

*District Mission:*

**To develop knowledgeable,  
skilled, and productive citizens of character.**

**PERRY COMMUNITY VOLUNTARY 4-YEAR-OLD PRESCHOOL VISION:**

We believe that all four-year-old children in the Perry Community School District should have access to a high quality preschool experience that enables children to enter Kindergarten ready to learn, assists parents in helping their children to embrace learning, utilizes an approved standardized curriculum among the multiple local preschools, and regularly uses data to make decisions regarding the operation and improvement to the program.

**ADMISSIONS POLICY:**

Perry Community Voluntary Four-Year-Old Preschool Program admits children who are 4 years old on or before September 15 without regard to race, culture, sex, religion, national origin, ancestry, or disability.

**ENROLLMENT:**

Prior to the child's attendance, the following forms must be completed and submitted to the Director before the first day of attendance. The information in these forms will remain confidential and will be shared with other center staff only as required to meet the needs of the child:

- 1) **Registration Form** – completed by a parent or legal guardian.
- 2) **Child Health Assessment** – signed by the child's physician or certified registered nurse practitioner. The health assessment MUST include a dental screening and lead test results. Vision and hearing screenings are recommended as part of the physical.
- 3) **Transportation Service Request Form** – completed by a parent or legal guardian ONLY if child rides the school bus.
- 4) **Permission/Release of Information Form** – completed by a parent or legal guardian.
- 5) **Department of Education Information Forms** – completed by a parent or legal guardian.
- 6) **Release of Health Information Form** – completed by a parent or legal guardian.
- 7) **Child Intake Form** – completed by a parent or legal guardian.
- 8) **Emergency Medical and Dental Release Form** – completed by a parent or legal guardian.

**Financial Obligation:** Gingerbread House Preschool is tuition-free for families.

All incomplete forms will be returned to the parent or legal guardian for completion prior to the child's first day of attendance. If upon review of a child's health record it is determined that a significant health service (e.g., physical and immunization) has not been done, the attending center will notify the parent or legal guardian. All paperwork will be checked for completion at the initial home visit prior to the start of school.

***Confidentiality* of information about the child and family will be maintained. Enrollment forms and all other information concerning the child and family, compiled by the child's instructor, will be accessible only to the parent or legal guardian, program administrator, classroom instructor, classroom associate, center health staff, and child care nurse consultant. Information concerning the child will not be made available to anyone, by any means, without the expressed written consent of the parent or legal guardian.**

**\*\*The Perry Community 4-Year Old Preschool will not discriminate in its educational activities on the basis of race, color, national origin, religion, sex, disability, sexual orientation, gender identity, or marital status.\*\***

**HEALTH:****Physical & Dental**

A physical exam, dental screen, and lead screen with results are **REQUIRED** before a child enters the preschool classroom. Copies of these records need to be on file in the classroom. The physical examination may be obtained from a family physician or at the Child Health Clinic for Dallas County. The dental screen can be performed by a dentist, dental hygienist, medical doctor, doctor's assistant, registered nurse, or nurse practitioner. Only the dental screening form will be accepted.

**Immunizations**

A signed official immunization record is **REQUIRED** before a child enters the preschool classroom. The following exceptions are allowed: **1)** The child may temporarily enroll in an Iowa school if they have begun the required immunizations and continue to receive them as quickly as medically possible, or **2)** A statement signed by a licensed doctor saying that the immunization required would be harmful to the health and well-being of the child or any other member of the child's family or household, or **3)** A statement signed by the parent or guardian and witnessed by a notary public saying that the immunization conflicts with the personal and sincerely followed religious beliefs of the child and/or family. Immunization verification must be on the Iowa Department of Public Health Certificate of Immunizations and must be signed.

**Lead Screening**

Beginning fall of 2008, it will be **REQUIRED** that all incoming preschool and kindergarten students have a lead test done before they begin school. Proof of the screening should be given to the classroom instructor/school nurse. Forms are available at the school office as well as the local clinic.

**ILLNESS:****Admission and Exclusion**

The preschool center, not the child's family, makes the final determination about whether the ill child can attend school. Children will be excluded if: **1)** The child's illness prevents the child from participating comfortably in activities that the preschool routinely offers for well children. **2)** Keeping the child in school poses an increased risk to the child or to other children or adults with whom the child will come in contact. If the child's staff are uncertain about whether the child's illness poses an increased risk to others, the child will be excluded until a physician or nurse practitioner notifies the preschool that the child may attend.

**Admission and Permitted Attendance**

Specific conditions that do not require exclusion are: **1)** Children who are carriers of an infectious disease agent in their bowel movement or urine that can cause illness, but who have no symptoms of illness themselves. Exceptions include E. coli 0157:H7, shigella or Salmonella typhi. **2)** Children who have a clear, watery eye discharge and do not have any fever, eye pain, or eyelid redness. **3)** Children with a rash must have a doctor's note indicating the rash is not contagious.

**Procedure for Management of Short Term Illness**

The school health nurse/classroom instructor will decide whether an ill child is permitted to come for the day or remain in the program. If a child appears mildly ill, but will be staying for the day, the child's instructional staff will complete a symptom record to document date, time, and symptoms of illness.

If the child becomes ill during the time the child is in school, the school health nurse/classroom instructor will notify a parent/legal guardian and complete the symptom record. The school health nurse/classroom instructor will then determine if the child may remain in the program or is too ill to stay in school.

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**Children who show any of the following signs or symptoms should not be in school:**

1. Acute cold, sore throat, earache, or swollen glands
2. Red or discharging eyes
3. Nausea, vomiting, or diarrhea
4. Fever - your child's temperature should returned to normal **for 24 hours before returning to school without medication.**
5. Rash on skin.

**\*\*If you have to keep your child home, please call the school at 465-4186 by 8:30 A.M. for children attending the AM session and by 12:30 P.M. for children attending the PM session. If your child must be absent from school, it is the responsibility of the parent/guardian to notify the school by 8:30 A.M or 12:30 P.M, depending on the session. Please provide your name, student's name, grade, teacher, reason for absence, and a number where you may be reached.**

If the child is too ill to stay in school, the child will be provided a place to rest until the parent, legal guardian, or designated person arrives. Someone familiar with the child will supervise the child at all times. A child with a potentially communicable illness that requires that the child be sent home from preschool will be provided care separate from other children with extra attention given to hygiene and sanitation until the child leaves preschool. The child needs to be picked up within one hour of notification.

### **Reporting Requirements**

Some communicable diseases must be reported to public health authorities so that control measures can be used. The school health nurse/classroom instructor will obtain an updated list of reportable diseases from the local or state health authorities annually. A copy of the reportable disease list will be shared with each parent and legal guardian at the time of enrollment or at family orientation night. In August, families and staff will be reminded to notify the school health nurse/classroom instructor within 24 hours after the child or staff has developed a known or suspected communicable disease, and to inform the school health nurse/classroom instructor if any member of their immediate household has a reportable communicable disease. While respecting the legal boundaries of confidentiality of medical information, the school health nurse/classroom instructor will notify the appropriate health department authority about any suspected or confirmed reportable disease among the children, staff, or family members of the children and staff. The telephone number of the local or state health authority to whom to report communicable diseases is posted. Families of children who may have been exposed to a child with a communicable disease or reportable condition will be informed about the exposure according to the recommendations of the local health department.

### **Health Consultation**

The Child Care Health Consultant will provide ongoing consultation to the preschool and will help develop written policies relating to health and safety. The health consultant will visit the facility to review and give advice on the health component.

The health consultant will provide advice about accommodations required for children with specific health problems, design and review surveillance systems for injury and illness, assist with staff and family education, and be a source of contacts within the health care community.

### **Injuries or Illnesses Requiring Medical or Dental Care**

1) The classroom staff member who is with the child and who has had pediatric first aid training will provide first aid. 2) A classroom staff member will notify the school nurse or building health staff when immediate medical help is required. The school nurse/classroom instructor will contact a parent or legal guardian or, if the parent or legal guardian cannot be reached, the alternate emergency contact person. The emergency facility used by the program is Dallas County Hospital. Prior to a specific medical emergency the school nurse/classroom staff will contact the emergency facility to find out what procedures are followed for emergency treatment of children not accompanied by a parent or legal guardian. If needed, emergency transport is provided by Dallas County Emergency Medical Service. 3) A staff member will accompany the child and remain with the child until the parent or legal guardian assumes responsibility for the child. Child: staff ratios will be maintained at all times for the children remaining in the preschool center. 4) A classroom staff member will complete an injury report form as soon after the incident as possible. The form will be signed by the parent or legal guardian. Copies will be distributed to the parent or legal guardian, the child's record at the facility, and the preschool Injury Log. 5) Dental Emergencies: Dr. Greg Steffen with Perry Family Dentistry is the licensed providers who have agreed to accept emergency dental referrals of children and to give advice regarding a dental emergency unless otherwise indicated by the parent or legal guardian. Dental injuries will be given first aid as in 1) above. If emergency dental care is required, a staff member will accompany the child and remain with the child until the parent or legal guardian assumes responsibility for the child. If needed, students may also be transported by Dallas County Emergency Medical Service. Parent/Guardians are responsible for payment of all medical expenses.

### **Medication**

The administration policy for dispensing medication must be followed. A parent request and authorization for the administration of medication form must be completed and signed by the parent or guardian. Forms can be obtained from the classroom instructor. All medications must be taken to the classroom instructor and it must be in the original container.

### **Head Lice**

If a student is found to have head lice at school, the school nurse/classroom instructor will call the parent/legal guardian. Contact with parent/legal guardian will be made:

1. School nurse/classroom instructor instructs parent/legal guardian of proper head lice removal
2. Parent/legal guardian treats the child
3. Child returns to school
4. School nurse/classroom instructor checks the child and any siblings

If contact with parent/legal guardian is **not** made:

1. Child is allowed to return with a treatment letter and head lice information
2. Teacher monitors student's interaction with other students – limits contact with students during small group time, head phones are not used, and hats and/or caps are kept in the student's coat or in a separate area.

If the head lice problem persists, child may need to be sent home from school and/or a home visit by the nurse and other school staff member may be conducted.

### **Insurance**

The school **does not provide** medical insurance for your child and **is not responsible** for medical costs resulting from accidents or injuries at school. A low cost policy is available. Forms are available in the office. The premium for this insurance is for the school time student insurance and/or for full-time student accident insurance (24 hours per day - 12 months). Please return your envelope with application and proper premium enclosed to their office at 1106 Willis, Perry, Iowa. Hawkeye I Insurance is available for families who qualify. Applications are available in the school office. You may phone the school nurse/teacher with any questions you may have about the Hawkeye I program.

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### **Daily Record Keeping/ Daily Health Checks**

**Family/Instructional Staff Information Exchange** Upon daily arrival at the program site, each child will be observed by staff for signs of illness/injury that could affect the child's ability to participate in the day's activities. The written record of illness findings from these daily checks will be kept for at least three months to help identify outbreaks.

**Attendance/Symptom Record/Hand washing/Sunscreen or Bug Repellent (if appropriate)** The instructional staff will complete the Enrollment/Attendance/Symptom Record to log attendance and any illness/injury the child is known to have. The instructional staff to identify patterns of attendance and illness will review records.

### **SUPERVISION:**

#### **Principle**

No child will be left unsupervised while attending the program. At least two staff will always be available if more than 10 children are present. Instructional staff will directly supervise preschool children by sight and hearing at all times. Instructional staff will regularly count children on a scheduled basis, at every transition, and whenever leaving one area and arriving at another to confirm the safe whereabouts of every child at all times.

#### **Child: Staff Ratios**

Child: staff ratios followed by this program will always comply with the following requirements according to state regulations: for 4&5 year-olds a ratio of 10:1 and no more than 20 students per class. During field trips, an additional adult will be required.

#### **Supervision of Active Play**

Observation of active (large muscle) play in indoor and outdoor spaces will be as follows:

- 1) High-risk play areas (i.e., climbers, slides, swings and water play) will receive the most staff attention.
- 2) All children using playground or indoor play equipment will be supervised. No children will be permitted to go beyond a staff member's range of direct supervision. Child: staff ratios will be at least as stringent as for other child activities.

### **DISCIPLINE:**

#### **Philosophy of Discipline**

Instructional staff will equitably use positive guidance, redirection, planning ahead to prevent problems, encouragement of appropriate behavior, consistent clear rules, and involving children in problem solving to foster the child's own ability to become self-disciplined. Discipline will be explained to the child before and at the time of any disciplinary action. Instructional staff will encourage children to respect other people, to be fair, respect property, and learn to be responsible for their actions. Instructional staff will guide children to develop self-control and orderly conduct in relationship to peers and adults. Aggressive physical behavior toward staff or children is unacceptable. Instructional staff will intervene immediately when a child becomes physically aggressive to protect all of the children and encourage more acceptable behavior. Instructional staff will use discipline that is consistent, clear, and understandable to the child.

#### **Permissible Methods of Discipline**

**For acts of aggression and fighting** (e.g., biting, hitting, etc.) 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 staff supervision, appropriateness of

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facility activities, and administrative corrective action if there is a recurrence. **Physical restraint** will not be used except as necessary to ensure a child's safety or that of others, and then in the form of holding by another person as gently as possible only for as long as is necessary for control of the situation. **Medicines or drugs that will affect behavior** will not be used except as prescribed by a child's health care provider and with specific written instructions from the child's health care provider for the use of the medicine. **Time-out** will be used if other management techniques are ineffective. Time-out or removal of a child from the environment may be used selectively for children who are at risk of harming themselves or others. The period of time-out will be just long enough to enable the child to regain self-control. Instructional staff will monitor the effectiveness of time-out and seek the help of the educational consultant when approved behavior management strategies do not seem to be effective.

### **Prohibited Practices**

Instructional staff will not use physical punishment or abusive language.

### **Suspected Child Abuse**

All observations or suspicions of child abuse or neglect will be immediately reported to the child protective services agency no matter where the abuse might have occurred. Instructional staff will call Child Protective Services to report suspected abuse or neglect. Instructional staff will follow the direction of the Child Protective Services regarding completion of written reports. If the parent or legal guardian of the child is suspected of abuse, instructional staff will follow the guidance of the child protective agency regarding notification of the parent or legal guardian. Reporters of suspected child abuse will not be discharged for making the report unless it is proven that a false report was knowingly made. Staff who are accused of child abuse may be suspended or given leave of responsibilities pending investigation of the accusation. Such staff members may also be removed from the class-room and given a job that does not require interaction with children. Parents or legal guardians of suspected abused children will be notified. Parents or legal guardians of other children in the program will be contacted by the Director of Special Programs if a staff member is suspected of abuse so they may share any concerns they have. However, no accusation or affirmation of guilt will be made until the investigation is complete. Staff members found guilty of child abuse will be summarily dismissed.

### **EDUCATIONAL OBJECTIVES:**

The objectives for preschool are to provide children with a learning environment and varied experiences which will help them develop spiritually, socially, intellectually, physically, and emotionally in a manner appropriate to their age and stage of development toward the overall goal of social competence and kindergarten readiness. The educational program also provides experiences that are designed to meet the individual differences and needs of children with disabilities whether this is physical, communication, hearing, vision, or developmental delays.

### **CHILD OUTCOMES (As developed by the Preschool Advisory Team)**

#### **Creative Arts – Art, Music, Dramatic Play**

- Explore art and given opportunity to participate in arts with others through variety of media – draw, clay, wood, etc.
- Express themselves in artwork and tell you about it – what they drew and why
- Begin to experience tone, tempo – music
- Creativity and imagination – interact with peers
- Begin to experience a sense of personality – what they like, who they are, and how they can express it
- With art there is no right or wrong way – being creative is the important part
- Don't be destructive – be respectful in dramatic play. Share and compromise in play

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- Opportunity to experience “real” art and plays
  - Books of real artwork, serious arts
  - Get excited about time, colors, etc. – that it’s real and also serious
- Enjoy singing and playing music
- Exposed to fun, silly, educational songs – able to sing songs learned at school and enjoy it!
- Transition well from one activity to another without little resistance
- Begin to recognize – exposure (arts) to multiple things – paints, sculpting, play-doh, leaves, cotton balls
- Express emotions as well as actions in play
- Be able to hold crayon, markers, scissors – to know what the tools do and are used for
- Opportunity to go behind the box to express self with little boundaries
- To begin to recognize that the art are more than just fun, but can be serious
- On task
- Skip – hop - jump
- Sing-along and follow leader/teacher
- Able to pretend – keep it flowing with classmates
- Able to pretend at home too with siblings or parents
- Explore, Express, Appreciate, Enjoy

### **Math and Science**

- Understand numbers, counting (at least to 20 – prefer higher), patterns, shapes and special relationships
- Identify numbers – start to understand (3 means 3 objects, etc.)
- One-to-one correspondence
- Concept of a calendar
- Progression in numbers
- Early understanding of addition and subtracting – patterns
- Opportunity for books in math and science areas in order to gain interest
- Relationships – top & bottom, front & back, opposites
- Reasoning, describe & predict
- Observe world around them
- Apply strategies to solve problems
- Understand measurement and comparison
- Respect for living things
- Introduction of weather – appropriate attire
- Recognize there are reasons for things – cause & effect
- Curiosity – exploration for sciences and nature – ask questions
- Science if fun!
- Properties – living/nonliving things

### **Social & Emotional Development**

- Awareness of stranger and trustworthiness for the child to feel secure without the parent in relating to the teacher
- Be able to feel empathy for other children and people
- Respect all others – peers, teachers
- Understand importance of taking turns, etc.
- Cognizant of other feelings while dealing with his/her feelings
- Confidence in abilities
- Ability to work on things together in a group – opportunities for leadership as well as follower
- Problem solving
- Ability to interact with each other appropriately – good manners
- Demonstrate ability to take and follow instructions

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- Being able to stand up for themselves and others
- Make friends
- Converse and interact with children with all abilities, ages, cultures, backgrounds
- Ability to learn to manage emotions and language – express feelings in a healthy way
- Develop different plans when problems arise
- Self regulate – know when to stop, anger management
- Say & mean “I’m sorry” – admit when they’ve done wrong

**Communication, Language & Literacy**

- Thoughts and dreams being known through and with words, writing, drawing
- Ability to effectively communicate – speaking for themselves to people with confidence
- Knowing how to say what they want – ability to communicate and use words appropriately (socially acceptable language)
- Discuss what he/she did at school, what they learned, what stories they heard and what they were about
- Communicate in courteous and respectful way
- Express needs appropriately
- Develop listening skills – to be a good speaker and a good listener
- Not interrupting – communication is two-way: listening and responding
- Develop a memory of day’s events and can communicate that memory
- Ability to go up to another person and introduce themselves
- Verbal enunciation development
- Determine what body language is appropriate
- Can answer questions with multiple words – not just yes/no
- Can they ask a question?
- Build language – academic (themes) and everyday language appropriately
- Understanding what things mean – vocabulary
- Words are powerful – they can be hurtful or helpful – use them to express thoughts and feelings
- Use words appropriately
- Putting words together that have multiple segments
- Find out if students have problems with certain sounds/letters
- English language can be confusing – basic content – same words mean different things in different context
- Letter sounds – vowels vs. consonants and they make words
- Alphabet
- Beginning sounds
- Phonemic awareness
- Know how to hold writing instrument
- Read – enjoy reading – can listen and talk about it
- Concept of a book: how to hold, how to turn pages, listen, repeat, put in order, change ending
- Being able to tell a short story – picture, painting
- Gain meaning – stories can take meaning
- Name recognition and recognizing other children have names and recognize their names
- School tools and how to use them – hold a pencil, write, cut, draw, color, etc.
- Learning phone number, address
- Putting words and sounds together – realize purpose
- Write first and last name



**Curriculum**

Curriculum is a written plan that includes:

- Goals for children’s development and learning
- Experiences through which they will achieve these goals
- What staff and parents do to help children achieve these goals

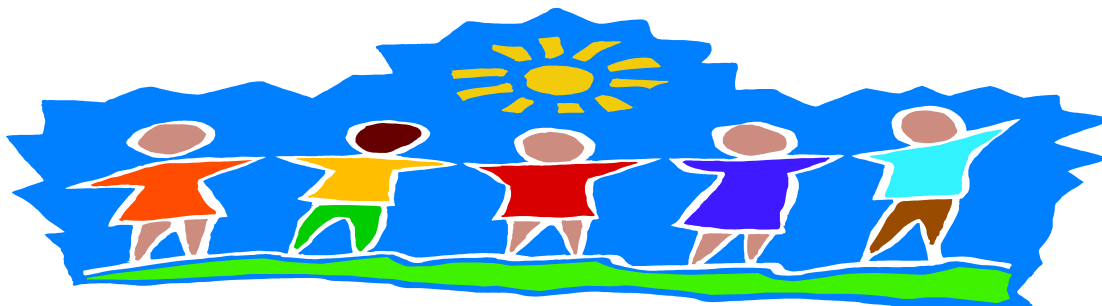
We use the Creative Curriculum for Preschool, which is a blueprint for planning and implementing a developmentally appropriate program. Its effectiveness in helping children acquire social competence and the skills they need to succeed as learners. The Creative Curriculum framework is divided into five parts.

1. How Children Develop and Learn – what preschool children are like in terms of their social/emotional, physical, cognitive, and language development, characteristics and experiences.
2. The Learning Environment – the structure of the classroom that makes it possible for teachers to teach and children to learn.
3. What Children Learn – the body of knowledge included in national and state standards and research reports for six content areas and the process skills children use to learn that content.
4. The Teachers Role – how careful observations of children lead to a variety of instructional strategies to guide children’s learning. We use a systematic approach to assessment that enables teachers to learn about and plan for each child and the group.
5. The Family’s Role – the benefits of developing a partnership with every family and working together to support children’s optimal development and learning. We get to know the families, welcome them, and communicate with them regularly.

The Iowa Early Learning Standards (IELS) are addressed through integration into Creative Curriculum. IELS identify the knowledge, skills, motivation, and attitudes developed by four-year-olds that lead to success as students in school and as adult citizens in a democracy.

**Daily Schedule**

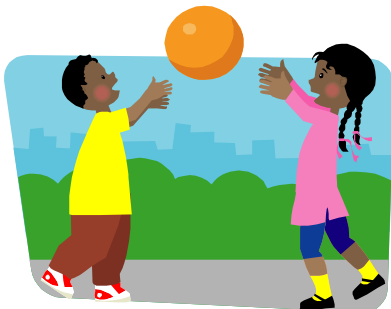
Morning	Arrival	Afternoon
7:55-8:05AM		11:55-12:05PM
8:05-8:20AM	Bible Story/Activity	12:05-12:20PM
8:20-8:40AM	Morning Message/Story	12:20-12:40PM
8:40-9:40AM	Learning Center/Small Groups	12:40-1:40PM
9:40-10:15AM	Songs/Snack/Book Time	1:40-2:15PM
10:15-10:35AM	Large/Small Group/Weather	2:15-2:35PM
10:35-11:05AM	Outdoor play/Gym	2:35-3:05PM
11:05-11:15AM	Dismissal	3:05-3:15PM



**THE CREATIVE CURRICULUM: Teaching strategies GOLD's objectives and dimensions**

<b>SOCIAL/EMOTIONAL</b>	<b>LANGUAGE</b>
<ol style="list-style-type: none"> <li>1. Regulates own emotions and behaviors                             <ol style="list-style-type: none"> <li>a. Manages feelings</li> <li>b. Follows limits and expectations</li> <li>c. Takes care of own needs appropriately</li> </ol> </li> <li>2. Establishes and sustains positive relationships                             <ol style="list-style-type: none"> <li>d. Forms relationships with adults</li> <li>e. Responds to emotional cues</li> <li>f. Interacts with peers</li> <li>g. Makes friends</li> </ol> </li> <li>3. Participates cooperatively and constructively in group situations                             <ol style="list-style-type: none"> <li>a. Balances needs and rights of self and others</li> <li>b. Solves social problems</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>8. Listen to and understand increasingly complex language                             <ol style="list-style-type: none"> <li>a. comprehends language</li> <li>b. Follows directions</li> </ol> </li> <li>9. Uses language to express thoughts and needs                             <ol style="list-style-type: none"> <li>a. Uses and expanding expressive vocabulary</li> <li>b. Speaks clearly</li> <li>c. Uses conventional grammar</li> <li>d. Tells about another time or place</li> </ol> </li> <li>10. Uses appropriate conversational and other communication skills.                             <ol style="list-style-type: none"> <li>a. Engages in conversations</li> <li>b. Uses social rules of language</li> </ol> </li> </ol>
<b>PHYSICAL</b>	<b>COGNITIVE</b>
<ol style="list-style-type: none"> <li>4. Demonstrates travel skills (walk, run, hop, etc.)</li> <li>5. Demonstrates balancing skills</li> <li>6. Demonstrates gross-motor manipulative skills</li> <li>7. Demonstrates fine-motor strength and coordination                             <ol style="list-style-type: none"> <li>a. Uses fingers and hands</li> <li>b. Uses writing and drawing tools</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>11. Demonstrates positive approaches to learn                             <ol style="list-style-type: none"> <li>a. Attends and engages</li> <li>b. Persist</li> <li>c. Solves problems</li> <li>d. Shows curiosity and motivation</li> <li>e. Shows flexibility and inventiveness in thinking</li> </ol> </li> <li>12. Remember and connects experiences                             <ol style="list-style-type: none"> <li>a. Recognizes and recalls</li> <li>b. Makes connections</li> </ol> </li> <li>13. Uses classification skills</li> <li>14. Uses symbols and images to represent something not present                             <ol style="list-style-type: none"> <li>a. thinks symbolically</li> <li>b. Engages in socio dramatic play</li> </ol> </li> </ol>

LITERACY	SCIENCE AND TECHNOLOGY	
<p>15. Demonstrates phonological awareness</p> <ul style="list-style-type: none"> <li>a. Notices and discriminates rhyme</li> <li>b. Notices and discriminates alliteration</li> <li>c. Notices and discriminates smaller and smaller units of sound</li> </ul> <p>16. Demonstrates knowledge of the alphabet</p> <ul style="list-style-type: none"> <li>a. Identifies and names letters</li> <li>b. Uses letter-sound knowledge</li> </ul> <p>17. Demonstrates knowledge of print and its uses</p> <ul style="list-style-type: none"> <li>a. Uses and appreciates books</li> <li>b. Uses print concepts</li> </ul> <p>18. Comprehends and responds to books and other texts</p> <ul style="list-style-type: none"> <li>a. Interacts during read-alouds and books conversations</li> <li>b. Uses emergent reading skills</li> <li>c. Retells stories</li> </ul> <p>19. Demonstrates emergent writing skills</p> <ul style="list-style-type: none"> <li>a. Writes name</li> <li>b. Writes to convey meaning</li> </ul>	<p>24. Uses scientific inquiry skills</p> <p>25. Demonstrates knowledge of the characteristics of living things</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p> <p>27. Demonstrates knowledge of Earth’s environment</p> <p>28. Uses tools and other technology to perform tasks.</p>	
	SOCIAL STUDIES	
<th data-bbox="87 982 820 1018">MATHEMATICS</th> <td data-bbox="820 583 1529 947"> <p>29. Demonstrates knowledge about self</p> <p>30. Shows basic understanding of people and how they live</p> <p>31. Explores change related to familiar people or places.</p> <p>32. Demonstrates simple geographic knowledge.</p> </td>	MATHEMATICS	<p>29. Demonstrates knowledge about self</p> <p>30. Shows basic understanding of people and how they live</p> <p>31. Explores change related to familiar people or places.</p> <p>32. Demonstrates simple geographic knowledge.</p>
<p>20. Uses number concepts and operations</p> <ul style="list-style-type: none"> <li>a. Counts</li> <li>b. Quantifies</li> <li>c. Connects numeral with their quantities</li> </ul> <p>21. Explores and describes spatial relationships and shapes</p> <ul style="list-style-type: none"> <li>a. Understands spatial relationships</li> <li>b. Understands shapes</li> </ul> <p>22. Compares and measures</p> <p>23. Demonstrates knowledge of patten</p>	THE ARTS	
	<p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p>	
	ENGLISH LANGUAGE ACQUISITION	
	<p>37. Demonstrates progress in listening to and understanding English</p> <p>38. Demonstrates progress in speaking English</p>	



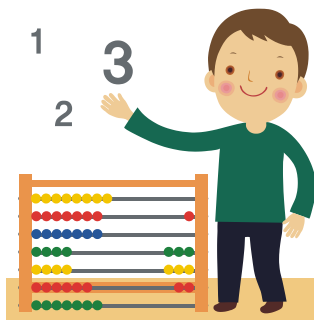
## Assessment & Evaluation

Early childhood assessments are an important part of the early childhood learning environment. Assessments will be used to benefit young children's growth and development. To ensure sound assessment practices and to obtain accurate data, all programs will maintain at least one individual that has completed the appropriate training procedures.

Assessments used to inform curriculum and instruction are considered to be ongoing, particularly when using observational methodologies. It is expected that assessments of children will continue throughout the program year to best meet the needs of the children. Continuous, ongoing assessments of children provide the early childhood educator with an indication of children's strengths and areas for growth. This information assists educators when planning daily lessons and learning experiences.

- Various methods, techniques, and tools are used to **assess** and **evaluate** student progress in school.
- **Assessment** is continuous and ongoing. Information may be gathered from students' daily work and assignments, observation, student projects and presentations, portfolios, and tests.
- **Evaluation** is the decision made regarding the information gathered through assessment. This may take the form of marks, or comments which give a "snapshot" of how well students are doing at certain times during the school year.
- **Communicating** with parents about student progress is continuous and may occur formally (e.g., reporting periods, portfolios) and informally (e.g., telephone calls, home visits).
- Parents and teachers meet to discuss student progress, areas of strengths, areas for improvement, as well as any other concerns.
- Parents are encouraged to call or visit the teacher during the school year with questions about their child's progress or the learning program.

All individual assessment data will be kept confidential between the parent, classroom instructional staff and school administration. Assessment data (hard copies) will be kept in secured files and on secured district data base files. Group assessment data (no individual names reported) may and will be used for program reporting and program improvement planning.



## PRESCHOOL ASSESSMENT PLAN

Assessment Tool	Purpose	Procedures	Use of Results
<b>Program Developed Parent and Child Intake Form</b>	Identify interests, allergies, discipline, etc. of son/daughter and family background information	Intake information upon enrollment or placement in classroom  Reviewed by teacher within first days of child's placement in room	Use for planning instruction  Use for health & safety issues  Use to communicate w/ families & staff
<b>"Teaching Strategies GOLD":</b> Social-Emotional Dev.; Physical Dev.; Cognitive Dev.; Language Dev. ; Literacy; Mathematics; Science and Technology; Social Studies; The Arts; English Language Learners; Aligned with Iowa Early Learning Standards	Criterion Referenced- Outcome, Diagnostic, and Performance	Observation & anecdotal records, checklists, parent information compared to Objectives and Dimensions  Portfolio-see <b>Teacher Developed Portfolio Assessment</b>  Shared 3 times a year- Nov., Feb., May	Use for planning instruction  Use for review of curriculum  Use for communicating growth & progress of child with families & staff
<b>Teacher Developed Portfolio Assessment:</b> Color Recognition, Letter Recognition, Basic Concepts, Shape/Number Recognition, Counting, Writing samples, Drawing self sample, Sequencing sample, Cut-color-glue activity	Outcome & Performance	Observation & anecdotal records  Samples taken throughout the year  Checklists  Interview 1:1  Shared 3 times a year - Nov., Feb., May	Use for planning instruction Use for review of curriculum  Use for communicating growth & progress of child with families & staff
<b>Ages and Stages</b>	Screening and Diagnostic	Teacher & Parent completes Ages and Stages forms at the beginning of the year and as needed  August/September	Use for planning social-emotional & behavioral supports in classroom  Use for communicating growth & progress of child with families & staff
<b>Parent Evaluations</b>	Monitoring Progress– Outcome and performance of program	Parent(s) complete evaluation  January and May	Use for identifying strengths and weaknesses in program  Use for communicating extra support, growth & progress of program
<b>Individual Growth and Development Indicator</b> (Get It! Got It! Go!)  <a href="http://ggg.umn.edu/get/index.html">http://ggg.umn.edu/get/index.html</a>	Screening, Diagnostic, and Monitoring Progress- Phonemic Awareness Picture Naming Alliteration Rhyming Blending/Segmenting	1:1 interview with teacher  Three times a year: Sept, Dec, March  Shared at conferences and end of the year	Use for planning instruction and curriculum focused on phonemic awareness  Use for communicating growth & progress of child with families & staff

## **PROBLEM SOLVING APPROACH:**

For students exhibiting academic and/or behavior difficulties in the classroom the following steps will be followed:

**Level I** – Consultation between Teacher and Parent/Guardian. Classroom instructors will work collaboratively with parents to determine the basis of concern and will work in concert to develop approaches in dealing with the identified student concern. The classroom instructor will be held responsible for documenting identified concern, interventions, and collaborative efforts made to resolve the concern. Should the parent/guardian and instructor desire outside input they will have the local special education staff, and other district instructors or district administration available to assist them on an informal basis.

**Level II** – Consultation with Other Resources. Meaningful collaboration between teacher and parent/guardian will continue at this level. Special Education, Compensatory Education, and Area Education Agency personnel will continue to be available on an informal basis. However, involvement with these personnel will require verbal permission by the parent/guardian if the student will be singled out for observations by any of the aforementioned personnel.

**Level III** – Consultation with Extended Problem-Solving Team. At Level III all interactions and subsequent interventions will be on a formal basis with appropriate documentation kept. Area Education Agency personnel will become involved to provide assistance with data collection, intervention design, and monitoring. At this level interventions will be carried out in the regular classroom. Parents/Guardians must provide verbal permission requesting AEA intervention.

**Level IV** – Due Process – IEP Consideration. This level of intensive intervention is available through Special Education and will require written parental permission. Area Education personnel will complete evaluations with input from previous interventions that were collaborated between home and school.

**No child will be discharged from preschool. Children needing addition supports above Level IV may need to transfer to Perry Elementary School's Early Learning Center.**

## **PROGRESS REPORTS**

Student progress is formally reported to parents/guardians three times each year. Progress reports will be issued during the following times:

- **Conferences** – Parent - Teacher Conferences are scheduled twice a year, in the fall and spring.
- **End of May**

Parents/Guardians or teachers may request conferences at any time between grading periods.

## **DIVERSE LEARNERS**

Perry Community Preschools and the Area Education Agency (AEA) work closely together in providing special services to families. A child with a disability can often learn more readily in a group with other children than in a separate group for disabled children. Services for children with special needs in the areas of: vision, hearing, speech, cognitive skills, health, behavior and motor skills are provided in a positive, friendly environment. If any special accommodations are stated in the child's IEP, the modifications to the classroom will be made.

## **SNACKS:**

### **NUTRITION AND FOOD SAFETY**

Each child receives a snack served within two hours of arrival. Children are introduced to a variety of foods. Children are encouraged to taste the foods served, but are not required to finish all the food. No food is ever used as a reward or punishment. Development of good food habits and attitudes is stressed.

**515-465-4186**

Bus Garage 465-5513

Children under four years of age will not be offered: hotdogs (whole or sliced), grapes, nuts, popcorn, raw peas, hard pretzels, spoonfuls of peanut butter, chunks of raw carrots, or meat larger than can be swallowed whole. Examples of snacks that can be considered include: snack crackers, strawberry Poptarts, animal crackers, wheat crisp crackers, 100 calorie Oreo, and Sun Chips-Original.

Nutrition education and related materials are available and provided throughout the year, both at the school site and as requested by parents.

## **MENUS**

Monthly menus will be posted in the classroom. Menus are sent home monthly to parents.

**\*\*NO OUTSIDE FOOD IS TO BE BROUGHT INTO THE PRESCHOOL CENTER\*\***

We know that many of you would enjoy making/bringing food for your child's classroom, but preschool centers do not allow this practice. This policy is in effect because we need to insure the safety of all our children. With the increase in food allergies, including lactose intolerance, we do not want to put our children in jeopardy.

Here are some ideas for your child to bring to the classroom if you so desire:

- Reading or telling a story to the children
- Planning a special activity for the children
- Sharing your culture or family tradition with the children
- Donating a book to the class

Other suggestions are:

- Stickers
- Temporary tattoos
- Pencil
- Party blowers/noisemakers
- A special book for your child to share with the class
- Crayons
- Small sticky note pads
- Dinosaur type creatures
- Yo-Yo's
- Ball mazes
- Moving square puzzles
- Other types of safe party favor items appropriate for 3 and 4 year olds.

Talk to your child's teacher for additional ideas.

## **FOOD ALLERGY AND DIETARY RESTRICTIONS**

There will be a plan in place to accommodate and ensure the safety of children who have food allergies and other dietary restrictions.

Before classes begin, if a child requires a special diet due to a medical reason, the classroom instructor must be informed by the parent/legal guardian, so that the Medical Statement for Food Substitutions and the Food Allergy Action Plan forms can be completed. The parent will bring the forms to the child's physician to be filled in and signed by the physician. The parent will bring the signed forms to the child's classroom instructor. A copy of the Medical Statement for Food Substitutions will be provided to nutrition services. The list of Food Allergies, with the child's name shall be posted for all staff to see. This list will be covered with a "confidential" sheet.

515-465-4186

Bus Garage 465-5513

**ATTENDANCE:**

Attendance is an extremely important part of your child's education. Every effort should be made toward getting students to school every day on time. Much of the child's progress depends on his/her regular attendance at school as students who do not attend school on a regular basis develop gaps in their learning. Students with poor attendance patterns are more likely to drop out before graduation from high school.

**SCHOOL HOURS:**

The morning session begins at 8:00A.M. and is dismissed at 11:10A.M. The afternoon session begins at 12:00P.M. and is dismissed at 3:10P.M. Supervision by school staff begins at 7:55A.M. and 11:55A.M. respectively for morning and afternoon sessions. Preschool meets on Monday, Tuesday, Thursday, and Friday. Wednesday is set aside for staff development, home visits, and lesson preparation.

**ARRIVAL AND DEPARTURE ROUTINES:**

Daily children will be walked into the classroom by a parent or guardian. The parent/guardian will sign his/her child in before he/she leaves. The child will wash his/her hands before attending to the day's activities. At departure, the parent/guardian will pick his/her child up in the classroom and again sign the child out for the day. Children arriving and leaving on a school bus or HRTR bus will be escorted by a teacher to and from the bus. That teacher will also sign the child in and out for the day.

**DRESS EXPECTATIONS:**

Gingerbread Preschool students are expected to display personal cleanliness, neatness, and appropriate clothing at all times. **Drawstrings are not allowed at school** because they cause a strangulation hazard. When a child comes to school with a drawstring on a sweatshirt or other item of clothing, it will be removed immediately. Also, shoes and sandals with a strap across the back of the ankle or tennis shoes should be worn. This prevents tripping and losing shoes when walking. **NO flip flops or backless sandals should be worn.**

**SCHOOL VISITS:**

We are proud of all the wonderful happenings at the Gingerbread House Preschool. Parents/Guardians are always welcome and are encouraged to come and observe your child and become involved in your child's education. If you desire a special conference, please call for an appointment before you visit. **Always check in at the office upon your arrival for a school visit. All visitors are asked to sign in and wear a badge while in the building.** We wish to consider safety as we welcome visitors into our buildings. This system lets staff and students know that you have checked in at the office and that you are an approved visitor.

Prior to leaving the building, we ask visitors to sign out. All doors will remain locked throughout the day with the exception of the main entrance.

**FIELD TRIPS:**

Each year, parents/guardians are asked to complete a form giving consent for their child (children) to go on educational field trips with their class. An extra volunteer/staff must be present for field trips to ensure ratios are met in emergencies. A notice of field trips will be sent home at the time of the planned event. If you have any questions about the field trip, please call your child's teacher. Transportation for field trips is provided by a Hirta bus or Perry Community School bus.



### **CHILD CUSTODY:**

Parents, and others who have written permission from parents, will be allowed to pick up students from school. The District will try to respect the rights of parents, both custodial and non-custodial, who desire to participate in the education of their child. Absent a court order stating otherwise, the school will assume both parents have the right to visit or pick up the child from school.

### **EMERGENCY PLANS:**

Each center will have their own plans in the event of an emergency (i.e., fire, tornado, etc.). All emergency plans are posted in the center. Fire and tornado drills will be practiced monthly.

### **VOLUNTEERS:**

The school welcomes adult volunteers who have time to share in helping carry out the educational program. Volunteers can provide a valuable service by supervising writing centers, typing, reading to children, listening to children read, practicing math facts with students, and many other kinds of activities. Volunteers coming into the classroom will need to sign a child abuse and communicable disease waiver. If you would like to be a volunteer, contact your child's teacher.

### **BUS TRANSPORTATION:**

- **Use of Video Camera on Bus** - The Perry Community School District Board of Education has authorized the use of video cameras on school district buses. The video cameras will be used to monitor student behavior to maintain order on the school buses to promote and maintain a safe environment. Students and parents/guardians are hereby notified that the content of the videotapes may be used in a student disciplinary proceeding. The contents of the videotapes are confidential student records and will be retained with other student records. Videotapes will only be retained if necessary for use in a student disciplinary proceeding or other matters as determined necessary by the administration. Parents/Guardians may request to view videotapes of their child if the videotapes are used in a disciplinary proceeding involving their child.
- **In Town Bus Stops** - Preschool students will be transported to the preschool site from a pickup location in one of these areas: Graceland, Elementary School, Head Start (2816 1<sup>st</sup> Avenue), Church (18<sup>th</sup> & Iowa), Perry Day Care, Kading Road, Highview & McKinley, Bar Jac, West 8<sup>th</sup> Street between Willis and Warford, Southgate, 3<sup>rd</sup> Street and Estella, Perkins Park, the former middle school on Otley between 10<sup>th</sup> and 12<sup>th</sup> Streets, 30th Street and McKinley, 31<sup>st</sup> Street, and the middle school/high school complex in the rear of the building.
- **Rural Students** - Preschool students using school transportation will be scheduled in the morning session. Students living in rural areas will be contacted by their bus driver before the beginning of the school year as to approximate pick-up times and locations.

Parents should call the Bus Garage at 465-5513 with questions, concerns, or to obtain bus schedules.

### **TOBACCO USE PROHIBITED:**

Smoking, or the use of other tobacco products, is prohibited in school district buildings, in school vehicles, in school facilities, and anywhere on school property.

### **WEAPONS:**

The Perry Community School District will not permit or tolerate the possession, display, or use of weapons and/or dangerous objects by any person on school premises or vehicles. Violations of this policy will be reported to law enforcement agencies. Any object which could be used to injure another person and which has no school-related purpose will be considered a weapon.

## **PARENT INVOLVEMENT:**

You are your child's first and most important teacher! There are many ways for you to share your child's preschool experience:

**Communicating:** Communication goes both ways. Teachers want to share information with you at Home Visits and Conferences, through newsletters, phone calls or notes home. Never hesitate to call or ask to visit.

**Volunteering:** We need you! We need volunteers to help children with snack time, to read to the children, to share a special skill or to share a cultural experience. The more parent volunteers we have, the richer the children's classroom experience. You will have many wonderful opportunities this year!

**Learning at Home:** You and your child have homework to do together! It is important to spend time looking at and reading books every day. By talking together and sharing household jobs with your child you are helping him or her learn. We will offer lots of ideas!

**The greatest predictor of student achievement is family involvement! Research says that to help children be successful in school the family must...**

- 1) Have HIGH EXPECTATIONS for their child's future.
- 2) Offer opportunities to LEARN AT HOME.
- 3) BECOME INVOLVED in their child's education.

## **COMMUNICATIONS:**

Perry Community School District values communication between home and school. We use various methods of communication such as phone calls, notes, email and voice messages, newsletters, progress reports, conferences etc. School communications and notices of school events will be sent to the parent/guardian who has legal custody. When there is joint legal custody, communications will be sent to the parent who has physical custody. Parents who are not receiving official school communications can receive these communications by providing a series of self addressed, stamped envelopes.

**Notification of Changes:** Parents/Guardians need to notify the school office immediately of any changes in home address and/or phone numbers as well as changes in workplaces and phone numbers.

**Information Phone Line:** This Perry Community School phone line (465-8507) will help answer questions about school delays, cancellations, changes in event times and places and other important school happenings. The recorded message will be updated as needed in the off-winter months and daily during the winter months. Please note that this phone line is for informational purposes only and will not be checked for messages.

## **PARENT MEETINGS:**

Parent meetings are held periodically throughout the school year. This is an opportunity for parents and preschool staff to discuss issues, concerns, programming and other preschool related matters.

## **ADVISORY TEAM MEETINGS:**

Each center will be requested to appoint a representative(s) to discuss program issues and concerns as well as assist in setting the course for further preschool program development common to all four centers. There will be a minimum of two meetings per semester.

## **WEBSITE:**

We encourage parents and guardians to utilize the St. Patrick School ([www.stpatricks-perry-ia.org](http://www.stpatricks-perry-ia.org)) and Perry Community School District ([www.perry.k12.ia.us](http://www.perry.k12.ia.us)) websites. The websites provide access to the schools' calendars, announcements, events, and more.