Colo-NESCO

Lil' Royals

Preschool Handbook

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General Preschool Information

Core Purpose

CNSD Mission

The Colo-NESCO Community School District is committed to guiding and nurturing the academic, emotional, physical, and social development of all students, while promoting lifelong learning and citizenship in today's rapidly changing world.

Vision

The CNCSD will:

- Include students who qualify under the StateWide Voluntary Preschool Program guidelines.
- Include students who are identified as needing early special education services.
- Provide a safe learning environment designed to meet the unique needs of the child.
- Follow the Iowa Quality Preschool Program Standards established by the Iowa Department of Education.
- Provide a high-quality education using the Creative Curriculum framework.
- Provide strength-based learning opportunities.
- Use developmentally appropriate learning experiences.
- Focus on developing the whole child.
- Encourage home/school/community partnerships.

Preschool Philosophy

The CNCSD preschool is developmental and our philosophy is to meet each child at their present level and provide them with a variety of experiences to further their social, emotional, intellectual, and physical development. We recognize that each child's readiness and developmental level within these areas will differ from others. Therefore, we want to provide a solid foundation on which a child's school success can be built upon once they enter kindergarten.

Here are the major foundational areas from which we will build our preschool program:

Social Skills - It is important that children learn the value and skills of working and playing with others. Through interactive activities, students will have opportunities to share the responsibilities of planning, preparing for and cleaning up after activities. They will also have opportunities to develop such social skills as cooperation, helping, and negotiating.

Emotional Skills - A child's self concept is of great importance to their approach to learning and to life. Our goals are to facilitate the development of self-esteem by expressing respect, acceptance and comfort for each child so that they can offer those same qualities to their peers. Opportunities for learning these skills will be provided through things such as creative play, creative dramatics, working with puppets, and listening to stories pertinent to a child's problems and how they work them out.

Intellectual Skills - Children are exposed to skills that are the basis for all learning such as: being observant, seeing relationships, listening, verbalization, sequencing of thought, etc. Emphasis is put on these visual and auditory skills because they are so important within the learning process. Students will be learning literacy, math, science, art, and

social studies through a variety of activities. These activities will include things like field trips, investigations, and real life experiences.

Physical Skills - Developing the large and small motor skills of a child is important. Therefore, students will have the opportunity to participate in many different types of activities which will build their gross and fine motor skills.

To build the previously mentioned skills, our preschool program will be play-oriented. Play is an important part of a preschooler's education because what looks like play to an adult is actually the work of a child. Through a balance of self-directed and teacher-directed activities, our program will strive to build and enrich your child's social, emotional, intellectual, and physical development.

We believe the main component of an effective learning environment is a well-qualified teacher. In addition to being well qualified in early childhood education, we believe that a preschool teacher should also be trained and experienced in classroom management, positive reinforcement techniques, and communication skills.

Based on its developmentally appropriate approach to learning, our preschool program has chosen to use the Creative Curriculum. Creative Curriculum believes that young children learn best by doing. Creative Curriculum also believes that learning isn't just repeating what someone else says; but rather requires active thinking and experimenting to find out how things in their world work. We recognize that children love to explore the world around them by using all their senses (touching, tasting, listening, smelling, and seeing). Therefore we want to take advantage of this period of tremendous growth, desire, and willingness in your child by using stimulating, exciting real world experiences.

Preschool Goals

Goals for CNCSD and Preschool Staff:

- Staff will provide a safe learning environment designed to meet the unique needs of the child.
- Staff will provide strength-based learning opportunities using a variety of developmentally appropriate learning experiences.
- Staff will focus on developing the whole child.
- Staff will build home/school community partnerships

Goals for CNCSD and Preschool Children:

- Children will show competence in social-emotional, intellectual, and physical skills.
- Children will be engaged, enthusiastic, and curious learners.
- Children will work to keep themselves, peers, and their classroom materials safe.

Goals for CNCSD and Preschool Families:

- Families will be active in their child's learning.
- Families will advocate for their children.
- Families will work with the school in a meaningful partnership to help their child be better prepared to learn.

Equal Educational Opportunities (IQPPS 2.1, IQPPS 2.5)

It is the policy of the CNCSD Preschool not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, marital status, sexual orientation, gender identity and socioeconomic status in its educational programs, activities, or employment practices as required by Title VI or VIII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and the Federal Rehabilitation Act of 1973. The school district will, to the extent possible, provide full opportunities for meaningful participation of the families with children with limited English proficiency, of families with children with disabilities, and of families with different cultural

backgrounds. These opportunities can be supported by providing information and school reports in an understandable and uniform format, by including alternative formats on request, and by offering volunteer opportunities.

Program Requirements

As a part of Iowa's Statewide Voluntary Preschool Program, we are required to meet certain standards and criteria. Those standards and criteria fall into the following 10 areas: Relationships,Teachers, Curriculum, Families, Teaching, Community Relations, Assessment of Child Progress, Physical Environment, Health, Leadership and Management.

Here is a link for a closer look at the IQPPS standards and criteria.Iowa Quality Preschool Standards

Program Assessment (IQPPS 5.6)

The CNCSD implements the Iowa Quality Preschool Program Standards. After completing a verification process we annually confirm that we are meeting these standards through a desk audit.

Program evaluation will take place annually. Administrators, families, staff, and other routinely participating adults will be involved in the annual program evaluation, which will measure progress toward the program's goals and objectives. The annual evaluation process includes gathering evidence on all areas of program functioning, including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. Norm-referenced and standardized test scores may be used as part of this program evaluation to show student progress toward learning goals. A report of the annual evaluation findings will be shared with families, staff, and appropriate advisory and governance boards. The program will use this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

Attendance Policy

Students are expected to be in class and to make attendance a top priority. Only through attendance and class participation do students achieve the benefits of the education program. Participating in class discussion, developing an appreciation for the views and abilities of other students, and forming the habit of regular attendance are legitimate class objectives. Learning lost due to an absence can never be replaced. Regular attendance and being well prepared for class helps students in school as well as prepares students for adulthood.

Getting Ready For Preschool Information

Qualifying Preschool Students

For our Statewide Voluntary Preschool Program, Qualifying children must be four years of age by September 15 to be eligible for participation in our Preschool program since this program is funded through the Statewide Voluntary Preschool Program, which allows for one year of participation for each student.

Students who are three years of age by September 15 will be eligible to participate pending room availability. Three year old students will be funded with parent paid tuition.

Exceptions to this qualifier will be made for children of 3 years of age (throughout the year) which have been identified by the Heartland AEA as being entitled to special education instructional services, which are to be provided by theColo-NESCO Community School District.

Inclusion (IQPPS 6.2)

The Preschool program provides instruction to all children, including those with disabilities and unique learning needs. Modifications or staff assistance may be given if a child has difficulty getting access or maneuvering through areas of our facilities. Prior to making any major modifications or new assistance plans, the preschool teacher will conference with the caretakers of the child. Staff are expected to be aware of the identified needs of individual children and are also trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for teachers, students, other children and their families.

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

Least Restrictive Environment (IQPPS 2.5, IQPPS 6.2)

The goal of the CNCSD Preschool is to place each child in the least restrictive learning environment as possible. With that in mind, our preschool students will begin with placement in a general education preschool classroom, as this is the least restrictive environment. This style of learning environment will be maintained for a child unless they begin or have been identified with learning disabilities that require special education services. In such a case, a problem solving process will take place and special education services will be put in place if warranted by the IEP team. If a preschool student qualifies for special education, they will be enrolled in a classroom as CNCSD provides an inclusive preschool program where both general education and special education students attend. To support this inclusive learning environment, a special education paraeducator will be placed in the classroom to support the special education students and the classroom teacher. Thus, special education students will remain in our inclusive preschool classroom unless it is determined by the IEP team that this type of learning environment can no longer serve the needs of the student.

School Calendar

The CNCSD Preschool will follow the CNCSD's academic calendar, with a few changes. Preschool starts the day after Labor Day to allow for mandatory training for Preschool staff and home visits to be scheduled.

Times/Days

Preschool is Tuesday thru Friday. The half-day schedule is from 8:20-11:20(SWVPP) and the full

day schedule is from 8:20-3:30. There is no preschool on Monday.

School Arrival/ Departure (IQPPS 9.11, IQPPS 9.5)

With the new addition opening in Zearing, there will be a secure entrance. Parents may walk their children up to the entrance, but they will not be allowed to go beyond the office. If parents/guardians come to school for a visit, lunch, or to help out with something in the classroom, there needs to be prior approval by the classroom teacher. Then the parent/guardian would need to check-in upon arrival and check-out upon departure. This is a new rule that has been put in place to keep students and staff members safe.

All motor vehicle transportation provided by parents, legal guardians or others designated by parents or legal guardians will include the use of age-appropriate, and size-appropriate seat restraints.

When arriving or departing from school, adults are asked to park the car and turn off the engine before entering the building. Holding a child's hand will decrease the possibility of an accident. Parents or legal guardians must either accompany children to the classroom at the beginning of the day or leave their child in the care of one of the teaching staff. No child will be permitted to leave the building without an adult.

Routine is huge. Therefore, parents need to communicate (preferably in a note or by a phone call) in a timely fashion if there is going to be a routine change for their child. This helps us ensure a safe learning experience for your child.

Transportation (IQPPS 9.11)

For children riding the school bus to school, teaching staff will go to the bus as it arrives to greet and assist the student off the bus. At dismissal, teaching staff will accompany each student to the bus and assist the student onto the bus. Seat Belts are required on school buses. If you are in need of transportation daily, please make sure you request this on the school registration form or contact our office at 641-487-7411.

When all children have arrived, teaching staff will record attendance for the day. Throughout the day each time children transition from one location to another, i.e. classroom to outdoor, the teacher will be responsible for counting the number of children whenever leaving one area and when arriving at another to confirm the safe whereabouts of every child at all times.

Preschool Registration Process

Each spring prior to the upcoming school year, preschool sign-up will occur. This process begins with a canvassing of community families to identify eligible/interested students. An enrollment form will be sent out via multimedia (facebook, school website, emails) and flyers in local businesses and in local newsletters.

General Registration Information

To comply with Iowa Quality Preschool Program Standards and the requirements of the CNCSD, it is necessary for parents to provide the preschool/school with:

- general registration information sheet/forms which will include information that will be entered into our student information system and/or kept on file for your child.
- a medical information/physical sheet signed by a physician
- an up-to-date immunization card signed by both parent and physician with sources of immunizations to be listed.

These forms must be completed and turned in before your child attends class. Information on these forms will remain confidential and shared only with staff from CNCSD and other personnel from invested educational agencies; such as but not limited to the Heartland AEA.

Preschool Supplies

Families are not required to provide preschool supplies. If a family would like to provide supplies a list is generated and distributed on the school website and local walmart stores.

Preschool Staff Information

Staff/Roles (IQPPS 9.2)

Program Administrator (IQPPS 9.1)

The Elementary Principal/Superintendent is designated as the program administrator, with the assistance of the Preschool Teachers. The Elementary Principal will supervise the district's preschool classroom and teaching staff. All of these positions meet the qualifications described in the Iowa Quality Preschool Program Standards.

Teachers (IQPPS 8.2)

All classroom teachers are licensed by the Iowa Board of Educational Examiners and have the endorsements which meet the requirements to teach Preschool.

Paraeducators (IQPPS 8.5)

Paraeducators will be hired to carry out activities under the supervision of the preschool teacher. Paraeducators will have professional development in early childhood education.

School Nurse (IQPPS 9.4)

The elementary school has a part-time school nurse to assist with the medical needs of students.

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

Staff General Information (IQPPS 9.5)

Employees, working for the CNCSD, fall into two categories (certified and classified). Falling into the Certified Staff category is the preschool teacher. The preschool teacher will carry the credentials/licensure which allows her/him to teach both general education and special education students. Falling into the Classified Staff category are the preschool paraeducators. Our paraeducators are expected to carry the proper credentials and are strongly encouraged to obtain para educator certification as this certification will strengthen their knowledge and skill sets.

CNCSD has written personnel policies(Board Policy- Series 400) that define the roles and

responsibilities, qualifications, and specialized training required of staff positions. The policies outline nondiscriminatory hiring procedures and policies for staff evaluation. Policies detail job descriptions for each position, including reporting relationships; salary scales with increments based on professional qualification, length of employment, and performance evaluation; benefits; and resignation, termination, and grievance procedures.

Hiring procedures include completion of the following checks: criminal-record check, free from history of substantiated child abuse or neglect check, education credentials, verification of age, completion of high school or GED, personal references and a current health assessment. This information will be kept in the employee's confidential personnel files which will be kept in either the district's central office or in the principal's office.

Staff Ratio/Coverage (IQPPS 9.9)

The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing for Iowa's Quality Preschool Program Standards of maintaining an adult/child ratio of at least 1:10 at all times. These times include, but are not limited to indoor time, recess, and while on field trips. By maintaining the required ratio during these times, the preschool staff works to create a healthy, safe learning environment throughout their students' day. If for some reason one of the teaching staff needs to temporarily leave the classroom, coverage will be arranged so that the proper adult/child ratio is still maintained.

To maintain the required adult to student ratio of 1:10, preschool class/session size will be limited to 20 students and a certified teacher along with at least one certified paraeducator will be placed in the preschool.

Staff Orientation (IQPPS 8.4, IQPPS 8.1)

Employees must know their role and duties. New and returning preschool teaching staff will participate in an annual orientation that introduces or reviews the fundamental aspects of the program operation including:

- Program philosophy, mission, and goals;
- Expectations for ethical conduct;
- Individual needs of children they will be teaching or caring for;
- Accepted guidance and classroom management techniques;
- Daily activities and routines of the program;
- Program curriculum;
- Child abuse and reporting procedures;
- Program policies and procedures;
- Iowa Quality Preschool Program Standards and Criteria;
- Regulatory requirements.

Follow-up training may expand on the initial orientations. The employee's immediate supervisor should provide the new employee with a review of the employee's responsibilities, duties and benefits.

Ethics and Confidentiality

Staff follow an important code of ethics to guide their involvement with children and families. It is essential to protect the confidentiality of all information concerning children and their families. Maintaining a professional attitude includes being responsive to the needs of children and their families while balancing the need for confidentiality. Children are people who deserve respect. One way we demonstrate this respect is to refrain from talking about the children in their presence unless the child is part of the conversation and to refrain from labeling a child negatively

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

Sexual Abuse and Harassment of Students by Employees (IQPPS 9.10)

As laid out in Board Policy Code Reference 402.2,402.3,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, learning facilitator, 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 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, requests 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 education or benefits; submission to or rejection of the conduct is used as a basis for academic decisions affecting that student; or the conduct has the purpose or effect of substantially interfering with a student's academic performance by creating an intimidating hostile or offensive educational environment.

The Level I Investigator is Kara Kinser, School Counselor.

Grievance Policy (IQPPS 2.7, IQPPS 2.9)

Open and honest communication between families and the preschool program is an essential component of a high quality early childhood program. Should a concern arise parents are encouraged to address the concern with the preschool teacher. If additional help is needed, either party may ask for assistance from the Elementary Principal,Mike Boeve (641-487-7411).

If there is a concern regarding some aspect of the program or policy, please contact the Elementary Principal who is the program administrator for the preschool. If still dissatisfied, contact the Superintendent of Colo-NESCO Community Schools.

As part of the program assessment, in the spring of each year, a questionnaire will be given to parents to evaluate the program. This information helps to assess how the program is meeting the needs of families and children, as well as to identify strengths and weaknesses.

Staff Professional Development (IQPPS 8.5, IQPPS 2.6)

The Colo-NESCO Community School District expects teaching staff to continuously strengthen their leadership skills and relationships with others and to work to improve the conditions of children and families within their programs, the local community, and beyond. Teaching staff will be encouraged to participate in professional development activities provided internally and in

professional development activities provided by external agencies which address early childhood topics relevant to our preschool program and the larger school community.

Staff Evaluation (IQPPS 8.5, IQPPS 8.3)

The preschool teacher is evaluated at least once every three years by an appropriate supervisor. The teacher also evaluates and improves their own performance through ongoing reflections and feedback from supervisors, peers, and families. From this, they are encouraged to develop an annual individualized professional development plan with their supervisor and then search for ways to develop their craft. Preschool paraeducators are also evaluated at least once every three years by the appropriate supervisor. In cases where the supervisor is someone other than the preschool teacher, input will be gathered from the preschool teacher and used in the evaluative process.

Volunteers (IQPPS 2.2)

Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the teacher, the elementary principal, or your child's office secretary if you would like to be a school volunteer. For safety's sake, if a volunteer will be working with children on a regular basis, a formal criminal background check will be conducted. In addition no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children.

Facility/Safety Information

Facility Information (IQPPS 6.1, IQPPS 6.2, IQPPS 6.7, IQPPS 9.12)

According to School Board Policy, 804.1 our district recognizes the need for access to its buildings and sites by persons with disabilities. To protect our preschool students from avoidable hazards, the staff takes precautions that will keep our students from certain hazards. Examples of these precautions are, but not limited to, electrical outlet covers, electronics plugged in at counter height, and the use of low pile carpets.

Secure Facility (IQPPS 9.8, IQPPS 9.12)

The CNCSD Classrooms are secure facilities. This means that outside doors will be locked once the school day starts and will remain locked until school is dismissed. Visitors wanting to get into the school after the doors are locked will need to buzz in and then check into the main office. Failure to comply with this expectation may lead to visitation rights being restricted or denied. Parents picking up or dropping off their preschool children (midday or end of the school day) will be asked to remain outside until a preschool staff member either moves into a supervisory role or brings the preschool child to the parent/pick up zone.

Visitors

The school policy is to accept only those visitors who have legitimate business to attend school. Parents, guardians, guests and visitors are always welcome. We ask that all visitors contact the teachers prior to visiting, register in the main office, and get a visitor pass before moving through the school. Visitors are expected to leave promptly when their business is completed.

Tobacco Free Environment (IQPPS 7.7)

School district facilities, including school owned or leased vehicles, grounds, dock areas, parking lots, athletic fields and their parking lots and seating areas, buildings and any other district owner property shall be tobacco free. This includes the possession and consumption of electronic e-cigarettes or similar devices. This requirement extends to students, employees, and visitors. This policy applies at all times, including school-sponsored and non-school sponsored events. Persons failing to abide by this request shall be required to extinguish or dispose of the tobacco product or leave the school district premises immediately. It shall be the responsibility of the administration, school resource officer, and the staff to enforce this policy.

Weapons (IQPPS 9.10)

Weapons of any kind will not be allowed on the premises. No student shall carry, have in his or her possession,store, keep, place or put into the possession of another student any real weapon or a look-alike weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school buildings. “Look alike weapon” means any item that resembles or appears to be a weapon. Students who bring weapons (real or look alike) may lead to discipline resulting in either suspension/expulsion.

Safety Plan (IQPPS 9.8, IQPPS 9.12, IQPPS 9.6)

Our Preschool is equipped with a Safety Folder and Safety Bag that includes a Crisis Procedures Manual and other tools to be used in times of crisis. Included within the Crisis Prevention Manual are informational pieces along with procedural protocols that cover a variety of crisis situations (eg: fire, tornado, lockdowns, bomb threats, etc). Included within the Safety Bag are emergency first aid materials and other items that could be used during an emergency situation.

Fire Safety (IQPPS 7.6, IQPPS 6.9, IQPPS 9.12)

A fire extinguisher is installed in the preschool classroom with a tag indicating its annual service date. The fire alarm system is serviced annually. Smoke detectors and carbon monoxide detectors are tested monthly. A written log of testing dates will be maintained and available upon request. Fire drills are conducted by site requirements, and logged at the individual sites.

Tornado Safety (IQPPS 9.12)

In the event of a tornado, the preschool students will go to the girl’s locker room which is located in the underground level of the school. Within this area, students will be expected to kneel down on the floor and cover the backs of their necks. Tornado drills will be conducted each semester. A written log of testing dates will be maintained and made available upon request.

First Aid (**IQPPS 6.3, IQPPS 7.6)**

Basic first aid materials are located in our preschool classroom. They are inaccessible to children, but readily available for adult use. Basic first aid materials are taken to the outdoor play areas as

well as on field trips and outings away from the site. The CNCSD has a full-time nurse. Nurse duties include taking care of minor injuries, communicating with families about health issues, monitoring and maintaining student health records, administering medications, and supplying basic first aid materials to teachers.

Mandatory Reporters (**IQPPS 9.10)**

Licensed school employees and nurses who serve students in the regular course of their employment must report known or reasonably suspected instances of child abuse or neglect to the State Department of Human Services. All teaching staff must complete “Mandatory Reporter: Child and Dependent Adult Abuse” training at least every five years. Child abuse reports are to be made within twenty four hours of when the person first suspects that the child has been or may be abused or neglected. A “child” for the purpose of the mandatory reporting law means any person under the age of 18 years old. Child abuse includes:

● Any non-accidental physical injury, or injury which is at variance with the history given of it, suffered by the child as a result of the acts or omissions of a person responsible for the care of the child.

● Any mental injury to a child’s intellectual or psychological capacity as evidenced by an observable and substantial impairment to the child’s ability to function within the child’s normal range of performance and behavior as a result of the acts or omissions of a person responsible for the care of the child, if the impairment is diagnosed and confirmed by a licensed physician or a qualified mental health professional.

● A sexual offense with or to a child in violation of the criminal law by a person responsible for the care of the child.

● If the child’s parent cohabitates with a person on the sex offender registry unless the parent is married to or the parent of the person on the sex offender registry. So if the mandatory reporter is aware that a student’s mom is living with a person on the sex offender registry and that other person is not the mother’s husband or another child of the mother, this is reportable child abuse.

● The failure on the part of a person responsible for the care of a child to provide for the adequate food, shelter, clothing, or other care necessary for the child’s health and welfare when financially able to do so.

● The presence of an illegal drug in a child’s body as a direct and foreseeable consequence of the acts or omissions of the person responsible for caring for the child. Each mandatory reporter is individually responsible for his or her compliance with the reporting requirements. A person who has a duty to report and knowingly fails to do so is guilty of a simple misdemeanor and may be liable for civil damages approximately caused by the failure to report. A person who makes a false report in bad faith also commits a simple misdemeanor. A person acting in good faith, which reports, assists in an investigation or testifies in a judicial proceeding concerning a known or suspected case of child abuse will not be subject to either civil or criminal liability for making the report or participating in the investigation or judicial proceedings, as they are granted immunity.

The identity of the person who reports suspected child abuse is to be kept confidential and is not disclosed without a court order, except to a Department of Human Services official or law enforcement officer for the purpose of conducting a criminal investigation.

Communication Information

Communications (**IQPPS 1.1, IQPPS 2.4)**

Communication between the preschool and home is very important. Communications may include home visits, newsletters, emails, phone calls, Remind messages, SeeSaw and parent/teacher conferences. To assist in this effort, parents are encouraged to maintain regular, ongoing, two-way communication with the preschool staff. It is important for parents to be advocates for their child and that they work with the preschool staff to develop the best learning environment for their child.

Open Door Policy (**IQPPS 5.5)**

Parents and legal guardians are welcome to visit the preschool classroom with prior notice to teachers. As a safety feature, all visitors must follow check in procedures at the elementary school. Please begin by checking in at the main office.

Parent Involvement/Access (**IQPPS 3.3, IQPPS 5.5, IQPPS 2.1, IQPPS 2.4)**
Colo-NESCO encourages preschool families to be involved in their child's education and to build a strong home-to-school partnership. Parents can do this by observing their children during the day when possible and by meeting with the staff. Family members are welcome to visit at any time during class sessions; but please, coordinate your visits with the preschool teachers since drop-in visits can potentially disrupt the learning environment, both for your child and the other students as well. Because of this potential, families are encouraged to give at least a day's notice when visiting the classroom.

Our preschool staff and our district use a variety of formal and informal ways to become acquainted with and learn from families about their family structure and their preferred means of child-rearing practices and communication; and information about their socioeconomic, linguistic, racial, religious, and cultural backgrounds as they wish to share. These ways include enrollment papers, home visits, communications between school and home regarding children's activities, developmental milestones, caregiving issues, Parent/Teacher conferences, and Family Night, and other information that affects the wellbeing of their children.

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

Recognizing that communication between school and home is very important. Our preschool will attempt to communicate through things such as, but not limited to, face to face conversations, home visits, newsletters, emails, phone calls, texts, and calendars. To assist in this

communication effort, parents are also encouraged to establish and maintain regular, ongoing, two-way communication with the preschool staff.

Because parents are the primary teachers in a child's life, we encourage our students' parents to get actively involved in and support their child's education. Here are a few ways that they might do this.

1. Support the child's daily transition to school by sharing information about interests and abilities.
2. Keeping the teacher informed of changes and events that might affect the child allows the teacher to be more responsive to the child's needs.
3. Attend family meetings.
4. Return all forms and questionnaires promptly.
5. Attend Family/Teacher conferences in the fall and spring.
6. Take time to read the family bulletin board.
7. Check the child's backpack each day.
8. Participate in field trip activities.
9. Share talents in the classroom through activities such as: reading or storytelling, cooking, art, music, sewing, crafts, hobbies, your profession, or artifacts from trips.
10. Share any of your family's cultural traditions, celebrations, or customs.
11. Read all the material sent home.
12. Volunteer to help with special events.
13. Serve on the Parent Advisory Committee/ Parent Pride Committee.

The school district believes that families should be supported in making decisions about the services that their children may need. The teaching staff will provide information to families about available community resources and assist as requested in helping the family make connections.

Parent Advisory Committee(IQPPS 2.8, IQPPS 2.6)

Colo-NESCO Community School District has an early childhood committee (Parent Pride), composed of parents, school staff, and other community members interested in the preschool program. This group meets to provide feedback on services that meet children and family needs. This committee serves as a sounding board for new ideas and services. If interested in being part of the Parent Pride Committee contact the preschool teacher.

Preschool Home Visits (IQPPS 3.3, IQPPS 5.6)

Home visits are made prior to the start of school. This is an opportunity for the preschool teacher and family to begin to create a partnership between home and school in order to best meet the child's needs. This is a time to share what makes the family unique, how the family prefers to communicate with the teacher, and share knowledge about the child's interests, approaches to learning, and developmental needs. It is a time to share goals for the child and concerns to be addressed. Parents are also encouraged to share these preferences, concerns, and questions at any time throughout the year. Parents can also help the teachers understand what their goals are for their child and whether you have any concerns that they would like addressed. Because of the information that can be shared, home visits provide an opportunity for both home and school to set the stage for a successful school experience for the child.

Parent/ Teacher Conferences (IQPPS 3.3, IQPPS 5.5)

All preschool children are assessed throughout the year on academic, social and physical skills. Methods used to collect data on your preschool child's progress might include tools such as observations, checklists, GOLD assessment, parent surveys, discussions from home visits, and individual activities with the teacher. The results of these tools will be shared with families at parent/teacher conference time. Together the family and teacher form a plan to encourage the child's growth and development.

If at any time during the school year you have concerns about your child's development, please don't hesitate to contact your child's teacher to discuss your concerns.

Transitions (IQPPS 2.5, IQPPS 7.9, IQPPS 7.10)

Home-school connections are crucial to the transition to kindergarten or any other program, such as special education. The child's family provides the consistency and continuity necessary for a young child to be successful. Making a change from one program to another can sometimes be difficult for a young child whether the transition is within the same building or in another location. Teaching staff will partner with the family to make the transition as smooth as possible by connecting family members with the next program's staff. Preschool staff will provide information about Kindergarten Roundup, enrollment policies and procedures, program options, and arrange for a classroom visit whenever possible.

Student 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 file a complaint with the United States Department of Education if they feel their rights regarding their child's records have been violated.

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

Family Night (IQPPS 3.3, IQPPS 5.5, IQPPS 2.1)

Two Family Nights are being offered each year. The topics may include Literacy, Math, Science, STEM and other skills related to Preschool. This is an opportunity for families to interact with other families and be involved in their child's education.

Field Trips

Not all learning takes place in the classroom, and field trips are extensions of learning and great opportunities to have new experiences. Children need parental permission before participating in field trips. Parents will sign one permission form at the beginning of the year that will cover all field trips taken during the school year. The school will still give parents advance notice of field trips, and parents may choose to keep students at home during a specific trip by providing a written notice to the teacher.

For the safety of the children attendance will be taken prior to leaving school, upon arrival at the destination, prior to leaving the destination, and upon arrival back at preschool. While on a field

trip, the school will also minimally maintain the proper student/teacher ratio required by the IQPPS standards.

Birthdays

Birthdays are an important and significant event in the life of a child. They afford the opportunity for children to be given special recognition. Those who have summer birthdays will also be recognized on a special day. Children may bring treats to be shared with each classmate. Invitations to parties outside of school that do not include the entire class will not be distributed at school.

School Delays/ Closings

When adverse conditions make it necessary to close school, start late, or dismiss early the announcement will be made through our JMC system, text messages, and school website.

If the school is delayed 2 hours the morning preschool(half day students) will be canceled. If your child is a full day student they may arrive 2 hours later than normal. Days missed due to inclement weather may be made up at a later date.

Linking with Community Resources (**IQPPS 2.7, IQPPS 2.9, IQPPS 2.7)**

Program staff will work to link families to support services available in the community/area based on the pattern of needs they observe among families and based on what families request (eg. health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention, special education screening and assessment services, and basic needs such as housing and child care subsidies). Here is a link to some services located in our area Resources. Our staff will work to develop partnerships and professional relationships with agencies, consultants, and organizations in the community to further the program's capacity to meet the needs and interests of the children and families we serve. Program staff identifies and establishes relationships with specialized consultants who can assist all children and families' full participation in the program. This assistance includes support for children with disabilities, behavioral challenges or other special needs. Families are encouraged to reach out to their child's teacher, the building Counselor or the building nurse for additional support in accessing services.

Health Information

The Colo-NESCO Community School District is committed to promoting wellness and to safeguard the health and safety of children and adults who participate in the program. In order to provide a safe and secure environment for every child and adult, guidelines required by the Quality Preschool Program Standards and regulatory agencies are followed.

Health/Immunization Records (**IQPPS 7.1, IQPPS 9.13)**

A physical exam dated within the last 12 months needs to be presented before the first day of class along with an updated immunization certificate. Physical exams expire after one year. If the date on the last physical expires during the school year, you will be asked to provide an updated physical exam to remain in school. Forms will be provided or your healthcare provider may make a copy of their form for you. Immunizations must be up to date according to Iowa Child Care Licensing Center regulations.

Health and Safety Records(**IQPPS 7.1, IQPPS 7.3, IQPPS 9.12)**

Health and safety information collected from families will be maintained on file for each child in the office. Files are kept current by updating as needed. The contents of the file is confidential, but is immediately available to administrators or teaching staff who have consent from a parent or legal guardian for access to records; the child's parent or legal guardian, and regulatory authorities, upon request.

Child Health and Safety Records will include:
Current information about any health insurance coverage required for treatment in an emergency;

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

Hearing Checks

Hearing screenings are periodically provided by Heartland Area Education Agency audiologists. Parents will be notified about the results of these screenings only if problems requiring follow-up are noted. If you do not want your child to participate in the screening programs, please contact the school nurse.

General Health and Safety Guidelines (**IQPPS 9.8)**

- All staff must be alert to the health of each child, known allergies, or special medical conditions.
- Under the supervision of the preschool teacher, all staff must be alert to the whereabouts of all children. Systems are in place for accounting for children at regular intervals, especially during periods of transition.
- All staff are to follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections.
- All staff are familiar with evacuation routes and procedures. These are posted in the classrooms.
- All teaching staff complete "Occupational Exposure to Blood-borne Pathogens" annually.
- At least one staff member who has a certificate of satisfactory completion of pediatric first- aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When a child in the

group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times.

Health/Illness Policy (IQPPS 7.11)

Our policy is set up to protect the children against the spread of illnesses. Hand washing is the best source of protection against illness. Children who are ill should not be brought or sent to school. Children should be able to participate in daily activities, not compromise the health and safety of other children, or demand greater care than staff can provide. Therefore, alert the staff if your child has been exposed to a communicable disease. Staff in turn will notify the office/school nurse so that the proper communications/safeguards can be taken. Please honor that we do not have the staff nor the facilities to care for a child if they are too ill to participate in regular activities. A good rule of thumb is "If your child is too sick to go outside, they are probably too sick to be at school. A child may not attend school and may be sent home if the following conditions exist:

A. The illness prevents the child from participating comfortably in the activities planned.
B. The illness results in a greater care need than the staff can provide without compromising the health and safety of the children.
C. The child has any of the following conditions:
    - fever greater than 100 degrees F
    - vomiting
    - diarrhea
    - pink eyes with drainage
    - cough with congestion and excessive nasal discharge
    - Rash with fever or behavior changes
    - Symptoms of signs of possible severe illness such as unusual lethargy, uncontrolled coughing, inexplicable irritability or persistent crying, difficult breathing, wheezing, or other unusual signs for the child.

The Elementary School"s established policy for an ill child's return:

- Fever free for 24 hours
- Chicken pox: one week after onset (or when lesions are crusted)
- Strep: 24 hours after initial medication
- Vomiting/Diarrhea: 24 hours after last episode
- Conjunctivitis: 24 hours after initial medication or when without drainage

Upon arrival at school, each child is observed by teaching staff for signs of illness or injury that could affect the child's ability to participate comfortably in the daily activities. Children will be excluded when a child is not able to participate comfortably. If the illness requires more care than staff are able to provide without compromising the needs of the other children in the group; or if keeping the child at school poses an increased risk to the child or to other children or adults with whom the child will come in contact, parents will be called.

When a child develops signs of an illness during his/her day at preschool, parents, legal guardians, or other person authorized by the parent will be notified immediately to pick up the child. For this reason, the teacher must have current, accurate phone numbers, an authorized emergency contact person and the child's pediatrician. In the meantime, the child will be provided a supervised place to rest until the parent, legal guardian or designated person arrives. If the child

is suspected of having a contagious disease, then until she or he can be picked up, the child is located where other individuals will not be exposed.

Reporting Communicable Diseases
Staff and teachers provide information to families about any unusual level or type of communicable disease to which their child was exposed. The program has documentation that it has cooperative arrangements with local health authorities and has made contact with those authorities annually to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

Medication Policies and Procedures (IQPPS 7.5, IQPPS 7.20)

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

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

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

Colo-NESCO does not distribute over the counter medication without written permission from parents. (See school policy)

Blood-borne Pathogens:

Iowa schools are required to follow guidelines developed by the Center for Disease Control and the Occupational Safety and Health Administration for the cleaning of blood borne pathogens. All staff receive training on proper procedures.

Cleaning and Sanitation (IQPPS 7.10, IQPPS 6.7)

The facility will be maintained in a clean and sanitary condition. When possible, ventilation and sanitation, rather than sprays, air freshener chemicals, or deodorizers will be used to control odors in inhabited areas of the facility. If spills occur, the area will be made inaccessible to children and the area will be cleaned immediately.

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Toys and surfaces will be disinfected using a non-toxic solution, consisting of one tablespoon household bleach to one quart of tap water, or another safe cleaner. Areas being cleaned will be sprayed until glossy. Then the solution will be left on for at least 2 minutes before it is wiped off with a clean paper towel, or it may be allowed to air dry.

Machine washable cloth toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion must be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used.

Staff will be trained in cleaning techniques, proper use of protective barriers such as gloves, proper handling and disposal of contaminated materials, and information required by the US Occupational Safety and Health Administration about the use of any chemical agents. All teaching staff and support staff complete "Occupational Exposure to Bloodborne Pathogens" annually. Procedures learned in this training 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 mucus 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 immediately with detergent followed by water rinsing.
- After cleaning, staff sanitize nonporous surfaces by using the procedure described in the Cleaning and Sanitation tables.
- Staff clean rugs and carpeting 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

Routine cleaning will be performed or supervised by the preschool teacher and will follow the Cleaning and Sanitation Frequency Table in Section III, page 47 and 48 of the QPPS manual. A checklist will be completed as indicated in the table.

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

Hand Washing Practices(**IQPPS 7.9, IQPPS 7.5)**

Frequent hand washing is key to prevent the spread of infectious diseases. Teachers teach children how to wash their hands effectively. Posters of children using proper hand washing procedures are placed by each sink. The program follows these practices regarding hand washing:

- Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
- Hand washing is required by all staff, volunteers, and children when hand washing reduces the risk of transmission of infectious diseases to themselves and to others.
- Staff assist children with hand washing as needed to successfully complete the task.

Children and adults wash their hands:

- upon arrival for the day;

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

Adults also wash their hands
● before and after feeding a child;
● before and after administering medication;
● after assisting a child with toileting; and
● after handling garbage or cleaning.

Proper hand-washing procedures are followed by adults and children and include
● using liquid soap and running water;
● rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between the fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water).

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

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

In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

Toilet Training (**IQPPS 7.14, IQPPS 7.13)**

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

1. Diapering will only be done in the designated diaper area, i.e., the bathroom adjacent to the classroom with a fold down changing table or other special accommodations. Food handling will not be permitted in this diapering area.
2. Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standards:

    - Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling), labeled with the child's name and sent home that day for laundering. (Cloth diapers may not be allowed unless prescribed by a doctor.)
    - Staff check children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours. Diapers are changed when wet or soiled.
    - Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
    - At all times, caregivers have a hand on the child if being changed on an elevated surface.

- Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
- Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use.
- Diapering and Gloving posters will be posted in the changing area showing procedures through the use of visuals and words. These procedures are used by the program administrator to evaluate teaching staff that change diapers.

All families are asked to provide an extra set of clothing for their child in case of an "accident" or messy play. All clothing should be labeled with the child's name to reduce the possibility of mistakes.

A lack of toilet training will not prohibit a child from attending the CNCSD as we recognize that exceptions may need to be made for students who have specific health issues, developmental issues, and/or educational needs. We do ask that the family of students not yet toilet trained to provide supplies (diapers, diaper rash creams, etc), along with the procedures that are associated with them. In the case of diaper creams or other ointments, they will be treated as medicines and therefore fall under the school's policies for medications.

Meals/Snacks (**IQPPS 7.16, IQPPS 7.20, IQPPS 7.18, IQPPS 7.4, IQPPS 6.11)**

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

Meals—preschool students are eligible to eat breakfast and lunch (if they attend all day) at the school.

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

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

The preschools do not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages as a punishment, nor will teaching staff ever threaten to withhold food as a form of discipline.

Clothing (**IQPPS 7.12)**

Children will be learning through creative, active play that can sometimes be messy. Children should wear comfortable, washable clothing as well as rubber-soled and closed-toe shoes to school. Teachers encourage the use of paint smocks or shirts during art projects, but cannot guarantee that spills or stains will not occur. Clothing should be free of words, graphics, or pictures that are profane, immoral, illegal, or disruptive in nature. All families are encouraged to provide an extra set of clothing for their child in case of an "accident" or messy play. Clothing should be labeled with the child's name to reduce the possibility of mistakes.

Please make sure your child is dressed appropriately for the weather. Outdoor play occurs all year long except in extreme cold. Children should have boots, snow pants, mittens, hat or hood to be able to comfortably play outside for at least 15 minutes. Please mark all items (each boot, mitten, hat, coat, book bag, etc) with your child's name.

Parents are asked to send an extra set of clothes for their child. These clothes are kept in the student's locker. If a child doesn't have an extra set of clothes or needs additional outside wear, the school and the classroom teacher keeps a small supply of extra clothing in the office.

Outside Play (**IQPPS 7.12, IQPPS 7.14, IQPPS 6.5, IQPPS 6.11, IQPPS 6.9, IQPPS 6.4, IQPPS 6.10)**

Preschool classes have daily opportunities for outdoor play as the weather permits and provided the weather air quality and environmental safety conditions do not pose a threat. The equipment includes gross motor equipment for activities such as riding, pushing, pulling, swinging, jumping, moving through/around/under, walking, and climbing in/on/over. This allows children the opportunity to develop their large motor skills, get exercise, and be active in clearly defined spaces with semi private areas. The space in which the children play is protected by fences, preventing access to streets. The outdoor play area is arranged so staff can supervise children by sight and sound. A fully equipped first-aid kit is readily available and maintained, taken to the outdoor play area. The outdoor play area meets Americans with Disabilities Act (ADA) accessibility requirements. The play area is also entirely smoke free. The outdoor play area protects children from injury from falls (resilient surfacing should extend six feet beyond the limits of stationary equipment. … catch points, sharp points, and protruding hardware. … entrapment (openings should measure less than 3.5 inches or more than 9 inches. … tripping hazards. … excessive wind. Program staff will complete the National Program for Playground Safety's Suggested General Maintenance Checklist on a yearly basis.

Students are provided with the opportunity to explore their environment on the playground using magnifying glasses, bug viewers, and clipboards to document their observations. Children are encouraged to find collections of their environment, such as rocks, leaves, insects, and twigs. Some of the large motor activities that are provided are the playground equipment, swings, soccer, basketball, and tricycles. Sidewalk chalk, water paints, and ribbons are some of the items the children use to create projects outside.

Preschool uses the Child Care Weather Watch guidelines produced by Healthy Child Care Iowa to determine if the Wind Chill Factor or Heat Index is safe for outdoor play.

When weather conditions do not allow outdoor play, children are given the opportunity to use indoor equipment for similar activities and are supervised at the same level as outdoor equipment.

In order to ensure that children can play comfortably outside it is important to dress them according to the weather. When it is cold outside each child needs a warm coat, mittens or gloves and a hat (labeled with the child's name). For the warmer days dressing children lightly is just as important. For those in- between days, dressing them in layers is a practical idea.

A parent should notify the preschool teacher if there is a need for sunscreen or insect repellent. Parents may need to sign a permission slip for sunscreen and insect repellent. Application will follow the district's rules of medication administration policy.

Program staff complete the National Program for Playground Safety's Suggested General Maintenance Checklist on a weekly basis. At the beginning of each day, staff complete a daily playground safety checklist.

Water Play(IQPPS 7.13, IQPPS 7.16, IQPPS 7.7, IQPPS)

A water table or tub may be used in the classroom for children to stand and play with their hands in the water. During water play children are involved in active experiences with science and math concepts. Children with sores on their hands are not allowed to participate with others in the water table to ensure that no infectious diseases are spread. Children are not allowed to drink water during water play activities. When the activity period is complete, the water table/tub is drained and refilled with fresh water before a new group of children comes to participate. Outdoor water play is limited to tubs and buckets or containers. We do not participate in swimming pool type activities. Staff supervise all children by sight and sound in all areas with access to water in tubs, buckets, and other water containers.

Preschool Classroom Information

Daily Activities (IQPPS 6.5)

A consistent daily schedule is planned to offer a balance of learning activities. Learning is both formal and informal. Play is planned for every day. Listening is balanced with talking, group activities with solitary time, indoors and outdoors, quiet play with noisy play. Your child will have the opportunity for the following types of activities every day in either a large or small group setting: table time, center time, story time, snack, outdoor play, and indoor play. Interest areas included within these times may include, but not be limited to: blocks, dramatic play, library, toys, puzzles and games, sensory center (sand & water), music and movement.

Curriculum (IQPPS1.2, IQPPS 3.1, IQPPS 3.3, IQPPS 3.5, IQPPS 3.7,IQPPS 3.9, IQPPS 3.15, IQPPS 3.18, IQPPS 1.6))

Curriculum is a framework for learning opportunities and experiences. Through this framework, learners obtain knowledge and understanding, while developing life skills. Because our

curriculum guides us, it is continually being revised and evaluated to ensure that learning is appropriate, fun, and exciting.

To ensure that our curriculum is meeting high standards, the district has developed policies that expect our program's curriculum content and instructional materials foster knowledge of, and respect and appreciation for, the historical and contemporary contributions, careers, roles, and lifestyles of diverse cultural groups, as well as men and women, to society. The district also expects its curricular content and instructional materials to follow and enhance the district's policy of non-discrimination and so as to eliminate bias on the basis of race, color, national origin, sex, disability, religion, creed, sexual orientation, gender identity and socioeconomic status.

To meet the high curricular expectations of the district, CNCSD uses Creative Curriculum. The Creative Curriculum is a research and evidence based comprehensive curriculum designed for three and four-year-olds. It addresses all areas of early learning: language and literacy, math, science, physical skills, and social skills. It is based on interest areas familiar and meaningful to young children. It provides children an opportunity to learn in a variety of ways - through play, problem solving, movement, art, music, drawing and writing, listening, and storytelling. This curriculum is delivered through direct explicit instruction and through interactive centers which allow students to build their understanding of and skills within the different content areas. These centers also allow students to build positive social and work related skills. listed on the next page, we are ensuring that all children receive a comprehensive and developmentally appropriate experience.

Student Assessment (**IQPPS 5.1, IQPPS 5.2, IQPPS 5.3, IQPPS 5.6, IQPPS 5.5, IQPPS 2.3, IQPPS 2.4)**

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

CNCSD uses the following ways to assess the children:

- Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
- Creative Curriculum GOLD assessment is used for each child.
- Child portfolios are organized by the teaching staff and include the assessments, observational data, and child work samples collected on an ongoing basis.
- Families are asked to contribute information about their child's progress. Young children often show different skills in different settings. Working together, the teaching staff and families can gather a complete picture of a child's growth and development.

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

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

The teachers will assess students three times a year with a curriculum based assessment. This assessment will be administered Fall/Winter/Spring. The data will be evaluated during a data day

(Grade level team, curriculum coach, and principal) and will be used to guide future instruction and student's individual needs. Data will be shared with families during parent teacher conferences twice per year. During conferences, teachers and parents will collaborate to develop goals for their child's learning needs.

Assessment information will be shared formally with families in multiple ways. Information may be shared formally through written reports and/or during Parent Teacher Conferences. These types of reports will be sent home after each reporting period and Parent Teacher Conferences will occur twice per year. Outside of these formal reporting practices, informal conferences are always welcome and parents can request them at any time.

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

- The teacher requests assistance from the AEA Early Childhood Specialist as part of an early intervention process. During this process, a team is formed. Members of the team may include, but is not limited to the teachers, para educators, parents, and AEA specialists. Once formed, this team will engage in problem identification, will plan interventions, will provide support, and will make outside resources available to those individuals requesting assistance.
- A request made to the Heartland Area Education Agency for support may include things such as additional ideas or more formalized testing. The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated.
- If after going through the proper identification process, it is determined that a child qualifies for special education services then an IEP team will convene and an Individualized Education Plan will be put in place.

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

Supervision Policy (**IQPPS 7.2, IQPPS 6.4)**

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

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

No child will be left unsupervised while attending preschool. Staff will supervise primarily by sight. Supervision for short intervals by sound is permissible as long as teachers check every two to

three minutes on children who are out-of-sight (e.g. those who can use the toilet independently)

Child Guidance and Discipline (IQPPS 1.3, IQPPS 4.5)

Establishing a safe learning environment is vital for a successful learning experience for the preschool student. To establish such a learning environment, teaching staff will use positive guidance, redirection, plan ahead, and set clear limits to prevent problems. They will encourage appropriate behavior through the use of consistent clear rules, and involving children in problem solving to foster the child's own ability to become self disciplined. Where the child understands words, discipline will be explained to the child before and at the time of any disciplinary action. Teaching staff will encourage children to respect other people, to be fair, respect, property and learn to be responsible for their actions. Teaching staff will use discipline that is consistent, clear, and understandable to the child. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn taking.

Challenging Behavior (**IQPPS 1.4, IQPPS 1.3, IQPPS 1.6, IQPPS 1.9, IQPPS 4.5)**

The teaching staff in the preschool are highly trained, responsive, respectful, and purposeful. The teachers anticipate and take steps to prevent potential challenging behaviors. They evaluate and change their responses based on individual needs. When children have challenging behaviors teachers promote prosocial behavior by:

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

Teaching staff will guide children to develop self-control and orderly conduct in relationship to peers and adults. Children will be taught social, communication, and emotional regulation skills.

If a child displays persistent, serious, and challenging behavior, the teaching staff, parents, and AEA support staff will work as a team to develop and implement an individualized plan that supports the child's inclusion and success.

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

Permissible Methods of Discipline (IQPPS 1.3)

For acts of aggression and fighting (biting, scratching, hitting, kicking) 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 Disciplinary Practices (IQPPS 1.3)

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

1. Harsh or abusive tone of voice with the children nor make threats or derogatory remarks.
2. Physical punishment, including spanking, hitting, shaking, or grabbing.
3. Any punishment that would humiliate, frighten, or subject a child to neglect.
4. Withhold or threaten to withhold food as a form of discipline.

Objects from Home

Because the Preschool program provides ample toys and learning materials for your child we ask that you really limit toys/items brought from home. Please do not allow children to bring gum, candy, money, or toy guns to school. The program cannot be responsible for lost or broken items brought from home.

Board Policies Relating to Preschool

All board policies can be found online at Colo-NESCO or in the school office.

Contact Information

If at any time, you have questions or concerns, please contact the Colo-NESCO Elementary School Office at 641-487-7411.

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