.2, 3.12, 10.11)

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. The classroom is divided into areas for large group times, small group times, and self-directed learning centers where they can choose objects to manipulate and can interact with teachers and classmates.

The children have the opportunity for the following activities every day: Bible time, table time, large group circle time, free-choice play in learning centers (i.e., art, blocks and wheels, housekeeping, dramatic play, science, puzzles and table toys/games, writing, books), small groups, snack, story time, large motor play (preschool playground, Stanton Greenbelt Trail, or Viking Center gymnasium or walking track), music and movement.

Other activities that may be interspersed throughout the weeks may include: library, listening center, computers and tablets, cooking, science experiments, "sand"/water tables, show and tell, nature walks, guest speakers and holiday parties.

Lesson plans for each week are available in the classroom showing how these activities and learning concepts are incorporated into the daily schedule. Weekly notes to families give an overview of the upcoming week's activities and events.

Curriculum (IQPPS 1.7, 2.1, 2.2, 2.4, 2.5, 3.3, 3.4, 3.11,3.12, 3.13)

Curriculum is a framework for learning opportunities and experiences. It sets up the process by which learners obtain knowledge and understanding while developing life skills. It is continually revised and evaluated to match GSCP's goals, to make learning fun, and to challenge each individual student. It is implemented in a manner that reflects family home values, beliefs, experiences, and language.

It is the policy of the preschool that our curriculum content and instructional materials reflect the cultural and racial diversity present in the United States. The staff seeks to counter potential bias and discrimination by teaching that each individual has equal value in the sight of God. We teach that all people, whatever their gender, age, race/ethnicity, beliefs, language, career, roles,

disability, or lifestyle, are worthy of respect, and have the same rights, duties, and responsibilities as other individuals in our society.

The preschool uses *The Creative Curriculum for Preschool*, a research- and evidence-based comprehensive curriculum designed for four-year-olds, as its foundational curricular resource. It is a developmental curriculum, produced by *Teaching Strategies*, which addresses all areas of early learning: language and literacy, math, science, physical skills, and social skills through a variety of studies. *The Creative Curriculum for Preschool* helps children to become independent, self-confident, inquisitive, and enthusiastic learners by actively exploring their environment. It provides children an opportunity to learn in a variety of ways – through play, problem solving, movement, art, music, drawing and writing, listening, and storytelling. *The Creative Curriculum for Preschool* aligns to Iowa's state standards for early learners. Suggestions for modifications and adaptations are an integral part of the curriculum. *Intentional Teaching Cards*, *Mighty Minutes*, *Book Discussion Cards*, and a children's book collection are associated resources that are part of this curriculum. *Teaching Strategies-GOLD* is the assessment program directly related to this curriculum.

Some of the key concepts that are included within our curriculum include:

- Solving interpersonal problems, sharing, taking turns
- Large motor development (running, hopping, jumping, skipping, climbing, etc.)
- Fine motor development (coloring, cutting, drawing, writing, threading, gluing, etc.)
- Language and vocabulary development, rhyming
- Alphabet (identifying capital and lowercase letters, sounds of letters, etc.), name recognition and early literacy skills
- Retelling stories
- Rote counting, counting objects accurately, recognizing and naming numerals, writing numerals
- Colors, shapes, sizes
- Making and extending patterns
- Problem solving
- Learning songs, poems, finger plays, and prayers

Assessment (IQPPS 3.16, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 7.3, 7.5, 7.6, 7.7, 8.1, 8.2, 10.11)

It is the belief of Good Shepherd Christian Preschool that assessment of young children should be purposeful, developmentally appropriate, and take place in a natural setting by familiar adults. 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. Thus, the family will be asked to give information on what they have observed within the family setting. Working together, the teaching staff and families can gather a more complete picture of each child's growth and development. All assessment results will be kept confidential, placed in each child's file, and stored in a secure filing cabinet.

Children may be assessed in the following ways:

- *Teaching Strategies – GOLD* – Matched to our foundational curriculum, it allows teachers to record student progress in all developmental areas at the beginning, middle, and end of the year. Teachers provide observational data through an ongoing anecdotal record of each child's progress during daily activities.
- ASQ-3 and ASQ:SE-2 – The *Ages and Stages Questionnaires* allow parents to identify the skills their child demonstrates regularly at home. ASQ3 is a developmental screening and ASQ-SE2 is a social/emotional screening. The parents complete them near the beginning of the school year. Other individuals such as teachers, grandparents, or other caregivers may also be asked to complete the screenings to share what they observe of the child's skills and abilities.
- *Get Ready to Read* – This computer-based assessment is given at the beginning, middle, and end of the year. It monitors the growth of early literacy skills.
- myIDGs – This early literacy assessment is administered individually in face-to-face interviews three times a year (fall, winter, spring) to determine if children are meeting growth expectations or if they require more intensive support.
- Informal Assessments – Children may be pulled aside for a few moments to share their knowledge and skills with a teacher. For example, having them identify colors or count objects, or name the letters of the alphabet.
- Evaluation of each child's classroom work samples or activities (name writing, coloring, cutting, pattern completion, etc.)

Child portfolios are organized by the teaching staff and include assessments listed above, observational data, and the child's work samples which are collected on an on-going basis.

The information obtained by assessments may be used in the following ways:

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

Assessment information will be shared formally with families during Parent and Teacher Conferences in the fall and spring. In addition, a *Teaching Strategies – GOLD Progress Report* based on each individual child's profile will be sent home at the end of the year. Informal conferences, phone calls, or other communication are always welcome and can be requested at any time.

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

- The preschool teacher requests assistance from the Green Hills AEA (Area Education Agency) for support, and additional ideas for a more formalized early intervention process. This team engages in problem identification, plans interventions, provides support, and makes outside resources available to those individuals requesting assistance.

- A request made to Green Hills AEA for more formalized developmental screening or diagnostic assessment.
- Families are given information about programs and services from other organizations such as Green Hills AEA, Iowa Department of Human Services (DHS), Iowa Child Care Resource and Referral (ICCRR), Parents as Teachers programs, medical professionals, etc.

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 the teaching staff in the classroom.

Child Guidance and Discipline (IQPPS 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 3.6, 10.6, 10.11)

An essential component of a preschooler's total education is related to behavior. Since character training is a goal, conduct and behavior of all students is important. Good Shepherd Christian Preschool desires that a student's experience is one where learning takes place, and all students are protected. We want our students to love God and love their neighbor as themselves, so a discipline goal includes helping the children to recognize their mistakes and reach restoration with their peers and teachers. When apologizing, we encourage the offender to state what they have done that was wrong or hurtful and ask for forgiveness. We encourage the offended child or adult to forgive instead of saying, "That's okay," since the wrong wasn't okay.

Teaching staff will equitably use positive guidance, redirection, and planning ahead to prevent problems. They will encourage appropriate behavior through the use of clear communication of rules and consistent implementation of them, through regularly reinforcing positive behavior, through demonstration of their care and concern for each child, and through child involvement in problem solving to foster each child's own ability to become self-disciplined and to be properly assertive. Preschool staff will encourage children to respect other people and property, to be fair, and to learn to be responsible for their own actions. The staff will use discipline that is consistent, clear, and understandable to the children. Where the child understands words, discipline will be explained to the child before and at the time of any disciplinary action. The staff will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs and concerns, learn sharing and turn taking, gain control of physical impulses, and express negative emotions in ways that do not harm others or themselves.

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 positive social behavior by:

- Interacting in a respectful manner with all children;
- Modeling caring behaviors, turn taking, and sharing;

- Helping children negotiate their interactions with one another and shared materials;
- Engaging children in the care of their classmates and classroom;
- Ensuring that each child has an opportunity to contribute to the group; and
- Encouraging children to listen to one another and 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. All 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. The plan might include environmental modifications, activity modifications, adult or peer support, and other teaching strategies that support a child's appropriate behavior.

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 to encourage more acceptable behavior. Harmful and destructive behavior will not be tolerated.

State law places limits on why, how, where, and for how long a student may be restrained or confined and detained. If a student is restrained or confined or detained, the school must maintain documentation and must provide notice to the child's parents. For additional information regarding Iowa law on this issue, please visit the "Timeout, Seclusion and Restraint" section of the Iowa Department of Education's website, located at <https://educateiowa.gov/pk-12/learner-supports/timeout-seclusion-restraint>.

Permissible Methods of Discipline

For acts of aggression and fighting (biting, scratching, hitting), the preschool 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) Simply say to the offending child, "No, we do not bite/scratch/hit" in a firm but kind voice; (3) Immediately comfort the individual who was injured; (4) Care for any injury suffered by the victim involved in the incident, encouraging the offender to help care for the child who was hurt (hold ice pack, comfort the child), if appropriate; (5) Talk to offending child about different strategies to use next time (i.e., words they can use) instead of the aggressive act; (6) Notify parents of children involved in the incident, keeping each child's identity anonymous; (7) Complete an incident report; (8) Explore with parents of the offender some possible reasons for the misbehavior (communication deficits, transitions, hunger, lack of sleep, etc.); (9) Review the adequacy of the teaching staff supervision, appropriateness of program activities, and administrative corrective action if there is a recurrence.

Prohibited Practices of Discipline

The preschool staff 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 nor threaten to withhold food as a form of discipline.

Snacks/Foods and Nutrition (IQPPS 5.9 – 5.17, 10.5, 10.11)

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. Our preschool has an opportunity to help children learn about foods, to enjoy a variety of foods from their own and other cultures, and to help them 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.

Clean, sanitary drinking water is available. Children are required to bring labeled water bottles to school each day which they can access independently at any time at their cubbies. Please be sure that the water containers have flip tops or some easily opened/closed mechanism for prevention of spills. Parents are responsible for washing/cleaning/sanitizing the water bottles regularly. The water bottles will be sent home at least weekly to be washed.

Children attending an AM session may choose to have breakfast before class begins. Parents must inform the teacher by Thursday of each week for the days their child will be eating breakfast the upcoming week. Breakfast is served at 7:45 am and the parents are responsible for dropping off their child at the Stanton Community Schools lunchroom. Students arriving by bus will be taken to breakfast by older siblings or the preschool staff. The preschool or school staff will bring the students to the preschool classroom at the end of breakfast. The payment of fees for this meal are covered in the Stanton Community Schools website.

Either a snack or lunch is served at a regularly scheduled time depending on the length of the preschool day. If the day is six hours or longer, both a snack and lunch will be served. Morning or afternoon snacks will be served around mid-session. Lunch, when served, will be served just before 11:00 am. The Stanton Community School District participates in the National School Lunch Program which is a federally assisted meal program operating in public and nonprofit private schools and residential childcare institutions.

All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) guidelines. Foods requiring refrigeration are kept cold until served. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods with expired dates are discarded.

Preschool snacks include three food groups (milk, meat/meat alternates, vegetables, fruits, or grains) from a wide variety of nutritional snacks and also include either low fat milk or juice. Lunch menus follow USDA guidelines, and are posted at the preschool classroom entrance or can be accessed online on the Stanton Community School District website >District >Food Services >Menus at

<https://www.stantonschools.com/vnews/display.v/SEC/Food%20Services%7CMenus>. Children are encouraged to expand their tastes by at least trying a portion of each food offered during snack or lunch.

Preschoolers may not bring sack lunches from home unless dietary restrictions certified by a physician prohibit their participation in the school lunch program. Children with special health care needs, food allergies, or special nutrition needs, must have their physician give the preschool program an individualized care plan. Preschool 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. This documentation will be provided to the parents.

To protect children with food allergies from contact with a problem food, parents are asked to give consent for the posting of information about that child's food allergy in the food preparation area and in any area where the child may consume food, so it is a visual reminder to all who interact with the child throughout the day.

Foods or beverages are never used as rewards for academic performance or good behavior, are not withheld as a punishment, nor will staff ever threaten to withhold food as a form of discipline.

Snacks brought from home for birthdays, holiday parties, or special occasions must be either whole fruits or commercially prepared and packaged foods in factory-sealed containers with an ingredient label. Treats must be pre arranged with the preschool teacher to be sure that there are no allergy-related issues. State regulations do NOT allow homemade foods in the classroom. This includes goodie bags filled with food items during holidays and birthdays. Sugar-sweetened beverages will not be served to children and high fat, high sugar, and high salt foods are discouraged.

Outside Play and Learning (IQPPS 3.7, 5.4, 9.1, 9.3, 9.5 - 9.8, 9.12, 9.14, 10.4, 10.5, 10.11)
Daily play outdoors is scheduled provided the weather and air quality permit, and environmental safety conditions do not pose a threat. This allows children to develop their large muscle skills, get exercise, and be active. Students will practice their gross motor skills by running, jumping, hopping, climbing, crawling, sliding, balancing, and more. In winter we sometimes spend longer getting bundled up than we spend outside. The Child Care Weather Watch guidelines produced by Healthy Child Care Iowa help us determine the safety of outside play if the wind chill or heat index are factors.

Our primary outdoor play space is the preschool playground which is located on the Stanton Greenbelt Trail System near the lower-level parking area of the Viking Center. It was designed specifically for the use of our preschool and is rated for 2-year-old through 12-year-old children. It is surrounded by wood chips that make landing from a fall safer. A fence surrounds the playground and aids in the sight and sound supervision of the children by protecting them from quick access to a nearby stream or other possible dangers like unknown dogs belonging to trail walkers/runners. While students are playing, teachers locate themselves on opposite sides of the play structure and near areas where safety could be a concern. The goal is to keep every child within eyesight of at least one teacher at all times.

There are areas on the playground for children to be in the shade and still be active. Children may bring hats and sunglasses to wear, or bring sunscreen to be applied by preschool staff (only with written parent permission). Repellents containing DEET may be brought and applied

by preschool staff (only with written parent permission) when recommended by public health authorities due to a high risk of insect-borne disease. Water bottles are brought down to the playground are available for the children during their outdoor play.

Preschool staff complete regular checks of the playground equipment according to the recommendations of the National Program for Playground Safety. In addition, the program administrator for the Quality Rating System (QRS) inspects the playground equipment and outdoor space yearly and provides written feedback.

Occasionally, when the playground is damp or not safe for play, we may walk the Stanton Greenbelt Trail System or play on the concrete areas of the trail or the grassy and tree-covered areas next to the trail. We have a locked shed between the trail and our playground where we keep trikes, scooters, protective helmets, and other outside toys.

If outside play might not be possible due to weather conditions or other factors, we have the opportunity to use the Viking Center gymnasium or walking track for large muscle activities. We may use our scooter boards, run/walk laps, or work our way through an obstacle course on the walking track. We may play with basketballs and volleyballs, use our hula hoops or parachute, do cartwheels, run races, or play organized games like "Red Light, Green Light" in the gymnasium. Again, during play the preschool teachers are not to primarily position themselves near each other but are to locate themselves in such a way as to keep every child within eyesight and to be near the children for their safety and protection from injury or harm.

Whether playing outdoors or indoors in the Viking Center gymnasium or on the walking track, preschool staff carry a cell phone, contact information, and a first aid kit in case of an emergency or injury. The staff-child ratio is maintained during outdoor and indoor gross motor play.

Water Play (IQPPS 5.7, 9.14, 10.5, 10.11)

Occasionally small tubs of fresh, potable water are used for sensory play or to experience science and math concepts. Children with sores on their hands are not allowed to participate with others to ensure that no infectious diseases are spread. Children are not allowed to drink the water during water play activities. When the activity is complete, the tub is drained and dried. To prevent drowning accidents, children are closely supervised during water play.

Field Trips (IQPPS 3.7, 7.2, 9.12, 10.5, 10.9, 10.11)

An important learning opportunity can take place in the form of a field trip that is relevant and reinforces what has been taught in the classroom. Stanton Community Schools' buses are used for these field trips unless they are within walking distance of the preschool. Parents will be informed of each field trip well in advance. A parent must sign an informed consent form for their child before each trip. Adult family members may be asked to volunteer to go on these trips to provide increased supervision and adult/child ratios. A notice publishing the date, time of departure, time of return, and the destination will be posted prominently and emailed to parents at least 48 hours before the field trip. Each child will be assigned to an adult for every part of the

trip. Before every trip, the teaching staff will instruct children and all supervising adults about the 10-foot danger zone around the vehicle where the driver may not be able to see.

The following items will be taken along on each field trip: a first-aid kit, emergency contact information, water bottles, and emergency transport and care authorization for the children in the group. Children will be counted every 15 minutes while on a field trip. Children may only use a public restroom if they are accompanied by their own parent or a preschool staff member. Children will never be left alone in a vehicle or left unsupervised by an adult.

Clothing (IQPPS 5.4, 10.5)

Each child will be learning through creative, active play that can sometimes be messy. Therefore, children should wear comfortable, washable clothing appropriate for the weather. While we encourage the use of paint smocks during messy 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. Children should wear socks with properly-fitting rubber-soled and closed-toe shoes, not flip-flops or sandals, so they can play safely and comfortably. In boot weather, they should bring shoes to wear indoors. A pair of inexpensive gym shoes (slip-on preferred) should be left at school for days when we use the Viking Center gymnasium or walking track for indoor large motor play. We recommend slip-on or Velcro-closing shoes unless a child is able to independently tie their shoes.

In order to play comfortably outside, it is important that children be dressed appropriately for the weather. Lighter weight clothing like shorts and t-shirts is great for hot days. While sandals or flip-flops might seem good for hot days, they are not very safe for running and jumping, so we recommend closed-toe shoes and socks every day.

On cold winter days the children need a warm winter coat, a hat, and gloves/mittens in order to play outside safely and comfortably. Snow on the ground may mean our playground may not be safely accessible. Those days are great days for playing in the snow. Children must have snow pants, snow boots, winter coats, hats, and gloves/mittens in order to play in the snow.

For those in-between days, dressing a child in layers and making sure that they have at least a light-weight jacket available in their backpack is a practical idea.

Families should work with their child so they can independently change their shoes, put on and zip or unzip their coats/jackets, put on hats and gloves, and put on their backpack.

All families are asked to provide an extra set of clothing (underwear, socks, pants, shirt) for their child in case of a toileting accident or messy play. Please clearly label the clothing or place the items in a gallon-size zip-lock bag that is labeled with the child's name to reduce the possibility of a mix-up of items.

Toileting (IQPPS 5.5, 5.6, 5.19, 10.5, 10.11)

Toilet learning is an important time in a child's development. The goal is for all preschoolers to tend to their own personal hygiene needs in the restroom.

In the case of children who have not achieved this milestone, the preschool will assist in potty training. Children who are in the training process will be checked for wet/soiled diapers/pull-ups at least every two hours and diapering will be done in the designated area and according to the diapering guidelines set forth by standard 5.5 of the Iowa Quality Preschool Program Standards (IQPPS) and standards set forth by the Iowa Department of Human Services and the Iowa Department of Public Health. Soiled diapers are placed in a secured plastic bag and placed in a closed trash container. Families are responsible to provide diapers, pull-ups, and wipes for children not yet toileting independently.

In case of a toileting accident, soiled clothing will be placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering. Children will be assisted, as needed, to put on clean, dry clothes. Both students and staff will wash their hands after the student has changed and the plastic bag with the soiled clothes has been placed in their backpack. Parents will be notified either verbally or by text or email, so they are aware of the accident and soiled clothing.

Objects from Home (IQPPS 10.5)

Because the preschool program provides ample toys and learning materials for the children, we ask that children DO NOT bring any toys from home. Please do not allow children to bring gum, candy, money, treasured jewelry, or toy guns to school. The preschool cannot be responsible for lost or broken items brought from home. If a child brings an “attachment” item from home, we ask that it is small enough to fit inside his/her backpack and that the teachers are made aware of the situation.

Weapon Policy (IQPPS 10.5)

No student shall carry, have in his/her possession, store, keep, leave, place, or put into the possession of another student any real weapon or a look-alike weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school building or other buildings or premises used for school functions, whether or not any person is endangered by such actions. “Look-alike weapon” means any item that resembles or appears to be a weapon. This includes real guns, toy guns, squirt guns, water rifles or pistols, slingshots, toy grenades, knives, and other similar items.

Birthdays (IQPPS 5.10)

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. One food item may be brought from home for sharing with the other children. It should be either a whole fruit or a commercially prepared packaged food in factory-sealed containers. Those who have summer birthdays are welcome to choose a day to celebrate with their class. Many choose to celebrate their half birthday or celebrate near the end of the school year. On their birthday, we ask them to bring a favorite book from home to share with the class during story time.

COMMUNICATION (IQPPS 1.1, 7.1, 7.4, 7.5, 10.5, 10.10, 10.11)

Updating Information (IQPPS 10.5, 10.10, 10.11)

In order for us to serve each preschooler in the best manner possible, including emergency situations or in the event of an illness, and to comply with all child care licensing standards, it is important that personal information be kept up to date. Parents are asked to keep the preschool informed of any changes in the following:

- Contact numbers for both parents (cell, work, home),
- Home and mailing addresses,
- Workplace names and addresses,
- Immunization records,
- Changes in health needs or medications,
- Names and phone numbers of those authorized to pick up the child
- Email addresses

Emergency phone numbers will be updated and verified at least quarterly. The numbers will be called to make sure a responsive, designated person is available.

Sharing of Information (IQPPS 1.1, 7.1, 7.2, 7.4, 7.5, 10.5, 10.11)

Good Shepherd Christian Preschool will promote both formal and informal communication between families and staff. This will include face-to-face conversations, written notes and reports, emails, Facebook posts or chats, phone texts, or phone calls. Through group communication, teachers will inform families weekly of upcoming events, topics of study, and other happenings at school of concern to all families. Select photos of school activities will be shared on the preschool's public Facebook page with more photos shared on the class' private page. A child's photo will only be shared if we have written authorization on file. Families should only post pictures of their own child on social media pages. Personal communication will inform parents of their child's experiences, accomplishments, behavior, and other issues that affect their child's development and well-being. Parents are asked to maintain regular, on-going, two-way communication with the teaching staff in a manner that best meets their needs – email, in-person, notes, texts, or phone calls. Our goal is to have open and constructive feedback with families. No question or concern is too small to warrant contact.

Ethics and Confidentiality (IQPPS 7.5, 10.11)

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 our 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. Another way is to refrain from labeling a child negatively or positively. No information about any particular child shall be shared with another child's parent. We continually strive to model such qualities as patience, tolerance, cooperation, acceptance, understanding of others, and enthusiasm for children as well as for other adults.

Children's Records (IQPPS 5.1, 10.8, 10.11)

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 school 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.

Parents 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.

Grievance Policy (IQPPS 7.5)

Open and honest communication between families and the preschool program is an essential component of a high-quality early childhood program. It is desired that parents are confident that their child is receiving good care and is having a quality experience. If anyone ever has a concern regarding their child, it is important to address that concern to the child's teacher. If additional help is needed, either party may ask for the assistance of the Preschool Board or the Stanton Community School District principal. If anyone remains dissatisfied, they should contact the Stanton Community School District superintendent.

Annual Evaluation (IQPPS 7.5, 10.11, 10.15)

As part of our program assessment, in the spring of each school year, we provide the parents a family questionnaire to evaluate our program. This information helps us to assess how the program is meeting the needs of families and children, as well as to identify strengths and weaknesses.

FAMILY INVOLVEMENT (IQPPS 1.1, 7.1 – 7.7, 8.1, 8.2, 8.3, 10.11)

Good Shepherd Christian Preschool encourages families to be very involved in their child's education through observing their children during the school day and meeting or communicating in other ways with preschool staff.

The preschool uses a variety of formal and informal ways to become acquainted with and learn from families about their family structure, their preferred means of child-rearing practices and communication, and information about their socioeconomic, linguistic, racial, religious, and cultural backgrounds that they wish to share. Parents are surveyed in enrollment paperwork and through other questionnaires during the year. Families are invited to Open House and Family Nights so they and their preschoolers may visit the classroom and interact with preschool staff and other parents. Home visits are conducted at the beginning of the school year so the teachers may become further acquainted with the children and their parents. Preschool staff communicate regularly regarding children's activities and developmental milestones, shared care-giving issues, and other information that affects the well-being of the children. Parent and

Teacher Conferences are held in both fall and spring, as well as at the request of one of the parties.

Preschool teachers value the time spent talking and interacting with families and developing strong, reciprocal relationships. As the teacher learns from the family about the child's interests, approaches to learning, and developmental needs, goals for the 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 staff at any time.

Although in-person daily contact cannot be replaced, the preschool staff relies on notes, emails, phone calls, newsletters, Facebook posts, chats, and other means as alternative ways of establishing and maintaining open, two-way communication.

Good Shepherd Christian Preschool invites each family to become involved in a variety of ways and welcomes other ideas for involvement as well.

1. Support a child's daily transition to school by sharing information about the child's interests and abilities observed at home. Please keep the teacher informed of changes and events that might affect a child which then allows the teacher to be more responsive to a child's needs.
2. Check the child's backpack each day and look at or read all the material sent home, including their student work pages and projects.
3. Take time to read weekly class email communication and the class Facebook page.
4. Return all forms, questionnaires and other items promptly.
5. Attend Open House, Family Nights, or other family meetings/events that may be scheduled with other school parents.
6. Attend Parent and Teacher Conferences in the fall and spring.
7. Help prepare the class's daily snack and enjoy it with their child.
8. Come to play during free-choice time or outdoor playground time.
9. Participate in field trip activities.
10. Share some of their talents with the class such as reading or storytelling, cooking, art, music, sewing, crafts, hobbies, their profession, artifacts from trips they've taken.
11. Share some of their family's cultural traditions, celebrations, or customs.
12. Help with special events, including seasonal parties. Helping may take many forms such as preparation of materials at home, making telephone calls, preparing or posting flyers, recruiting other volunteers, collecting donations or prizes, running errands, photography, setup before and clean up after an event.

Good Shepherd Christian Preschool will, to the extent possible, provide full opportunities for meaningful participation of the families with limited English proficiency and families in which a parent or child has disabilities. This may include providing information and school reports in a language the families understand or alternative format, if requested.

We also believe 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 families make connections.

Open House (IQPPS 7.1, 7.2, 10.11)

Open House is held prior to the start of the school year. It provides the preschoolers with an opportunity to play and become familiar with the preschool classroom. Parents have a chance to meet and speak with the preschool teachers and other parents, and ask questions. It is also the preferred time for parents to drop off their child's school supplies (i.e., gym shoes, changes of clothes, family pictures, and so forth) since they are requested to be in the classroom before the first day of school.

Home Visits (IQPPS 7.1, 10.11)

Home visits are made prior to the start of school. This is an opportunity for the preschool teachers to get to know the parents, the preschooler, other family members, and the culture of the family. It also allows for the beginning of a partnership between home and school in order to best meet each child's needs. This is a great time for parents to share what makes their family unique and how they prefer to communicate with the teaching staff. The teachers want the parents to share their knowledge of their child's interests, approaches to learning, and developmental needs. The family members can help the teacher understand what their goals are for their child and whether they have any concerns they'd like addressed. The more that parents can share preferences and concerns and have their questions answered, the better the year will start for everyone concerned. The teachers also have an opportunity to interact one-on-one with the preschooler to establish a relationship and perhaps do some simple, preliminary assessment.

Family Night (IQPPS 7.2, 10.11)

At least one time each year, Good Shepherd Christian Preschool schedules a Family Night. It is an opportunity for the families to come to school or meet in a park for some fun as well as educational activities. With help from family volunteers, the night will be planned to meet the needs of the children and families in the classroom.

Parents and Teacher Conferences (IQPPS 7.1, 7.3, 10.11)

Formal conferences between preschool parents and the preschool teacher are held in the fall and spring each year. During the conference the teacher will share results of classroom assessments and samples of the child's work. Parents should feel free to ask questions, share concerns, and share positive things that they've seen in their child. Together the parents and teacher can make plans to encourage the child's growth and development.

Open Door Policy (IQPPS 7.1, 7.2)

Parents are always welcome to visit the preschool classroom. In fact, we encourage every parent to observe their child in the classroom for a short time at least twice during the school year and visit with the preschool staff. Please make arrangements prior to a visit, as too many adults in the classroom at one time can be very distracting. Please use discretion when bringing babies and toddlers to school as these young children may disrupt class sessions. If a parent would like to do something special in the classroom (i.e., an art project, cooking project, reading

a special story), please contact the teachers and set up a time. Photo identification is required for any unknown visitor to the classroom.

Volunteers (IQPPS 7.2, 10.6, 10.11)

Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the preschool. For safety's sake, if a volunteer will be working with children, he or she will be expected to execute and submit an affidavit of clearance from any and all crimes against a child or families. In addition, no person with a substantiated report of child abuse or neglect will come in contact with children in the preschool program or have responsibility for children. If a volunteer works more than 40 hours per month with children, he or she will also need to provide a current health assessment, not more than one year old. People interested in volunteering should contact the preschool director. An extra pair of hands and the added benefit of more individualized attention for the children is always beneficial.

Transitions (IQPPS 7.6, 7.7, 10.11)

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 little ones 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 a completely different 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. In addition, the kindergarten round-up is held annually in the spring. Preschool staff and families attend this event to support children as they prepare to transition to kindergarten.

HEALTH AND SAFETY (IQPPS 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.18, 5.19, 9.11, 9.12, 9.13, 9.15, 10.5, 10.6, 10.7, 10.8, 10.10, 10.11, 10.12)

Good Shepherd Christian Preschool is committed to promoting wellness and to safeguarding 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 Iowa Quality Preschool Program Standards (IQPPS), regulatory agencies, and pediatric authorities in the field.

Health and Safety Records (IQPPS 5.1, 10.5, 10.8, 10.11)

Health and safety information collected from families at enrollment will be maintained on file for each child in the preschool file cabinet. The files are kept current by updating as needed and reviewed at least quarterly. The contents of the file are confidential but are immediately available to administrators or teaching staff who have consent from a parent for access to records. A child's file may also be accessed by the child's parent or regulatory authorities, upon request.

Child Health and Safety Records include:

1. Current information about any health insurance coverage required for treatment in an emergency;
2. Results of a health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results;
3. Current emergency contact information for each child, that is kept up to date by the parents;
4. Names of individuals authorized by the family to have access to health information about the child;
5. Instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes);
6. Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions), conditions that require regular medication or technology support; and
7. Supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs. Staff implement a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

Screenings – Dental, Hearing, Vision (IQPPS 4.1, 4.2, 7.3, 10.8)

Area agencies will be working in our preschool to screen students for dental, hearing, and vision problems. This helps to identify students that have hearing or vision losses or problems of educational and dental or medical significance. If parents do not want their child to participate in the screenings, they should notify the preschool director. If the preschool is not notified, it will be assumed that permission is given for these screenings/evaluations. Parents will be notified of results and information will be given should the results indicate that further assessment or treatment is indicated.

General Health and Safety Guidelines (IQPPS 5.1, 5.2, 5.6, 5.19, 10.5, 10.10, 10.11)

- 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 when outside of the classroom or 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 complete "Universal Precautions for Iowa Early Childhood and School-age Professionals" annually.
- All staff maintain certification of "Pediatric First-Aid and CPR" training
- All staff are familiar with evacuation routes and emergency procedures.

Cleaning and Sanitization (IQPPS 5.18, 5.19, 10.5, 10.11)

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

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Toys and surfaces will be disinfected using a non-toxic solution of one tablespoon household bleach to one quart of tap water made fresh daily. To disinfect, the surfaces will be sprayed until glossy. The bleach solution will be left on for at least two minutes before it is wiped off with a clean paper towel, or it may be allowed to air dry. Machine washable cloth toys that have been placed in a child's mouth or that are otherwise contaminated by body secretions or excretions will be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used.

Routine cleaning and sanitizing of all surfaces in the facility is supervised by the preschool director and primarily completed outside of school hours by the cleaning personnel employed by the Viking Center. Other incidental cleaning is performed by the preschool staff. A checklist provided by the Department of Human Services provides a record of cleaning and sanitation frequency. Staff are trained annually in cleaning techniques, proper use of protective barriers such as gloves, proper handling and disposal of contaminated materials.

Facility cleaning requiring potentially hazardous chemicals is scheduled when children are not present to minimize exposure of the children. For example, pest control products are applied in the summer months when preschool is not in session. All cleaning products are used as directed by the manufacturer's label. Nontoxic substances are used whenever possible.

Note: In situations where a sink is used for both food preparation and other purposes, staff clean and sanitize the sink before using it to prepare food.

Hand Washing Practices (IQPPS 5.6, 5.7, 5.19, 10.5, 10.11)

Frequent hand washing is key to preventing the spread of infectious diseases. The preschool staff teaches children how to wash their hands effectively. When hand washing is not feasible and hands are not visibly soiled, hand hygiene with an alcohol-based sanitizer of 60% to 95% alcohol is an alternative to traditional hand washing. Posters showing proper hand washing procedures are placed by the hand washing sinks. 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 to reduce the transmission of infectious disease to themselves and others.
- Staff assist children with hand washing as needed to successfully complete the task.

Children and adults wash their hands:

- upon arrival for the day;

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

Adults also wash their hands:

- before and after administering medication;
- after assisting a child with toileting;
- after handling garbage or cleaning;
- after removing and disposing of gloves in situations where blood, fecal matter, or body fluids have been handled.

Proper hand washing techniques include:

- using liquid soap and running water;
- rubbing hands vigorously for at least 20 seconds, including bottom and back of hands, wrists, between the fingers, under and around any jewelry, and under fingernails;
- rinsing well;
- drying hands with a paper towel or a dryer;
- avoiding touching a faucet with just-washed hands (e.g., by using a paper towel to turn off water).

Illness Policy and Exclusion of Sick Children (IQPPS 5.3, 10.5, 10.11)

For the health and safety of all the children, ***it is mandatory that sick children not be brought to school.*** If a child has any of the following symptom, he or she will not be admitted:

- Fever greater than 100 degrees Fahrenheit
- Vomiting or diarrhea in the last 24 hours
- Cough with congestion and excessive nasal discharge or difficulty breathing
- Abdominal pain for more than two hours
- Sores on mouth or skin that are crusty, yellow, or draining
- Pink eyes with drainage
- Unexplained rash or skin irritation
- Lack of energy, unexplainably tired
- Head lice or nits
- Other evidence of a contagious disease

Parents should contact the preschool, if their child will not be attending because of illness.

The preschool's established policy for a sick child's return:

- Fever free for 24 hours, without fever-reducing medication

- Vomiting – 24 hours after last episode
- Diarrhea – 24 hours after last episode
- Conjunctivitis (Pink Eye) – 24 hours after initial medication or when without drainage
- Rash – rash has cleared or doctor has provided a written release for child to return to school
- Chicken pox – one week after onset or when all lesions are crusted
- Strep throat – 24 hours after initial medication
- Cold sores or lesions – cold sores or lesions scabbed over
- Impetigo – 24 hours after initial medication
- Ringworm/Scabies – 24 hours after initial medication
- Lice – hair has been treated AND all nits have been removed
- Other contagious disease – doctor has provided written release for child to return to school

Upon arrival each day, each child will be informally screened for signs of illness or injury that could affect the child's ability to participate comfortably in the daily activities. If a child arrives at school too ill to participate or becomes ill during the preschool day, they will be isolated from the group and allowed to rest in a comfortable space until their parent or another authorized person has been contacted and has come to take them home. For this reason, parents must be sure that the preschool has current/accurate phone numbers for them, their authorized emergency contact people, and their child's pediatrician.

The preschool director should be contacted, if there are questions regarding the illness policy.

Reporting Communicable Diseases (IQPPS 5.3, 10.5, 10.11)

Parents should notify the preschool immediately if their child is diagnosed with a communicable disease so that families of exposed children may, in turn, be alerted. The preschool will provide information to families verbally and/or 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 in the preschool program and that families should implement at home. The preschool has cooperative arrangements with the Montgomery County Public Health and the Stanton Community School District nurse and, at least annually, makes contact with them to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

Medication Policies and Procedures (IQPPS 5.8, 10.5, 10.11)

Policy: Because administration of medication in the school is a safety hazard, administration of medication will be limited to situations where the timing cannot be arranged so the medication is given outside preschool hours. Whenever possible, the first dose of medication should be given at home to see if the child has any type of reaction. Medication will be administered to children only with written approval of the parent and an order from a health provider for the specific child.

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

For prescription medications, parents 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 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, 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.

First Aid Kits (IQPPS 9.12, 10.5, 10.11)

Three first aid kits are readily available for adult use but inaccessible to the children. The primary first aid kit and CPR mask are located in the kitchenette area of the preschool room in

the cupboard above the microwave. A large sign indicating its location is posted on the cupboard door. A second first aid kit is located on top of the teachers' cubbies near the preschool's main door. A third first aid kit is in a large black bag hanging from the teachers' cubbies near the preschool's main door. It is easily taken when the class goes outdoors, to the Viking Center gymnasium, to the school lunchroom, or on field trips. The first aid kits are fully equipped according to guidance from Healthy Child Care Iowa. Following each use of the first aid kit, the contents are inspected and missing or used items are replaced. In addition, the first aid kits are inspected monthly.

Injuries and Dental or Medical Emergencies (IQPPS 10.5, 10.10, 10.11)

Some bumps and bruises are part of childhood, but our preschool staff work hard to keep the children safe. In the event that a child receives a minor, non-life-threatening injury during their time at preschool, the preschool staff 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.

In case of a more serious injury, first aid will be administered, and every attempt will be made to notify the parents or an emergency contact person immediately. All staff members will have immediate access to a device that allows them to summon emergency help. Emergency telephone numbers for 9-1-1, the poison control center, and the Stanton School District are posted by the preschool landlines and emergency contact information for the families are located near each phone. The emergency consent forms for each child are readily available in the top drawer of the filing cabinet in each child's file so a child can receive authorized emergency medical or dental care and/or treatment. Emergency contact information for the families is also included in our portable first aid kits.

Any incident or injuries will be documented on a Child Care Injury / Incident Report and a copy will be given to the parents within 24 hours of the incident.

Emergency Situations (IQPPS 10.5, 10.10, 10.11)

The Stanton Community School District's "Crisis Management Procedures" booklet is located by the preschool telephone. Each staff member reviews the booklet annually at the beginning of the school year and when changes are made to it. The booklet describes the following situations and the procedures to follow:

- Emergency phone numbers
- Basic first aid
- Bomb threat
- Building evacuation and lockdown procedures
- Bus accident / plane crash
- Crisis communications and communication with media
- Crisis management team members
- Explosion / Fire
- Flooded roads
- Gas leak and hazardous materials

- Infectious disease
- Injury / Death
- Kidnapping
- Loitering
- Missing child / runaway
- Power failure / lines down
- Severe Weather
- Sexual assault / harassment
- Shooting
- Stranger on campus
- Suicide
- Tornado / earthquake
- Vandalism
- Weapons

Safety Plans and Drills (IQPPS 9.13, 10.5, 10.10, 10.11)

A fire extinguisher is installed just outside the preschool classroom door in the Viking Center hallway. It has a tag that indicates its annual service date. The fire alarm system for the Viking Center is serviced annually and the smoke detectors and fire alarms are tested regularly. A written log of testing dates and battery changes is maintained and available upon request in the Viking Center office. In addition, the Viking Center's backup generator is regularly tested in case of electrical outage.

Fire and tornado procedures are posted in each room and practiced monthly. The preschool conducts fire drills and tornado drills monthly and these are recorded on a log kept on the door of our storage room. For fires, students are taught to exit our emergency door and cross the street to the west of the Viking Center to our safe place in the middle of the block. For tornadoes, students are taught to exit our classroom entrance door and go down the stairs to the lower level of the Viking Center. Parents are encouraged to discuss each experience with their children after they are practiced at school and then practice procedures at home, too!

Intruder, bus evacuation, and other evacuation drills are conducted regularly and these drills are recorded on the fire/tornado drill log.

In case of an emergency that would require students and staff to be transported away from the Viking Center/Stanton School building, children may be transported by bus or by car without the use of safety seats. This would only be done as a last resort and in the best interest of the children's safety. Parents will be contacted if one of these plans has had to be put into place and they will be notified of a safe place to pick up their child.

Protection from Hazards and Environmental Health (IQPPS 9.11, 9.15, 10.5, 10.10, 10.11)

Preschool staff protect children and adults from hazards, including electrical shock, burns or scalding, slipping, tripping, or falling.

The Viking Center where our preschool classroom is located has been tested for radon and is free of lead, asbestos, fiberglass and other hazards that could impact children's health. Documentation is available in the Viking Center office or preschool classroom. The Viking Center staff maintain the building's heating, cooling, and ventilation systems in compliance with national standards.

In case of an electrical outage, the Viking Center's generator will kick on and provide emergency lighting. If the temperature drops too low or gets too high, or the situation is not conducive to continued learning, parents will be called and asked to pick up their children.

The Viking Center also maintains the facility to be sure it is free from harmful animals, insect pests, and poisonous plants. Pesticides, when used, are applied according to the manufacturer's instructions and in the summer months when children are not in the preschool classroom.

In compliance with the Iowa Smoke-Free Air Act of 2008, the Viking Center and Stanton Community School District buildings and grounds are smoke free. A "No Smoking" sign meeting the law's requirements is posted at the entrance to the preschool classroom reminding people that they are in a non-smoking place. No use of tobacco or nicotine products is allowed in/on the Viking Center or school facilities, grounds, or vehicles, or within sight of any children. This includes cigarettes, cigars, chewing tobacco, snuff, pipes, snus, Electronic Smoking Devices (ESD) and nicotine products that are not Food and Drug Administration (FDA) approved for tobacco cessations. This requirement extends to parents, students, employees, and visitors, and includes preschool-sponsored and non-sponsored events. Persons failing to abide by this policy are required to extinguish their smoking material, dispose of the tobacco/nicotine product or leave the premises immediately. It is the responsibility of the preschool, Viking Center, and Stanton CSD staff to enforce this policy.

Substance Abuse Policy (IQPPS 10.5, 10.11)

Persons under the influence of drugs or alcohol will not be permitted on the premises of Good Shepherd Christian Preschool. At no time will children be released to a person under the influence of alcohol or drugs.

Child Protection Policies (IQPPS 10.5, 10.6, 10.7, 10.10, 10.11, 10.12)

The health and well being of every child in our care is of the utmost importance and the protection of children is our responsibility. Any volunteer or applicant for temporary or permanent employment with the preschool that would have direct interaction with or the opportunity to interact and associate with a child 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 them.

The preschool's policy for reporting child abuse and neglect complies with applicable federal, state, and local laws. The policy requires 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 preschool teaching staff complete “Mandatory Reporter: Child and Dependent Adult Abuse” training at least every five years and within six months of employment.

Good Shepherd Christian Preschool does not tolerate employees or volunteers physically, or sexually abusing or harassing students. Individuals who become aware of students who are physically or sexually abused or harassed by an employee or volunteer should notify the preschool director or the Stanton Community School District principal. 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. Stanton Community School District has designated Katie Elwood, principal (712-829-2162) as the Level I Investigator, Sheila Mainquist, school counselor (712-829-2162) as the Level II Investigator and Dave Gute, Superintendent (712-829-2162) as the Level III Investigator.

Anti-Bullying/Harassment Policy (IQPPS 10.5)

Good Shepherd Christian Preschool follows the Anti-Bullying/Harassment Policy of Stanton Community School District. For more details, see <https://www.stantonschools.com/vnews/display.v/ART/56a6396874dc2>.

Covid-19 Guidelines (IQPPS 5.6, 10.5, 10.11)

The reality of the Covid-19 coronavirus affects Good Shepherd Christian Preschool in numerous ways. The primary preventative measures include enhanced cleaning and hand washing, the possible wearing of face masks by children and adults, and for the possibility of limiting classroom entrance to only preschool children and teaching/building staff.

Procedures for the drop off and pick up of students will limit the congregating of students and families in the lobby area of the Viking Center. When entering the Viking Center to drop off children, both parents and children may choose to wear masks that cover their mouth and nose. All children will be dropped off at the classroom door and parents are asked to not enter the classroom. Temperature and health checks are done every morning before students and staff enter the classroom.

Children will wash their hands after removing their coats and backpacks, before and after eating, after using the restroom or blowing their noses. Hand sanitization or hand washing will be done before and after certain activities such as playdough, sand table, water table, and some art activities.

Classroom toys and materials that are not easily cleaned have been removed or are limited according to government guidelines.

Masks may be worn in the classroom or while waiting or walking in line. Classroom mask breaks are expected when children are doing an individual activity where they are socially distanced from classmates and teachers. Masks may be removed outdoors or in the gymnasium when

actively moving about and mostly socially distanced from others. Masks will also be removed when seated and actively eating. In that case, effort may be made to keep children socially distanced.

Iowa Department of Public Health guidelines regarding exposed or ill students/staff will be followed. Teachers will work with families to provide for continued educational activities during periods of quarantine.

Activities such as field trips, in-person parent/teacher conferences, and family nights may be limited or canceled. Care will be taken to preserve as much of the normal preschool experience as possible.

STAFF (IQPPS 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 10.6, 10.7, 10.11, 10.12, 10.14)

Expectations of Employees (IQPPS 10.6, 10.7, 10.11, 10.12)

Relational Qualities

- Listen with an open mind and accept the individuality in others.
- Communicate effectively.
- Act as team members by being cooperative, enthusiastic, and patient.
- Build friendships by being cooperative, trustworthy, trusting, gentle, and forgiving.
- Demonstrate fairness, consistency, and the ability to establish appropriate boundaries.

Professional Qualities

- Believe that everyone can learn and will truly try to do their best.
- Reflect openness to new ideas and change.
- Encourage creativity.
- Pursue excellence.
- Integrate Christian faith into all activities.

Knowledge

- Demonstrate knowledge of and the ability to apply the principle stages of child development to classroom teaching strategies.
- Know, understand, and articulate the developmental stages of faith of children and incorporate this knowledge into classroom activities.
- Use methods of instruction that incorporate Biblical principles, subject matter content, and an understanding of curriculum.
- Demonstrate knowledge of how to plan, organize, structure, and assess activities compatible with the needs, interests, and abilities of children.
- Use love and discipline in guiding children's behavior.

Behavior

- Exhibit professional demeanor and appropriate dress.
- Love, accept, appreciate, and tenderly care for all children.

Employees will conduct themselves in a professional manner. Employees will dress in attire appropriate for their positions. Clothing should be neat, clean, and in good taste. Discretion and common-sense call for modesty and an avoidance of extremes which would interfere with or influence the educational process.

Although the use of cell phones and other communication devices may be appropriate to provide for the effective and efficient operation of the preschool and to help ensure safety and security of people and property, it is recommended that teachers use the preschool landline for conversations involving confidential information instead of personal cell phones. Employees should not use cell phones for personal business while on duty, except in case of an emergency or during prep time or break times.

Any employee who's arrested or convicted of any criminal charges shall report such information to the preschool board as soon as possible. Failure to do so shall incur discipline, up to and including termination.

Unprofessional and unethical conduct will result in disciplinary action by the preschool board. Employees are required to abide by all federal, state and local laws applicable to fulfillment or professional obligations. In addition, it is hereby deemed unprofessional and unethical for any licensee to violate any of the following standards of professional conduct and ethics noted in Appendix A.

To have the preschool function efficiently, all employees are expected to meet deadlines for all assigned paper or electronic reports, including but not limited to timesheets, grade reports, student records, Individualized Education Plan (IEP) documentation and testing results. Failure to meet the required deadlines may result in disciplinary action.

In compliance with state law and to provide protection to victims of child abuse, incidents of alleged child abuse should be reported to the proper authorities. Employees are required, as mandatory reporters, to report alleged incidents of child abuse they become aware of within the scope of their professional duties. Child abuse is the result of the acts or omissions of a person responsible for the care of the person under the age of 18 who has suffered one or more of the categories of child abuse as defined in Iowa Code 232.68 (physical abuse, mental injury, sexual abuse, denial of critical care, failure to supervise, child prostitution, presence of illegal drugs, manufacturing or possession of a dangerous substance, bestiality in the presence of a minor, allowance of access by a registered sex offender, allowance of access to obscene materials, or child trafficking). When a mandatory reporter suspects a student is the victim of child abuse, the mandatory reporter shall make an oral report of the suspected child abuse to the Iowa Department of Human Services within 24 hours of becoming aware of the abusive incident and shall make a written report to the Iowa Department of Human Services within 48 hours following the oral report. If the mandatory reporter believes the child is in immediate danger, the local law enforcement agency will also be notified.

Employees should have no expectations of privacy in their classrooms, desks, computers or other school provided space or equipment. The school may investigate these items when needed. If the school conducts an examination or inspection under the terms of this policy, there will be at least two individuals present at the time of the examination or inspection. The school assumes no responsibility or liability for any items of personal property which are placed in the desk or workspace which is assigned to employees.

Hiring Policies and Procedures (IQPPS 10.6, 10.11)

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

The preschool board will determine the annual salary for each employee, keeping in mind the employee's position and responsibilities, their education and experience, the financial condition of the church and school and any other considerations as deemed relevant by the preschool board.

An employee required to hold a license, authorization or certification for his/her position is solely responsible for ensuring it's current. Failure to do so could, and likely will, result in termination because by law the district can't pay an employee who doesn't have a current license, authorization or certification.

Contracts will continue from year to year unless the contract states otherwise, is modified by agreement between the preschool board and the employees, or the contract is terminated by the preschool board.

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

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

Confidential personnel files, including applications with record of experience, transcripts of education, forms and waivers for background checks, health-assessment records, attendance records, documentation of ongoing professional development, and results of performance evaluations, are kept in a secured file.

Salary and Benefits (IQPPS 10.11)

An employee's annual salary is spread over 12 monthly payments beginning with the first payment on the 15th of September. Checks will be mailed to each employee's home.

Sick Days - Employees who find themselves ill should let the preschool director know as soon as possible so a substitute can be arranged. Sick days are allowed as stated on contracts and will roll over to the next school year up to the maximum specified on employee contracts.

Employees will not be reimbursed for unused sick days. Pay may be docked at the employee's average daily rate if the employee is absent beyond the number of sick days allowed.

Personal Days - Benefits include personal days as stated on contracts. Personal days do not roll over. Employees will not be reimbursed for unused personal days. Pay may be docked at the employee's average daily rate if the employee is absent beyond the number of sick or personal days allowed. Personal days should be arranged at least a week in advance.

Bereavement Leave - The preschool board may allow up to five days for the death of an immediate family member defined as child(ren), spouse, parent, brother, sister, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, grandparents, or a member of the household. One day may be allowed for a close friend. All bereavement leave needs to be cleared with the preschool board.

Family and Medical Leave - Unpaid family and medical leave will be granted up to 12 weeks (or up to 26 weeks of military caregiver leave to care for a covered service member with a serious injury or illness) per year to assist eligible employees in balancing family and work life. Requests for family and medical leave will be made to the preschool board. Employees eligible for family and medical leave must comply with the family and medical leave policy and administrative rules prior to starting family and medical leave. For additional information regarding FMLA, please visit the "Family and Medical Leave Act" section of the United States Department of Labor's website, located at <https://www.dol.gov/whd/fmla>.

Jury Duty - The preschool board will allow employees to be excused for jury duty. Employees who are called for jury service will notify their supervisor within twenty-four (24) hours after notice of call to jury duty. Employees will receive their regular salary; however, any payment for jury duty will be paid to the district. The employee will contact the supervisor prior to returning to work on any day when the employee is excused for jury duty during regular working hours.

Free School Lunch - Since the preschool teachers assist, supervise, and model proper manners and attitudes toward food for their students during lunch, the Stanton Community School District compensates them by providing a free lunch on the days when preschoolers eat lunch in the lunchroom.

Mileage Reimbursement - Employees required to travel in their personal vehicle between the school district building and another location to carry out the duties of their position may be reimbursed at government rate per mile. Examples of reimbursable mileage include home visits and travel to professional development locations. It's the responsibility of the employee to complete the "Transportation Form for Reimbursement" with date, beginning and ending mileage, and total miles. The superintendent approves this travel expenditure through the board's audit and approval process.

Probationary Status (IQPPS 10.11)

The first three years of a new lead teacher's contract is a probationary period unless the employee has already successfully completed the probationary period in an Iowa school district, in which case they will serve a one-year probationary period. For purposes of this policy, an

employee will have met the requirements for successfully completing a probationary period in another Iowa school district if, at the teacher's most recent performance evaluation, the teacher received at least a satisfactory or better evaluation and the individual has not engaged in conduct which would disqualify the teacher for a continuing contract.

The first year of a newly employed teaching assistant's contract is a probationary period, regardless of experience. "New" employees include individuals who are being hired for the first time by the preschool and those who may have been employed by the preschool in the past but have not been an employee during the school year prior to the one for which contracts are being issued.

During this probationary period the preschool board may terminate the employee's contract at year-end or discharge the employee in concert with corresponding board policies. Employees may also serve a probationary period based upon their performance. Such a probationary period is determined on a case-by-case basis considering the circumstances surrounding the employee's performance as documented in the employee's evaluation and personnel file.

Orientation (IQPPS 6.1, 6.4, 10.5, 10.6, 10.10, 10.11)

New preschool staff must know their role and duties. They are 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;
- Job description, including delineation of relationships with other employees;
- Health, safety, and emergency procedures;
- Needs of individual children they will be teaching or caring for;
- Accepted guidance and classroom management techniques;
- Daily activities and routines of the program;
- Program curriculum and assessment procedures;
- Child abuse and neglect reporting procedures;
- Iowa Quality Preschool Program Standards and Criteria; and,
- Regulatory requirements.

Follow-up training expands on the initial orientation.

Staffing Patterns and Schedule (IQPPS 10.4, 10.5, 10.11)

The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing for Iowa's Quality Preschool Program Standards of maintaining an adult/child ratio of at least 1:10 at all times. The director in conjunction with the Stanton School District principal will maintain lists of current substitutes for both the lead teacher and teaching assistant in case of absence. If one of the teaching staff needs to deal with a sick or injured child or temporarily leave the classroom until a substitute can be arranged, a staff member from the Stanton School District will step in to assist in order to maintain the adult/child ratio.

Staff Development Training and Activities (IQPPS 5.2, 6.1, 6.2, 6.3, 6.4, 6.5, 10.5, 10.11)

The lead teacher must hold an Iowa teaching license issued by the Iowa Board of Educational Examiners (BOEE) with an early childhood endorsement to reflect their current assignment with a preference for an early childhood special education endorsement. Teaching assistants (staff who implement program activities under direct supervision) must have a high school diploma or GED and at least a Child Development Associate (CDA) credential or at the minimum are actively enrolled and participating in a regionally accredited program leading to a CDA credential.

Mandatory training is required of all staff upon hiring and periodically throughout the time of employment at Good Shepherd Christian Preschool according to Department of Education (DE) or Department of Human Services (DHS) requirements. Initial training includes:

- Pediatric First Aid/CPR Certification
- Mandatory Reporter
- Universal Precautions for Blood-borne Pathogens
- “Essentials” Childcare Preservice Series through ISU Extension and Outreach

Certification must be maintained for Pediatric First Aid/CPR, Mandatory Reporter, and Universal Precautions for Blood-borne Pathogens. Annual professional development activities provided by Iowa Child Care Resource and Referral (ICCR) in conjunction with DHS or college coursework related to the employee’s position are required. Additional training focused on early childhood topics relevant to the program and community may be provided through the Green Hills Area Education Agency (AEA). Some professional development training should focus on curriculum development, assessment, communication, and collaboration skills as part of a team. The lead teacher and teaching assistant are encouraged to complete online training by Teaching Strategies, especially the GOLD Interrater Reliability which supports the GOLD assessment used by the preschool.

Approval of the Stanton Community School District superintendent must be obtained prior to attendance or participation in a professional development program that would result in the school district paying the expenses for the program or for substitutes to cover the teacher’s classroom duties.

Evaluation and Professional Growth Plan (IQPPS 6.4, 6.5, 6.6, 10.11, 10.14)

Evaluation of employees on their skills, abilities, and competence is an ongoing process. The goal of the formal evaluation is to improve the education program, to maintain licensed employees who meet or exceed standards of performance, to clarify the employee’s role, to ascertain the areas in need of improvement, to clarify the immediate priorities, and to develop a stronger working relationship between all staff members.

All staff are evaluated at least annually with new and probationary employees evaluated at least twice a year. The director/lead teacher is evaluated by the Stanton Community School District principal based on Iowa Teaching Standards. The teaching assistant is evaluated by the lead teacher. The formal evaluation once completed by the evaluator is signed by the employee and

filed in the employee's personnel file. Staff also evaluate themselves and improve their performance based on ongoing reflection and feedback from supervisors, peers, and families.

The director/lead teacher will be required to:

- Demonstrate the ability to enhance academic performance and support for and implementation of the school district's student achievement goals
- Demonstrate competency in content knowledge appropriate to the teaching position
- Demonstrate competency in planning and preparation for instruction
- Use strategies to deliver instruction that meets the multiple learning needs of students
- Use a variety of methods to monitor student learning
- Demonstrate competence in classroom management
- Engage in professional growth
- Fulfill professional responsibilities established by the preschool board

Teaching staff are encouraged to continuously strengthen their leadership skills and relationships and work to understand how they may improve the conditions of children and families within the preschool program, the local community, and beyond. In conjunction with self-evaluations and formal evaluations, they develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development. In addition, they are encouraged to join an early childhood group or organization, attend meetings, and then share information learned with others in the preschool program and beyond.

Opportunities for professional growth are available for teachers through online college coursework in obtaining additional endorsements or areas related specific needs or interests. The teaching assistant should be taking advantage of area college programs in order to obtain his/her Child Development Associate degree, if they do not have it yet. The Green Hills Area Education Agency (GHAEA) provides professional development courses specific to preschool teachers each year. Additional professional development sources include videos from Teaching Strategies/GOLD, specifically the one on Interrater Reliability, and classes in many areas of child development and childcare from Iowa Child Care Resource and Referral (ICCRR) which is connected to the Iowa Department of Human Resources (DHS).

Public Complaints About Staff Members (IQPPS 10.11)

The preschool board recognizes situations may arise in the operation of the preschool which are of concern to parents and other members of the community. While constructive criticism is welcomed, the preschool board desires to support its employees and their actions to free them from unnecessary, spiteful, or negative criticism and complaints that do not offer advice for improvement or changes.

The preschool board firmly believes concerns should be resolved at the lowest organizational level by those individuals closest to the concern. Whenever a complaint or concern is brought to the attention of the board it will be referred to the lead teacher or teaching assistant to be resolved. If a matter cannot be settled satisfactorily, it may then be brought to the preschool board. To bring a concern regarding an employee, the individual must notify a preschool board

member in writing who may then bring it to the attention of the entire board and the board will only do so if the complaint is in writing, signed, and the complainant has complied with this policy.

It is within the discretion of the preschool board to gain assistance and advice from the school principal to address complaints from parents or members of the community.

Contract Release, Resignation, and Termination (IQPPS 10.11)

Contract Release – Employees who wish to be released from an executed contract must give at least twenty-one (21) day notice to the preschool board. Employees may be released at the discretion of the preschool board. Only in unusual and extreme circumstances will the board release an employee from a contract. The board will have sole discretion to determine what constitutes unusual and extreme circumstances. Release of a contract will be contingent upon finding a suitable replacement. Employees requesting release from a contract after it has been signed and before it expires may be required to pay the board the cost of advertising incurred to locate and hire a suitable replacement. Payment of these costs is a condition for release from the contract at the discretion of the board. Failure of the employee to pay these expenses may result in a cause of action being filed in small claims court.

Resignation – An employee who wishes to resign must notify the preschool board in writing within the time period set by the board for return of the contract. Resignations of this nature will be accepted by the board.

Parents' Right to Know Qualifications of their Child's Teacher(s)

Good Shepherd Christian Preschool ensures that parents will be notified in writing if their child has been assigned to or has been taught by a lead teacher for four or more consecutive weeks who is not considered highly qualified.

Specific information regarding an employee's license, authorization, or certification may be obtained from the Iowa Board of Education Examiners (BOEE). The BOEE may be contacted by calling 515-281-3245 or by visiting their website, located at www.boee.iowa.gov.

PROGRAM ASSESSMENT (IQPPS 4.1, 4.2, 10.11, 10.15)

Good Shepherd Christian Preschool assesses its program in a variety of ways. Staff members provide continuous evaluation on a daily basis as they debrief at the end of the school day or work through formal staff and program evaluation forms. Notes are kept and curricular plans are adjusted based on these daily assessments as well as other more formal and individual child assessments. Parent/Teacher conferences and annual family surveys give opportunities for parents to comment on ongoing programming and make suggestions for changes. Meetings between the preschool staff and the preschool board members and/or the Stanton Community School District principal allow collaboration and shared decision making that build trust and enthusiasm for program changes and planning for professional development. All of this information leads to the improvement of the program activities, operations, and policies.

Good Shepherd Christian Preschool has implemented the Iowa Quality Preschool Program Standards (IQPPS) and received its first verification visit in March/April 2022 to confirm we are meeting these standards.

Our preschool will be applying to participate in the CACFP (Child and Adult Care Food Program) which will educate us on nutritional snacks and reimburse some of the financial costs of purchasing snacks for our preschoolers daily. Parents will be completing financial paperwork to see if we meet the criteria qualifications set by the state of Iowa.

Our preschool will be reapplying for the Quality Rating Scale (QRS) recently rebranded as Iowa Quality for Kids (IQ4K) with the intent of reinstating our "5" rating, if possible.

Appendix A (IQPPS 10.6, 10.7, 10.8)

It is hereby deemed unprofessional and unethical for any Good Shepherd Christian Preschool employee to violate any of the following standards of professional conduct and ethics:

- Standard I – conviction of crimes, sexual or other immoral conduct with or toward a student, and child and dependent adult abuse. Violation of this standard includes:
 - Fraud - Fraud in the procurement or renewal of a practitioner's license
 - Criminal convictions – The commission of or conviction for a criminal offense as defined by Iowa law or the laws of any other state or of the United States, provided that the offense is relevant to or affects teaching or administrative performance.
 - Sexual involvement or indecent contact with a student. Sexual involvement includes, but is not limited to, the following acts, whether consensual or nonconsensual: fondling or touching inner thigh, groin, buttocks, anus or breasts of a student; or the commission of any sex act as defined in IOWA CODE section 702.17
 - Sexual exploitation of a minor. The commission of or any conviction for an offense prohibited by IOWA CODE section 728.12, IOWA CODE chapter 709 or 18 U.S.C. Section 2252A(a)(5)(B)
 - Student abuse. Employees shall maintain professional relationships with all students, both inside and outside the classroom.
- Standard II – alcohol or drug abuse
 - Being on school premises or at a school-sponsored activity involving students while under the influence of, possessing, using, or consuming illegal or unauthorized drugs or abusing legal drugs
 - Being on school premises or at a school-sponsored activity involving students while under the influence of, possessing, using or consuming alcohol
- Standard III – misrepresentation, falsification of information
 - Falsifying or deliberately misrepresenting or omitting material information regarding professional qualifications, criminal history, college credit, staff development credit, degrees, academic award, or employment history when applying for employment or licensure.
 - Falsifying or deliberately misrepresenting or omitting material information regarding compliance reports submitted to federal, state, and other governmental agencies
 - Falsifying or deliberately misrepresenting or omitting material information submitted during an official injury or investigation
 - Falsifying any records or information submitted to the board in compliance with the license renewal requirements imposed under 282-Chapter 17
 - Falsifying or deliberately misrepresenting or omitting material information regarding the evaluation of students or personnel, including improper administration of any standardization tests, including, but not limited to, changing test answers, providing test answers, copying or teaching identified test items, or using inappropriate accommodations or modifications for such test.
- Standard IV – misuse of public funds and property
 - Failing to account properly for funds collected that were entrusted to the practitioner in an educational context
 - Converting public property or funds to the personal use of the practitioner
 - Submitting fraudulent requests for reimbursement of expenses or for pay

- o Combining public or school-related funds with personal funds
- o Failing to use time or funds granted for the purpose for which they were intended
- Standard V – violations of contractual obligations
 - o Violation of this standard includes:
 - Signing a written professional employment contract while under contract with another school, school district, or area education agency
 - Asking a practitioner to sign a written professional employment contract before the practitioner has been unconditionally released from a current contract
 - Abandoning a written professional employment contract without prior unconditional release by the employer
 - As an employer, executing a written professional employment contract with a practitioner, which requires the performance of duties that the practitioner is not legally qualified to perform
 - As a practitioner, executing a written professional employment contract, which requires the performance of duties that the practitioner is not legally qualified to perform
 - o In addressing complaints based upon contractual obligations, the board shall consider factors beyond the practitioner’s control. For purposes of enforcement of this standard, a practitioner will not be found to have abandoned an existing contract if:
 - The practitioner obtained a release from the employing board no later than discontinuing services under the contract; or,
 - The practitioner provided notice to the employing board no later than the latest of the following dates:
 - The practitioner’s last work day of the school year
 - The date set for return of the contract as specified in statute; or
 - June 30th
- Standard VI – unethical practice towards other members of the profession, parents, students, and the community
 - o Denying the student, without just cause, access to varying points of view.
 - o Deliberately suppressing or distorting subject matter for which the educator bears responsibility
 - o Failing to make reasonable effort to protect the health and safety of the student or creating conditions harmful to student learning
 - o Conducting professional business in such a way that the practitioner repeatedly exposes students or other practitioners to unnecessary embarrassment or disparagement
 - o Engaging in any act of illegal discrimination, or otherwise denying a student or practitioner participation in the benefits of any program on the grounds of race, color, religion, age, sex, sexual orientation, gender identity, disability, marital status, or national origin
 - o Soliciting students or parents of students to purchase equipment, supplies, or services from the practitioner for the practitioner’s personal advantage
 - o Accepting gifts from vendors or potential vendors where there may be the appearance of or an actual conflict of interest
 - o Intentionally disclosing confidential information including, but not limited to, unauthorized sharing of information concerning students’ academic or disciplinary records, health and medical information, assessment or testing results, or family income. Licensees shall comply with state and federal laws and

- o local school board policies relating to the confidentiality of student records, unless disclosure is required or permitted by law
 - o Refusing to participate in a professional inquiry when requested by the board
 - o Aiding, assisting, or abetting an unlicensed person in the completion of acts for which licensure is required
 - o Failing to self-report to the board within 60 days a founded child abuse report, or any conviction of a criminal offense listed in 25.3(1)"b"(1) which requires revocation of the practitioner's license
 - o Delegating tasks to unqualified personnel
 - o Failing to comply with federal, state, and local laws applicable to the fulfillment of professional obligations
 - o Allowing another person to use one's practitioner license for any purpose
 - o Performing services beyond the authorized scope of practice for which the individual is licensed or prepared or performing services without holding a valid license
 - o Failure of the practitioner holding a contract under IOWA CODE section 279.13 to disclose to the school official responsible for determining assignments a teaching assignment for which the practitioner is not properly licensed
- Standard VII – compliance with state law governing student loan obligations and child support obligations
 - o Failing to comply with 282-Chapter 9 concerning repayment of student loans
 - o Failing to comply with 282-Chapter 10 concerning child support obligations
- Standard VIII – incompetence – Violation of this standard includes, but not limited to:
 - o Willfully or repeatedly departing from or failing to conform to the minimum standards of acceptable and prevailing educational practice in the state of Iowa
 - o Willfully or repeatedly failing to practice with reasonable skill and safety