



CENTRAL ELEMENTARY PRESCHOOL HANDBOOK

2023-2024

Updated 6-19-23

Nevada Community School District Board policies referred to in the handbook may be found in full on the district's website – www.nevadacubs.org. If you would like to review a paper copy of a policy, you may request one from the Superintendent's Office or the School Board Policy Book is available at the Nevada Public Library.



"Preparing Learners Today for Tomorrow"

FORWARD TO PARENTS

The Nevada Community Schools are excited to be able to provide a quality preschool experience to the children of our community. We are pleased to be part of some of your children's first social and learning experiences outside of the home.

The purpose of this booklet is to acquaint you with some of the policies, procedures, and philosophy of Nevada Community Preschool and to answer some of the questions that parents might have..

Nevada Community School District Board policies referred to in the handbook may be found in full on the district's website. If you would like to review a paper copy of a policy, you may request one from the Superintendent's Office or the School Board Policy Book is available at the Nevada Public Library.

MISSION STATEMENT

The mission of the Nevada Community Preschool is to provide a quality preschool experience in a positive, developmentally appropriate environment. There is an emphasis on the development of the whole child – language, cognitive, social-emotional, and physical. Children are encouraged to learn through active play and hands-on activities. The intent is to prepare our 4 year olds for kindergarten, yet our preschool is not to be like kindergarten. Any significant delays in development are identified and addressed through a continuum of classroom/teaching modifications, or, for children with more significant delays in development, by working on goals set forth in Individualized Education Programs (IEPs). Each day will provide a variety of cognitive/pre-academic skills, social experiences, cooperative play, large and small motor activities, and direction in self-help skills. Students will learn to acknowledge and follow classroom rules. Most of all students will have fun!

PHILOSOPHY

Our program is child-centered and learning is accomplished through developmentally appropriate active play, hands-on experiences and teacher/child directed activities. The program believes in early intervention and procedures are in place for providing services to meet special needs of individual children. Children respond best to positive guidance and reinforcement and need to feel safe and valued. It is our philosophy that children are naturally curious and providing them with a variety of engaging learning opportunities will foster a love of learning. We believe that a quality preschool program will be best accomplished through establishing strong partnerships with parents and community members.

EQUAL OPPORTUNITY IN EDUCATION

The Nevada Community School District is committed to the principles and regulations of Title IV of the Educational Amendment passed by Congress in 1972 which provides for equal educational opportunities to all students, regardless of race, sex, religion, marital status, national origin, or disability. Curriculum offerings are monitored to make sure that they are free from bias and that instructional programs are equally available to students. Please see the Educational Equity Policy Statement and Board Policy 600, which are located in the Appendix of this handbook for more information.

SCHOOL PERSONNEL

Administration:

- Superintendent of Schools – Dr. Steve Gray (382-2783)
- Elementary Principal – Chris deNeui (382-2383)
- Assistant Elementary Principal – Travis Temple (382-2383)
- School Nurse – Melissa Egeland (382-4522)

Preschool Teachers:

- Lisa Easley – leasley@nevadacubs.org
- Amanda Fitch – afitch@nevadacubs.org
- Staci Sanders – ssanders@nevadacubs.org
- Karisa Petermeier - kpetermeier@nevadacubs.org

Board of Education:

- Marty Chitty
- Tom Maier
- Amici Hayek
- Leanne Harter
- Joe Anderson

PRESCHOOL PREREQUISITES

ENROLLMENT

The law establishing the statewide voluntary preschool program requires that children entering the program must have reached their fourth birthday on or before September 15th. All children who are eligible should enroll before school starts and will be assigned a classroom. Parents will be notified of their child's classroom placement and teacher before school opens.

Children with special needs and Individualized Education Programs can be enrolled in that program at age 3.

HEALTH INFORMATION

PHYSICAL EXAMINATION

The health of the children is important to the preschool program. Children are **required** to have a physical examination by a qualified health care professional before entering preschool. The school nurse has physical examination forms for the doctor to fill out. Please return this form to the school when completed, before or during the first week of school. If you are unable to obtain health care, Hawk I Health Care would possibly cover your child. For more information, please contact our school nurse.

IMMUNIZATIONS

The state Immunization Law requires that all students entering preschool submit an Iowa Department of Health Certificate of Immunizations to the school. According to this law, students not presenting an appropriate certificate are not entitled to enroll. **School officials cannot allow a child to attend unless they have a completed certificate on file.**

Required Immunizations:

- 4 doses - Diphtheria/Tetanus/Pertussis
- 3 doses - Polio
- 2 doses – Measles/Rubella
- 3 doses – Hepatitis B
- 1 dose - Varicella

SCHOOL NURSE

One full time nurse, Mary Handsaker, is on the school staff. She cares for sick and injured children during the school day and also administers any needed medications. Children who are not feeling well or who are suspected of having a contagious illness are taken to the nurse's office. The nurse decides if a child's condition is contagious and/or requires exclusion from preschool. The nurse then notifies the parent to come and pick up the child, if necessary.

The school nurse also informs parents in writing about exposure to unusual communicable diseases. Notes are sent home with the children that identify the disease/illness to which the children were exposed, signs and symptoms of the disease, mode of transmission, period of communicability and control measures.

Current health records for every child are maintained in the nurse's office. It is the parents' responsibility to inform the teacher and nurse of important changes in the health status of their children.

ALLERGIES/SPECIAL HEALTH/FEEDING NEEDS

Please inform the school nurse and your child's teacher about any special health needs of your child. We also need to know about any food, environmental, plant, or animal allergies that your child may have. If your child has a food allergy or special feeding need, it is required that your health care provider gives the school an individualized care plan that is prepared in consultation with family members and specialists involved in the child's care. It is the parents' responsibility to keep the school fully informed about allergies and health needs.

MEDICATIONS

All medication to be administered during school hours will be kept and administered by the nurse. No medication will be administered without specific guidelines and directions from the parent.

Over The Counter Medications (OTC) to be administered at school must be accompanied with a medication permission sheet which includes specific directions along with the signature of a parent.

Prescription Medications (Rx) to be administered at school must be accompanied with a medication permission sheet which includes specific directions along with the signature of a parent and physician. Prescription medication administered at school needs to be in the original prescription container labeled with the following:

1. Name of Child
2. Name of Medication
3. Directions
4. Physician's Name
5. Date of Prescription

Medication permission sheets are available from the school nurse and are also included in registration packets at the beginning of the school year.

ACCIDENT PROCEDURE

From time to time, accidents may occur during the school day and a child may sustain some kind of injury. The supervising adult will assess the situation and determine whether the child can safely travel to the nurse's office, or whether the child should not be moved and the nurse will need to travel to the child. Upon arrival either at the nurse's office or the nurse arriving on the scene of the accident, the nurse will assess the situation and determine if emergency services will be called, the parent will be called or the child will be treated and returned to class.

If an ambulance and the EMTs are called, the parent will be summoned immediately. Story County Medical Center is the closest hospital and is the designated primary site for emergency care. Parents may request an alternate site. If emergency services are not

warranted, but the nurse still feels that the child needs to see a doctor, the parent will be contacted immediately. If the child is treated and returned to the classroom, the nurse will call the parent if the injury warrants a follow up.

BLOODBORNE PATHOGENS

Nevada Community School District follows guidelines developed by the Centers for Disease Control and the Occupational Safety and Health Administration. These guidelines substantially reduce the risk of contracting bloodborne diseases. All staff are trained on a yearly basis to take sensible precautions in the prevention of bloodborne pathogens.

SUNSCREEN/INSECT REPELLENT

Preschool teachers will apply sunscreen/sunblock to children if they will be outside for an extended period of time (field trips, special walks, etc.) upon parent request. Parents are asked to provide sunscreen/sun block for their children. Insect repellent (with DEET) will be applied on children if the children are at high risk of insect-borne disease (outdoor spring/fall field trips) upon parent request.

Written parent permission is required for the teachers to apply sunscreen or insect repellent. The permission form is available upon request.

STAYING INSIDE

It is important that your child go outside for recess to get fresh air and exercise. The preschool classes will go outside every day (weather permitting). In the winter, the children go outside if the wind chill/'feels like' temperature is fifteen degrees or above. In the spring, the preschool teachers will determine if it is too hot to go outside and if the provided shade is not sufficient. It is important that parents dress their children appropriately for the weather.

If your child has been ill, we will keep him/her inside (main office) for a couple of days upon written request from the parent. If there is a medical reason for your child to stay inside for an extended period of time, please have your physician write a note to present to your child's teacher.

TOILET TRAINING

We understand that accidents occur, especially when a child is highly engaged in an activity. Therefore, all families are asked to provide an extra set of clothing with their child's name on it in case of an accident or messy play.

- A child will never be punished for wetting, soiling or not using the toilet
- Potty chairs will not be used due to the risk of spreading infectious diarrhea
- Diapering will only be done in the designated diaper area
- Food handling will not be permitted in the diapering area

- Staff will follow diapering guidelines set forth in the IQPPS (Standard 5 - Criteria 5):
 - Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag without rinsing or unavoidable 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 two hours. Diapers are changed when wet or soiled.
 - Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
 - Changing area is separated by a partial wall or at least three feet from other areas that children use and is used exclusively for this purpose.
 - At all times, caregivers have a hand on the child if he/she is being changed on an elevated surface.

WATER PLAY

Each classroom has a water table for children to stand and play with their hands in the water. During water play, children are involved in active experiences with science, math, and other concepts. To ensure that no infectious diseases are spread, children with sores on their hands are not allowed to participate with others in the water table. When the activity period is complete, the water table is drained and refilled with fresh water. Children are not permitted to drink the water.

PROTECTION FROM HAZARDS

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

The District has Board Policies addressing hazardous materials, such as asbestos and chemicals.

MAINTAINING A HEALTHFUL ENVIRONMENT

Staff frequently clean, sanitize and disinfect all surfaces in the classroom as indicated in the Cleaning and Sanitation Frequency Table (naeyc.org).

Procedures for standard precautions are used and include the following:

- a. Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized.
- b. 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.
- c. When spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing.

- d. After cleaning, staff sanitize nonporous surfaces by using the procedure for sanitizing designated changing surfaces described in the Cleaning and Sanitation Frequency Table.
- e. Staff clean rugs and carpeting by blotting, spot cleaning with a detergent disinfectant, and shampooing or steam cleaning.
- f. Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container.

HEALTH SUGGESTIONS

It is essential for your child's welfare and progress in preschool that he/she gets plenty of sleep. Regular meals and a good breakfast are also very important to your child's ability to learn. Parents are encouraged to make sure that their children are dressed in clothes that are suitable for active play. Tennis shoes are best for running, hopping, skipping and going for walks. It is also important that your child be dressed appropriately for the weather (boots, mittens, hats, etc.), whenever there is a possibility of cold, windy and/or snowy weather. It is also suggested that children practice self-help skills at home (zipping, buttoning, toilet skills, etc.).

IMPORTANT PRESCHOOL INFORMATION

SCHOOL HOURS FOR PRESCHOOL

- Morning session hours: 8:15am -11:15am
- Afternoon session hours: 12:15pm - 3:15pm.

ALTERNATIVE SCHEDULE FOR EARLY DISMISSAL

2 Hour Early Dismissal:

- 8:15am - 10:15am (morning session)
- 11:15am - 1:15pm (afternoon session)

1 Hour Early Dismissal:

- 8:15am - 10:45am (morning session)
- 11:45am - 2:15pm (afternoon session)

PICK UP/DROP OFF PROCEDURES

Parents of children in the 4 year old program are responsible for transporting their children to preschool for morning session and home from preschool for afternoon session. Pick-up and drop-off procedures are designed to ensure safety and enhance interaction between families and teachers. Parents will bring the children to the drop off location (south west corner of the building) where they will meet the preschool teachers and staff. Parking is available in the Central Elementary parking lot or on 9th Street. This gives parents and teachers opportunities to share information. Specific procedures for children with disabilities and children in the ECSE program will be addressed as

necessary through individual arrangements with the teacher and principal, or will be specified on the child's IEP.

TRANSPORTATION

The school district will provide transportation to preschool students during the mid-day times for families who qualify and request it. Families also need to fill out transportation request forms available in the main office. Morning preschool students will be picked up at the school and taken to their designated location, and afternoon students will be picked up at their designated location and taken to school. There will be an extra adult on the bus with the students in addition to the bus driver to assist with supervision.

Safety is our most important factor when transporting students, so please note that drivers will not drop off a student until they make eye contact with the adult at the designated location. We ask that parents be watching for the bus and go outside to wave at the driver so they know you are there to get your child. If the driver is unable to see anyone, the student will stay on the bus and be taken back to the bus garage with the driver. You, or whomever you designated on your information sheet, will be called to come pick up the student at the bus garage.

If your child will not be riding the bus, please call the bus garage at (515) 382-4067 and the school office to let them know.

ABSENCES/ATTENDANCE

For the protection of your child, we ask all parents to either 1) call the school if your child will be absent or late for preschool, or 2) send a note with another son or daughter or another student. Voicemail is available on the office telephone line (515-382-2383) so that messages may be left before the office opens at 7:30am. When you know that your child will be absent for more than one day, please also inform the office of the day they will return to preschool.

If your child is absent and the school has not received a phone call or note as requested, the following procedure will be followed:

1. The parents will be called at home
2. The parents will be called at work
3. The emergency number will be called

ATTENDANCE POLICY

E = Excused Absence - Absences with an OFFICIAL SLIP produced such as a medically documented illness, medically documented appointment, funeral of a family member, court appearances, school-sponsored activities or other absences approved by the building principal. There is no limit to the number of Excused absences a student may accrue in a school year.

V = Verified Absence – Parent provides written or verbal notification to the school of

student's absence. Students are allowed 6 Verified Absences per school year.

U = Unexcused – Any student who does not have an excused absence (after 6 verified absences have been exhausted). Any student who skips any portion of the school day (i.e. Not Excused; Not Verified)

In regard to family trips, please clear the trip with one of the Central Elementary building administrators via email, phone call or in-person conversation. When these absences are communicated ahead of time, they are typically excused. Administration will not excuse the absence if it is communicated after the student returns to school.

CLOSINGS & DELAYS

The Nevada Community School District uses a notification system called SchoolMessenger. SchoolMessenger is a fully hosted notification platform used to connect parents, students and staff through voice, SMS text, email and social media. Currently, this system is used for building-level, nutrition negative balance, busing and emergency messages. An emergency notification could include, but not limited to, messages about school closings or delays due to inclement weather or other emergency situations that may arise during school hours. Student contact information is collected from parents/guardians during registration and imported into PowerSchool. If your contact information has changed, you will need to contact your building secretary to have this information updated into PowerSchool. While there is no 'list' to sign up for, in order to receive an SMS text - the 'opt-in' process must be completed on each cell phone you would like to receive SMS text messages on.

Please visit the district website to learn more about how to opt in and out of the SchoolMessenger system under the 'Parent' tab.

If school is delayed due to inclement weather, there will be no morning session preschool

MILK AND SNACK DURING THE DAY

Milk is served at preschool as part of the daily snack. Milk and snacks will be provided by the school.

CHANGE OF ADDRESS

If you have a change of address or phone number, or other important information, please notify the school right away. Parents also need to make the changes in their PowerSchool account.

SAFETY

Every precaution is taken for your child's safety at school. The teachers and associates supervise recess. It is essential to your child's safety that he/she learns to obey simple rules.

Fire drills, tornado drills and ALICE drills are held periodically so that the children are thoroughly prepared in case of an emergency.

School facilities are entirely smoke and drug free. This applies to staff, students, and visitors.

EVACUATION PROCEDURE: DUE TO THREATENING SITUATION

In the event that the school receives a threat, students will be evacuated to the United Methodist Church (1036 7th St. Nevada, IA 50201). To ensure the safety of all staff members, everyone will leave the building. Therefore, we will be unable to call parents to notify them of the evacuation. If parents arrive at the evacuation site, they may sign their child out and leave the site.

EVACUATION PROCEDURES: STUDENTS WITH SPECIAL NEEDS

Students who have special needs will have individual evacuation procedures designed for them. Teachers who work with those students will be notified of the individual evacuation plan. A copy of the individualized evacuation plan will be kept on file in the student's cumulative record. Parents are to notify the school of any special considerations for their children in regard to fire and tornado evacuations.

LOST ARTICLES

A lost and found table is kept at school. To prevent the loss of clothing, all articles such as boots, raincoats, sweaters, hats, mittens, etc., should be plainly marked with the child's full name. Backpacks can be marked on the inside.

Children are encouraged to bring items from home when it is their turn for the "sharing bag". This activity is valuable for developing self-expression and self-confidence. Please ensure that the child's name is on these items.

PARENT INVOLVEMENT/VISITING SCHOOL

Parents are encouraged to visit preschool and to be part of our program. We welcome parent volunteers and hope that families will come to preschool and share about jobs, cultural backgrounds or other topics that are important to their children. We also welcome parents who just want to visit for part of the day. Please contact your child's teacher to arrange visits.

There is also a Parent Advisory Committee for Nevada Community Preschool made up of parent volunteers, preschool teachers and administrators. This group helps determine policies and procedures for preschool and provides feedback to the staff. The committee meets several times during the school year. Parents will be invited to volunteer for this committee at the beginning of the school year.

PETS VISITING SCHOOL

Any animal that visits preschool needs to have documentation of current immunizations from a veterinarian or animal shelter. Please contact your child's teacher to arrange for a pet to visit so that we can assess any allergies to the pet prior to its arrival.

CLASS SIZE

Classes at Nevada Community Preschool generally have about 15 students with a certified teacher and one classroom associate. Class size will not exceed 20 students, with a 1:10 student/staff ratio.

SUPERVISION

Children are almost always supervised by sight. Restrooms are located in the classrooms, and this allows for frequent checks (by sight or sound) on children who are using the restrooms. The teacher and/or associate accompanies children outside of the classroom. The 4 year old program maintains a student/staff ratio of 10:1, and does not allow children to be by themselves or be unsupervised.

DISCIPLINE

Teachers and paraeducators work in partnership with families to build positive relationships between parents and teachers and between teachers and children. We believe that children who are actively engaged in developmentally appropriate activities will have few discipline problems. The classrooms and schedules are set up to promote social behavior and cooperation. The teachers use positive behavior techniques, such as modeling appropriate responses, reinforcing positive behavior and directly teaching conflict resolution skills. Teaching staff do not use threats or derogatory remarks nor threaten to withhold food as a form of discipline. All children are treated with respect and with appreciation for different cultural or ethnic backgrounds.

OTHER SERVICES

Nevada Community Preschool, in collaboration with the Nevada Resource Center, has access to the Story County Resource Guide, which is an online current list of child and family support services that are available in our community.
(www.storycountyresourceguide.org)

Services and support for children with disabilities, behavioral challenges, speech/language difficulties, etc. are also available through Heartland AEA. The teachers can assist parents in accessing these services.

FIELD TRIPS

Parental permission is needed before students can participate in classroom field trips. Parents will be asked to sign one permission form at the beginning of the year that will

cover all field trips to be taken during the year. Parents will be given advance notice of any field trip and may choose to keep their child at home that day by providing a written note to the teacher. Not all learning takes place in the classroom and we view our field trips as extensions of the classroom and as great opportunities to provide children with new experiences, new vocabulary and new knowledge of the world around them.

PRESCHOOL GOALS, CURRICULUM, AND ASSESSMENT

It is the goal of Nevada Community Preschool to prepare children for kindergarten by providing a curriculum that addresses the Iowa Early Learning Standards. We have adopted the Creative Curriculum, which incorporates those standards while working with children in the areas of language development, cognitive development, social/emotional development and physical development.

The Preschool has an *Assessment Plan* which outlines how and when the children will be assessed to determine progress towards program goals. Parents have multiple opportunities to share information about their children during the year. The teachers in the 4 year old program make a home visit before school starts to meet the parents and children, share information and answer questions. Children's progress will be shared through written reports and parent/teacher conferences throughout the school year. Parents are also encouraged to call, email or talk with the teachers about any questions, concerns or comments they might have.

For more detailed information, copies of the Iowa Early Learning Standards are available at <https://educateiowa.gov/pk-12/early-childhood/early-childhood-standards>. The Creative Curriculum is also described at www.teachingstrategies.com. A copy of the *Assessment Plan* is included in the back of this handbook. The school office has copies of the Assessment Plan, Early Learning Standards and Creative Curriculum upon request.

OTHER DISTRICT INFORMATION

Other information, including the preschool assessment plan and pertinent district policies and procedures, is included in the Appendix to this handbook.

CONCLUSION

The teachers, associates, and administrators of Nevada Community Preschool are committed to providing a quality preschool experience for the 4 year olds of our community. We strive to form and maintain partnerships with families and our community. We look forward to meeting and getting to know you and your child.

APPENDIX

1. Assessment Plan
2. School Board Policies
 - Weapons and Dangerous Objects
 - Tobacco-Alcohol-Drugs
 - Search and Seizure
 - Asbestos
 - Distribution of Materials
 - Educational Equity Policy Statement
 - Civil Rights Grievance Procedure
 - Child Abuse Reporting
 - Anti-Harassment/Bullying
 - Multicultural, Gender Fair Statement
 - Tobacco-Free Environment
 - Educational Records
 - Directory Information
 - Federal Family Education Rights and Privacy Act of 1974
 - Section 504 of the Rehabilitation Act of 1973
 - Homeless Children and Youth

Nevada Community Preschool Assessment Plan

Purpose

The purpose of assessing children in the Nevada Community Preschool is to provide information for teachers and parents about children's learning and development. It also provides a basis for making teaching, curriculum, and program decisions to meet the learning needs of children. Assessments may also lead to further referral for diagnostic testing in a variety of areas, including, but not limited to, vision, speech/language, hearing, and special education services.

Procedures

Children's progress in the Nevada Community Preschool is assessed using formal and informal methods, according to the following schedule:

- The Teaching Strategies GOLD Assessment from the Creative Curriculum is used three times a year (fall, winter, spring) and is shared with parents at conferences as well as the end of the year. This comprehensive assessment reports on cognitive, language, social-emotional, and gross and fine motor skills, as well as objectives in the areas of literacy, mathematics, science/technology, social studies, the arts, and, where appropriate, English language acquisition.

- Children who have Individualized Educational Programs, have outlined goals for learning. Their progress is continually monitored through IEP progress monitoring.
- Informal assessment also occurs throughout the school year. Multiple data sources are used, including work samples, teacher and associate observation of children's work, play, and behaviors in individual/small group/large group settings, checklists, etc.
- The children are familiar with the teachers who do the assessments, and all assessments are done at preschool in familiar contexts.
- Information from parents is an integral part of the assessment process. The teachers in the four year old program meet with the parents at a home visit before school starts, and the parents are given the opportunity to provide input about their goals for their children, their concerns, possible health issues, discipline practices, and any other topics the parent(s) want to discuss. Parents also have opportunities for input into the assessment process during winter and spring parent/teacher conferences. Parents of ECSE students have additional opportunities for input during IEP meetings.

Communicating with Families

The assessment plan was created with input from a committee of parents formed from the Parent Advisory Committee in 2008 when the preschool program was started. It was amended during the 2011-12 school year and reviewed by the Parent Advisory Committee.

Information about children's growth and development that is gained from formal and informal assessments is shared with parents at the fall and winter parent/teacher conferences. Parents are given a written summary report of their child's growth in the objectives of the Creative Curriculum and have the opportunity to discuss the information. Parents also receive a written summary report at the end of the school year. Parents are encouraged at all parent/teacher meetings to share any information from home to contribute to the assessment process and are also encouraged to contact the teachers at any time to provide input. The home visit for the 4 year old program at the beginning of the year also gives parents the opportunity to share information about their children before school starts and to ask questions about the types of skills that will be worked on during the preschool year. IEP meetings are another opportunity to communicate information about growth and development of students with special needs.

The Nevada Community School District is sensitive to family culture and home languages and has access to an interpreter who will attend parent/teacher conferences if needed. If necessary, an interpreter could also assist teachers with assessment of children who are acquiring the English language.

Confidentiality

Children's classroom assessments are kept in file cabinets in the classrooms and the classrooms are locked overnight. Cumulative records are kept in the school office and access to these records has the same limitations/requirements as all school records.

Uses of Assessment Information

Information gained from formal and informal assessments is used to inform parents about the growth and developmental progress of their child in the areas of language development, cognitive development, social-emotional development (including health) and motor development, as well as in the content areas of literacy, math, social studies, science/technology, the arts and social studies.

Teachers use the assessment information to plan classroom and individual goals for the children, and to make any necessary changes to the curriculum and/or teaching practices. For example, if the fall assessment indicates that a child or a group of children is having difficulty with an objective of the Creative Curriculum. The teachers include more direct teaching of this concept into their planning. Ongoing observation and results from the winter assessments are then analyzed to monitor progress and determine if the teaching and activities have been effective to improve children's progress in the knowledge of the concept. Teachers also use assessment information to identify children's interests.

The teachers meet weekly to discuss and plan upcoming activities. They can also use this time to interpret assessment information and make necessary adjustments to their activities and areas of emphasis for the coming weeks.

Referral for Diagnostic Assessment

One of the purposes of assessment in the Nevada Community Preschool is to determine if children are eligible for special services. If, through observation or information gained from assessment, a teacher feels that there is a possible issue related to a developmental delay or other special need, the teacher will communicate this to the family during a conference. Suggestions for next steps may include the following, with the knowledge and consent of the parents:

- The teacher requests assistance from the Early Access AEA Team as an early intervention process. The team engages in problem identification, plans interventions, provides support, and makes outside resources available.
- Referrals can be made to specialized support staff for problem solving or further evaluation in specific areas of need.

The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment, when indicated.

BOARD POLICY ITEMS

WEAPONS AND DANGEROUS OBJECTS (Policy 502.6)

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

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

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

TOBACCO-ALCOHOL-DRUGS (Policy 502.7)

The use or possession of tobacco, and the use, possession or distribution or being under the influence of alcohol, other controlled substances or “look-a-like” substances that appear to be tobacco, alcohol or controlled substances by students on school property, or at school sponsored events or activities, regardless of whether they are being held on school property, is strictly forbidden. Violation of this rule will result in disciplinary action, which may include detention, suspension and/or a recommendation for expulsion. Such violations may also be reported to local law enforcement authorities.

SEARCH AND SEIZURE (Policy 502.8)

The Board of Education holds all school property in public trust. Without a search warrant, school authorities may search a student, student lockers, desks, or work areas or under the circumstances as outlined in Board Policy, to maintain order and discipline in the schools, to promote the educational environment and/or to protect the safety and welfare of students and school personnel. School authorities may seize any illegal, unauthorized, or contraband materials that cause substantial disruption to the school

environment or present a threat to the health and safety of students, employees, or visitors on the school premises. All non-maintenance searches must be based on reasonable suspicion and be reasonable in scope.

ASBESTOS (Policy 804.4)

Pursuant to the requirement of the Asbestos Hazard Emergency Response Act (AHERA), a copy of the Asbestos Management Plan for each school building is available for review in each respective facility. A complete set of Management Plans is available for review in the District Administrative Office.

The Management Plan containing past, present and future asbestos activity is located at the District Administrative Office at 1035 15th Street in Nevada, Iowa. People wishing to review this plan may contact Dave Kroese at the School Transportation Facility, 157 11th Street in Nevada, Iowa (382-4067).

The asbestos activity consists of the following: AHERA periodic inspection on October 15, 1999; AHERA periodic inspection on April 13, 2000. Removal of the asbestos containing acoustic plaster debris and the clean up in the corridor 1 and 3 in the 1962 High School Building was completed July 24, 2000.

DISTRIBUTION OF MATERIALS (Policy 903.5)

The Board recognizes that students, employees, parents, or citizens may want to distribute materials within the District that are non-curricular. Non-curricular materials to be distributed must be approved by the building principal and meet certain standards prior to their distribution.

It is the responsibility of the superintendent, in conjunction with the building principals, to draft administrative regulations regarding this policy.

EQUAL EDUCATIONAL OPPORTUNITY / DISCRIMINATION (Policy 102)

It is the policy of the Nevada Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the District Equity Coordinator, 1035 15th Street, Nevada, IA (515-382-2783).

The Board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the District to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

Title IX Coordinator.....Kody Asmus, Director of School Improvement & Innovation
504 Coordinator.....Steve Gray, Superintendent
Equity Coordinator.....Kody Asmus, Director of School Improvement & Innovation

CONTINUOUS NOTICE OF NONDISCRIMINATION (102.E2)

It is the policy of the Nevada Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the District Equity Coordinator, 1035 15th Street, Nevada, IA, 515-382-2783.

102.R1 – Grievance Procedure

It is the policy of the Nevada Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Equity Coordinator Kody Asmus, 1035 15th Street, Nevada, IA (515) 382-2783, kasmus@nevadacubs.org

Students, parents of students, employees, and applicants for employment in the school district have the right to file a formal complaint alleging discrimination. The district has policies and procedures in place to identify and investigate complaints alleging discrimination. If appropriate, the district will take steps to prevent the recurrence of discrimination and to correct its discriminatory effects on the Complainant and others.

A Complainant may attempt to resolve the problem informally by discussing the matter with a building principal or a direct supervisor. However, the Complainant has the right to end the informal process at any time and pursue the formal grievance procedures outlined below. Use of the informal or formal grievance procedure is not a prerequisite to the pursuit of other remedies. Please note that informal processes and procedures are not to be used in certain circumstances (e.g., sexual harassment and sexual assault).

Filing a Complaint

A Complainant who wishes to avail himself/herself of this grievance procedure may do so by filing a complaint with the equity coordinator(s). An alternate will be designated in the event it is claimed that the equity coordinator or superintendent committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within 15 working days of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The equity coordinator(s) shall assist the Complainant as needed.

Investigation

Within 15 working days, the equity coordinator will begin the investigation of the complaint or appoint a qualified person to undertake the investigation (hereinafter “equity coordinator”). If the Complainant is under 18 years of age, the equity coordinator shall notify his or her parent(s)/guardian(s) that they may attend investigatory meetings in which the Complainant is involved. The complaint and identity of the Complainant, Respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. The investigation may include, but is not limited to the following:

- A request for the Complainant to provide a written statement regarding the nature of the complaint
- A request for the individual named in the complaint to provide a written statement
- A request for witnesses identified during the course of the investigation to provide a written statement
- Interviews of the Complainant, Respondent, or witnesses
- An opportunity to present witnesses or other relevant information
- Review and collection of documentation or information deemed relevant to the investigation.

Within 60 working days, the equity coordinator shall complete the investigation and issue a report with respect to the findings.

The equity coordinator shall notify the Complainant and Respondent of the decision within 5 working days of completing the written report. Notification shall be by U.S. mail, first class.

Decision and Appeal

The complaint is closed after the equity coordinator has issued the report, unless within 10 working days after receiving the decision, either party appeals the decision to the superintendent by making a written request detailing why he/she believes the decision should be reconsidered. The equity coordinator shall promptly forward all materials relative to the complaint and appeal to the superintendent. Within 30 working days, the superintendent shall affirm, reverse, amend the decision, or direct the equity coordinator to gather additional information. The superintendent shall notify the Complainant, Respondent, and the equity coordinator of the decision within 5 working days of the decision. Notification shall be by U.S. mail, first class.

The decision of the superintendent shall be final.

The decision of the superintendent in no way prejudices a party from seeking redress through state or federal agencies as provided by law.

This policy and procedures are to be used for complaints of discrimination, in lieu of any other general complaint policies or procedures that may be available.

If any of the stated time frames cannot be met by the district, the district will notify the parties and pursue completion as promptly as possible.

Retaliation against any person, because the person has filed a complaint or assisted or participated in an investigation, is prohibited. Persons found to have engaged in retaliation shall be subject to discipline by appropriate measures.

NONDISCRIMINATION GRIEVANCE PROCEDURE (102.2)

Students, parents of students, employees, and applicants for employment and other individuals shall have the right to file a formal complaint alleging discrimination under federal or state regulations requiring non-discrimination in programs and employment.

Level One - Principal, Immediate Supervisor or Personnel Contact Person (Informal and Optional - may be bypassed by the grievant)

Employees with a complaint of discrimination based upon their gender, race, national origin, creed, age, veteran status, marital status, religion, color, sexual orientation, gender identity or disability are encouraged to first discuss it with their immediate supervisor, with the objective of resolving the matter informally. An applicant for employment with a complaint of discrimination based upon their gender, race, national origin, creed, age, veteran status, marital status, religion, color, sexual orientation, gender identity or disability with the personnel contact person should discuss it with the personnel contact person.

A student, or a parent of a student, or other individual with a complaint of discrimination based upon their gender, race, national origin, creed, veterans status, marital status, religion, color, sexual orientation, gender identity or disability is encouraged to discuss it with the instructor, counselor, supervisor, building administrator, program administrator or personnel contact person directly involved.

Level Two - Compliance Officer

If the grievance is not resolved at level one and the grievant wishes to pursue the grievance, the grievant may formalize it by filing a complaint in writing on a Grievance Filing Form, which may be obtained from the Compliance Officer. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at level two must be within 15 working days from the date of the event giving rise to the grievance, or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Compliance Officer. A minor student may be accompanied at that meeting by a parent or guardian. The Compliance Officer shall investigate the complaint and attempt to resolve it. A written report from the Compliance Officer regarding action taken will be sent to the involved parties within a reasonable time after receipt of the complaint.

The Compliance Officer is: Kody Asmus, Director of School Improvement & Innovation
1035 15th Street, Nevada, Iowa (515) 382-2783

8:00 a.m. - 4:30 p.m. Monday through Friday

Level Three - Superintendent/Administrator

If the complaint is not resolved at Level Two, the grievant may appeal it to Level Three by presenting a written appeal to the Superintendent within five (5) working days after the grievant receives the report from the Compliance Officer. The grievant may request a meeting with the Superintendent. The Superintendent may request a meeting with the grievant to discuss the appeal. A decision will be rendered by the Superintendent within a reasonable time after the receipt of the written appeal.

A complaint regarding the identification, evaluation, classification, or educational program of an educationally-handicapped student shall be governed by a separate due process procedure, which includes the right to an impartial hearing.

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the U. S. Department of Education Office for Civil Rights, the Equal Employment Opportunity Commission, or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

Level Four - Appeal to Board

If the grievant is not satisfied with the Superintendent's decision, the grievant can file an appeal with the board within five working days of the decision. It is within the discretion of the board to determine whether it will hear the appeal.

CHILD ABUSE REPORTING (Policy 402.2)

The Board of Education believes child abuse should be reported to the proper authorities. School district personnel are encouraged, and the law requires, certificated employees to report to the State Department of Human Services within 24 hours when, in the course of their employment, they reasonably believe a child has suffered from abuse.

The school district does not tolerate employees physically or sexually abusing or harassing students. Students who are physically or sexually abused or harassed by an employee should notify their parents, teacher, principal or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical or sexual abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations.

If a school district employee or other member of the school district community believes a child has suffered abuse, which shall include sexual and physical abuse, by a school district employee in the course of their employment, it shall be reported to the

superintendent immediately. The building principal shall be the designated investigator(s) for child abuse complaints against school district employees. However, complaints regarding child abuse by school district employees may also be reported to the school nurse, who shall be the alternate designated investigator for such complaints.

If the designated investigator determines the complaint is founded, the designated investigator shall conduct and turn over the complaint to local law enforcement authorities, who shall be considered level-two investigators.

Phone #

Chris deNeui	382-2383	Level 1 Investigator
Emily Kruse	382-2383	Alternate Investigator
Travis Temple	382-2383	Alternate Investigator

Physical abuse is a non-accidental physical injury that leaves a mark at least 24 hours after the incident. While employees cannot use physical force to discipline a student, there are times when the use of physical force is appropriate. The times when physical force is appropriate include, but are not limited to, times when it is necessary to stop a disturbance, to obtain a weapon or other dangerous object, for purposes of self-defense or to protect the safety of others, to remove a disruptive student, to protect others from harm, for the protection of property or to protect a student from self-infliction of harm.

Sexual abuse includes, but is not limited to, sexual acts involving a student and intentional sexual behavior as well as sexual harassment. Sexual harassment is unwelcome sexual advances, request for sexual favors or other verbal or physical conduct of a sexual nature when submission to such conduct is made either implicitly or explicitly a term or condition of the student's participation in school programs or activities; submission to or rejection of the conduct is used as the basis for decisions affecting that student; or the conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

ANTI-HARASSMENT/BULLYING (Policy 104, 104.E1, 104.E2, 104.E3, 104R1)

Bullying, harassment and abuse are violations of the school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials. All students have a right to attend school without being bullied, put down, or made to feel inferior.

Students who feel that they have been harassed should:

1. Communicate to the harasser that the student expects the behavior to "STOP".
Inform a school employee of the situation.
2. If the harassment does not stop or the student does not feel comfortable
Confronting the harasser, the student/parent should:

- a. Tell a teacher, counselor or principal.
- b. Complete an Anti-Harassment/Bullying form.

Parents/Students will be asked to complete an anti-harassment/bullying form as a record of the incident. On the first reported incident, the individual will meet with the principal or counselor. If the action does not stop, further action will be taken including, but not limited to: parent meeting, restrictions, suspensions, and contact with law enforcement. (The Harassment/Bullying form is included in this handbook.)

MULTICULTURAL, GENDER FAIR STATEMENT

It shall be the policy of the Nevada Community School District to afford equal opportunity and not discriminate against persons regardless of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs).

This equal opportunity for participation by all persons includes but is not limited to employment, career advancement, educational programs, activities and experience.

It shall also be the policy of this district that the curriculum content and instructional materials used will reflect the cultural and racial diversity present in the United States and in this community. The objectives of a multi-cultural, gender fair curriculum and teaching strategy is to reduce stereotyping and eliminate bias on race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs).

Nevada MCGF Education Director.....Kody Asmus, Director of School Improvement & Innovation, Nevada CSD 1035 15th Street, Nevada, Iowa 50201 (515) 382-2783

TOBACCO-FREE ENVIRONMENT

Nevada Community School District facilities and grounds, including school vehicles, are off limits for tobacco. This requirement extends to employees and visitors. This policy applies at all times, including school sponsored events, wherever held, and non-school sponsored events on District facilities and grounds. Persons failing to abide by this request are required to remove their tobacco material or leave the District premises immediately. It is the responsibility of the administration to enforce this policy.

EDUCATIONAL RECORDS

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

procedure for filing a complaint, contact the board secretary, in the central administration office.

DIRECTORY INFORMATION (Policy 506.2)

The following information listed below may be released to the public in regard to any individual student of the Nevada Community School District as necessity or desirability arises. Any student over the age of eighteen (18), parent, or guardian, not wanting this information released to the public must make an objection in writing to the principal or other person in charge of the school which the student is attending.

Name, address, telephone listing, date & place of birth, major field of study,
Participation in officially-recognized activities and sports, weight and height
Of members of athletic teams, dates of attendance, degrees and awards
Received, the most recent previous school or institution attended by the
Student, student photos and student email addresses.

FEDERAL FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974 (PL 93-380): FERPA (Policy 506.2)

Federal Family Education Rights and Privacy Act (FERPA): This federal law protects the privacy of student education records and provides for access by parents to permanent school records and an opportunity to challenge any contents, which may be inaccurate, misleading, or inappropriate. FERPA rights are annually published in the district newsletter at the beginning of the school year.

SECTION 504 OF THE REHABILITATION ACT OF 1973 (Policy 102.E4)

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill its obligation under Section 504, the Nevada Community School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school system.

The Nevada Community School District has responsibilities under Section 504, which include the obligation to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate education services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has the right to a hearing with an impartial hearing officer.

If there are questions, please feel free to contact the Section 504/ADA Coordinator for the Nevada Community School District at (515) 382-2783 or (515) 382-2383.

HOMELESS CHILDREN AND YOUTH (Policy 502.16)

The District will make reasonable efforts to identify homeless children and youth of school age within the District, encourage their enrollment and eliminate existing barriers to their receiving an education which may exist in District policies or practices. The designated coordinator for identification of homeless children and for tracking and monitoring programs and activities for these children is the superintendent or his/her designee.

A homeless child is defined as a child or youth between the ages of 5 and 21 who lacks a fixed, regular and adequate nighttime residence and includes a child or youth who is living on the street, in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home; who is living in a community shelter facility; or who is living with non-nuclear family members or with friends.

So that enrollment of homeless children and youth of school age may be facilitated, the following policy areas are modified as follows:

School Records: Students transferring into the District may provide cumulative records directly to the District. The District will not require that such records be forwarded from another school district before that student may enroll. The school will then request the official records from the previous school.

Immunization Requirements: Homeless students will not be denied enrollment for lack of immunization records if:

- (1) they have a statement signed by a physician stating that immunization would be injurious to the student;
- (2) they provide an affidavit stating such immunization would conflict with their religious beliefs;
- (3) they are in the process of being immunized; or
- (4) they are a transfer student from another school

The District will make a reasonable effort to locate immunization records from the information provided or will arrange for the student to receive immunizations.

Waiver of Fees and Charges: Fees and charges which may present a barrier to the enrollment or transfer of a homeless child or youth may be waived in the discretion of the superintendent or the superintendent's designee.

Enrollment Requirements/Placement: Enrollment requirements which may constitute a barrier to the education of the homeless child or youth may be waived at the discretion of the superintendent or the superintendent's designee. If the District is unable to determine the grade level of the student because of missing or

incomplete records, the District will administer tests or utilize other reasonable means to determine the appropriate grade level for the child.

Residency: For purposes of a homeless child or youth, residence for the purpose of attending school is where the child actually resides.

Transportation: Policies or practices regarding transportation of students which might cause a barrier to the attendance of a homeless child or youth may be waived by the superintendent or the superintendent's designee.

Special Services: All services which are available to resident students are made available to homeless children or youths enrolled in the District. Services include, but will not be limited to, special education, talented and gifted programs, vocational education, English as a second language programs, health services and food and nutrition programs. The contents of this policy will supersede any and all conflicting provisions in Board policies dealing with the seven policy areas discussed above.