

# **Welcome To Room 5: Learners!**

**An Ames Community School  
District SVPP Partner**

\* Policies and materials are subject to change.

## Formative Years Growing and Learning Center

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Welcome to Formative Years and to the Learners room! We are very happy to have your child as a new addition to our classroom.

The Ames Community School District was awarded the State Wide Voluntary Preschool Program Grant in 2009, and Formative Years is one of the Ames Community School District's partner sites. The program's goal is to provide a high quality preschool program, meeting each child's needs, including children with disabilities and those from a diverse background. The preschool provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new skill development. It is a setting where children feel safe, respected, and cared for. The licensed classroom teacher as well as the educational assistant (and any substitutes) participate in continued annual professional trainings including CPR and First Aid to provide a safe and nurturing environment for your child.

This is an opportunity for all four-year-old children to take part in planned, active learning experiences to build their readiness skills. The preschool program has adopted the Iowa Quality Preschool Program Standards, administered by the Iowa Department of Education.

We trust that the time spent with us will be a positive learning experience for both you and your child. Our goal for you, as parents, is that you will not only feel comfortable in leaving your child with us, but happy that they are spending time here and enhancing their readiness skills.

Enclosed, you will find a packet of information that will help you become acquainted with us as teachers and with the daily routines, activities, and policies in our room. If you have any questions at any time, please feel free to ask. We are excited to have your child in our room!

### **Statewide Voluntary Preschool Program (SVPP) Schedule**

8:15 - 8:20	Arrival and Sign In
8:20 - 8:40	Morning Opening
8:40 - 9:40	Centers
→ 8:45 - 9:15	Snack
→ 9:30 - 9:40	Bathroom Break
9:40 - 9:45	Clean-Up
9:45 - 10:00	Whole Group Learning
10:00 - 10:20	Small Group Learning
10:20 - 10:50	Outside Play (Weather Permitting)
10:50 - 11:00	Bathroom Break
11:00 - 11:15	Closing Group Time

### **Full Day Schedule (Daycare Wrap Around)**

6:30 - 7:30	F-Troop
7:30 - 8:15	Free Choice Time
8:15	Preschool Begins
8:15 - 8:20	Preschool Arrival and Sign In
8:20 - 8:40	Morning Opening
8:40 - 9:40	Centers
→ 8:45 - 9:15	Snack
→ 9:30 - 9:40	Bathroom Break
9:40 - 9:45	Clean-Up
9:45 - 10:00	Whole Group Learning
10:00 - 10:20	Small Group Learning
10:20 - 10:50	Outside Play (Weather Permitting)
10:50 - 11:00	Bathroom Break
11:00 - 11:15	Closing Group Time
11:15	Preschool Dismissed
11:15 - 11:30	Read Aloud and Lunch Prep
11:30 - 12:00	Lunch
12:00 - 12:50	Free Choice Time/Outside Play
12:50 - 1:00	Bathroom Break
1:00 - 2:50	Nap Time/Teacher Planning
2:50 - 2:55	Wake Up/Put Cots Away
2:55 - 3:00	Bathroom Break
3:00 - 3:15	Afternoon Snack
3:15 - 3:30	Free Choice Time/Snack Clean-Up
3:30 - 5:30	Outside Play (Weather Permitting)
5:30 - 6:00	F-Troop

## **Program Information**

### **Attendance**

Students who are enrolled for classes in the preschool program are expected to be in school for the full session and are expected to be punctual in their arrival and departure. **Preschool runs Monday, Tuesday, Thursday, and Friday from 8:15-11:15 AM.** Students are not expected to be absent any more than is necessary for health reasons or appointments. Irregular attendance interferes with the progress of your child and others, as teachers find themselves taking class time to repeat information and make adjustments for those students who have been absent. **Please call the center or message via Brightwheel with the reason for an absence no later than 8:15 AM.** For safety's sake, if a student is absent without notification, the teaching staff will attempt to contact the family to verify the child's absence from school.

### **Supervision Policy**

Before children arrive at school, the preschool teacher will complete the following daily safety checklist indoors and outdoors:

- All electrical outlets covered, heat/AC, water temperature, and toilets, etc. in working order
- All cleaning supplies/poisons out of reach of children and stored properly
- Classroom and materials checked for cleanliness/broken parts, etc., including the playground
- Daily monitoring of environment: spills, sand, etc. and other serious problems reported to the Director
- Upon arrival, each child is observed by the teacher for signs of illness or injury that could affect the child's ability to participate in the daily activities

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

### **Child Guidance and Discipline**

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

consistent, clear, and understandable to the child. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn to take turns. Discipline measures will **never** result in suspension, expulsion, or termination from the SVPP Program.

### **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 more challenging behaviors, teachers promote pro-social behavior by:

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

Teaching staff will guide children to develop self-control and orderly conduct in relation to peers and adults. Children will be taught social, communication, and emotional regulation skills. If a child displays persistent, serious, and challenging behavior, the teaching staff, parents, and AEA support staff will work as a team to develop and implement an individualized plan that supports the child's inclusion and success.

Aggressive physical behavior toward staff or children is unacceptable. Teaching staff will intervene immediately when a child becomes physically aggressive to protect all of the children and to encourage more acceptable behavior.

### **Permissible Methods of Discipline**

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

### **Prohibited Practices**

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

- 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

### **Suspected Child Abuse**

All observations or suspicions of child abuse or neglect will be immediately reported to the child protective services agency no matter where the abuse might have occurred. Instructional staff will call Child Protective Services to report suspected abuse or neglect. Instructional staff will follow the direction of the Child Protective Services regarding the completion of written reports. If the parent or legal guardian of the child is suspected of abuse, instructional staff will follow the guidance of the child protective agency regarding notification of the parent or legal guardian. Reporters of suspected child abuse will not be discharged for making the report unless it is proven that a false report was knowingly made. Staff accused of child abuse may be suspended or given leave of responsibilities pending investigation of the accusation. Such staff members may also be removed from the classroom and given a job that does not require interaction with children. Parents or legal guardians of suspected abused children will be notified. Parents or legal guardians of other children in the program will be contacted by the Director if a staff member is suspected of abuse so they may share any concerns they have. However, no accusation or affirmation of guilt will be made until the investigation is complete. Staff members found guilty of child abuse will be summarily dismissed.

### **General Information**

#### **Family Night**

We host a Back to School Night event the week before school starts inviting parents and families to meet the teachers, see their child's classroom, and hear more information about the upcoming school year. Examples of play centers will also be available for parents and their children to interact together and explore some of the opportunities that will be offered throughout the school year.

#### **File Folder**

Please check your child's file folder each day! Each child has their own folder located on the Room 5 door. Notes from the office, classroom newsletters, calendars, artwork and other information are put in the folders.

### **Behavior Charts**

We will have a behavior management system to help students take responsibility for their own behavior in school. Our behavior system will allow children to earn rewards by earning stickers. Each child will have their own sticker chart to keep track of the stickers they earn. Children will earn stickers each day for good behavior such as: helping clean-up, sharing toys, or listening to the teacher. When they earn 16 stickers and fill up their chart, they earn a prize from the prize box! In addition, the class will work together to earn stars to fill up our classroom Star Jar. When the Star Jar is full, the class earns a reward such as: a pajama day, stuffie party, or movie day.

### **Hand Washing**

It is required that parents accompany their children down to the bathroom to wash their hands before they enter the classroom each day.

### **Sign-in Chart**

The sign-in chart will be out every morning so that each child may sign their name. This is a great opportunity to practice their writing skills and letter formation. Many times there will also be a "Question of the Day" for the kids to answer.

### **Book Orders**

Every month we attach book orders to the newsletter. Due dates are included in the newsletter and on the book orders. There are a variety of book clubs we order from and there is always an excellent selection of books at low prices. This is a good way to add to your child's book collection and to help the class earn points to purchase new books for your child's use in our classroom.

### **Monthly Newsletter**

Each month we provide you with a newsletter and calendar. It includes the weekly themes, special days, field trips, and any other special information.

### **Story Hour**

Once a month, someone from the Ames Public Library's Project Smyles program will spend time reading to and interacting with the children.

### **Daily Requirements**

- TWO blankets, as state law requires. This can be a blanket and a crib sheet or two individual blankets
- A complete change of clothing to store in their cubby tubs

- We do play outside as the weather permits, so please select appropriate clothing for your child (our playground is covered with pea gravel and sand, so the children do tend to get dirty)

### **Seasonal Requirements**

- Summer: sun screen (must have UVA/UVB & SPF 15 or higher) PLEASE NO SPRAY SUNSCREEN
- Winter: snow boots, snow pants, hat, mittens, and a warm winter coat
- We do play outside as the weather permits, so please select appropriate clothing for your child for the day's weather
- Change of clothing each season

### **Shoe Policy**

To prevent accidents or injuries while playing outside, we request that your children **DO NOT** wear flip-flops or shoes without backs.

### **Health, Nutrition, and Food Safety**

Snacks are part of each classroom's schedule and are served at regularly established times. At each snack two food groups are represented. For each child with special health care needs, food allergies or special nutrition needs, the child's health provider gives the program an individualized care plan that is prepared in consultation with family members and specialists involved in the child's care. This communication begins during the registration process. If any changes occur with your child throughout the year, please contact your child's teacher or the center director. Consent is given during the registration process so all appropriate people know which students have allergies and need to be protected. Please note that meals are served at Formative Years and the same procedures will be followed for snack and meal times. Tooth brushing is not required and is not part of the daily schedule.

### **Peanut Sensitive Policy**

Formative Years recognizes that peanut allergies represent a health and safety hazard, which can have serious consequences for those who have such an allergy. In order to protect these children, staff members, and visitors from an environment that may be harmful to them because of such an allergy, we are prohibiting the use or serving of peanuts or other tree nut products in the Formative Years facility.

No peanuts, peanut products, or products containing traces of peanuts or tree nuts will be brought to or served at Formative Years.

What this means for you:



- All birthday or special treats need to be pre-packaged from the store and free of any peanut or nut ingredients.
- To help prevent traces of peanut or other tree nuts being brought into the classroom from your child, please take them to wash their hands and face before they enter the classroom.
- We will be using Sun butter (sunflower butter) in place of peanut butter for lunch and snack menu items.

### **Illness Policy**

The following illness policy is enforced to meet the Iowa Department of Public Health Regulations. If your child has any of the following symptoms, either at home or at the center, he/she may not attend. If any of these symptoms develop during the day while your child is at the center, you will be notified and required to pick your child up within an hour of notification. During this time your child will be isolated from the other children with a staff member in the office.

- Temperature of 100 degrees or higher (Using axillary underarm thermometers.)
- 2 incidents of diarrhea
- 1-2 incidents of vomiting
- Severe coughing
- Yellowish/pale skin or eyes
- Pink eye
- Chicken pox
- Head lice
- Impetigo/itchy rash

We will notify you if any of the following symptoms occur, so that you are informed and can decide what action you wish to take.

- Low grade temperature, under 100 degrees
- Sore throat or difficulty swallowing
- Head ache or stiff neck
- Loss of appetite
- Infected skin patches
- Unusually dark, tea colored urine
- Abnormal stool
- Severe itching of body or scratching of the scalp
- Rash of any kind
- Otherwise unusual behavior or symptoms

Children with contagious illnesses requiring medication must be on the medication for 24 hours before returning to the center. Children with fevers of 100 degrees or higher must be fever free for 24 hours without fever reducing medication before allowed to return to the center. Parents will sign a form acknowledging the fever policy.

*Keep in mind that your child will be sick less frequently if everyone assists us by following these guidelines.*

### **Curriculum**

Curriculum is a framework for learning opportunities and experiences. It is a process by which learners obtain knowledge and understanding, while developing life skills. Classroom teachers continually revise and evaluate the curriculum based on data received from GOLD observations, anecdotal notes, and student interests to make learning fun, exciting, and developmentally appropriate.

The preschool program uses *The Creative Curriculum*, a research and evidence based comprehensive curriculum designed for preschool students. It addresses all areas of early learning and it is based on thematic units familiar and meaningful to young children, such as Community Helpers, Animals, Bodies, Transportation, and Farm. It provides children with an opportunity to learn in a variety of ways, such as through play, problem solving, movement, art, music, drawing and writing, listening, and storytelling. Suggestions for modifications and adaptations are an integral part of the curriculum.

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

### **Art**

- Express their feelings and reflect on their thoughts and emotions
- Express their individuality and creativity
- Refine small muscle movement and improve fine motor skills
- Use thinking skills to plan, organize, select materials, and represent their impressions
- Experiment with color, line, shape, and size
- Learn about cause and effect
- Communicate with others about their creations
- Extend vocabulary as they learn and use technical vocabulary

### **Blocks**

- Share materials, take turns, and work cooperatively with others
- Exchange ideas and negotiate with others
- Improve small and large muscle development
- Enhance hand-eye coordination
- Create original structures
- Learn about size, shape, numbers, order, area, length, pattern, and weight
- Use logical thinking skills
- Talk about their constructions

### **Computer**

- Demonstrate self-direction and independence
- Work on fine motor skills
- Enhance hand-eye coordination
- Gain a technical vocabulary
- Bridge the gap between concrete and abstract thinking
- Explore cause and effect, create patterns, solve problems, and discover solutions

### **Cooking**

- Show pride in their creations
- Develop independence and work cooperatively on common tasks
- Improve small muscle control
- Enhance hand-eye coordination
- Use their creativity
- Develop problem solving skills through experimentation and observation
- Expand their vocabulary

### **Discovery**

- Work cooperatively as they explore, make discoveries, and solve problems
- Take care of living things
- Improve fine motor skills
- Enhance dexterity and hand-eye coordination
- Use process skills as they observe and ask questions about the world around them
- Organize their thoughts by classifying, comparing, measuring, counting, and graphing objects
- Talk about their investigations, ask questions, and share experiments
- Use new words to describe how things look, feel, taste, smell, and sound

### **Dramatic Play**

- Take on pretend roles to act out and recreate life experiences

- Express a variety of emotions
- Share materials, take turns, and work cooperatively with others
- Improve small and large motor development
- Enhance hand-eye coordination and visual discrimination skills
- Use abstract thinking skills
- Explore math concepts
- Share ideas and solve problems together
- Use language to communicate and interact with others

### **Library**

- Learn about people who are like them and who are different
- Develop empathy for others
- Gain a better understanding of the world around them
- Learn to make predictions and think about cause and effect
- Make connections between stories and real life events
- Strengthen reading, writing, listening, and speaking skills
- Increase vocabulary and comprehension skills
- Develop phonological awareness
- Learn and begin to explore the rules of print

### **Music and Movement**

- Use their body to express different types of emotions
- Develop social skills
- Work on gross motor development and explore the many ways their body can move
- Improve balance and coordination
- Share experiences to make them feel like part of a group
- Use problem solving skills, logic and reasoning, and symbolic thinking

### **Sand and Water**

- Share materials, take turns, and work cooperatively with others
- Enhance hand-eye coordination
- Strengthen small muscle movement and improve fine motor skills
- Engage in observation, classification, comparison, measurement, and problem solving activities
- Expand their vocabulary

### **Toys and Games**

- Share materials, take turns, and work cooperatively with others
- Develop confidence
- Enhance hand-eye coordination
- Refine small muscle skills

- Experiment with construction and invention
- Use creative problem-solving skills
- Enhance math skills such as counting, matching, patterning, and classification
- Use words to describe what they are doing

### **Small Group**

- Express their feelings and reflect on their thoughts and emotions
- Share materials, take turns, and work cooperatively with others
- Exchange ideas, take turns, and negotiate with others
- Develop independence and work cooperatively on common tasks
- Use language to communicate and interact with others

### **Large Group**

- Gain a better understanding of the world around them
- Learn to make predictions and think about cause and effect
- Extend vocabulary as they discuss the weekly theme
- Share materials, take turns, and work cooperatively with others
- Share experiences to make them feel like part of a group

### **Water Activities**

Periodically, we have a water table in the classroom for children to stand and play with their hands in the water. During water play, children are involved in active experiences with math and science concepts. Children with sores on their hands are not allowed to participate with others in the water table to ensure that no infectious diseases are spread. Children are not allowed to drink the water during water play activities. When the activity period is complete, the water table is drained, sanitized, and allowed to air dry before the next day's activity. Outdoor water play is limited to tubs and buckets or containers, as well as the water table. We do not participate in swimming pool activities. Staff supervises all children by sight and sound in all areas with access to water in tubs, buckets, and water tables.

### **Child Assessment**

It is Formative Years belief that assessment of young children should be purposeful, developmentally appropriate, and take place in the natural setting by familiar adults. The results will be used for planning experiences for the children and to guide instruction. Assessment will never be used to label children or to include or exclude them from a program. A family's culture and a child's experiences outside the school setting are recognized as being an important piece of the child's growth and development. All assessment results will be placed in each child's files and be kept confidential. Observations will be assessed in fall, winter, and spring.

Children are assessed in the following ways:

- *The Creative Curriculum Assessment* records student progress in all developmental areas at the beginning, middle, and end of the year
- Observational data provides an ongoing anecdotal record of each child's progress in the areas of Social-Emotional, Physical, Language, Cognitive, Literacy, and Math using the Teaching Strategies GOLD. Any data requiring a one-to-one assessment with a child takes place in a quiet area of the classroom and the assessment is given by the lead teacher. This documentation is uploaded continuously and finalized each fall, winter, and spring. This data is reviewed in partnership with the parents at our fall and spring conferences.
- The Ages and Stages Questionnaire (ASQ) is completed in partnership with the parents at the beginning of the school year.
- Child portfolios are organized by the lead teacher and include the assessments, observational data, and child work samples collected on an on-going basis. These portfolios are shared with parents during the fall and spring conference.
- Families are asked to contribute information about their child's progress through a "Pre-Conference Survey" in the fall and spring documenting their child's strengths, parent concerns, and topics to discuss at the parent teacher conference. Young children often show different skills in different settings, and by working together, the teaching staff and families can gather a complete picture of a child's growth and development.

Evidence from student progress, observational data, and child portfolios are reviewed regularly by the licensed teacher and educational assistant and can be used in the following ways:

- To provide information about children's needs, interests, and abilities in order to plan developmentally appropriate experiences and lessons for them
- To provide information to parents about their children's developmental milestones
- To indicate possible areas that require additional instruction and assessment
- To adapt teaching strategies and the classroom environment to fit the needs of the students
- To provide information about transitions from the preschool program into early kindergarten or kindergarten

Assessment information will be shared formally with families during **Parent-Teacher Conferences** in the fall and spring. The parents will also receive a copy of their child's progress at the end of the preschool year. Informal conferences are always welcome and can be requested at any time.

### **Developmental Screening and Referral**

If, through observation or information on *The Creative Curriculum Assessment* or the ASQ, the teacher feels that there is a possible issue related to a developmental delay or other special need, he/she will communicate this to the family during a conference and share documentation of the concern. Suggestions for the next steps may include providing information and benefits about each program that the child may be eligible for once the preschool program is completed. The two options are early kindergarten or kindergarten, with a requirement of the child being 5 years of age by September 15<sup>th</sup> of the following school year. It could also include a request made to the Heartland Area Education Agency for support and additional ideas or for more formalized testing, with the knowledge and consent of the parents. The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated.

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

### **Communication with Families**

Formative Years values communication between home and families. We use various methods of communication such as phone calls, notes, email, BrightWheel, voice messages, newsletters, progress reports, conferences etc. Daily personal communication with parents and guardians is also valued at pick-up and drop-off.

Communications and notices of activities/events will be sent to the parent/guardian who has legal custody. When there is joint legal custody, communications will be sent to the parent who has physical custody.

**Notification of Changes:** Parents/Guardians need to notify the center immediately of any changes in home address and/or phone numbers as well as changes in workplaces and phone numbers.

**Parent Questions/Concerns:** The school is committed to a team approach in working with parents to resolve questions and/or concerns. Do not hesitate to bring any question or concern to the attention of the teachers most directly involved with your child. If the concern is not resolved, the director, Amy Parkes, may be contacted at 515-292-3609.

**Parent Program Evaluations:** Parents will be asked to complete annual program evaluations. The staff develops program goals and uses the information shared in

these evaluations. Obtaining feedback from parents is very important to the process of continually striving to improve the quality of our program.

### **Volunteers**

There are many opportunities to volunteer throughout the year either for center wide or classroom events. Volunteers are needed for field trips, special visitor opportunities, and the end-of-the year Field Day. Volunteer forms must be completed prior to any volunteers entering the classroom. Volunteers coming into the classroom will need to have a background check. If you would like to be a volunteer, contact your child's teacher or the school office to obtain a Volunteer Form. Volunteers working with students must follow the procedures and policies for background checks.

### **Enrollment Information**

Children must be four years of age prior to September 15<sup>th</sup> of the current school year. Registration will begin in the spring prior to the enrolling school year and registration materials will be made available from the office.

#### **The following forms will be required prior to the first day of attendance:**

1. Physical Form (Signed by your child's doctor)
2. Immunization Record (Signed by your child's doctor)
3. Preschool Registration Form
4. Formative Years Enrollment Form with Emergency Contacts and Doctor/Dentist/Hospital Preferences

Children's health 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 parent permission. Parents may access, request amendments to, and copy their child's records during regular office hours. Parents may also file a complaint with the United States Department of Education if they feel their rights regarding their child's records have been violated

The center maintains cumulative records for each student enrolled. The records contain test information, progress reports, health records, and other pertinent data. The center provides for the maintenance of student records in a confidential manner in conformity to Chapter 68A of the Code of Iowa. The policy embodies the concept that parents and guardians may have access to student records and that people outside the school system may have access only under strict regulations, which generally require written consent from the student's parents or guardians. If you wish to examine records, contact the director to make arrangements.



The maximum class size is 20 children during the preschool program hours. A teaching staff-child ratio of at least 1:10 will be maintained at all times to encourage adult-child interactions and to promote activity among children.

The preschool program is all-inclusive and provides for all children, including those with disabilities, unique learning needs, or those who need extra assistance (this could include assistance in the toilet training process if the child is not fully potty trained, extra time to complete activities or tasks, etc.). Modifications are made in the environment and staffing patterns in order to include all children, including those with special needs. It is our belief that inclusion in our program will enrich the experience for teachers, students, other children, and their families. Heartland AEA 11 support staff provide resources and assistance to the teachers and classroom, upon request, to help all children be successful in the preschool setting. Such staff may include: early childhood consultant, speech and language pathologist, social worker, occupational therapist, physical therapist, or other professionals.

The preschool facilities meet the Americans with Disabilities Act accessibility requirements.

### **Health and Safety**

**Physical:** Completion of a health form and a physical is **REQUIRED** before a child enters the preschool classroom. Parents are required to provide the school with the name and contact information of the child's doctor and dentist, and emergency contact information.

**Immunizations:** A signed official immunization record is **REQUIRED** before a child enters the preschool classroom. The following exceptions are allowed: **1)** The child may temporarily enroll in an Iowa school if they have begun the required immunizations and continue to receive them as quickly as medically possible, or **2)** A statement signed by a licensed doctor saying that the immunization required would be harmful to the health and well-being of the child or any other member of the child's family or household, or **3)** A statement signed by the parent or guardian and witnessed by a notary public saying that the immunization conflicts with the personal and sincerely followed religious beliefs of the child and/or family. Immunization verification must be on the Iowa Department of Public Health Certificate of Immunizations and must be signed.

**Reporting Requirements:** Some communicable diseases must be reported to public health authorities so that control measures can be used. While respecting the legal boundaries of confidentiality of medical information, the center director will notify the appropriate health department authority about any suspected or confirmed reportable disease among the children, staff, or family members of the children and staff. Families of children who may have been exposed to a child with a

communicable disease or reportable condition will be informed about the exposure according to the recommendations of the local health department.

**Medications:** Most students taking medication can be adequately treated by taking the medication before and after school. However, some students' health and educational needs require that they take medication during the school day or require emergency/rescue medication to be kept at school. For these students, the center will assist in administering medication upon written request of the parent(s)/guardian(s) and under the direction of a legal prescriber. All medications will be properly labeled and kept in a locked container. The center accommodates families by allowing the parent/guardian to personally administer medication, over-the-counter medication, or an alternative medicine product at school.

**Head Lice:** The Iowa Department of Health recommends that parents/guardians screen their children for lice weekly during the school year. This approach recognizes that parents/guardians can screen their children more thoroughly and frequently than in the school setting. Having parents/guardians do the screening prevents disruption of classroom activity. In addition, quicker recognition of lice provides the opportunity for prompt treatment, resulting in minimal or no absence from school.

**Injuries or Illnesses Requiring Medical Care:** 1) The classroom staff member who has had pediatric first aid training at the time of an accident will stay with the child until the help arrives. 2) A classroom staff member will notify the director when immediate medical help is required. The center will contact a parent or legal guardian or, if the parent or legal guardian cannot be reached, the alternate emergency contact person. Prior to a specific medical emergency the center will contact the emergency facility to find out what procedures are followed for emergency treatment of children not accompanied by a parent or legal guardian. Parents/Guardians are responsible for payment of all medical expenses.

**Insurance:** The center **does not provide** medical insurance for your child and is **not responsible** for medical costs resulting from accidents or injuries at the center. Hawk-I and State Issued Insurance is available for families who qualify.

**Toilet Learning:** It is not expected that preschool students are toilet trained. Restroom facilities are available for the students in the building as needed. Accidents happen and are not a problem.

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

- Diapering will only be done in the designated diaper area, i.e., the bathroom and food handling will not be permitted in this diapering area
- Each changing location is private and separated by a wall and door used exclusively for one group of children
- Staff will follow all diapering guidelines set forth in the IQPPS Standard 5: Health
- Contaminated materials and clothing soiled by urine or feces are immediately placed in a plastic bag with a secure tie (without rinsing or avoidable handling) and sent home that day for laundering
- Staff checks children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours and diapers are changed when wet or soiled
- At all times, staff members have a hand on the child if it is changed on an elevated surface but most of the time it is changed on a mat on the floor
- Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding
- Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g. step can). Containers are kept closed and are inaccessible to children and the container will be clearly labeled to show it is intended for use
- Diapering and gloving posters will be posted in the changing area showing procedures through the use of visuals and words. These procedures are used by the program administrator to evaluate teaching staff that change diapers
- The staff clean and sanitize all surfaces and use the Cleaning and Sanitation Chart/Process

### **Emergency Plans and Policies**

Each classroom will have their plans in the event of an emergency (i.e., fire, tornado, etc.). All emergency plans are posted by the light switches/doors in the classrooms. Fire/tornado drills will be practiced monthly. Building policies and safety procedures are reviewed by staff routinely.

**Tobacco Use Prohibited:** Smoking, or the use of other tobacco products, is prohibited in school district buildings, in school vehicles, in school facilities, and anywhere on school property.

**Weapons Policy:** Formative Years will not permit or tolerate the possession, display, or use of weapons and/or dangerous objects by any person on school premises or vehicles. Violations of this policy will be reported to law enforcement agencies. Any object which could be used to injure another person and which has no school-related purpose will be considered a weapon.

### **Standard Precautions and Cleaning Procedures**

Standard precautions are used throughout Formative Years and include the following:

- Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized
- Staff use barriers and techniques that minimize contact of mucous membranes or of openings in skin with potentially infectious body fluids and reduce the spread of infectious disease
- When spills of body fluids occur, staff clean them up immediately with appropriate detergent and water rinsing
- After cleaning, staff sanitize nonporous surfaces by using the procedure for sanitizing designated by changing surfaces described in the Cleaning and Sanitation Chart/Process
- Staff clean rugs and carpet by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning
- Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container
- Staff clean, sanitize, and disinfect all materials used on a daily basis and routinely clean, sanitize, and disinfect all surfaces based on the Cleaning and Sanitation Chart/Process

### **Community Resources**

Click on the link to learn more about each organization and supports provided.

[Wheels for Work](#)

[Every Kid a Bike](#)

[Down Syndrome Iowa Information](#)

[United Way](#)

### **Childcare:**

[Iowa Childcare Resource and Referral](#)

[Childcare Availability Map](#)

[Early Access](#)

[Drake Headstart](#)

[MICA](#)

[St. Paul Preschool](#)

[Prairie Flower](#)

[Adventures Preschool](#)

[ACPC](#)

[St. Cecilia Parish Preschool](#)

[ChildServe](#)

[University Community Childcare](#)  
[Formative Years](#)  
[ISU Lab School](#)  
[Play & Learn](#)  
[Lily Pad](#)  
[Bright Horizons: Vet Med](#)

**Clothing:**

[Bethesda Lutheran Church](#)

Phone: 232-6256 | Address: 1517 Northwestern, Ames  
Hours of Operation: Mon/Wed 9:30-11 AM, Tues 6:30-8 PM

[Harmony Clothing Closet](#) - Free Clothing

Phone: 382-6509 | Address: 122 6th Street, Nevada  
Email: [harmonyclothingcloset@gmail.com](mailto:harmonyclothingcloset@gmail.com)  
Hours of Operation: Mon/Th 4:30-7 PM, Wed 9-11AM (Sept - May)

[Goodwill Store](#)

Phone: 292-8454 | Address: 3718 Lincoln Way, Ames  
Low priced clothing.

[Clothing that Works](#)

Phone: 292-2156 | Address: 130 South Sheldon, #308, Ames  
Hours of Operation: Wed 2-5 PM;

[Over Flow Store](#)

Phone: 515-290-0732 | Address: 202 S Duff Ave, Ames  
Hours of Operation: Wed/Sat 10 AM - 4 PM, Th 10 AM - 8 PM, Fri 10 AM - 6 PM  
Second hand clothes at low price.

[Salvation Army Thrift Store](#)

Address: 620 Lincoln Way Suite B, Ames

**Food Assistance:**

[Story County Food Pantries](#)

**Housing/Rent/Utility Assistance:**

[CIRHA](#)

[Iowa Finance Authority](#)

[ACCESS Housing](#)

[Emergency Residence Program \(ERP\)](#)

[YSS Youth Transitional Housing](#)

[YSS Youth Emergency Shelter](#)

DCAT/CPPC Jenny Felt [jfelt@dhs.state.ia.us](mailto:jfelt@dhs.state.ia.us)

[Story County Community Services](#)

515-663-2930 / [communityservices@storycountyia.gov](mailto:communityservices@storycountyia.gov) - Rent/utility assistance.

[MICA- LiHEAP Program](#)

Utility assistance - one time payment.

[Good Neighbor Emergency Assistance](#)

515-296-1449 / [assistance@gne.org](mailto:assistance@gne.org) - Rent/utility/gas/food vouchers available.

[The Salvation Army](#)

515-233-3567 / [cari.mcpartland@USC.salvationarmy.org](mailto:cari.mcpartland@USC.salvationarmy.org) - Rent/utility/other emergency assistance.

To apply for FIP, food, medical, and/or child care assistance:

<https://dhsservices.iowa.gov/apspspp/ssp.portal>

To apply for WIC:

<https://www.signupwic.com/>

**Health:**

To apply for COVID testing if uninsured:

[https://secureapp.dhs.state.ia.us/dhs\\_titan\\_public/covid/application](https://secureapp.dhs.state.ia.us/dhs_titan_public/covid/application)

[Story County Public Health](#)

[Prescription Savings](#)

When calling in your prescriptions, ask that the FamilyWize discount be applied by providing them the following information:

BIN: 610194

Card ID: FW100

Group ID: FW100

PCN: FW

Registration is not required for this program so anyone can use it!

CVS is offering FREE delivery of prescriptions. Call 515-292-2990.

Hy-Vee Clinic pharmacy is offering FREE delivery of prescriptions in Ames for those who can't get out due to health concerns. Call 515-233-7315.

Walgreens is offering FREE delivery of all prescriptions. Call 515-232-8284.

**Mental Health Providers:**

[Central Iowa Psychological Services](#) this provider is in agreement to provide services for elementary schools.

[Ames Counseling and Psychological Services](#)

[Clear Brook Counseling Services](#)

[Forward Consulting](#)

[Compass Tree Counseling](#)

**Internet/Phone:**

[Mediacom Connect2Compete | Affordable low-income internet from Mediacom](#)  
[Free WIFI connection locations in Ames](#)

**Legal Assistance:**

<http://www.legalaidstory.com/>

Iowa Legal Aid may be able to assist you at no cost.

Phone: 1-800-532-1275

**Domestic Violence Support:**

[ACCESS](#)

[Safe At Home](#)

**Substance Abuse Resources:**

<https://yourlifeiowa.org/>

[Ames AA](#)

[Online AA Meetings](#)

[Al-Anon and Alateen](#)

**Unemployment:**

[Iowa Workforce Development](#)

**Immigrant Resource Guide**

**Mobile Crisis- CICS 844-258-8858**

**Residential Placement**

**CINA**