

The First Day of School

Author Unknown

I used to be little, but not anymore.
Tomorrow I'll get up and walk out the door.
I'm going to school; it's the first time for me.
It's great to be big, but I'm scared as can be.
My tummy's in knots. Do you want to know why?
I'm thinking that maybe, just maybe, I'll cry.
When Dad leaves the school and I'm there all alone.
I'm thinking that maybe I want to go home.
I see lots of children inside playing games.
And wait- Mommy said I can learn all their names.
The first day of school, oh there's so much to do!
There's painting and books and a big playground, too.
I used to be little, but not anymore.
Tomorrow I'll get up and walk out the door.
I'm going to school-it's my first day, you see.
It's great to be big! I'm so glad that I'm me.



We learn through PLAY!

Play builds **self-esteem** and **confidence**.

Play develops **problem solving** skills.

Play encourages the use of new **vocabulary**.

Play teaches children to **collaborate**.

Play teaches children to be **independent**.

Play allows children to share their **emotions**.

Play encourages **planning** and thinking ahead.

Welcome to Midland Preschool

Mission, Vision and Goals

(IQPPS 10.1)

Mission Statement The mission of Midland Preschool is to educate all students to succeed by ensuring quality leadership, curriculum, and instruction.

Vision Statement

(IQPPS 2.1, 7.2)

Midland Community School District prepares students to think, lead and serve.

Goal

The overall goal of this program is to establish a safe environment that encourages and allows children to grow physically, socially, intellectually, emotionally, and culturally. This involves developing a positive self-concept by listening, trusting, loving, caring, supporting, and believing in each child. This program will provide opportunities for children to make decisions, act upon those decisions, and live through the consequences of those decisions. The goal is to treat each child as a unique individual with unique values and to assist them.

Philosophy IQPPS

(1.6, 3.15, 3.16, 3.17, 3.18, 10.1)

The climate in the classroom is one of mutual respect with teachers being facilitators of internal learning. The classroom is safe, supportive, accepting and engaging.

Teachers help students learn conflict resolution strategies by identifying feelings, describing problems and finding multiple solutions. This may include finding the most efficient way to pick up toys, decide who gets to swing first, Autonomy is encouraged. This means the ability to manage one's self. The development of autonomy is encouraged by giving children choices that are structured to their level of development. Students are encouraged to be responsible for their own behavior and take responsibility for their actions. Learning occurs in a natural setting while interacting with peers. Adults help guide students to make sense of their environment and learn that everyone makes mistakes sometimes. Students are encouraged to learn from mistakes and try again.

Teachers pose problems and ask questions to encourage curiosity and thinking. Teachers help children express their ideas and build on the meaning of experiences which will extend and challenge their current understanding. A variety of experiences will be provided to extend and challenge current understandings and prior knowledge. Teachers respond to student needs and interests by practicing emerging skills and expanding activities that students engage in repeatedly.

Curriculum

IQPPS (2.1, 2.2, 2.4, 2.5, 2.6, 3.8, 3.11, 3.17, 3.18, 4.2, 8.3)

The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development. It will also integrate key areas of content including literacy, mathematics, science, technology, creative expressions and the arts, health and safety, and social studies. Materials and equipment used to implement the curriculum reflects the lives of the children and families including ethnicity, gender, age, language, and abilities.

It is the policy of the Midland Community School District that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the classroom and the variety of careers, and roles, in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnic origin, religion, and physical disability. The curriculum should foster respect and appreciation for all cultures.

A child's emerging skills will be enhanced and expanded if there is an activity that he/she chooses to engage in repeatedly. A variety of sources are used to accomplish this. The Creative Curriculum is used along with units developed to increase learning opportunities consistent with the program's goals and objectives. The children's interests, ideas, and skills will also be taken into consideration when integrating the curriculum. Yoga is implemented throughout the preschool program. The staff will use their knowledge of the community and the families it serves as an integral part of the curriculum and the children's learning experiences.

Program staff identify and establish relationships with specialized consultants who can assist all children's and families' full participation in the program. This assistance includes support for children with disabilities, behavioral challenges, or other special needs.

Language

(IQPPS 2.10, 2.11)

Children will have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts and experiences; and describing things and events. The children will have varied opportunities to develop vocabulary through conversations, experiences, field trips, role-playing, and books. Various materials and opportunities will be available for children to solve problems by using their words.

Early Literacy

IQPPS (2.12, 2.13, 2.14, 2.15)

Children will have opportunities to become familiar with print in a variety of ways throughout the classroom. They will be immersed in letter recognition along with phonemic awareness. They will discover that putting the letters and sounds together make words. Children are encouraged to play with the sounds of language, including syllables, word families, phonemes, rhymes, poems, songs, and fingerplays. They will be exposed to a variety of different types of literature that will expand their vocabulary and language. Asking questions and discussing the pictures while reading books help children comprehend what is being read. Finally, children will learn that literacy is a source of enjoyment.

Handwriting

IQPPS (2.14, 2.15)

Writing materials and activities are readily available in art, dramatic play, the block center, the writing center, and other learning centers. Various types of writing are supported including scribbling, letter-like marks, and developmental spelling. Children will have daily opportunities to write or dictate their ideas with or without assistance. They will have access to the alphabet and printed words; with models provided at their eye level. Children will see the teaching staff model functional use of writing and how it is used in daily life. Developmentally appropriate handwriting posture is taught and supported.

Mathematics IQPPS

(2.16, 2.17, 2.18, 2.19, 2.20)

Children are provided varied opportunities and materials to build the understanding of numbers, number names, and their relationship of object quantities and to symbols. The curriculum allows many opportunities for rote counting, counting objects in one-to-one correspondence, and then counting a specific number of objects. They will be categorizing a group of objects by one or two attributes, such as shape, size, and color. Children will be provided opportunities to understand the concept of measurement by using standard and non-standard units of measurement. The children will be making comparisons that involve knowing the meaning of such terms as more than, bigger than, less than, and the same as. Children are provided varied opportunities and materials to understand basic concepts of geometry, for example, by naming shapes like triangles, circles, and squares. Next, they will learn characteristics of shapes (a square has four sides, etc.). At a higher level, they begin to apply reasoning as they work with shapes (this must be a triangle because it has three sides). Children will be working with position and location words; on, off, on top of, under, in, out, behind, below, backward, forward, up, down, through, across, near, far, and next to. A math skill that also carries into science and literacy is patterns and their relationships. The goal is to recognize and analyze simple patterns, copy them, create them, and make predictions about them by extending them. The children will be given numerous opportunities to collect data and organize it to sort, classify, graph, count, measure, and compare various objects.

Science IQPPS

(2.21, 2.22, 2.23)

The children will learn about science by exploring the world around them. They will use varied materials to see how they work. They will experiment and manipulate. Children are naturally curious and like to ask questions. That is how they learn to enjoy and appreciate their surroundings. The children will be looking at the difference between living/non living things and the life cycles of various organisms for Life Science. They will be exposed to Earth Science by learning about the seasons, weather, shadows, sun, moon, and stars. Also, they will learn to take care of the earth in a positive way. In the area of Physical Science, the children will be given the opportunity to explore with materials and learn about sinking/floating, liquid/solid, and hard/soft. The children will learn about their Five Senses and how the senses help them learn about their environment. The children will be given numerous opportunities to collect data and

organize it to sort, classify, graph, count, measure, and compare various objects. Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.

Social Studies IQPPS

(2.29, 2.30)

Children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging. They will build their understanding of diversity in culture, family structure, ability, language, age, and gender in non-stereotypical ways. They will engage in discussions about fairness, friendship, responsibility, authority, and differences. Children are provided varied opportunities and materials to learn about the community in which they live. The Social Studies curriculum is organized into the following categories for preschool children:

1. Spaces and geography. This is the characteristics of the place where they live, and the relationships between that place and other places. They will begin to understand maps by discussing directions—how to get to the playground or the lunchroom.
2. People and how they live. This is the physical characteristics of people, similarities and differences in habits, homes, work, family structures and roles, and the exchange of goods and services.
3. People and the environment. This covers the way people change the environment and protect it. Preschoolers might build a city and/or roads in the block center and discuss it. Another way might be to clean up the playground or a park and learn about things they can recycle.
4. People and the past. Since preschool children focus on the here and now, they do not have the true understanding of past history. Instead they will learn about time relation to themselves, including their daily schedule, what they did yesterday, and what they will do tomorrow. There will be discussions on what they can do now that they couldn't do when they were babies.

Art, Drama, Music

(IQPPS 2.26)

Children are provided with many and varied open-ended opportunities and materials to express themselves creatively through music, drama, dance, and visual art. A few of the things your child will be doing in the visual art category include the following: mix paints to see what color they get, modeling with clay and playdough and using crayons, markers, chalk, glue scissors, glitter and tape. The children will be singing, dancing to music and making up songs. They will be using musical instruments to create melodies and sounds. Drama/Role Playing is telling stories through action, dialogue, or both. This increases oral language use and it offers a challenge for children to work together to negotiate their play ideas. In turn, each of these skills promotes reading comprehension.

Physical Skills**IQPPS (2.8, 2.9)**

To provide activities that will develop the child physically. Children will run, climb, jump, skip, use balls, balance beams, riding toys, and experience rhythm to develop large-motor skills. Children will have daily opportunities for outdoor play. When outdoor opportunities are not possible, the program provides similar activities inside. They will cut, color, string beads, use play dough, math manipulatives, do puzzles, STEAM activities, etc. to develop fine-motor skills. Children will learn body awareness and personal space. Students will practice self help skills of putting on coats, pulling on boots, washing hands, etc., which also develop fine-motor skills.

Social Skills IQPPS**(1.5, 3.5)**

Midland Preschool will provide opportunities for being with other children in a setting conducive to the development of wholesome social relationships. Children will be helped to learn socially appropriate behavior by providing guidance that is consistent with the child's level of development. Opportunities will be available for children to play and learn by interacting with each other. Children learn to develop self-control, play confidently, and to respect adult guidance. This includes no teasing, bullying, and stereotyping. The children will learn turn taking, problem solving techniques, expressing one's self in a positive way using their words to communicate, to persist when frustrated, and playing cooperatively.

Emotional Skills

To provide an environment that nurtures the gifts of each child. Children will feel loved, develop confidence, strengthen dispositions, such as, creativity, humor, etc., respect others, and appreciate differences. Children will learn about different emotions and labeling those emotions. (I am mad because I can't have that swing right now!) Opportunities will be provided to manage the emotions in appropriate social environments.

Cultural Skills

The children will understand that each child is unique with various skills and attributes that contribute to our class. They will understand that each one of them is as important and special as the person sitting beside them. Each child will be treated fairly.

Relationships IQPPS**(1.2, 1.4, 7.5)**

The teaching staff will talk frequently with children and listen to them with attention and respect. Strategies are used to communicate effectively and build relationships with every child. Children's questions are answered in a timely manner along with requests. Responses are based on individual needs being sensitive and responsive to differing abilities, temperament, activity levels, and cognitive social development. Meaningful and extended conversations will be engaged in regularly with each child. Teaching staff will promote prosocial behavior by interacting in a respectful manner with each other and the children. Teaching staff will be doing various things such as, model turn taking and sharing as well as caring behaviors, engage

children in the care of the classroom, be sympathetic, and negotiate interactions with one another and with shared materials. These are just a few of the various ways the teaching staff will use to build relationships with the children. The program staff also wants to have a positive relationship with the families by working collaboratively with them to find mutually satisfying solutions to problems your child may be having and then incorporate that into the classroom.

Non-Discriminatory Policy

(IQPPS 1.7, 3.3, 4.3, 7.2)

NOTICE OF NONDISCRIMINATION Students, parents, employees and others doing business with or performing services for the Midland Community School District are hereby notified that this school district does not discriminate on the basis of race, color, age (except students), religion, national origin, creed, sex, marital status, sexual orientation, gender identity or disability in admission or access to, or treatment in, its programs and activities. The school district does not discriminate on the basis of race, color, age (except students), religion, national origin, creed, sex, sexual orientation, gender identity or disability in admission or access to, or treatment in, its hiring and employment practices. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 is directed to contact: Superintendent 106 W Webster Street Wyoming, IA 52362 (563) 488-2292 who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, § 504 and Iowa Code § 280.3.

Admission

(IQPPS 5.1, 10.8)

The following admission procedures have been established to offer your child maximum protection and to comply with the Iowa Quality Preschool Program Standards.

1. Each child must have current health records in their file no later than six weeks after he/she begins the program. Health records include a current physical and immunizations that are up-to-date. If health records are NOT present on the first day of school, evidence of an appointment is required. Please notify the school nurse of any changes as they occur with your child's health.
2. All forms must be completed and returned one working day prior to the time the child will attend.
3. Each child must be four years of age before September 15 of the current school year to enroll.

Registration

Registration materials are available from the Midland Elementary office or online through the district website. Preschool Round Up is held in March, when families indicate interest in the Midland Preschool. Letters will be sent home in July. Families return the letter indicating

interest in AM or PM Preschool Section. Placement will be made and families will be notified. Before August 17, 2024.

Families will register preschoolers in the school district Powerschool system, at the same time K-12 registration opens.

Hours

Midland offers AM and PM sections of preschool. AM classes are in session from 8-11 AM. PM classes are in session from 12:15-3:15 PM. Preschool classes meet on all full days of school, according to the MCSD Master Calendar. Preschool is not in session on early dismissal days to allow for meetings (parent and other), planning time for the staff including interpretation and utilization of assessment results, and collaboration with community agencies. Midland Preschool follows the MCSD's calendar/schedule including any adjusted start/end times. Any additional dates will be communicated by the teacher.

Early Dismissals/Late Starts

If there is a scheduled early out on the school calendar due to a teacher in-service; preschool classes will not be in session. When the Midland Community School District, prior to opening in the morning, closes due to weather or any other unforeseen happening, the preschool will follow that announcement. If school is delayed two hours, AM preschool will be in session from 9:50-11:00 AM and PM preschool will be in session for the normal 12:15-3:15 time session. If there is an early out due to inclement weather, preschool classes will be dismissed at the same time. If a schedule early dismissal day turns into a late start day and a cancelled early dismissal...there are no AM or PM preschool sessions. If an announcement needs to be made regarding bad weather or any other reason for a dismissal, it can be seen on on KCRG (TV channel 9), KGAN (TV channel 2), KWWL (TV channel 7), WQAD (TV channel 8), KMAQ (radio 1320 AM), WMT (radio 600 AM), and the Midland CSD Facebook page. The district wide communication tool, ParentSquare, will be used for communication of unscheduled early outs, late starts and school cancellations. Make sure the preschool staff know where your child is to go for scheduled early outs and unscheduled early outs. Please make sure that these are kept updated and are accurate.

General Information

(IQPPS 9.9, 9.12, 10.4)

Prior to participating in the program, health records that document the dates of service shall 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.

- The maximum class size is twenty students.
- Our center maintains a ratio of 1 adult to 10 children at all times indoors. The Midland Preschool teacher and paraprofessional will have primary responsibility for students enrolled in the classroom. The daily schedule allows for minimal group, staff and classroom transitions. Additional staff may be provided based on the individual needs of children.
- Adult-student ratios are maintained on field trips.
- Classrooms have adequate space for children's development.
- All children will be within "line of sight" of adults both indoors and outdoors unless toileting.
- When toileting, students will be monitored by sound and checked visually when necessary.
- Students are accompanied and supervised by adults when enter the hallway.
- A First Aid Kit is available for use in the classroom and taken outdoors at all times.
- The elementary principal will maintain a current list of available substitutes for both the teacher and paraprofessional.

Inclusion

(IQPPS 9.10)

The preschool program includes all children, including those with disabilities and unique learning needs. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff are aware of the identified needs of individual children and are trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for teachers, students, other children and their families. The preschool facilities meet the MCSD's board policy in regards to the Americans with Disabilities Act accessibility requirements.

Who Works In the Preschool

(IQPPS 10.3)

Program Administrator: The PK-6 principal is designated as the program administrator supervising the preschool program. The principal meets all qualifications described in the IQPPS Standards. (IQPPS 10.3)

Teacher: A full-time teacher licensed by the Iowa Board of Educational Examiners and holding an Early Childhood endorsement is assigned to the preschool classroom.

Paraprofessional: A full time paraprofessional in the classroom carries out activities under the supervision of the teacher. The paraprofessional has specialized training in early childhood education.

School Nurse: The preschool will have the assistance of the school nurse. The current nurse is available full time, is a certified RN, and is recertified every three years. She attends to the

health needs of the students while they are at school. She is available for parent consultation when necessary.

School Counselor: The preschool staff will have the assistance of the school counselor as a collaboration partner.

Support Staff: Grant Wood Area Education Agency support staff provide 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.

Staff /Training IQPPS

(3.7, 5.2, 5.19, 9.20)

Teachers are licensed by the Iowa Board of Educational Examiners and hold at least an Early Childhood endorsement. Teacher associates have at least a two-year Child-Development Associate degree. All staff working more than 10 hours a month will be required to have a minimum attendance of six to eight hours of in-service training annually for each child care staff person, and a minimum attendance of one staff person annually at a workshop, conference, or college course for outside professional training. To maintain developmentally appropriate teaching staff-child ratios within group size, two certified adults will be kept in the classroom if the numbers are above 10 for the 4-year olds. This will facilitate adult- child interaction and constructive activity among children.

Schedule/Daily Activities

IQPPS (3.1, 3.9, 3.12, 5.17)

Learning is both formal and informal. Play is planned for every day. The schedule provides time to learn by exploration, experimentation, and discovery. Our program is predictable yet flexible and responsive to individual needs of the children. It is carefully planned and supervised. Time and space is organized on a daily basis to allow children to work or play individually and in pairs, to come together in small groups, and to engage as a whole group. Listening is balanced with talking, group activities with solitary time, indoors with outdoors, quiet play with noisy play. The teaching team meets weekly to discuss and review student observations and anecdotal notes to enable them to plan for instruction.

Children will have the opportunity for the following types of activities every day:

- Arrival
- Opening
- Large Group
- Small Group
- Recess
- Snack/Read Aloud

- Choice Centers
- Large Group
- Dismissal

Curriculum units are flexible so your child will be exposed to a variety of concepts and activities. Some of the units have been Going to School/Me, Harvest/Fall, Building, Ponds/Marshes, Pets, Planting/Lifestyles, etc. We are continuously working on letter identification, letter sounds, rote counting, counting groups of objects, number identification, and the skills and concepts mentioned in the curriculum section. Lesson plans are completed for each week and available in the classroom.

Supervision Policy

(IQPPS 3.7)

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 staff check within five minutes on children who are out-of-sight (e.g. those who can use the toilet independently, etc.)

Clothing

(IQPPS 5.4)

Children 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. Sandals and flip flops are not safe for the playground. 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. Families are asked to provide an extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

Outside Play and Learning

(IQPPS 5.4, 9.1, 9.2, 9.5)

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. The outdoor play area is arranged so that children are supervised by sight and sound. In cases when we cannot go outside (due to weather conditions) children are given the opportunity to use large motor skills in the classroom space, gym or hallway; while supervision is maintained. 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, snow boots, snowpants and a hat (all 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. It is expected that all students will go outside unless there is a doctor's note indicating the reason why the child cannot go outside. There are areas on the playground for children to be in the shade. Children are allowed to wear hats outside for sun protection.

Objects From Home

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

Snacks/Foods and Nutrition

(IQPPS 5.9, 5.10, 5.11, 5.15, 5.16)

Attitudes about food develop early in life. The food children eat affects their well-being, their physical growth, their ability to learn, and their overall behavior. We have 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 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. The preschool serves a wide variety of nutritional foods, and encourages children to expand their tastes by at least trying a portion of the food offered. Snacks are provided throughout the year by parent voluntary donations and MCSD. Snacks are at regularly scheduled times.

Midland is a participant of the school's hot lunch program. The children attending AM preschool have a computerized meal account set-up in the office and may participate in school offered breakfast. Menus are posted in the classroom, sent home and online at www.midland.k12.ia.us. Some families qualify for reduced rates or free meals. Information on this can be obtained by calling the Elementary School Office. Meals are prepared according to the USDA and the CACFP guidelines ensuring that they are nutritionally balanced.

All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture School Lunch Program guidelines. Clean, sanitary drinking water is 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 (including the school nurse), an individualized care plan prepared in consultation with family members and specialist 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.

Families may provide snacks for the class on a volunteer basis. Food that comes from home must be either whole fruits/vegetables or commercially prepared packaged foods in factory-sealed packages. A few suggestions might be a box of any type of crackers—graham, saltines, wheat thins, goldfish, etc., any type of fruit-apples, bananas, oranges, applesauce, etc., muffins, carrots with dip, celery with a jar of peanut butter, string cheese, and meat sticks to give you some ideas. We try to limit the cookies and cakes to special occasions like birthdays and parties, which also need to be packaged so labels can be read for ingredients. Snack time is used not only to refuel your child’s body but as a learning experience. It is a time to learn about colors, shapes, sizes, textures, and the various food groups.

Birthdays (IQPPS 5.10)

Birthdays are an important and significant event in the life of a child. They afford the opportunity for children to be given special recognition. Accordingly, students who wish to bring snacks for the class on their birthday may do so. Food that comes from home for sharing among the children must be commercially prepared or pre-packaged foods in factory-sealed containers. Those who have summer birthdays are welcome to choose a school day to celebrate with their class. Invitations to parties outside of school that do not include the entire class will not be distributed at school. Families must inform the staff if a child’s birthday is not to be celebrated at school.

Child Guidance and Discipline (IQPPS 1.3)

The preschool staff will equitably use positive guidance, redirection, planning ahead 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. The staff will encourage children to respect other people, to be fair, respect property and learn to be responsible for their actions. The 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 3.6)

The staff in the preschool is highly trained, responsive, respectful, and purposeful. They anticipate and take steps to prevent potential challenging behaviors. They evaluate and change their responses based on individual needs. When children have challenging behaviors, the staff promotes pro-social behavior by:

- interacting in a respectful manner with all children.
- modeling turn taking and sharing as well as caring behaviors
- helping children negotiate their interactions with one another and with shared materials.

- engaging children in the care of their classroom and ensuring that each child has an opportunity to contribute to the group.
- encouraging children to listen to one another and helping them to provide comfort when others are sad or distressed

The 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 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. The 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) staff will set appropriate expectations for children and guide them in solving problems. This positive guidance will be the usual technique for managing children with challenging behaviors rather than punishing them for having problems they have not yet learned to solve.

In addition, staff may:

- (1) Separate the children involved;
- (2) Immediately comfort the individual who was injured;
- (3) Care for any injury suffered by the victim involved in the incident.;
- (4) Notify parents or legal guardians of children involved in the incident;
- (5) Review the adequacy of the teaching staff supervision, appropriateness of program activities, and administrative corrective action if there is a recurrence.

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

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. psychological abuse or coercion.
4. any punishment that would humiliate, frighten, or subject a child to neglect.
5. withhold nor threaten to withhold food as a form of discipline.

Child Assessment

(IQPPS 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 4.7, 4.8, 4.9,)

Guiding principles: It is the school district's belief that formal and informal assessment of young children should be purposeful, developmentally appropriate, and take place in the natural setting by familiar adults. Families will have access to information about assessments used and staff will work with families to determine the best assessment methods for their child. The results will be used for planning experiences for the children and to guide instruction.

Assessment will never be used to label children or to include or exclude them from a program. A family's culture and a child's experiences outside the school setting are recognized as being an important piece of the child's growth and development. All results will be kept confidential, placed in each child's file, and stored in a secure filing cabinet. Children are assessed in the following ways:

- The preschool curriculum is directly aligned to the Iowa Core Curriculum Birth to Five Essential Concepts and Skills and the Iowa Early Learning Standards. It utilizes Teaching Strategies Gold to record student progress in all developmental areas within three months of entering the program, at the middle and the end of the year.
- Observational data provides an ongoing anecdotal/on the spot record of each child's progress during daily activities that are geared toward the needs of the children to meet the objectives in Teaching Strategies Gold.
- IGDIs assessments are given at the beginning, middle and end of the year to monitor the growth of early literacy skills.

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 through enrollment paperwork, other questionnaires, informal and formal P/T conferences, etc. 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 describe the developmental progress and learning of children;
- To provide information to parents about their children's developmental milestones;
- To indicate possible areas that require additional assessment.

(IQPPS 7.3, 7.5, 8.1, 8.2)

Assessment information will be shared formally with families during Parent Teacher Conferences in the fall and spring. In addition, written preschool progress information will be communicated to families three times during the school year. Informal conferences are always welcome and can be requested at any time. If, through observation or information on the assessments/screenings given, 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 staff requests assistance from the Area Education Agency (AEA) 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 staff in the building.

- A request made to Grant Wood Area Education Agency for support and additional ideas or more formalized testing can be made. The preschool staff would assist in arranging for developmental screening and referral for diagnostic assessment when indicated.

If the appropriate team determines a child needs special accommodations, those accommodations are included in the materials, environment, and lesson plans for that child. Examples include, but are not limited to, 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 staff in the classroom. The program provides families with information about programs and services from other organizations, such as Grant Wood AEA, DHS, Child Care Resource and Referral, RISE, medical professionals, etc... Program staff develop partnerships and professional relationships with agencies, consultants, and organizations in the community such as, iSmile, Lions Club Vision, AEA.

Program Assessment (IQPPS 10.15)

Midland Preschool implements the Iowa Quality Preschool Program Standards. Administrators, staff, and/or other routinely participating adults will be involved annually in a program evaluation that measures 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, screening effectiveness, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. Midland will use the IQPPS Facilities Tour form and IQPPS Program Tour Form which will be completed by the elementary principal or instructional coach.

Communication With Families (IQPPS 7.5, 7.6, 7.7, 8.1)

The program will promote communication between families and staff by using written notes as well as informal conversations, e-mail or communication app. Families are encouraged to send written notes with important information so all the staff who work with the child can share the parent's communication. Staff will use these communications to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Parents are encouraged to maintain regular, on-going, two-way communication with the preschool staff in a manner that best meets their needs - email, in person, notes, or phone calls. Midland Preschool staff will provide families with information about programs and services from other organizations. Staff support and encourage families' efforts to negotiate health, mental health, assessment, and educational services for their children.

Open Door Policy (IQPPS 10.15)

Parents and legal guardians are always welcome to visit the preschool classroom. Visitors are asked to please use discretion with regard to bringing babies and toddlers to school as young

children may disrupt class sessions. Photo identification will be required for any visitor entering the building. Contact the preschool teacher to discuss the preschool schedule and activities. MCSD has a Background Check to complete before visitors spend time in the classroom. Please contact the elementary secretary to complete the Background Check.

Arrival and Departure of Children

(IQPPS 10.5, 10.9)

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 bringing/picking up your child to/from school, students may be dropped off at 7:40 AM and picked up at 3:22 PM. Preschool students will enter and exit through the red door, just south of the main entrance, under the building overhang.

Other than parents or legal guardian, only persons with prior written authorization 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. If your child rides the MCSD school bus to school, staff will assist the students off the bus. At dismissal, teaching staff will accompany each student to the bus.

Families will be asked at home visits to explain the regular dismissal routine for their children. Any change to this routine MUST be sent to the teacher in a written note or Parent Square message at the beginning of the day. If there is a change after 7:30 AM- that communication also needs to be called in to the building secretary. The preschool teacher is teaching during the day and not able to check for messages.

Transportation

Students who use MCSD transportation are required to follow bus safety rules. Parents will be notified if preschoolers are struggling with bus expectations so a plan can be created together.

Field Trips

An important learning opportunity can take place in the form of a field trip that is relevant and reinforces what has been taught in the classroom. The Midland Community School District buses are used for these field trips. Parents will be informed of each field trip well in advance. Students may only attend field trips if the signed Permission Form allows them participation. Adult family members may be asked to volunteer to go on these trips to provide increased supervision and adult/child ratios.

Attendance

Students who are enrolled for classes in Midland 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 staff find themselves taking class time to repeat information and make adjustments for those students who have been absent. Please call the elementary office (319 259-5340) or send a Parent Square message to the preschool teacher with the reason for an absence . For safety's sake, if a student is absent without notification, staff will attempt to contact the family to verify the child's absence from school.

Lost or Abducted Child

(IQPPS 10.10)

If a child is lost or abducted while in our care, law enforcement will be notified immediately. The parents will be called after the police. A description of any vehicle, license number, physical description of the person, and any other details will be noted.

Ethics and Confidentiality

(IQPPS 6.1B)

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 regarding 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. All staff will follow the National Association for the Education of Young Children's Code of Ethical Conduct.

Children's Records

(IQPPS 4.1, 10.8)

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

Grievance Policy

(IQPPS 7.5)

Open and honest communication between families and the preschool staff is an essential component of a high quality early childhood program. We want you to be confident that your child is being well cared for and is having a quality experience. If there is ever a time you have a concern regarding your child, we want to encourage you to address your concern to the preschool staff to find mutual solutions that can be incorporated into your child's day. If additional help is needed, either party may ask for the assistance from the MCSD Elementary Principal. If you have a concern regarding some aspect of the program or policy, please contact the MCSD Elementary Principal who is the program administrator for the preschool. If you remain dissatisfied, you may contact the Superintendent of the Midland Community Schools.

Family Involvement

(IQPPS 7.1, 7.2)

Midland Preschool encourages families to be very involved in their child's education by observing their children during the day when possible and meeting with staff. Family members are invited to a Meet the Teacher and are welcome to visit at any time during class sessions. Staff and administrators use a variety of formal and informal (including conversations) 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. Home/class visits are conducted at the beginning of the school year. Program staff communicates with families, on at least a weekly basis, regarding children's activities and developmental milestones, shared care-giving issues, and other information that affects the well-being of their children. Family teacher conferences are held in both the fall and spring semesters, as well as when either party requests. Written assessment reports are sent home three times a year. Midland Preschool values the time spent talking and interacting with families and developing strong, reciprocal relationships.

As the staff 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 staff or administration at any time. Although in-person daily contact cannot be replaced, preschool staff also rely on notes home, emails, phone calls, newsletters, and bulletin boards as alternative means to establish and maintain open, two-way communication. The Midland Preschool staff invites you to become involved in one or all of the following ways, and welcomes other ideas as well.

1. Support your child's daily transition to school by sharing information about your child's interests and abilities. Keeping the staff informed of changes and events that might affect your child, allows the staff to be more responsive to your child's needs.
2. Return all forms, questionnaires, and so on, promptly.

3. Attend Family/Teacher conferences in the Fall and Spring semesters.
4. Take time to read the preschool parent bulletin board(s).
5. Check your child's backpack each day.
6. Participate in field trip activities.
7. Share some of your talents in your child's class through activities such as: reading or storytelling, cooking, art, preparing visuals, music, sewing, crafts, hobbies, your profession, or artifacts from trips you have taken.
8. Share any of your families' cultural traditions, celebrations, or customs.
9. Read all the material sent home with your child.
10. Help with special events. Helping takes many different forms such as preparation of materials at home, making telephone calls, preparing or posting flyers, recruiting other volunteers, collecting donations or prizes, run errands, photography, setup before the event, or clean afterwards.

It is the policy of the Midland Preschool not to discriminate against families/volunteers on the basis of family structure, socioeconomic, racial, religious and cultural backgrounds; gender; abilities; or language.

The school district will, to the extent possible, provide full opportunities for meaningful participation of the families with children with limited English proficiency, families with children with disabilities, including providing information and school reports in an understandable and uniform format and, including alternative formats on request, and, to the extent possible, in a language families understand.

The school district believes that families should make the primary decisions about services that their children may need. The teaching staff will support these decisions by providing information to families about available community resources and assisting as requested in helping the family make connections.

Sharing

(IQPPS 2.10)

Sharing is a time to work on speaking in front of a group and each child's language skills. Students share everyday by completing the sentence; My favorite thing about today was... This allows all students the opportunity to share about the same experiences. Certain units later in the year will utilize Parent Square with video and picture messages (or items from home) to share experiences.

Monthly Newsletter**(IQPPS 7.4)**

Midland publishes a monthly District Newsletter. It can be accessed at midland.k12.ia.us and a paper copy can be sent home at the request of any family or community member. Midland also has a Facebook page that is updated regularly. A Preschool specific weekly update is sent to preschool families through ParentSquare, which will give you information about what is happening in the classroom along with other information that is pertinent to your preschool child.

Home Visits**(IQPPS 7.1)**

Home/class visits are made prior to the start of school and are required for your child to start in the program. This is an opportunity for the preschool staff to get to know you, your child, and your family and for you to begin to create a partnership between home and school in order to best meet your child's needs. It also allows your child to become familiar and comfortable with his/her preschool staff and have any questions you may have answered. This is a great time for you to share what makes your family unique, how you prefer to communicate with the teacher, and share your knowledge about your child's interests, approaches to learning, and developmental needs. You can help the staff understand what your goals are for your child and whether you have any concerns you'd like addressed. Parents are encouraged to share these preferences, concerns, and questions at any time with the classroom staff or administrator. The preschool teacher will ask to take a picture of each preschooler to prepare the classroom environment for the children.

Parent Teacher Conferences

The preschool program will have formal parent teacher conferences at the same time as the elementary school - fall and spring. During the conference you may be asked to consider what new skills you see your child developing at home or in the community, to think about what you'd like more information about the classroom, and whether you have new or different goals for your child. During the conference the teacher will share results of classroom assessments and samples of your child's work. Together you can make a plan to continue to encourage your child's growth and development.

Physical Environment**(IQPPS 9.1, 9.3, 9.4, 9.5, 9.7, 9.9, 9.10)**

Physical environment is an integral part of a preschooler's day. A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors. A sufficient amount of toys and materials are available to meet his/her interests. Indoor space is arranged in learning areas to accommodate a variety of learning interests. The outdoor space is equipped for a variety of activities and experiences. Staff supervises by sight and sound. There will be a minimum of 35 square feet per child of indoor space. Facilities meet the American Disabilities Act accessibility requirements.

Transitions

(IQPPS 7.7)

Home-school connections are crucial to the transition to kindergarten or any other program. The child's family provides the constancy and continuity necessary for a young child to be successful. The children and families in the Midland Preschool are invited to an Open House before school begins in the fall. They meet the staff and see their classroom. Making a change from one program to another can sometimes be difficult for a young child. The staff will partner with the family to make transitions as smooth as possible by connecting family members with the next program's staff including special education programs. Midland Preschool and Kindergarten classes are in the same building, which leads to natural transition experiences. Preschool staff will help to provide information about enrollment policies and procedures, program options, and answer other questions as they are able. Also, Kindergarten Round Up is held annually in the spring. Kindergarten Round Up is held in the spring when student information is exchanged through conversations, developmental checklists, and parent meetings if necessary. Students spend a few hours with the kindergarten teachers in a structured environment on Kindergarten Round Up Day. Preschool teachers will share information as necessary (with parent/guardian permission) with AEA, special education teachers, and outside agencies to facilitate a successful program to program transition.

Technology

(IQPPS 2.24, 2.25)

Technology is the study of tools, machines, materials, techniques, and sources of power that make work easier and solve problems. Children learn about technology by exploring how things work. Technology stresses social skills, such as working cooperatively with peers and using technology responsibly. There are four components to the technology curriculum:

1. Awareness of technology. Knowing how technology is used at home, at school, and at family members' work sites.
2. Basic operations and concept. This includes the basics of using technological tools. For example, if children are using the BenQ board, they need to know how to use the writing tools.
3. Technology tools. This includes the different forms of technology, ranging from computers, digital cameras, and tablets, to wheels, and shovels. What do I need to make a picture? Write a story? Examine a bug? The use of passive media such as television, film, video, and audio will be

limited to developmentally appropriate programming. Technology will be used to extend learning within the classroom and to integrate the curriculum

Health and Safety

Midland 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, we follow guidelines required by the Iowa Quality Preschool Program Standards, regulatory agencies and pediatric authorities in the field.

Health and Immunization Certificates (IQPPS 10.5)

Before a child begins the program, health records that document the dates of service shall 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, except for immunization for which parents are using religious exemption.

Health and Safety Records (IQPPS 10.8)

Health and safety information collected from families will be maintained on file for each child. Files are kept current by updating as needed, but at least quarterly. The content of the file is confidential, but is immediately available to administrators or 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:

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 through parent communications as needed and/or parent review during conferences;
4. Names of individuals listed on the Permission Form authorized by the family to have access to health information about the child;
5. Instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes);

6. Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions; conditions that require regular medication or technology support); and

7. Supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs. Staff implement a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

General Health and Safety Guidelines

(IQPPS 5.2, 5.19)

- All staff must be alert to the health of each child, known allergies, or special medical conditions.
- 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.
- All staff complete "Occupational Exposure to Bloodborne Pathogens" training as required for employment with the Clarinda Community School District.
- All staff members have a certificate of satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, and are 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

Toileting Learning

(IQPPS 5.5)

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. Food handling will not be permitted in this diapering area.
2. Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Program Standards: For children who are unable to use the toilet consistently, the program makes sure that:
 - a. For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit.
 - b. Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.

Staff check children for signs that diapers or pull-ups are wet or contain feces

1. Least every two hours when children are awake and
2. When children awaken.
3. Diapers are changed when wet or soiled.
4. Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
5. Each changing area is separated by a partial wall or at least three feet from other areas that children use and is used exclusively for one designated group of children.
6. At all times, caregivers have a hand on the child when being changed on an elevated surface.

In the changing area, staff

1. Post changing procedures
2. Follow changing procedures
3. These procedures are used to evaluate teaching staff who change diapers.
4. 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.
5. 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).
6. Containers are kept closed and are not accessible to children.
7. Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.

Illness and Injury IQPPS

(5.6, 5.7)

Midland Community School District collaborates with Jones County Public Health, Iowa Department of Public Health, and local healthcare providers to provide guidelines which define when a student is well enough to attend school. ***The general message to families, students, and staff is to stay home if you are not feeling well.** If a Student Gets Sick at Home: 24 Hour Guidelines: Students should stay home until 24 hours fever free without fever-reducing medications (fever is defined as greater than or equal to 100.4 degrees), 24 hours without vomiting or diarrhea, and/or 24 hours after starting antibiotic treatment. If a Student Gets Sick at School: School Nurse will use professional judgement to determine if the student may be returned to class, be referred for further medical intervention, or be sent home for rest and observation. Regardless of the nature of the illness, anyone presenting with illness symptoms that suggest communicable illness will be sent home with instructions to consult with their healthcare provider who can further assess, diagnose, and prescribe appropriate care to include when it is advisable for the child to return to school.

According to the Iowa Department of Health, Children should be Excluded for the Following Conditions

(IQPPS 5.3)

1. The illness prevents the child from participating comfortably in child care center activities including outdoor play.
2. The illness results in a greater need for care than caregivers can provide without risking the health, safety, and supervision of the other children in care.

3. The child has one of the following, unless medical evaluation by a health care professional indicates that you can include the child in the child care center's activities: a. Fever, accompanied by behavior changes or other signs or symptoms of illness until medical professional evaluation finds the child able to be included at the facility; b. Symptoms and signs of possible severe illness like: i. Lethargy that is more than expected tiredness, ii. Uncontrollable coughing, iii. Unexplained irritability, fussiness, or persistent crying, iv. Difficult breathing, v. Wheezing, vi. Other unusual signs for the child.
4. Blood in stools not explainable by dietary change, hard stools, or medication that may cause gastrointestinal damage such as ibuprofen, naproxen, or aspirin.
5. Vomiting illness (two or more episodes of vomiting in the previous 24 hours) until vomiting resolves or until a health care provider determines that the cause of the vomiting is not contagious and the child is not in danger of dehydration.
6. Persistent abdominal pain (continues more than two hours) or intermittent pain associated with fever or other signs or symptoms.
7. Mouth sores with drooling, unless a health care provider determines that the child is noninfectious.
8. Rash with fever or behavior change, until a health care provider determines that these symptoms do not indicate a communicable disease.
9. Diarrhea, defined as loose, watery, and frequent stools. Children with diarrhea illness of infectious origin generally may be allowed to return to child care once the diarrhea resolves, except for children with diarrhea caused by Norovirus, Salmonella typhi, Shigella, or E. Coli 0157:H7. For Salmonella typhi, three negative stool cultures are required. For Shigella or E. Colli 0157:H7, two negative stool cultures are required to be taken at least 24 hours apart. If treated with antibiotics, samples should not be taken less than 48 hours after therapy is done.
10. Norovirus, children not in diapers and child care staff with diarrhea and/or vomiting should remain at home until 24 hours after diarrhea and/or vomiting cease, and until stools are formed.
11. Erythema infectioum (5th Disease), keep the child at home if fever is present.
12. Pink eye (conjunctivitis) with purulent discharge (defined as pink or red conjunctiva with white or yellow eye discharge), child may go back to child care when all symptoms are gone.
13. Scabies, until after the first treatment.
14. Tuberculosis, until a health care provider or health official states that the child is on appropriate therapy and can attend care.
15. Impetigo, until 24 hours after the child started medicine from the health care provider.
16. Strep throat or other streptococcal infection, until 24 hours after antibiotics are started.
17. Varicella-Zoster (Chickenpox), until all sores have dried and crusted.

18. Pertussis, until five days of appropriate antibiotic treatment have been completed or 21 days of cough if no antibiotics are given.
19. Mumps, a child can go back to child care five days after the start of symptoms or until symptoms are gone, whichever is longer.
20. Hepatitis A virus, until one week after the start of symptoms.
21. Measles, until four days after onset of rash.
22. Rubella, until six days after onset of rash.
23. Herpes simplex, children with herpetic gingivostomatitis, an infection of the mouth caused by the herpes simplex virus, who do not have control of oral secretions, shall be excluded from child care. Children with mild cases who do have control of their mouth secretions may not have to be excluded.
24. Meningitis (bacterial), child may return to child care 24 hours after starting antibiotics.

Exposure to Disease

(IQPPS 5.3, 10.5)

Parents are required to notify the school whenever a child has been exposed to a contagious disease. Midland Elementary will do the same in writing about any unusual level or type of communicable disease to which your 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 what the families should implement at home. When considering the length of time a child will be excluded from preschool because of an illness, Midland Elementary will observe the recommendations made by the Iowa State Department of Health in the Communicable Disease Chart. The school nurse will also be consulted. The school has documentation that it has cooperative arrangements with local health authorities and has, at least annually, contacted those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

Severe Allergies: If your student has a severe allergy, PLEASE make sure you communicate this information to the school nurse. The school nurse will work with you to develop an individual health plan, and if needed an emergency response plan, for your student.

Medication Administration Guidelines

(IQPPS 5.8)

All medications should be taken before or after school hours whenever possible. However, it is understood that certain medications are required during the school day. Iowa State Law and Clarinda Schools allow medications to be administered at school only when the following specific guidelines are met.

- Medicine prescribed 3 times a day should be given at home; before, after school and at bedtime. Medications that are to be given four times a day will be given at lunch in the Student Health Office.
- Herbal remedies, Natural Supplements or Essential Oils not approved by the Federal Drug Administration will NOT be administered by school personnel.
- All medications must be brought to the school and picked up by an adult. The medication will be kept in a locked storage area and distributed by the school nurse or school personnel that have taken the Medication Administration Course. Medication will not be sent home with students. Any medication that has not been picked up by the last day of school will be disposed of properly.
- No medication is to be kept by students in their bags, cubbies, lockers, desks, or on them personally. Medications are to be kept in the school's designated area.
- Medications will be transported for field trips according to State of Iowa recommendations.
- Medication Administration Forms can be obtained from the school website or the school office.

Prescription Medication:

- Per Iowa State Law prescription medication must be in the original container from the doctor, pharmacy, or store. The name of the student, medication, time to be given, and name of the physician must be on the container. Written permission to give the medicine, with the parent's signature, must accompany the medication. A current pharmacy-labeled container can serve as the written prescriber's order.
- The parent/guardian is responsible for submitting a new prescriber's order form to the school each time there is a change of dosage or time of administration. Prescriber's orders may be faxed or emailed to the nurse.
- Medications must be in the most current pharmacy-labeled container.
- Empty bottles of prescription medication will not be automatically be sent home with a student unless under specific circumstances arranged/approved by nurse or school staff.
- Parent instruction cannot conflict with prescriber's orders.

Head Lice From time to time students may become infested with head lice. This is a problem in every school in the Midwest. If a child is discovered to have live lice at school, the child will be allowed to stay at school. The student needs treatment the day the lice is found, prior to returning to school the next day. The nurse may make the decision to send the student home from school if the infestation is interrupting their learning process (excessive itching, very uncomfortable etc.). In this case a parent will be contacted and the student will be sent home for treatment prior to returning to school. The school nurse has guidelines prepared by the Iowa Department of Health for treating lice.

Hand Washing Practices

(IQPPS 5.6)

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

Adults also wash their hands:

- before and after feeding a child
- after assisting a child with toileting
- 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 20 seconds, including back of hands, wrists, between 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 hand washing 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 used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

First Aid Kit

(IQPPS 9.12)

It is inaccessible to children, but readily available for adult use. It is fully equipped according to guidance from Healthy Child Care Iowa. Following each use of the First Aid kit, the contents will be inspected and

missing or used items replaced immediately. The First Aid kit will be inspected monthly. The first aid kit is taken to the outdoor play areas as well as on field trips and outings away from the site.

Cleaning and Sanitization

(IQPPS 5.18, 5.19)

The facility will be maintained in a clean and sanitary condition. When a spill occurs, the area will be made inaccessible to children and the area will be cleaned immediately. Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and sanitized after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Toys and surfaces will be sanitized using a non-toxic solution of one-fourth tablespoon household bleach to one quart of tap water. Surfaces will be disinfected using one tablespoon of bleach to one quart of tap water and sprayed until glossy. The bleach solution will be left on for at least two minutes before it is wiped off with a clean paper towel, or it may be allowed to air dry. Machine washable cloth toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion must be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used. Staff are trained annually in cleaning techniques, handwashing, 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. Routine cleaning will be performed by the staff. Rugs/carpets are cleaned by the custodial staff. Facility cleaning, also done by custodial staff and, requiring potentially hazardous chemicals will be scheduled when children are not present to minimize exposure to the children. All cleaning products will be used as directed by the manufacturer's label. Nontoxic substances will be used whenever possible. Odors will be controlled by sanitation and ventilation.

Protection from Hazards and Environmental Health

(IQPPS 9.11, 10.5)

Program staff protect children and adults from hazards, including electrical shock, burns, or scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping or slipping. Custodial staff maintain the building's heating, cooling, and ventilation systems in compliance with national standards for facility use by children. The program maintains facilities so they are free from harmful animals, insect pests, and poisonous plants. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility and in a manner that prevents skin contact, inhalation, and other exposure to children.

Smoke Free Facility

(IQPPS 9.15)

In compliance with the Iowa Smokefree Air Act of 2008, MCSD buildings and grounds are smoke free. A "No Smoking" sign meeting the law's requirements is posted at the entrances to the CCSD building to inform people that they are entering a non-smoking place. No smoking is allowed on the school grounds.

Fire Safety

(IQPPS 9.13, 10.10)

Fire extinguishers are installed in the hallway with a tag indicating annual service dates. The fire alarm system is serviced annually. The program has written and posted disaster preparedness and emergency evacuation policies and procedures. According to district policy, fire and severe weather drills are conducted four times each year.

Tornado Emergencies**(IQPPS 10.10)**

Children will proceed to the designated Tornado Safety Area in an orderly manner. All children and adults will sit on the floor and cover their heads with their hands. Everyone will wait there until it is announced that it is safe to come out.

Bomb Threat Procedures**(IQPPS 10.10)**

Upon receiving the ALL CALL ANNOUNCEMENT from the office, the staff and children will all leave the building immediately. We will leave through the exit closest to the room we are in. We will be noting any suspicious objects on our way out. We will not be going back into the building until an official ALL CLEAR HAS BEEN GIVEN.

Intruder within the Center and/or Intoxicated Parent or Visitor**(IQPPS 10.10)**

Students and staff will utilize the A.L.I.C.E. steps (Alert, Lockdown, Inform, Counter, Evacuate) in the event of an active intruder. We review and practice the steps with staff. The staff will identify indicators of a problem situation and when action should be taken. If there is any concern at all, the police will be called. It will be at the discretion of the staff to decide what is best for the safety of the children. The school doors are locked at all times to keep intruders from entering. If at all possible, a description of the vehicle, license number, and physical description will be noted.

Special Services**(IQPPS 4.2, 4.3, 7.6, 7.7, 8.1, 8.2)**

When program staff suspects that a child has a developmental delay or other special need, this will be communicated to families in a sensitive, supportive, and confidential manner. An explanation and documentation for the concern will be provided along with suggested next steps. Information about additional resources will also be given. Parents and staff will then work together to form a plan that is best for the child. A partnership with families, staff, and various agencies, consultants, and/or organizations in the community is of the utmost importance. However, parents always have the final say in their child's education and are encouraged to advocate for their child any needs or wants. The following services are available through Grant Wood AEA: speech and language evaluation and therapy, hearing testing, physical and occupational therapy, and psychological evaluation. These services are available at no cost to the family.

There are other services available to families as well. Program staff encourages you to negotiate health, mental health, assessment, and educational services for your child. As a staff, we work with other programs, agencies, and schools to help your child through transitions and to keep

you informed. Open communication is needed for everyone. A list of child and family support services are listed below.

1. Grant Wood AEA Telephone Number: (319-399-6700). Their services include speech and language, hearing tests, physical and occupational therapy, and psychological evaluations.
2. Department of Human Services, Child Care Consultants (319-291-2452).
3. Child Care Nurse Consultant (319) 393-7811 Ext.1016
4. Child Care Resource and Referral: (866-324-3236)
5. Poison Control (800-222-1222).
6. Community Based Services of Jones County (319) 462-4457,
Clinton County (563) 243-2106, Jackson (563) 652-1743
7. Report Child Abuse (800-362-2178).