

Early Childhood Program Family Handbook



**Council Bluffs
Community**
SCHOOL DISTRICT

Please see the [District-Wide Student & Family Handbook](#) for information about District policies, procedures and public notices.

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The information contained in this handbook is provided to help you and your child have a successful Early Childhood experience. Please call your building principal or the Director of Preschool Programming, Tracy Mathews at 712-328-6489, if you have questions or concerns.

WELCOME TO COUNCIL BLUFFS COMMUNITY SCHOOL DISTRICT PRESCHOOL!

Dear Families,

The Council Bluffs Community School District welcomes you and your child to an exciting year of learning in our Early Childhood programs. We have compiled this handbook to provide you with useful information about the Early Childhood programs in our district.

The goal of our programs is to provide a high quality preschool experience meeting each child's needs, including children with disabilities and those from a diverse background. The classroom environment provides rich learning opportunities that encourage natural curiosity. Children are in a setting that is safe and respectful. Our preschool programs also serve children on individualized education plans (IEP) who are transitioning from Early Access Services into the public school system.

In addition to this handbook, please take time to become familiar with the handbook for your elementary school, the District-Wide Student Handbook, and other information that you receive at registration and from your teacher.

As parents, you are the most important teachers in your children's lives. Active involvement by parents is an essential part of the children's experiences. This is the start of an exciting time!

Philosophy

The philosophy of Early Childhood is based on a strongly held set of beliefs:

The Council Bluffs Community School District believes that all children should receive quality care and be provided with a developmentally appropriate education.

We believe that all young children experience success through active learning opportunities that are appropriately timed and incremented. A safe and nurturing environment will meet the individual child's needs.

We believe that with the combined efforts of parents, educators, community, and students, all children will succeed intellectually, physically, emotionally and socially.

Council Bluffs Early Childhood Programs

School	Address	Phone #
Bloomer	210 S. 7 th St.	712-328-6519
Carter Lake	1000 Willow	712-347-5876
College View	1225 College Road	712-328-6452
Edison	2218 3rd Avenue	712-328-6516
Franklin	3130 Avenue C	712-328-6469
Hoover	1205 N. Broadway	712-328-6537
Lewis & Clark	1603 Grand Avenue	712-328-6471
Longfellow	2011 S. 10th Street	712-328-6522
Roosevelt	517 N. 17 th Street	712-328-6528
Rue	3326 6 th Avenue	712-328-6540

Enrollment

Children can be screened to determine eligibility for district preschool programs if they will be 3 or 4 years of age on or before September 15th of the school year for which they would enroll. The results of the screening would determine whether or not the child can attend district preschool programs. Once notification is received, enrollment packets are to be obtained at the appropriate elementary building.

* Immunization records and birth certificates must be on file at the appropriate elementary building prior to enrollment.

Hours of Operation*

Full day programs Monday 8:55 – 2:05 Tuesday – Friday 8:55 – 3:45 ¾ day programs Monday - Friday 8:55 - 1:15 Extended 3/4 Day Programs Monday 8:55 - 2:05 Tuesday - Friday 8:55 - 2:30	Half day programs Morning Sessions: Monday– Friday 8:55 – 11:40 Afternoon Sessions: Monday 12:40 – 2:05 Tuesday – Friday 12:40 – 3:45
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*Hours differ during hybrid learning phase

Program Information

Attendance Policy

Regular attendance of your child is important. Your child’s teachers have carefully planned lessons and activities in a sequence designed to help your child learn. If your child misses days or comes in late, he or she will be missing parts of the routine and will not have the full benefit of the entire series of lessons.

Fees: Most Council Bluffs Preschool Programs are funded by a combination of grants and state support. Families who do not meet the requirements of the grants have the option of paying a monthly fee if space is available.

Ethics and Confidentiality

Staff follow an important code of ethics to guide their involvement with children and families. It is essential to protect the confidentiality of all information concerning children and their families. Maintaining a professional attitude includes being responsive to the needs of children and their families while balancing the need for confidentiality. Children are people who deserve respect. One way we demonstrate this respect is to refrain from talking about the children in their presence unless the child is part of the conversation and to refrain from labeling a child negatively or positively. No information 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.

Children's Records

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

Child to Staff Ratio

All of our programs have a child to staff ratio that falls within the guidelines of the Iowa Quality Preschool Programs (IQPPS) and Head Start Preschool Program Standards (HSPPS). Staff will maintain a maximum of 1:10 ratio at all times, including transportation and field trips. Our typical classroom size is 16 students with two adults. The maximum class size is based on square footage of the current location. There is a minimum of 35 sq ft of usable space per child in each classroom.

Class size may be reduced based on the number of students needing specialized instruction.

Health, Safety and Supervision

CBCSD Preschools are 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 Iowa Quality Preschool Program and Head Start Standards, regulatory agencies and pediatric authorities in the field. Preschool staff check facilities on a daily basis to ensure safety of students, and protect them from any hazards such as tripping, falling, slipping, electrical shock, and burns or scalding.

No child will be left unsupervised while attending preschool. Staff will supervise primarily by sight. Supervision for short intervals by sound is permissible as long as teachers check every 2-3 minutes on children who are out-of-sight (e.g. those who can use the toilet independently, who are in the hallway, etc.) Indoor and outdoor spaces will be zoned by teaching staff with special attention given to areas where injury could occur.

First Aid kits are available for use in the classroom and taken outdoors at all times.

Staff members are certified in First Aid and CPR through the American Red Cross.

Emergency Procedures

Emergency procedure plans are available upon request from the school office. Emergency procedures are also posted in each classroom.

Health and Immunization Records

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 immunizations for which parents are using religious exemptions.

Health and Safety Records

Health and safety information collected from families will be maintained on file for each child in the school nurse's office. 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 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. In case of an emergency, students will be taken to the nearest hospital. Dental emergencies will be taken to the nearest dental facility. Parents not wishing their child to be taken to those facilities will need to alert the school in writing.

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 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 medications, 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 (allergies, 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 religious 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.

8. Guidelines on insect repellent and sunscreen are on p. 13 under Outside Play and Learning

General Health, Safety and Supervision Guidelines

- All staff must be alert to the health of each child, known allergies, or special medical conditions.
- Under the supervision of the preschool teachers, 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 teaching staff complete “Occupational Exposure to Bloodborne Pathogens” annually.
- At least one staff member who has a certificate of satisfactory completion of pediatric first-aid and CPR training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children.
- The Cleaning and Sanitation Frequency Table is posted and followed in each classroom.

Illness Policy and Exclusion of Sick Children

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 morning 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
- cold sores or lesions

The school’s established policy for an ill child’s return:

- Fever free for 24 hours
- Chicken pox: one week after onset (or when lesions are crusted)
- Strep: 24 hours after initial medication
- Vomiting/Diarrhea: 24 hours after last episode
- Cold sores or lesions shows signs of healing (scabbed over)
- Conjunctivitis: 24 hours after initial medication or when without drainage

*Additional policies related to COVID-19 and related symptoms can be found in the school district’s Return to Operations Manual.

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.

When a child develops signs of an illness during their day at preschool, parents, legal guardians, or other persons authorized by the parent will be notified immediately to pick up the child. For this reason, 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 under the supervision of someone familiar with the child until the parent, legal guardian or designated person arrives. If the child is suspected of having a contagious disease, then, until she or he can be picked up, the child is located where new individuals will not be exposed.

Reporting Communicable Diseases

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.

Medication Policies and Procedures

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

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

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

For over-the-counter medications, parents or legal guardians will provide the medication in a child-resistant container. The medication will be labeled with the child's first and last names; specific, legible instructions for administration and storage supplied by the manufacturer; and the name of the health care provider who recommended the medication for the child.

Instructions for the dose, time, method to be used, and duration of administration will be provided to the teaching staff in writing (by a signed note or a prescription label) or dictated over the telephone by a physician or other person legally authorized to prescribe medication. This requirement applies both to prescription and over-the-counter medications.

Medications will be kept at the temperature recommended for that type of medication, in a sturdy, child-resistant container that is locked and prevents spillage.

Medication will not be used beyond the date of expiration on the container or beyond any expiration of the instructions provided by the physician or other person legally permitted to prescribe medication. Instructions which state that the medication may be used whenever needed will be renewed by the physician at least annually.

A medication log will be maintained by the school staff to record the instructions for giving the medication, consent obtained from the parent or legal guardian, amount, the time of administration, and the person who administered each dose of medication. Spills, reactions, and refusal to take medication will be noted on this log.

Cleaning and Sanitization

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 with detergent and water.

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Toys and surfaces will be disinfected using the district-approved disinfectant. Machine washable cloth toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion must be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used.

Staff will be trained in cleaning techniques, proper use of protective barriers such as gloves, proper handling and disposal of contaminated materials, and information required by the US Occupational Safety and Health Administration about the use of any chemical agents.

Routine cleaning will be supervised by the preschool teacher and will follow the Cleaning and Sanitation Frequency Table as prescribed by our state requirements. A checklist will be completed as indicated in the table.

Facility cleaning requiring potentially hazardous chemicals will be scheduled when children are not present to minimize exposure of the children. All cleaning products will be used as directed by the manufacturer's label. Non-toxic substances will be used whenever possible. Staff are trained yearly prior to the start of the school year.

Hand Washing Practices

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

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

Children and adults wash their hands:

- upon arrival for the day;
- after diapering or using the toilet (use of wet wipes is acceptable for infants);
- after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit);
- before meals and snacks, preparing or serving food, and before and after 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.

Adults also wash their hands:

- before and after feeding a child;
- before and after administering medication;
- 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 10 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 handwashing in any situation listed above.

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

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

Tooth Brushing Policy

At least once daily, where children receive two or more meals, teaching staff provide an opportunity for tooth brushing and gum cleaning to remove food and plaque. Toothbrushes will be rinsed thoroughly after each use and air dried in individual, labeled containers. Toothbrushes will be replaced every four months or as needed. Oral health specialists visit yearly and perform oral exams (with parental permission) and oral health education. Dental forms are also part of the registration process encouraging families to visit the dentist yearly.

Child Guidance and Discipline

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

Challenging Behavior

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

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

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

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

Permissible Methods of Discipline:

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, threats or derogatory remarks.
2. physical punishment, including spanking, hitting, shaking, or grabbing.
3. any punishment that would humiliate, frighten, or subject a child to neglect.
4. withhold nor threaten to withhold food as a form of discipline.

Water activities

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

Snacks/Food and Nutrition

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 that 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.

- A snack and/or meal (breakfast, lunch) is available daily.
- Two food groups will be represented at each snack time as outlined in USDA guidelines.
- The preschool serves a wide variety of nutritional snacks and encourages children to expand their tastes by at least trying a portion of the food offered.
- Meals and snacks are at regularly scheduled times.
- Clean, sanitary drinking water (city water source) 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.
- All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines.

Staff take steps to ensure the safety of food brought from home:

- they work with families to ensure that foods brought from home meet the food requirements of USDA's CACFP guidelines;
- staff make sure that food requiring refrigeration stays cold until served;
- food is provided to supplement food brought from home, if necessary;
- food that comes from home for sharing among the children are either whole fruits or commercially prepared packaged foods in factory-sealed containers.
- food that comes from home is labeled with child's name and date.

For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider should provide the program an individualized care plan prepared in consultation with family members and the 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. Program staff will keep a daily record documenting the type and quantity of food a child consumes when any child with a disability has special feeding needs and provide parents with that information.

High risk foods, often involved in choking incidents, will not be served. For children younger than three years, these include hot dogs, 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 larger than can be swallowed whole.

The school district will not withhold or threaten to withhold food or beverages as a form of discipline.

Outside Play and Learning

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 produced by Healthy Child Care Iowa to determine if the wind chill factor or heat index is safe for outdoor play.

In cases when we cannot go outside (due to weather conditions) children are given the opportunity to use indoor equipment for similar activities and are supervised at the same level as outdoor equipment. For example, tumbling mats may be offered for upper body activities or rolling across the mat.

In order to make sure that your child can play comfortably outside, it is important to dress him according to the weather. When it is cold outside he needs a warm coat, snow pants, mittens or gloves and a hat (labeled with your child's name). If the ground is wet/snowy, they also need boots. If garments are not labeled before coming to school, they will be labeled by the preschool staff. 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 and still be active. We encourage you to bring a hat or other clothing for your child to wear as another protection from the sun. Sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher will be applied to your child's exposed skin (only with your written parental permission to do so). We will also use an insect repellent containing DEET (only with your written permission) no more than once a day to protect your child from insect bites when the public health authorities recommend its use.

Program staff will complete a general maintenance checklist based on quality standards on a weekly basis. In addition, our program administrator inspects the playground equipment and outdoor space yearly and provides written feedback.

FOOTWEAR: For your child's safety, we do not allow flip flops. Children are more likely to slip outside while running or climbing or while riding the tricycles when wearing flip flops. To best

experience the great outdoors in a safe manner, we recommend that children wear tennis shoes. Thank you in advance for supporting this request.

Field Trips

Field trips allow children to explore the world around them. When funds are available, field trips may be taken during the year. In order for children to attend, parents are required to sign permission slips. A general permission slip is needed for short walks in the neighborhood. A specific parent permission slip must be signed before any field trip requiring transportation. Permission slips must be returned to the teacher before the trip or the child will not be allowed to accompany the class on the field trip.

At times, parents may be asked to help chaperone on field trips. The Council Bluffs Community School District requires that any person chaperoning field trips or volunteering in the school must pass the District's background check. Forms for background checks are available in each school office.

Adult-student ratios are maintained on field trips.

Transportation

In most cases, parents must provide transportation to Preschool. Special circumstances may be arranged based on individual basis.

Inclusion

The Council Bluffs Preschool programs include all children, including those with disabilities and unique learning needs. Appropriate modifications are made in order to include children with special needs. The preschool facilities meet the Americans with Disabilities Act accessibility requirements.

Early Childhood Personnel, Policies and Procedures

Program Director: The Director of Preschool Programming provides oversight and leadership for all district preschool programs and community partners.

Program Administrator: The Elementary Principal is endorsed as PK principal, and is designated as the program administrator supervising the preschool program.

Teacher: Licensed by the Iowa Board of Educational Examiners and holding an Early Childhood endorsement is assigned to the preschool classroom.

Early Childhood Special Education Teacher/LRE Monitor: Licensed by the Iowa Board of Educational Examiners and holding an Early Childhood Special Education endorsement.

Teacher Assistant: Assistant in the classroom carrying out activities under the supervision of the teacher. All teacher assistants have specialized training in early childhood education, including a Child Development Associate credential or two years of college.

School Nurse: The preschool will have the assistance of the school nurse. The school nurse maintains student health records by updating them and attends to the health needs of the students while they are at school.

Support Staff: Green Hills 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/language pathologist, special education building representative or consultant, occupational therapist, physical therapist, etc.

- Because the preschool program provides ample toys and learning materials for your child, we ask that you do not bring toys 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.
- 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. Families will be 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.
- **If you move, or change your home or work phone number, please notify the school to update information.**
- **It is very important that you call the school and leave a message if your child will not be at Preschool because of illness or any other reason.** You may give the information to the school office staff. **For the safety of the children, we must account for each child daily.**

Toilet Learning

Toilet learning is an important time in a child’s development. It is important for families and staff to work together in order for the child to gain success. For children who are unable to use the toilet consistently, the following procedures are in place:

1. Diapering will only be done in the designated diaper area, i.e., the bathroom adjacent to the classroom. Food handling will not be permitted in this diapering area.
2. Staff will follow all diapering guidelines set forth in our state and national standards.
 - Staff use only commercially available disposable diapers or pull-ups unless the child has a medical reason that does not permit their use (the health provider documents the medical reason);
 - 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 at least every 2 hours. Diapers are changed when wet or soiled.
 - Staff change children’s diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
 - At all times, caregivers have a hand on the child if being changed on an elevated surface.
 - Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
 - Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use.
 - In the changing area, staff post and follow changing procedures. These procedures are used to evaluate teaching staff who change diapers.
3. Potty chairs will not be used due to the risk of spreading infectious diarrhea.

Weapon Policy

Knives, weapons, dangerous items or look-alikes are not permitted at school. If weapons or dangerous items are found in the possession of students, items shall be reported to law enforcement officials and the student will be subject to disciplinary action, including suspension or expulsion (School Board Policy 502.3). Students are also forbidden to have lighters or matches.

Classroom Animals and Pets

If you, as a parent or legal guardian, want to bring your family pet to share with your child's classroom, you are welcome. The preschool teacher must ensure that the animal does not create an unsafe or unsanitary condition. The animal must appear to be in good health and have documentation from a veterinarian or an animal shelter to show that the animal is fully immunized (if the animal should be so protected) and suitable for contact with children. The teacher would ensure staff and children practice good hygiene and handwashing during and after coming into contact with the animal. Teaching staff supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals. Any children allergic to the pet will not be exposed to the animal. Reptiles are not allowed because of the risk for salmonella. The classroom teacher is responsible for checking that requirements have been met.

Birthdays

Birthdays are an important and significant event in the life of a child. They afford the opportunity for children to be given special recognition. Accordingly, students who wish to bring treats for the class on their birthday may do so. Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. The teacher will provide families a list of foods meeting the USDA's Child and Adult Care Food Program guidelines. 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.

REST TIME:

Rest is as important to growth, development, and health as nutrition and physical activity. Getting enough rest is essential to many bodily functions, such as growth, healing and healthy immune system function. Rest is crucial to brain function as well, affecting alertness, learning ability, memory, mood and behavior.

A quiet rest time for preschoolers during the day has proven to actually increase their ability to go to sleep at bedtime.

Because of this, a quiet and restful time for children is important to the full day preschool programs. This does not mean children have to sleep. Rest time is a time for children to quiet their busy minds and bodies. Children will have soft mats and blankets. Staff will turn down the lights, play soft music, and rub backs to assist children with this calming period. If after 10-15 minutes of this quiet time a child is not yet asleep, they will be allowed to have books and quiet activities.

Mandatory Child Abuse Reporting

All licensed school employees, certified teacher assistants and holders of a coaching authorization are mandatory reporters of suspected child abuse. As mandatory reporters these staff members are required to report any suspected cases of child abuse to the Pottawattamie County Department of Human Services office or through the Iowa Child and Adult Abuse Hotline pursuant to Iowa Code law.

Smoke Free Environment

All Council Bluffs schools are a tobacco-free/nicotine-free environment. The Board of Directors recognizes its responsibility to provide a healthy, safe and productive environment in which to work and learn. In meeting this responsibility, the Board directs that a tobacco-free environment be established and maintained.

Building Security

Maintaining a safe and secure environment for the children is always a priority. Our locked door system at the main entrance requires that you ring the doorbell and wait for staff to allow entry.

Family Communication and Involvement

Arrival and Departure:

Children must be brought inside the classroom by a parent or other adult each day, and be signed in on the “sign-in sheet”. Children are also signed out at the end of the day by a parent or other adult.

If someone other than a parent is to pick up a child, this person **MUST** be identified on the Enrollment Form or have written permission from a parent, or **the child will not be allowed to leave the Preschool with this person.**

Because parent involvement is so important in the lives of young children, we encourage you to:

- Support your child’s daily transition to school by sharing information about your child’s interests and abilities. Keeping the teacher informed of changes and events that might affect your child allows the teacher to be more responsive to your child’s needs.
- Attend family meetings.
- Return all forms, questionnaires, etc. promptly.
- Attend Parent/Teacher conferences when requested.
- Check your child’s backpack each day.
- Participate in field trip activities.
- 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.
- Share your family’s cultural traditions, celebrations, or customs.
- Read all the material sent home with your child.
- 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, running errands, photography, setting up before the event, or cleaning up afterwards.
- Filling out Volunteer paperwork, including a background check, is mandatory if you want to be part of children’s activities.

The teachers at our preschools will keep you informed of classroom activities. **Please make sure that you check your child’s backpack every day for notes and communication.**

Home Visits

Home visits are made prior to your child beginning preschool, and are a required component of our preschool program. This is an opportunity for the preschool teachers 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 teachers 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 teachers, and share your knowledge about your child’s interests, approaches to learning, and developmental needs. Parents are encouraged to share their child’s strengths and interests, so that teachers can incorporate these into the classroom. Staff will want to know each family’s wishes, goals, concerns, and questions at any time.

Conferences

Conferences are held for preschool age children on the same days as the rest of the school. Conferences are face-to-face two times a year and a written report at the end of the year. Families may request the third report be a face-to-face conference. This is an opportunity for parents to ask about their children's progress as well as share information about their children that may be helpful to the staff.

Preschool teachers will share ongoing information about your child's development at least once monthly. In addition, you are encouraged to share observations regarding your child's development with staff. Staff have forms to assist you with this and will make them available to you 3 times per year at minimum, but daily informal conversations with staff are important as well.

Transitions

Home-school connections are crucial to the transition to kindergarten or any other program, such as special education. The child's family provides the consistency and continuity necessary for a young child to be successful. Making a change from one program to another can sometimes be difficult for a young child whether the transition is within the same building or in another location. Teaching staff will partner with the family to make the transition as smooth as possible by connecting family members with the next program's staff. Preschool staff will provide information about enrollment policies and procedures and program options. In addition, Kindergarten Round-Up is held annually in the spring. Preschool staff and families attend this event to support children as they prepare to transition to Kindergarten.

How to Help Your Child at Home

Create a consistent and pleasant bedtime ritual. Your teacher will have ideas to help you with this. Preschool age children need 10-12 hours of sleep each night.

Have a schedule for getting ready for school that gives your child plenty of time for a good breakfast, bathing, toileting, and dressing in clean clothes.

Develop these habits of cleanliness for your child:

- Take a bath and wear clean clothes every day.
- Take proper care of toilet needs.
- Wash hands thoroughly with soap and water before and after toileting.
- Brush teeth after eating.

Help your child learn to dress himself or herself. It is helpful to plan and lay out clothes the night before, as well as preparing your child's backpack and lunch the night before.

Pull your child close to you and enjoy reading at least 1 book at night to him/her. The closeness will help them feel secure, and hearing language in a book creates an interest in learning to read.

Have a conversation with your child about school. Some questions that will foster conversation are:

- What was your favorite thing that happened at school today?
- What did you work with at centers?
- Who is someone you talked to/played with today?
- What made you smile today?

The Early Childhood Curriculum

Developmentally Appropriate Practice

Learning is a continuous process involving the whole child cognitively, physically, emotionally, and socially. In developmentally appropriate practice, children construct their own knowledge. Teachers utilize children's experiences, interests, and needs to plan future learning. All children's attempts at learning are accepted, while at the same time guiding children to the next level of understanding.

In a developmentally appropriate classroom, children are given many opportunities to make choices that support and encourage risk-taking as they acquire new learning. Children learn through play. Long blocks of time are provided for uninterrupted exploration of materials and activities that actively engage children. A developmentally appropriate classroom contains a balance of quiet and active times, and individual, small, and large group activities. Children are encouraged to socialize and solve problems independently and with others. This is accomplished by engaging children in cooperative classroom projects and providing many activities that actively involve children in their own learning.

Positive interactions between children and adults are essential to facilitate learning. Student learning and self-esteem are enhanced when an adequate adult to child ratio is met. Open-ended activities and materials are utilized to accommodate children at all levels of development and guide learning to broaden each child's knowledge base. By providing a combination of child-initiated and teacher-initiated activities, children develop a sense of ownership and community within their classrooms. The acceptance and welcoming of diversity are important as well as respecting and valuing the home life and cultural backgrounds of children.

Parent involvement and input are invaluable. Families are partners with the school in educating children. Informing and involving families helps create a positive, welcoming environment that extends learning beyond the walls of the classroom.

A critical component of developmentally appropriate practice is a classroom environment designed to support children's learning styles, interests, and developmental needs. The daily schedule is planned to include language-rich experiences, technology, and multi-sensory exploration of the environment for children to construct knowledge. Children work independently and together to gain new information. The environment and furnishings are appropriate to the size and needs of the children using the space. The atmosphere promotes joy in learning and celebration of accomplishments.

Assessment is ongoing through observations and interactions with children. Observation provides the information teachers need to make decisions about appropriate instruction for children. Instruction includes real-life experiences both within and outside the classroom. The work of all children is recognized and valued. Children are provided many opportunities to be successful and to feel proud of their accomplishments.

Administrators provide essential support in a developmentally appropriate program. Teachers and administrators have an understanding of child development in order to support the cognitive, physical, emotional, and social needs of children. Administrators encourage action research in the classroom to support reflective teaching practices.

HighScope's Open Framework Philosophy

HighScope's Early Childhood educational approach is an open framework that organizes the children's and teacher's environment, daily routine, and interactions. The framework gives the teaching team a systematic method for planning, organizing, and carrying out their responsibilities. For the children, the framework provides a consistent and secure daily experience that promises interesting things to do, attention by their teachers to their interests and needs, and a sense of control over themselves and their environment.

The framework is open because the experiences teachers plan for children foster independent thinking, initiative, and creativity. Children's cognitive, social, emotional, and physical capacities develop quickly when they can manipulate materials and use their imaginations freely in an environment that promotes investigation, decision-making, cooperation, persistence, and problem-solving. The capacities that children develop in the open framework are broad abilities that children can and do use daily in the classroom as well as at home.

Nondiscrimination Policy

It is the policy of the Council Bluffs Community School District not to illegally discriminate on the basis of race, color, age (for employment), national origin, sex, sexual orientation, gender identity, marital status (for programs), socioeconomic status (for programs), physical or mental disability, religion, creed, genetic information, ancestry, geographic location, citizenship, political party preference or belief, familial status or any other protected attribute, in its educational programs, activities or employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the school district's Equity Coordinator, Tim Hamilton, 712-328-6423, thamilton2@cbscd.org, 300 W. Broadway, Suite 1600, Council Bluffs, IA 51503.

There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the district's Equity Coordinator, Tim Hamilton, Chief of Student & Family Services, 300 W. Broadway, Suite 1600, Council Bluffs, IA 51503, [712-328-6423](tel:712-328-6423), thamilton2@cbscd.org. District employees with questions or a grievance related to this policy should contact Garry Milbourn, Chief of Human Resources, 300 W. Broadway, Suite 1600, Council Bluffs, IA 51503, [712-328-6429](tel:712-328-6429), gmlbourn@cbscd.org.

Inquiries regarding compliance may be directed to the U.S. Department of Education Office of Civil Rights, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-7204, Phone: 312-0730-1560; Facsimile: [312-730-1576](tel:312-730-1576); Email: OCR.Chicago@ed.gov.

Early Childhood Benchmarks

Early Childhood Benchmarks

Physical Well-Being and Motor Development

- Healthy and Safe Living: Children understand healthy and safe living practices.
 - Begins to recognize and select healthy foods.
 - Follows healthy self-care routines such as brushing teeth, washing hands, and using the bathroom.
 - Develops appropriate balance between rest and physical activity as part of a healthy lifestyle.
 - Demonstrates safe behaviors regarding environment (e.g., stranger, tornado, fire, traffic), substances (e.g., drugs, poisons), and objects (e.g., guns, knives, scissors).
 - Communicates safety rules and the reasons for them.
- Large Motor Development: Children develop large motor skills.

- Demonstrates control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and climbing stairs.
- Demonstrates the ability to coordinate movements with balls, such as throwing, kicking, striking, catching, and bouncing balls.
- Expresses enjoyment in participating in physical experiences.
- Small Motor Development: Children develop small motor skills.
 - Uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials such as beads, pegs, shoelaces, and puzzle pieces.
 - Demonstrates increased skills in using scissors and writing tools for various learning experiences.

Approaches to Learning

- Curiosity and Initiative: Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.
 - Deliberately chooses to explore a variety of materials and experiences, seeking out new challenges.
 - Participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness.
 - Asks questions about a variety of topics.
 - Repeats skills and experiences to build competence and support the exploration of new ideas.
- Engagement and Persistence: Children purposefully choose and persist in experiences and play.
 - Persists in and completes a variety of both adult-directed and child-initiated tasks, projects, and experiences of increasing degrees of difficulty.
 - Maintains concentration on a task despite distractions and interruptions.
 - Sets goals and follows a plan in order to complete a task.
 - Chooses to participate in plan and learning experiences.
- Reasoning and Problem Solving: Children demonstrate strategies for reasoning and problem solving.
 - Shows interest in and finds a variety of solutions to questions, tasks, or problems.
 - Recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults.
 - Shares ideas or makes suggestions of how to solve a problem presented by another person.
- Play and Senses: Children engage in play to learn.
 - Participates in a variety of indoor and outdoor play experiences that increase strength, endurance, and flexibility.
 - Uses sights, smells, sounds, textures, and tastes to discriminate between and explore experiences, materials, and the environment.
 - Engages in child-initiated, unstructured play.
 - Plans and executes play experiences alone and with peers.

Social and Emotional Development

- Self: Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.
 - Expresses a positive sense of self in terms of specific abilities.
 - Expresses needs, wants, opinions, and feelings in socially appropriate ways.
 - Demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride in accomplishments.

- Recognizes own power to make choices.
- Self-Regulation: Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.
 - Demonstrates the ability to monitor his/her own behavior and its effects on others, following and contributing to adult expectations.
 - Persist with difficult tasks without becoming overly frustrated.
 - Begins to accept consequences of his/her own actions.
 - Manages transitions and changes to routine.
 - States feelings, needs, and opinions in difficult situations without harming self, others, or property.
 - Expresses an increasing range and variety of emotions, and transitions between feeling states become smoother.
- Relationships with Adults: Children relate positively with significant adults.
 - Interacts comfortably with familiar adults.
 - Accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments.
 - Expresses affection toward familiar adults.
 - Shows trust in familiar adults.
 - Seeks help, as needed, from familiar adults.
- Relationships with Children: Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.
 - Initiates and sustains positive interactions with peers.
 - Develops friendships with other peers.
 - Negotiates with others to resolve disagreements.
 - Starts to demonstrate turn taking and sharing with others.
 - Expresses empathy to peers.
 - Accepts consequences of his/her actions.
 - Recognizes how behaviors can affect others.
 - Demonstrates caring behaviors.

Communication, Language, and Literacy

- Language Understanding and Use: Children understand and use communication and language for a variety of purposes.
 - Demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.
 - Initiates, listens, and responds in relationship to the topics of conversations with peers and adults.
 - Speaks in phrases and sentences of increasing length and complexity.
 - Follows oral directions that involve several actions.
 - Asks and answers a variety of questions.
 - Demonstrates knowledge of the rules of conversations such as taking turns while speaking.
- Early Literacy: Children engage in early reading experiences.
 - Expresses an interest and enjoyment in listening to books and attempts to read familiar books.
 - Displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).
 - Shows an awareness of environmental print such as pointing to familiar words or letters.
 - Identifies some alphabet letters by their shapes, especially those in his or her own name.

- Recognizes the printed form of his or her name in a variety of contexts.
- Shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters.
- Demonstrates awareness that language is made up of words, parts of words, and sounds in words.
- Early Writing: Children engage in early writing experiences.
 - Attempts to communicate with others using scribbles, shapes, pictures, and/or letters in writing.
 - Experiments with a variety of writing tools such as pencils, crayons, brushes, and chalk.
 - Uses expressive (speaking) language to share intended meaning of drawings and writing.
 - Starts to demonstrate interest in learning to write letters, especially the letters in his/her name.

Mathematics and Science

- Comparison and Number: Children understand counting, ways of representing numbers, and relationships between quantities and numerals.
 - Counts to five.
 - Counts objects, pointing to each one correctly while counting.
 - Uses language such as more or less to compare quantities.
 - Begins to recognize small quantities without counting them.
 - Starts recognizing and naming of numbers.
- Patterns: Children understand patterns.
 - Recognizes and creates patterns moving from simple to complex.
 - Predicts what comes next in a pattern.
- Shapes and Spatial Reasoning: Children understand shapes and spatial relationships.
 - Demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.
 - Identifies 2- and 3- dimensional shapes.
 - Notices characteristics, similarities, and differences among shapes, such as corners, points, edges, and sides.
 - Notices how shapes fit together and can be taken apart to form other shapes.
- Scientific Reasoning: Children observe, describe, and predict the world around them.
 - Notices, describes, and makes comparisons in the natural and designed world.
 - Uses scientific tools such as balance scales, measuring tapes, hand lenses, and microscopes to extend the senses and aid understanding.
 - Makes close observations of living and non-living things.
 - Organizes, classifies, and records information drawn from observations.
 - Uses data from observations to describe the world including patterns, cause and effect relationships, and predictions.
- Scientific Investigations and Problem Solving: Children plan and carry out investigations to answer questions and test solutions to problems.
 - Asks questions of the natural and designed world that can be answered through direct investigation.
 - Plans and carries out investigations.
 - Makes close observations to determine causes of problems.
 - Uses evidence collected from investigations to evaluate results.
 - Communicates results of investigation to others.
- Measurement: Children understand comparisons and measurement.
 - Sorts, classifies, and puts objects in series, using a variety of properties.

- Makes comparisons between several objects based on one or more attributes, such as length, height, weight, and area, using words such as taller, shorter, longer, bigger, smaller, heavier, lighter, full, empty, length, height, and weight.
- Measures objects using non-standard units of measurement, such as using blocks to determine how tall a child is.
- Develops an awareness of simple time concepts within his/her daily life such as yesterday, today, tomorrow, morning, afternoon, and night.

Creative Arts

- **Art:** Children participate in a variety of art and sensory-related experiences.
 - Uses a variety of drawing and art materials, such as drawing utensils, paint, clay, and wood to create original works, form, and meaning.
 - Expresses ideas about his/her own artwork and the artwork of others, relating artwork to what is happening in the environment or life experiences.
 - Demonstrates care and persistence when involved in art projects.
 - Plans and works cooperatively to create drawings, paintings, sculptures, and other art projects.
- **Music, Rhythm, and Movement:** Children participate in a variety of music and movement experiences.
 - Participates in a variety of musical and rhythmic experiences, including singing, dancing, listening, playing simple rhythmic and tonal instruments, and creating and singing chants, rhymes, and fingerplays from diverse cultures.
 - Demonstrates meaningful creative responses when listening to music to reflect the expressive elements of music.
 - Notices differences in pitch, rhythm, patterns, dynamics, tempo, and timbre.
 - Demonstrates an awareness of music as part of daily life indoors and outdoors.
- **Dramatic Play:** Children engage in dramatic play experiences.
 - Shows creativity and imagination when using materials.
 - Assumes different roles in dramatic play situations.
 - Interacts with peers in dramatic play experiences that become more extended and complex.

Social Studies

- **Awareness of Family and Community:** Children demonstrate an increasing awareness of belonging to a family and community.
 - Demonstrates understanding that communities are composed of groups of people who live, play, or work together.
 - Demonstrates ability to identify communities to which they belong, recognizing that their family is an important group to which they belong.
 - Demonstrates responsibility as a member of a family or community.
 - Shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others.
 - Participates in creating and following rules and routines.
 - Demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members.
- **Awareness of Culture:** Children demonstrate an increasing awareness of culture and diversity.
 - Demonstrates an awareness of diversity such as family characteristics, adult roles within a family, and skin and hair color.
 - Demonstrates acceptance of persons from different cultures and ethnic groups.

- Demonstrates a sense of belonging, feeling pride in his/her own culture while showing respect for others.
- Uses respectful and descriptive language for human similarities and differences, demonstrating curiosity, comfort, ease, and empathy with similarities and differences.
- **Awareness of the Relationship between People and the Environment in which They Live:** Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.
 - Interacts with the world, first with familiar settings and then with less familiar ones; first in simple ways and then in more complex, exploratory ways.
 - Constructs meaning about him/herself and the world through relevant and meaningful experiences with objects and their environment.
 - Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.
 - Recognizes that people share the environment with other people, animals, and plants.
 - Understands that people can take care of the environment through activities and experiences, such as cleaning, conserving, reusing, and recycling.
 - Recognizes a variety of jobs and the work associated with them.
- **Awareness of Past:** Children demonstrate an increasing awareness of past events and how those events relate to one's self, family, and community.
 - Differentiates between past, present, and future.
 - Represents events and experiences that occurred in the past through words, play, and art.
 - Uses past events to construct meaning of the world.
 - Understands that events happened in the past and that the events relate to oneself, family, community, and culture.

CHILD ASSESSMENT

Specific assessment plans are available upon request from the child's teacher.

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. Therefore, when assessing preschool students, we ensure that the assessment conditions are individual, with familiar materials, within the preschool classroom in authentic situations. When screening students for appropriate placement, parents will always be included, and every effort will be made to make the child comfortable.

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 area

Assessment	Purpose	Procedures	Uses	Parent Involvement
GOLD	Developmental formative assessment	Daily and Ongoing Finalized 3 times a year Anecdotal notes Observations Family Input	Identifies children's interests, strengths, and needs to plan individualized instruction Describes developmental progress Communication with families	Parents are asked for input on student progress both formally and informally (questionnaire, home visits, conferences, and monthly family

				assessment input form) Information shared ongoing as needed, at conferences, and at reporting periods and goals created jointly with families.
Ages and Stages	Developmental screening tool	Administered at a screening	Inform additional assessments as needed; describes developmental strengths and areas to work on	Family Interviews; review of results; and goals for child created together with families
Get Ready to Read	Literacy screening tool	2 times a year Once by Sept. 15, and the second by April 30	Inform and monitor child development and progress in literacy and language development To plan for individual and small group instruction Improve curriculum and adapt teaching Communication with families	Results shared with families at conferences. Specific materials and activities to match needs of child shared with families Website shared with families for support at home

During a home visit at the beginning of the school year and throughout the year, families are asked to contribute information about their child's progress.

If, through observation or information on the assessments 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, and share documentation of the concern. Suggestions for next steps may include the following, with the knowledge and consent of the parents:

- The teacher requests assistance. This team engages in problem identification, plans interventions, provides support, and makes 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 Green Hills Area Education Agency for support and additional ideas or more formalized testing can be made.

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.

CB preschools recognize that the family is the expert on their child. Because of this, we are dedicated to helping families become advocates for their child by:

- Encouraging families to raise concerns and work collaboratively with the school to find mutually satisfying solutions that staff then incorporate into classroom practice.
- Encouraging and supporting families to make the primary decisions about the services that their children need and encourage families to advocate to obtain needed services.

The program provides families with information about programs and services from other organizations, such as Green Hills AEA, DHS, Child Care Resource and Referral, and medical professionals, etc.

Program Assessment

CBCSD Preschool Programs are accredited by Head Start or Iowa Quality Preschool Program Standards (QPPS). Administrators, families, staff, and other routinely participating adults will be involved in a program evaluation that measures progress toward the program's goals and objectives. The evaluation process involves gathering evidence on all areas of program functioning, including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction.

A report of the evaluation findings is available to families, staff, and appropriate advisory and governance boards. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

We strive to achieve the highest quality of education and care for your child. We are confident that with families and schools working together, your child will have a successful and wonderful preschool year!

WELCOME!

We are so glad you are with us!

