

Saydel Community School District

Cornell Elementary

PRESCHOOL ORIENTATION

Responsibility/Respect/Caring/Trustworthiness/Fairness/Citizenship

Preschool Policies and Procedures

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August 2018

Dear Cornell Preschool families:

Welcome to the 2018-2019 school year. This handbook is designed as your guide to preschool with information regarding your child's daily activities, what your child will be learning, along with expectations, school guidelines and safety information.

We believe strongly in parent involvement in the preschool program and our staff looks forward to partnering with you to make your child's first experiences in school successful! We encourage communication between home and school through phone calls, emails and notes to help us as your child transitions from home to school. We will also hold fall and spring conferences to discuss your child's growth and progress. Finally, plan on weekly preschool updates that will be emailed to you.

At the preschool level much of our learning is through play. Teacher directed activities follow a developmentally appropriate curriculum using age appropriate materials. While our "work" looks like "play" we are helping the children develop the skills and positive learning attitudes for school, so that they are prepared and ready for kindergarten. Regular attendance is critical to ensure your child's success in preschool and readiness for kindergarten. We understand that all children are occasionally ill, however we value your help in working with us to ensure your child's regular attendance.

This handbook provides you with information describing the preschool program, guidelines and procedures the school must follow to meet quality standards, and district guidelines. The Iowa Department of Education has developed the Iowa Quality Preschool Program Standards (QPPS) and criteria as best practice and evaluation for district preschool programs. The relevant standard and criteria are notated throughout the handbook. Please take the time to review the handbook content.

If you have any questions or concerns regarding the program and your child's daily activities or learning, please contact us at Cornell (244-8173).

Sincerely,

Brian Vaughan
Cornell Principal

Saydel Community School District Preschool

Program Guide and Procedures

I. MISSION, VISION AND BELIEFS QPPS 10.1

Mission

The mission of the Saydel Community School District is to serve the unique learning needs of each and every student.

Vision

The Saydel Community School District will be a district having an uncompromising commitment to quality education and having high expectations for student achievement. It will be a district:

- *Providing the courses of study, environment and resources for students to acquire the knowledge and skills to become responsible and productive citizens in the 21st century.*
- *Preparing students to graduate, pursue further education or successfully enter the work force.*
- *Enabling students to take ownership of their future.*

Beliefs

- Each student is an important and worthwhile individual possessing a sense of curiosity, creativity and a natural desire to learn.
- Educating children is a complex process that requires the support and involvement of the student, parents, school personnel and community. All students are capable of mastering the skills and essential competencies identified by the district when provided sufficient time and instruction that is authentic, relevant, engaging and challenging.
- All students have a right to a safe, comfortable and positive learning environment.
- The guaranteed curriculum and instructional program provide all students with the opportunity to continue their education at the post-secondary level and/or successfully enter the work force.

II. WELCOME TO SAYDEL COMMUNITY PRESCHOOL

QPPS 10.1

Cornell's preschool program follows the district mission, vision and beliefs to guide the preschool program goals at an appropriate developmental level for three and four year olds. Our primary goal is to provide a positive beginning school experience that will help ALL children develop the skills necessary for school success when they start kindergarten. Success is defined individually for each child, and the focus in our program is on promoting individual growth and progress.

Saydel Community School has a history of offering preschool for three and four year olds. The preschool provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new learning and skill development. Children feel safe, respected, and cared for in our preschool setting. We provide an opportunity for all children to take part in planned, active learning experiences to build their readiness skills. The preschool program has adopted and meets the Iowa Quality Preschool Program Standards, administered by the Iowa Department of Education. The Iowa Early Learning Standards are used to guide expectations for the children and instructional practices.

III. ENROLLMENT

Preschool Eligibility

Children must be three or four years of age prior to September 15th of the current school year. Registration procedures will be available at Cornell Elementary in the spring of the year. It is the policy of the district to serve in-district children first.

Hours/Fees

Classes meet four days per week according to the schedule below for morning and afternoon sessions. Children attend on Monday, Tuesday, Thursday and Friday. Students do not attend on Wednesdays. This allows for parent meetings and home visits, planning time for the teaching staff, and collaboration with community agencies.

The preschool follows the Saydel Community School calendar.

3 yr. old AM session: 8:45 – 11:15	Monday, Tuesday, Thursday, Friday
4 yr. old AM session (Bader): 8:30 – 11:30	Monday, Tuesday, Thursday, Friday
4 yr. old PM session (Bader): 12:30 - 3:30	Monday, Tuesday, Thursday, Friday
4 yr. old PM session: 12:15 - 3:15	Monday, Tuesday, Thursday, Friday

Tuition is \$100.00 per month for the three-year-old program. Four-year-old tuition is determined by the Statewide Voluntary Preschool Program funding. Parents will be notified if state funding changes that will impact tuition.

Payment is due on the first day of the month. Please make checks payable to Saydel Community School District and note preschool on check. If a payment is delinquent, you will be notified by the 10th of the month. If arrangements are not made by the 20th of the month, the child will be dropped from the program.

Tuition does not change regardless of school breaks or if cancelled due to inclement weather.

Additional Enrollment Information

QPPS 5.1, 10.10

All children need to be current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics. **Health records shall be provided to the school nurse on or before the student's first day of preschool.** Health records should include dates of service and immunizations. Preschool health requirements are established to insure that the program meets the Department of Education requirements. Additional information specific to Health is in this handbook under the **Health and Safety** section, or see the *Student and Family Handbook* for additional information, or contact the school nurse to address questions unique to your child.

Equal Educational Opportunity (reference board policies 102 and 102.1) *Student and Family Handbook*

It is the policy of Saydel Community Schools to not discriminate in its educational activities on the basis of race, creed, color, national origin, religion, sex, disability, gender identity, sexual orientation, socioeconomic status, or marital status.

It is also the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles and life styles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias. The curriculum

should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of pluralistic society.

Inquiries regarding compliance with the Title IX, Title VI, Section 504 or ADA may be directed to Saydel Equity Coordinator, in care of the Saydel District Office, 5740 NE 14th Street, Des Moines, IA 50313; or to the Director of the region VII Office of Civil Rights, US Department of Education, Kansas City, Missouri or the Chicago Office for Civil Rights within the United States Department of Education in Chicago, Illinois.

IV. OUR PRESCHOOL PROGRAM

A Child's Day

Who Works In the Preschool

Program Administrator

QPPS 10.2

Brian Vaughan, Cornell Elementary Principal is the program administrator supervising the preschool staff and program. The principal meets all qualifications described in the Iowa Quality Preschool Program Standards, and Iowa's Department of Education requirements.

Teacher

QPPS 6.3

All teachers employed by the Saydel Community Schools are licensed by the Iowa Board of Educational Examiners and the preschool teachers also hold the appropriate early childhood endorsements.

Teacher associates

QPPS 6.4

Teacher associates in the classroom carry out activities under the supervision of the teacher. The teacher assistant will have specialized training in early childhood education.

School Nurse

QPPS 10.10

The preschool will have the assistance of the school nurse. She maintains student health records by updating them as needed based on current information given to her, and attends to the health needs of the students while they are at school. She is available for parent consultation when necessary.

Support Staff

Heartland AEA 11 support staff provides resources and assistance to the teacher and classroom upon request to help all children be successful in the preschool setting. Such staff may include: early childhood consultant, speech and language pathologist, social worker, occupational therapist, physical therapist or others. Teachers and Heartland staff work in collaboration with families to meet individual children's needs.

Daily Activities

QPPS 2.2, 2.7

A consistent daily schedule is planned to offer a balance of learning activities. Learning is both formal and informal.

Play is planned for every day. Listening is balanced with talking, group activities with solitary time, indoors with outdoors, quiet play with noisy play. Teachers plan a daily schedule consistent with the Creative Curriculum in order to provide your child with opportunities for the following types of activities every day

Activity	What it might look like
Whole Group	Teacher directed: Greetings, calendar, circle time with songs and fingerplays, story time and preschool learning (fine motor, literacy, math, science, social studies, etc.)
Small Group	Teacher directed: Small group of children focusing on specific skill development or creative arts project
Center Choice Time	Child directed: Children self select learning centers to play and explore materials. This provides an opportunity to develop social skills, play skills and other developmental domains within natural play settings. Some interest centers you might see: Pretend (housekeeping/grocery store, puppets, etc.), Science/exploration, Art, Table activities (puzzles, small building materials, games), Building area (blocks, people, cars), Computers, Sensory table (sand, water, etc.), Library/Listening center.
Individual Activities	Child directed: All children will have an opportunity for alone or individual play time as they need it. This may occur during center time with table activities or at the library/listening center. Social play is encouraged, however teaching staff are sensitive and provide for individual children's needs.
Outdoor Activities	Child or teacher directed: Children are provided daily time for outdoor play weather permitting. Outdoor equipment for play is provided, for example, climbing, running, balls, jump rope, and other materials such as chalk or bubbles, painting outdoors, etc.
Snack time	Teacher directed: Children have a snack. This time reinforces good hygiene through hand washing, snack preparation: setting up the table, table manners; provides opportunities for conversation with peers and adults.
Other routine activities	Arrival, attendance, bathroom, hand washing, clean up, etc. are examples of routines and transitions that are part of our daily routine. These help children develop self-help skills and independence as we work on school readiness for kindergarten.

Curriculum

QPPS 2.1, 2.2, 2.3

The mission of the Saydel Community School District is to serve the unique learning needs of each and every student. Our preschool program's philosophy uses our district's mission statement to meet the needs of our youngest learners.

At Cornell Preschool Program, we believe that children learn best through meaningful experiences that are appropriately based on their developmental level. Creative Curriculum allows children to learn through play and in fact, is structured to focus on children's play with the teacher acting as a facilitator for learning. It is individually based to focus on the child's skill level and then the teacher matches her interactions to the child, scaffolding their learning.

Creative Curriculum is based on child development theory so that it is appropriate for young children whose developmental levels may vary widely. The curriculum focuses on the whole child and not just one area of development. This allows us to address all domains of child development while we build a foundation for formal school learning. Second Steps curriculum also facilitates social-emotional development. In addition, we use Handwriting without Tears for writing instruction that is based on children's fine motor skill development.

We use Creative Curriculum as our framework that allows us to focus on each child and all areas of their development. The curriculum provides the flexibility to design whole group, small group and individual activities to meet the needs of all children. As teaching staff interact with children, the teachers and associates use their knowledge of the child's current developmental level and/or identified needs, to plan activities and play experiences to promote learning. Studies build on common interests for young children and allow them to learn through hands on experiences and exploration of materials and the environment.

The goal is to provide learning opportunities that take children from their starting point and promote their development and growth. The approach promoted by Creative Curriculum (studies, learning centers, active learning through play) allows for individualization, a range of materials and activities for all children regardless of their developmental level. This allows our programs to meet the needs of all children and promote learning in a fun way.

It is also the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles and life styles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of pluralistic society.

Inclusion

QPPS 9.10, 10.4

The preschool program provides for all children, including those with disabilities and unique learning needs. Modifications are made in the environment and staffing patterns in order to meet the needs of all children. To facilitate this we follow recommended staff to child ratios based on children's ages as well as those necessitated through individual plans. Staff members are aware of the identified needs of individual children and are trained to follow through on specific intervention plans. It is our belief that an inclusive preschool program will enrich the learning experience for teachers, students, all children and their families.

As an inclusive program, the preschool facilities meet the Americans with Disabilities Act accessibility requirements.

Child Assessment

QPPS 4.1, 4.2

Guiding principles

It is the school district's belief that assessment of young children should be purposeful, developmentally appropriate, and take place in the natural setting by familiar adults. Assessment information will be used for planning experiences and to guide instruction for children. 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.

Assessment information will be kept confidential, placed in each child's file, and available only to staff involved in serving the preschool program and also to parents.

Children are assessed in the following ways:

QPPS 4.14, 7.3, 7.5

- Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
- Teaching Strategies GOLD online assessment is used to assess children according to developmental objectives that are aligned to Creative Curriculum and Iowa Early Learning Standards. GOLD is based on developmental domains (social-emotional, physical, cognitive, language, as well as literacy, math, science, social studies, and technology).
- Child portfolios are organized by the teaching staff and include the assessments, observational data, and child work samples collected on an on-going basis.
- Family input is valued in our program. Families are asked to contribute information about their child's progress. Families can share information at any time. Scheduled times for families and teachers to meet include home visits at the beginning of the year, and during conferences. 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.

Assessment information will be shared formally with families during Parent Teacher Conferences or as needed for individual students and their families. The preschool teacher will communicate through a weekly preschool update regarding children's activities, including topics of study. Informal conferences are always welcome and can be requested at any time. Information is also updated on the school's website on a regular basis.

If, through observation or information on Teaching Strategies GOLD Assessment System, the teacher feels that there is a concern related to a developmental delay or other special need, the teacher 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 through a grade level meeting as an early intervention process. This team engages in problem identification, plan interventions, provide support, and make outside resources available to those individuals requesting assistance. The AEA team is available and functional for all students and teachers in the building.
- A request made to Heartland Area Education Agency for support and additional ideas or more formalized testing.

QPPS 4.12, 7.4

Developmental screening and/or referral for diagnostic assessment when indicated will be facilitated through the teacher with Heartland AEA 11's assistance. If a child is determined to need special accommodations, those accommodations are included in the materials, environment, and lesson plans for that child. Examples include sign language and visuals for children with hearing impairments or language delays and behavior plans for children whose behavior does not respond to the typical strategies used by teaching staff in the classroom.

Program Standards

Saydel Community Preschool implements the Iowa Quality Preschool Program Standards. The Department of Education conducts a site visit to verify that the district and teaching staff are

meeting these standards. This verification 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, in accordance with the Iowa Quality Preschool Program Standards. The preschool program uses the Iowa Department of Education's report to assist in our plan for professional development and program quality improvement activities as well as to improve operations and policies. The Iowa Quality Preschool Program Standards may be viewed on the Iowa Department of Education website:

http://www.educateiowa.gov/index.php?option=com_content&task=view&id=681&Itemid=1571

Classroom Safety and Environmental Checks

QPPS 9.2, 9.11, 9.12

Teachers regularly check the classroom and areas of the building accessible to preschoolers to ensure a safe environment. The following items are routinely checked:

- All safety plugs and electric outlets, covered heat/AC, water temperature, and toilets, etc. in working order.
- All cleaning supplies/poisons out of children reach and 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 environment - spills, sand, etc. Other serious problems will be reported to custodial/school staff so that the appropriate personnel can address the problem.
- 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.

Teachers and associates supervise children 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

QPPS 1.11

Teaching staff instructs and guide children so they learn the expected behaviors in our school through the use of positive guidance, redirection, and planning ahead to prevent problems. Appropriate behavior is encouraged through the use of consistent, clear rules, and involving children in problem solving to foster the child's own ability to develop self-regulation and appropriate social behaviors. Teaching staff will encourage children to respect other people, to be fair, respect, property and learn to be responsible for their actions. During the preschool years this is a teaching and learning process.

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. Social interaction and getting along in groups is an important part of the preschool experience.

Snacks/Foods and Nutrition

QPPS 5.12 through 5.21

The Saydel Community School District announces their sponsorship of the Child and Adult Care Food Program.

Meals are provided without regard to race, color, national origin, sex, age, or disability. Child care participants who are members of FIP or food assistance households or who are Head Start participants are automatically eligible to receive free meals. Adult care participants who are

members of food assistance households or who are SSI or Medicaid participants are automatically eligible to receive free meal benefits. Meals are available at no separate charge to enrolled children.

Children are served a snack at a regularly scheduled time. Two food groups will be represented at each snack time as outlined in USDA guidelines. A written snack menu is posted in the classroom and on the district website www.saydel.k12.ia.us.

For each child with special health care needs, food allergies, or special nutrition needs, contact the school nurse regarding procedures and documentation needed to develop an individualized care plan. The school nurse will work with the districts nutrition department to ensure that children with food allergies shall be protected from contact with the problem food.

High-risk foods, often involved in choking incidents, will not be served. For children younger than four years these include any foods that are larger than what can be swallowed whole, such as; hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat.

For birthdays or special occasions treats that are commercially pre-packaged or non-food items are permissible to share with classmates. Please contact your child's teachers for appropriate suggestions or see the *Student and Family Handbook*.

This explains what to do if you believe you have been treated unfairly. In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

Iowa Non-Discrimination Notice: It is the policy of this CNP provider not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, disability, or religion in its programs, activities, or employment practices as required by the Iowa Code section 216.7 and 216.9. If you have questions or grievances related to compliance with this policy by this CNP Provider, please contact the Iowa Civil Rights Commission, Grimes State Office Building, 400 E. 14th St., Des Moines, IA 50319-1004; phone number 515-281-4121, 800-457-4416; web site: <http://www.state.ia.us/government/crc/index.html>.

Outside Play and Learning

QPPS 5.5, 5.6

We have daily opportunities for outdoor play as the weather permits and provided the weather air quality and environmental safety conditions do not pose a threat. This allows children the opportunity to develop their large muscle skills, get exercise, and be active. We use the Child Care Weather Watch guidelines to determine if the Wind Chill Factor or Heat Index is safe for outdoor play.

In order to make sure that your child can play comfortably outside it is important to dress him/her according to the weather. When it is cold outside he/she needs a warm coat, mittens or gloves and a hat (labeled with your child's name). For the warmer days dressing your child lightly is just as important. For those in-between days dressing your child in layers is a practical idea. If needed,

sunscreen should be applied at home. If your child has special health care needs related to outdoor conditions, please contact the school nurse.

Clothing

Your child will be learning through creative, active play that can sometimes be messy. Your child should wear comfortable, washable clothing as well as rubber-soled and closed-toe shoes to school. While we encourage the use of paint smocks or shirts during art projects, we can't guarantee that spills or stains will not occur. Clothing should be free of words, graphics, or pictures that are profane, immoral, illegal, or disruptive in nature. All families are asked to provide an extra set of clothing for their child in case of an "accident" or messy play. This should be kept in your child's backpack, as we are unable to store them at school. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

Independent Toileting

It is preferred that preschool students will be toilet trained. Restroom facilities are available for the students as needed. Occasional accidents happen and are not a problem. However, we are not equipped for an on-going pull-up/diaper changing or daily accidents. If your child is not toilet trained by the time school begins, the teacher and/or building principal will work with you to determine the appropriateness of the preschool placement.

Objects from Home

Because the preschool program provides ample toys and learning materials for your child, we ask that you limit toys brought from home. If your child brings an "attachment" item from home, we ask that it is small enough to fit inside his/her backpack or cubby. Please do not allow children to bring gum, candy, money, or toy guns to school. The program cannot be responsible for lost or broken toys brought from home.

Birthdays

QPPS 5.13

Birthdays are an important and significant event in the life of a child. Accordingly, students who wish to bring treats for the class on their birthday may do so. The school can also provide your child's class a snack for a small fee. Please contact the classroom teacher if this is something you are interested in. Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. Invitations to parties outside of school will not be distributed at school.

Open Door Policy

Parents and legal guardians are always welcome to visit the preschool classroom. As a safety feature, all parents and visitors will check in at the elementary school office. Photo identification will be required for any unknown visitor to the classroom.

Volunteering

QPPS 7.2, 10.15, 10.17

Opportunities for volunteering and supporting your child's program may include:

- Joining the Parent/Teacher Organization (PTO). Meetings are held six times throughout the school year on the second Tuesday of the month. Information is listed in the school's monthly newsletter.
- For classroom volunteering opportunities please contact your child's teacher. If needed for field trips or class celebrations teachers will communicate this through newsletters or notes.
- Other: Teachers may have opportunities for volunteering, such as assisting with classroom preparation through copying, cutting, etc.

Please let your child's teacher know if you are interested in ways to volunteer and support your child's program. All classroom volunteers are required to have a background check per district policy.

Arrival and Departure of Children

QPPS 10.11

To ensure the safety of children and visitors to Cornell, the following procedures will be used for drop off and pick up of preschool children.

Drop off: Parents will need to park in the south parking lot. An adult will escort children to the south entrance gym doors. Teaching staff will open the doors at 8:30 (Bader) and 8:45 a.m. (Byrd/Singletary) for the morning session and 12:30 (Bader) and 12:15 p.m. (Byrd/Singletary) for the afternoon session (all doors to the building are locked for safety purposes except for the main entrance).

Pick up: Teaching staff and children will be at the south entrance gym doors for pick up at 11:15 a.m. (Byrd/Singletary) and 11:30 (Bader) for the morning session and 3:15 p.m. (Byrd/Singletary) and 3:30 (Bader) for the afternoon session. Children will need to be escorted to their car.

Please hold your child's hand when you drop off your child to a member of the teaching staff to decrease the possibility of an accident. No child will be permitted to leave the building without an adult. Other than parents or legal guardian, only persons with prior written authorization (Parent Consent Form) will be allowed to pick up a child from the school. Anyone who is unfamiliar to teaching staff, including authorized individuals, will be asked to present photo identification before a child is released to them. Individual child needs regarding drop off or pick off that may warrant other arrangements should be discussed with your child's teacher and other school personnel as needed.

In the interest of students' safety, parents/guardians/authorized individuals are requested to report directly to the office when picking up their child up early. Likewise, when a student returns to the building following an absence during the school day, the adult should stop in the office to check in the child.

Attendance

Students who are enrolled for classes in the Saydel Preschool are expected to be in school for the full session and are expected to be punctual in their arrival and departure. Students are not expected to be absent any more than is necessary for health reasons or appointments. Irregular attendance interferes with the progress of your child and others, as teachers find themselves taking class time to repeat information and make adjustments for those students who have been absent. Please call the elementary office with the reason for an absence by 8:30 am if your child is in the morning session and by 12:00 pm for the afternoon session.

V. HEALTH AND SAFETY

Saydel Preschool is committed to promoting wellness and to safeguard the health and safety of children and adults who participate in our program. In order to provide a safe and secure environment for every child and adult, our guidelines meet Iowa's Quality Preschool Program Standards, regulatory agencies and pediatric authorities in the field.

Health and Immunization Certificates

QPPS 5.1

By the first day a child begins the program, health records that document the dates of service must be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics.

When a child is overdue for any routine health services, parents, legal guardians, or both provide evidence of an appointment for those services before the child's entry into the program and as a condition of remaining enrolled in the program. Exemptions from the immunizations requirement in this policy will be allowed only for medical or religious reasons recognized under the law. The student must provide a valid Iowa State Department of Health Certification of Immunization Exemption to be exempt from this policy. (reference Board Policy 507.1)

Health and Safety Records

QPPS 10.10

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

Child Health and Safety Records will include:

QPPS 5.1, 10.14

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

General Health and Safety Guidelines

QPPS 5.2, 5.8, 5.22, 5.23

- 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.
- Teaching staff is to follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections.

- All staff are familiar with evacuation routes and procedures.
- All teaching staff must complete “Occupational Exposure to Bloodborne 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.

Illness Policy and Exclusion of Sick Children

QPPS 5.3

For the health and safety of all the children, it is mandatory that sick children not be brought to school. If your child has any of the following symptoms during the night, he or she will not be admitted the following day for the safety of the other children.

- fever greater than 100 degrees F
- vomiting
- diarrhea
- pink eyes with drainage
- cough with congestion and excessive nasal discharge

The school 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.

Illness or Injury at School

QPPS 5.3

When a student becomes ill or is injured at school, the school district will attempt to notify the student’s parents as soon as possible. An ill or injured child will be turned over to the care of the parents, emergency contact or qualified medical personnel as quickly as possible. Annually, parents will be required to complete a medical emergency authorization from indicating the procedures to be followed in an emergency involving their child. The authorization form will also include the phone numbers of the parents and alternative numbers to call in case of injury or illness. Please be sure that we have current, accurate phone numbers for you, your authorized emergency contact person and your child’s pediatrician. In the meantime, we will provide the child a place to rest until the parent, legal guardian or designated person arrives under the supervision of school staff. (reference Board Policy 507.4)

Reporting Communicable Diseases

QPPS 5.4

Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented

at the program and that the families should implement at home. The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur. (Reference Board Policy 507.3)

Medication Policies and Procedures

QPPS 5.10

Some students may need prescription and nonprescription medication to participate in their educational program. Given that preschool students attend half day, administration of medication at home is preferred. However, if needed due to individual child needs or maintaining schedule of administration, the school can administer medication.

Medication will be administered when the student’s parent or guardian (hereafter “parent”) provides a signed and dated written statement requesting medication administration and the medication is in the original, labeled container, either as dispensed or in the manufacturer’s container.

When administration of the medication requires ongoing professional health judgment, an authorized practitioner will develop an individual health plan with the student’s parents. Persons administering medication will include the licensed registered nurse, physician, persons who have successfully completed a medication administration course, or ban an authorized practitioner, including parents. A medication administration course and periodic update will be conducted by a registered nurse or licensed pharmacist, and a record of course completion kept on file at the agency.

A written administration record will be on file including:

- Date;
- Student’s name; prescriber or person authorizing administration’
- Medication;
- Medication dosage;
- Administration time;
- Administration method;
- Signature and title of the person administering medication; and
- Any unusual circumstances, actions, or omissions.

Medication will be stored in a secured area unless an alternate provision is documented. Emergency protocols for medication-related reactions will be posted. Medication information will be confidential information. (reference Board Policy 507.2)

School Closing Announcement/Inclement Weather

Saydel Community School District Staff are sincerely concerned about the students placed in our charge. Student safety is **always** our utmost concern.

Saydel Preschool will be closed when Saydel Community Schools are closed. Emergency situations sometimes occur that warrant the closing, delay or early dismissal of school. In the event of a late start, there will be no morning preschool. If there is an early dismissal, there will be no afternoon preschool. If preschool must be closed due to inclement weather, notification will be done through radio stations and television stations: (reference Board Policy 711.9)

Television	AM Radio	FM Radio
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WHO Channel 13	WHO 1040 AM	KIOA 93.3 FM
KCCI Channel 8	KRNT 1350 AM	KSTZ Star 102.5 FM
WOI Channel 5	KPSZ 940 AM	KLTI Lite 104.1
KDSM Fox Channel 17	KXNO 1460 AM	KISS 107.5 FM
		KAZR Laser 103.3 FM
		The BUS 100.3 FM
		CAPITOL 106.3 FM

Sign up for automatic alerts to be sent to your email address or cell phone by logging on to:

www.kcci.com/closingsignups/

www.whotv.com/weather

www.woi-tv.com

I acknowledge receipt of the Saydel Community Preschool Orientation Handbook. The Preschool Teacher has reviewed general preschool and district procedures with me. I am responsible for reading the Handbook and following district procedures and guidelines to ensure the health and safety of my child and other children in the program.

Signature: _____

Date: _____

Saydel Community School District

District Office 5740 NE 14th St Des Moines, IA 50313
Phone: 515-264-0866 Fax: 515-264-0869
Website: saydel.k12.ia.us

Saydel Community School District does not discriminate based on race, color, creed, religion, national origin, sex, gender identity, age, disability, marital status, sexual orientation, physical attributes, physical or mental ability or disability, ancestry, political party preference, military affiliation, socioeconomic status, or familial status. Inquiries and grievances may be directed to Mr. Todd A. Martin Ed.S. Superintendent of Schools, 5740 NE 14th St, Des Moines, IA 50313, (515)964-0866 or the Director of the Iowa Civil Rights Commission, 500 West Madison Street, Suite 2800, Chicago, IL, 60661.