

St. Paul's Lutheran Church and School Preschools

Program Policies and Procedures
Waverly-Shell Rock Community Partner

St. Paul's Preschool Site

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St. Paul's Lutheran School

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Welcome to St. Paul's Lutheran Preschool. We are proud to work as a partner in providing a safe and secure environment for your child during these important growing years. The program at St. Paul's Lutheran Preschool is a developmental program which provides children a supportive, loving atmosphere that encourages the maximum development of the many gifts, interests, and abilities of each child, including children with disabilities and those from a diverse background

Our early childhood program provides opportunities for children to be themselves, to develop a positive self-concept, to sense their own worth and to develop a love of learning. The preschool program has adopted and meets the Iowa Quality Preschool Program Standards, administered by the Iowa Department of Education. The Iowa Early Learning Standards are used to guide expectations for the children and instructional practices.

This handbook has been prepared in an effort to help you and your child have a successful preschool experience. Please go over the material in this handbook carefully and thoughtfully. **(QPPS 10.1)**

MISSION: (QPPS 10.1)

St. Paul's Lutheran School is committed to excellence in academics with a focus on our school values. Our preschool mission is for students to feel safe, loved, and to develop a curiosity for learning that will prepare them for their educational journey.

VALUES: (QPPS 10.1)

1. **Respectful** – I am respectful by listening, using self-control, and accepting authority
2. **Use Manners** – I use manners by saying "Please," "I'm sorry," "Thank you," "You're welcome," not interrupting, patiently waiting.
3. **Integrity** – I am doing the right thing even when no one else is watching
4. **Teachable** – I am flexible, adaptable, and ready to learn

PHILOSOPHY (QPPS 10.1)

We believe early developmental education is society's initial expansion of the young child's world. We believe early developmental education should:

1. Use the principles of growth and development as a foundation for teaching and learning.
2. Appreciate each child's uniqueness in background, ability and rate of development.
3. Enhance the child's positive self-image through a child centered classroom.
4. Stimulate the balanced growth of the whole child by providing an environment which facilitates higher order thinking skills, problem solving, learning and living.

5. Provide a planned, comprehensive program of experiences designed to develop the cognitive, emotional, social, physical, and creative abilities of each child.
6. Nurture lifelong positive attitudes toward learning.
7. Develop a partnership between school, family, and the community to maximize the progression of each child's development.

DISCRIMINATION POLICY,

St. Paul's Lutheran Preschool does not discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status,(for programs an administration of its educational policies, admissions policies, scholarship programs, and other school-administered programs. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the Human Resources Director Ron Zelle.

PRESCHOOL ENROLLMENT

St. Paul's Lutheran Preschool maintains a policy of open enrollment. However, priority is given to children whose parents are members of St. Paul's Lutheran Church, nonmember families who currently have a child in grades K-6 in St. Paul's School, and families whose child is already enrolled in the preschool program. It is the policy of the St. Paul's Lutheran School not to discriminate in its education programs or educational activities on the basis of sexual orientation, race, religion, color, national origin, marital status or disability.

1. All children whose third birthday is on or before September 15 may enroll in Sections A, B or C. (listed below) All children whose fourth birthday is on or before September 15 may enroll in Sections B, C, D, or E. (listed below) Section B is a mixture of 3 and 4 year olds and due to the limited hours isn't considered a state funded preschool classroom. (SWVPP)
2. Parent must present a birth certificate for verification of birth date.
3. **Your child should have completed the required immunizations and physical before being admitted to preschool. QPPS 5.1**
 Within six weeks after a child begins the program, health records that document the dates of service shall be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics.
 When a child is overdue for any routine health services, parents, legal guardians, or both provide evidence of an appointment for those services before the child's entry into the program and as a condition of remaining enrolled in the program, except for immunization for which parents are using religious exemption.
4. Parents must complete the preschool information forms.

Enrollment is determined by the receipt of your registration fee payable on the day of registration. The registration fee is non-refundable.

Program options:		Max # children
Section A – TTH a.m.	8:30 – 11:00	16
*Section B – MWF a.m.	8:30 – 11:00	18
Section C – MTTHF p.m.	12:10 – 3:10	20 (SWVPP)
Section D – MWF All Day	8:30 – 3:10	20 (SWVPP)
Section E – M-F All Day	8:30 – 3:10	20 (SWVPP)

(2:00 dismissal on Wednesdays) (enrollment is limited to one year)
 *Section B is not a SWVPP classroom, therefore students in this room will not receive tuition free programming.

The preschool program provides an equal opportunity educational experience for all children, including those with disabilities and unique learning needs. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff is aware of the identified needs of individual children and is trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for teachers, students, other children and their families. The preschool facilities meet the Americans with Disabilities Act accessibility requirements. **QPPS 9.10**

TUITION INFORMATION

St. Paul's is the recipient of the statewide funding for preschool (SWVPP). Due to the receipt of this SWVPP funding we are to guarantee 10 hours a week in each classroom to be no cost and free of religious instruction. *The hours for religion-free and cost-free programming varies in each classroom. If you would like the option to have your child ONLY attend the free portion of the preschool program, please contact the school principal to learn more about the exact hours in your child's classroom and we will work with you to make those arrangements. This 10 hours of free education is reflected in the tuition charges for each program. The additional hours above these 10 hours are referenced as wrap-around services and tuition fees are assessed on those wrap-around services.*

Tuition can be divided into nine equal parts with one part due each month beginning September 1. Tuition is the same each month. The regular tuition will be charged when your child is absent. This policy is necessary because our costs continue and we reserve a space for your child. Please pay tuition in the school office. It is helpful if you pay tuition online or during our school administrative assistant's office hours which are:

Monday through Friday 7:30 a.m. – 4:00 p.m.

Registration fees and Tuition will be paid according to the policies set forth by the school board:

Registration Fees – due by the first day of school.

1. If the registration fees are not paid by the first day of school, the principal (shall) send a reminder to the parents during the first week of school.

2. The principal will report any unpaid registration fees at the first regular School Board meeting of the school year.

Tuition – due the first day of the month.

1. If the tuition is not paid at the beginning of the month, the principal shall send a reminder to the parents about the 20th of the month.
2. Families who are two months delinquent in making tuition payments under the method of their choice will receive a second written notice of such delinquency, encouraging prompt payment.
3. If prompt payment cannot be made, the family will be requested to submit an alternate plan for delayed payments or the family may request scholarship assistance. In cases where an exception could be made, the principal may arrange an alternate plan with the parents for delayed payments of tuition and registration fees and present it to the School Board for approval.
4. The principal will report to the School Board those delinquent if an alternate plan has not been arranged. The School Board shall determine a termination date for the child's enrollment.

HELPING YOUR CHILD LEARN

Your child is learning every day about himself/herself, his/her family and his/her world. The early years are very important for your child. The experiences your child has are responsible for what he/she learns about the world. You can help by:

1. Keeping your child healthy. Seeing, hearing and feeling well will help your child learn.
2. Making certain your child has you to talk to, to answer questions, to read to, to play with.
3. Listening to your child share his/her experiences about places he/she has been, likes and dislikes, how he/she feels.
4. Giving your child opportunities to play with peers, to run, to play with toys, look at books, hear music, create art projects with materials like colors, paint, scissors and clay.
5. Encouraging your child to participate in simple chores at home.
6. Visiting places of interest in your community, such as the library.

SOME THINGS YOU CAN DO

At school, play clothes will let your child participate more wholeheartedly in all of the activities, both indoor and outdoor. Please label your child's removable clothing (this includes boots) with name tags or tape. Be sure they are marked with names or initials that your child can recognize. Have a place in your home where your child can put their papers every day. Perhaps you are working or are too busy to look at papers the very moment that your child comes home from school. It will be good to have your child's papers in a special place where you can see them. This will also help your child be responsible and realize that you are interested in what he/she is doing in school. Please share this activity with your child.

HOME VISITS

For children in our SWVPP classrooms home visits are made prior to the start of school. Our other PS classrooms have back to school visits. This is an opportunity for the preschool teacher 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. This is a great time for you to share what makes your family unique, how you prefer to communicate with the teacher, and share your knowledge about your child's interests, approaches to learning, and developmental needs. You can help the teacher understand what your goals are for your child and whether you have any concerns you'd like addressed. Parents are encouraged to share these preferences, concerns, and questions at any time with either the classroom teacher or administrator.

SAFE ARRIVAL AND DEPARTURE OF CHILDREN (QPPS 10.11)

Please walk your child into the classroom using the NW or NE building entrance. Your teacher will inform you of the door you will use for pickup/drop-off of your child. Parents or legal guardians must either accompany children to the classroom at the beginning of the day or leave their child in the care of one of the teaching staff. Doors will be unlocked for those specific times of the day. Plan to drop off between 8:20 and 8:30 as teachers are preparing for the day before then.

Return to the classroom door or the outside entrance to pick-up your child. Every child is required to stay with the teacher until the parent and teacher make contact.

Please be prompt. If for some reason you feel you may be late someday, please let the teacher and your child know in advance. For your child's protection, please notify the teacher if your child is to go home with someone other than yourself. The teacher will NOT dismiss a child to anyone different without notification from you.

Other than parents or legal guardians, only persons with prior written authorization (Parent Consent Form) will be allowed to pick up a child from the school. Anyone who is unfamiliar to teaching staff, including authorized individuals, will be asked to present photo identification before a child is released to them.

If a child is to be picked up early we request you report directly to the office when picking up their child rather than going to the child's classroom. Likewise, when a student returns to the building following an absence during the school day, the adult should stop in the office and sign the child in.

If your child rides the school bus to school, school employees will monitor students as they arrive at school and will go to each bus as it arrives to greet and assist the student. At dismissal, teaching staff will accompany each student to the bus and assist the student onto the bus.

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

School is dismissed at 2:00 each Wednesday for staff development.

TRANSPORTATION

Transportation is available through the WSR Schools for students who reside in the designated busing areas. Parents must make their own arrangements for busing through the WSR Bus Garage 352-5009.



PARENT-SCHOOL COMMUNICATION (QPPS 1.1, 7.5)

The program will promote communication between families and staff by using written notes as well as informal conversations or e-mail. Staff will use these notes to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Families are encouraged to maintain regular, on-going, two-way communication with the teaching staff in a manner that best meets their needs - email, in person, notes, or phone calls.

From School to Parent:

The School Directory/Calendar lists contact information for school staff, school board, and St. Paul's families in addition to holidays, vacation days, in service, early dismissal and dates for Parent-Teacher Conferences.

Classroom Newsletters will be sent home or sent electronically with your child periodically with special dates and information.

Adverse weather schedule changes (school closings, early-outs, or late starts) is coordinated with Waverly-Shell Rock Schools (WSR) and reported on radio stations KWAY 99.3 (AM 1470), and KWLO (AM 1330), and on KWWL TV (channel 7). Text alerts/online/phone messages are available. You may sign up for the app SchoolWay and download the Waverly-Shell Rock (WSR) Schools. If WSR dismisses because of weather, we automatically dismiss as well.

If there is a two hour late start, there will be no morning preschool.

From Parent to School (352-1484)

Inform the school of **address, phone or e-mail** contact changes

Inform the school of **changes in family status** (divorces/child custody)

Inform the school of your student's **adverse weather arrival or dismissal plans.**

If you have not alerted your child's teacher or the school office by 9:00 a.m. about your child being late or absent you will receive a call asking the whereabouts of your child.

VISITATION

We maintain an open-door policy. Parents and legal guardians are welcome to visit our classroom after the first few weeks, as it takes a few weeks to adjust to the new environment. If the teacher is not free to talk with you, please understand that it is difficult to divide one's attention when young children are involved. Just feel free to join in with the activities. You are most welcome to share a story, a game, a hobby or a special activity with the children. As a safety feature, all parents and visitors will check in at the elementary school office. Visitors are asked to please use discretion with regard to bringing babies and toddlers to school as young children may disrupt class sessions. Photo identification will be required for any unknown visitor to the classroom.

FAMILY EVENTS

Family events are an opportunity for you and your family to come to school to participate in fun as well as educational activities. Based on input from families the teaching staff will select a topic for the evening. With help from family volunteers, the event will be planned to meet the needs of the children and families in the classroom.

SUPERVISION POLICY QPPS 9.2

Before children arrive at school, the preschool teacher will complete the following daily safety checklist indoor and outdoor:

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

No child will be left unsupervised while attending preschool. Staff will supervise primarily by sight. Supervision for short intervals by sound is permissible as long as teachers check every two to three minutes on children who are out-of-sight (e.g. those who can use the toilet independently, who are in the library area, etc.)

RECORD CHECKS

Adults who have direct responsibility for child care or with access to a child when the child is alone, are subject to a record check. Direct responsibility is defined as, "being charged with the care, supervision, or guidance of a child." Owners, directors, staff member's substitutes, volunteers, and subcontracted staff persons are subject to a record check.

Staff (QPPS 10.15 - 10.20)

St. Paul's Lutheran School has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. The policies outline nondiscriminatory hiring procedures and policies for staff evaluation. Policies detail job descriptions for each position, including reporting relationships; salary scales with increments based on professional qualification, length of employment, and performance evaluation; benefits; and resignation, termination, and grievance procedures. Personnel policies provide for incentives based on participation in professional development opportunities. The policies are provided to each employee upon hiring.

Hiring procedures include completion of the following checks: criminal-record check, free from history of substantiated child abuse or neglect check, education credentials, verification of age, completion of high school or GED, personal references and a current health assessment

CURRICULUM (QPPS 2.1 - 2.3)

The teacher's role is to provide a wide range of experiences using the **Creative Curriculum and Quality Preschool Program Standards**, so that each child will have an opportunity to progress according to his/her own ability in the following goal areas: These are 38 researched based objectives for development and learning. These objectives span from birth through third grade. They enable teachers to see children's development and learning along a progression across the whole of the early childhood years.

Social-Emotional Development	Mathematics
Language Development	Spiritual Development
Cognitive Development	Physical Development
Literacy	

In addition to experiences in the fields of Science and Technology, Social Studies, and The Arts.

The teacher's role is to ensure the **Iowa Early Learning Standards** are implemented. IELS emphasizes developmentally appropriate content and skills children may know and be able to do prior to entering kindergarten. The developmental areas are:

1. Social emotional
2. Physical well-being and motor development
3. Approaches to learning
4. Social studies

5. Creative arts
6. Communication, language, and literacy
7. Mathematics
8. Science

We believe the role of the teacher is:

1. To provide a safe and secure learning environment.
2. To provide the tools for learning with a balance of developmentally appropriate activities and materials.
3. To be a good role-model who will enjoy learning with the children and encourage freedom with responsibility.
4. To assess and evaluate learning and curriculum.
5. To value parents as partners in their child's education.

Our hope is to provide your child with a happy and successful preschool experience. Our goal is to help your child achieve the following objectives:

1. To develop a positive self-image and feel a growing sense of acceptance and belonging.
2. To express creativity in a variety of art media, music, stories, poems, language, dramatic play and choice time.
3. To gain independence and satisfaction from activities accomplished.
4. To be self-disciplined, and to act and think independently.
5. To develop a growing sense of responsibility both as an individual and as a member of the group.
6. To work and play cooperatively with others, to wait for turns, to listen while others are speaking, to share equipment and to be aware of others' rights and needs.
7. To develop their knowledge of faith and religion.
8. To develop acceptable health and safety habits.
9. To develop large and small muscles.
10. To develop basic number concepts and reading readiness skills.
11. To build language skills with a growing vocabulary by telling and listening to stories, sharing experiences and participating in dramatic play.
12. To use language to communicate with spontaneity and confidence.
13. To develop and widen horizons through nature study, observance of holidays, seasonal changes and field trips.
14. To be responsible for completing activities and putting away materials.
15. To acquire habits of neatness.

Goals for Families:

1. Families will feel welcome in the classroom and school.
2. Families will work with the school in a meaningful partnership to help their children be better prepared to learn to read and write.
3. Families will advocate for their children.
4. Families will support their child's faith based learning.

Child Assessment (QPPS 4.1, 4.2)

Guiding principles:

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

Children are assessed in the following ways:

- We use *Teaching Strategies Gold* reports to share with parents at the end of each trimester and administer *IGDIS* in Literacy three times a year.
- Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
- Child portfolios are organized by the teaching staff and include the assessments, observational data, and child work samples collected on an on-going basis.
- Families are asked to contribute information about their child's progress. Young children often show different skills in different settings. Working together, the teaching staff and families can gather a complete picture of a child's growth and development.

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

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

PROGRAM ASSESSMENT FOR CONTINUOUS IMPROVEMENT

Families and staff are given opportunities to collaborate, offer suggestions, and assist in decision-making to improve educational experiences for preschoolers. Program evaluation surveys and feedback opportunities will be offered. School staff and families will consult on program planning and operations in a meeting held annually in the spring.

PARENT TEACHER CONFERENCES (QPPS 7.3, 7.5)

There will be preschool parent-teacher conferences that coincide with the WSR District Schedule. The purpose of the conference is to help you better understand the areas in which your child works and plays. It is important to have on-going communication between home and school. If you have additional questions or concerns, please contact the teacher.

Assessment information will be shared formally with families during Parent Teacher Conferences in the fall and spring. In addition, the *Teaching Strategies Gold Family Report* will be sent home at the end of the school year. The preschool teacher will communicate weekly regarding children's activities. Informal conferences are always welcome and can be requested at any time.

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

- The teacher requests assistance from the MTSS (Multi Tiered Support Systems) Team as an early intervention process. This team engages in problem identification, plan interventions, provide support, and make outside resources available to those individuals requesting assistance. The MTSS team consisting of the building principal, teaching staff, and the staff from Central Rivers AEA is available and functional for all students and teachers in the building. **(QPPS 4.8)**
- A request made to Central Rivers AEA for support and additional ideas or more formalized testing.

The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated. **(QPPS 7.4)**

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.

Snacks/Foods and Nutrition (QPPS 5.12- 5.21)

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 their bodies need to be strong, flexible, and healthy. Eating moderately, eating a variety of foods, and eating in a relaxed atmosphere are healthy habits for young children to form.

For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider should provide the program with an individualized care plan prepared in consultation with family members and specialists involved in the child's care. Children with food allergies shall be protected from contact with the problem food. 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 four years, these include hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.

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

To meet QPPS standards, all foods coming from home that are intended to be shared among the students must either be whole fruits and vegetables, or commercially prepared and packaged foods in factory-sealed containers. This rule applies for foods that are brought to the school to celebrate special occasions such as holidays and birthdays. Milk or juice will be served with the snack. Clean, sanitary drinking water is made available to children throughout the day. St.Paul's Preschools staff take steps to ensure foods brought from home meet the USDA's CACFP food guidelines.

FRUIT (may be served with dip) (plan on ¼ to ½ cup per child)

- | | | |
|------------------|--------------|---------------|
| apples | oranges | raisins (box) |
| cantaloupe | bananas | peaches |
| pineapple chunks | strawberries | grapes |
| watermelon | kiwi | kabobs |
| any combination | | |

VEGETABLES (plain or with spreads and dips)

- | | | |
|---------------|--------------------------|------------------|
| celery sticks | carrot sticks | tomato wedges |
| pickles | toasted pumpkin seeds | cucumber slices |
| broccoli | sunflower seeds, shelled | cauliflowerettes |
| green peppers | | |

OTHER

- | | | |
|--------------------------|---|---------|
| cheese | cheese-ham kabobs | Yogurt |
| deviled eggs | lunch meat cubes | raisins |
| graham crackers | ice cream cones or bars | muffins |
| cheese & sausagepretzels | sandwiches (jelly, tuna salad, egg salad) | |
| dry cereals | chex mix | |
| bagels | bread – children love to make sandwiches | |
| shape sandwiches | cheese cubes on a pretzel | |
| granola | crackers, plain or with cheese | |

If a child enrolled has a specific food allergy, a modified snack list will be provided.

LUNCH (extended preschool and MWF all day preschool only)

Children **bring their lunch** to school each day. Milk is available for lunch. On Tuesdays or Wednesdays, alternate meals are available, including: Pizza, McDonalds, Jimmy Johns, Mixing Bowl and Hot lunch. Additional meals and milk costs vary and may be paid at registration.

OUTSIDE PLAY AND LEARNING/RECESS GUIDELINES (QPPS 5.5, 5.6 9.5-9.7)

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.

Your child will be expected to go outside with their class. If your child is well enough to come to school, we believe the fresh air will be good. We believe that this is an important part of our day. Please dress your child accordingly. During the winter months mittens, hats, snow pants and boots must be provided. Please remember to label them!

In cases when we cannot go outside (due to weather conditions) children are given the opportunity to use indoor equipment for similar activities inside and are supervised at the same level as outdoor equipment.

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, mittens or gloves and a hat (labeled with your child's name). For the warmer days dressing your child lightly is just as important. For those in-between days dressing your child in layers is a practical idea.

A parent should notify the preschool teacher if there is a need for sunscreen or insect repellent. Parents may need to sign a permission slip for sunscreen and insect repellent. Program staff will complete the National Program for Playground Safety's Suggested General Maintenance Checklist on a weekly basis. At the beginning of each day, staff completes a daily playground safety check.

Temperature/Weather Conditions	Clothing required
Below 55° F; PS = below 60° F wind chill	Jacket; if wearing a sweatshirt, that sweatshirt must not be worn in school
Soggy, wet conditions (i.e. Spring thaw)	Boots
Below 40° F but no snow PS = below 50° wind chill	Coat, Hat, Gloves
Below 40° F with snow (wind chill)	Above plus Boots & Snow Pants
Below 0° F (wind chill)	Stay Inside

FIELD TRIPS

Teachers plan field trips and activities away from the school to enhance the preschool experience. When a child participates in an activity away from the school, staff members will have basic first aid supplies and emergency telephone numbers for each child on the trip. Parents are welcome to join us to help provide supervision for field trips as space allows. There is a \$5/child fee for each field trip. (this fee **doesn't apply to trips taken during SWVPP hours**)

Field trip transportation is contracted with Waverly-Shell Rock Schools.

GOALS

1. Young children will learn through active participation with their environment.
2. A positive class environment with consistent procedures will be provided to enhance the child's self-image and develop respect for self and others.
3. The development of foundational skills needed for further growth in literacy, mathematical thinking, scientific thinking, cultural understanding, the arts and other areas of the curriculum will be encouraged.
4. Creativity will be supported through the discovery learning process through honest, consistent and meaningful communication.
5. Parents and teachers will be partners in the learning process through honest, consistent and meaningful communication.

Activities at St. Paul's Lutheran Preschool are planned for both individuals and groups. Field trips away from the school and resource persons coming to the school are added to enrich the child's knowledge about the community. Creativity is encouraged through paints, playdough, scissors, paper and glue, materials for role play and dramatic play. Social adjustment, language development, and coordination are given high priority.



BEFORE AND AFTER SCHOOL CARE

Child care is offered before school begins starting at 7:00 a.m. every weekday morning and afterschool from 3:10-6:00 p.m. every weekday afternoon, with the exception of Wednesdays. The before school cost is \$3.00/child, after school cost is \$3-\$6.00/child. To participate in this service parents must register their child. Before and After School care is not available on late starts or early outs due to weather or on any days when school is not in session.

On Wednesdays, families wishing to have their child in After School Care must register their child for Saints Alive, St. Paul's Lutheran Church's after school-faith based program which meets from 3:10-4:20 for preschool through 5th grade. Child care is provided by the church 4:20-5:00.

EMERGENCY POLICIES

Special procedures will be taught to the students regarding fire and tornado drills. Drills will be held regularly. The school staff will alert teachers beforehand so that they can talk to their classes.

Fire Safety QPPS 9.14

A fire extinguisher is installed in the preschool classroom with a tag indicating its annual service date. The fire alarm system is serviced annually. Smoke detectors, fire alarms, and carbon monoxide detectors are tested monthly. A written log of testing dates and battery changes is maintained and available upon request. Fire drills are conducted 4 times annually and recorded on a log.

HEALTH AND MEDICATION PROCEDURES (QPPS 5.10)

There will be times when your child may not feel well enough to come to school. Please call the school and leave a message with our school secretary. For your child's safety, we should know why they are not in school. If your child is absent and we do not receive notification by 8:45, our school secretary will call you.

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 in the 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 secretary in consultation with our 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. 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.

INJURIES AND ILLNESSES

First aid is administered as needed. Except for minor injuries, a parent will be notified immediately when a student is injured or suddenly becomes ill.

Emergency Treatment protocol includes calling for an ambulance and checking the student's emergency card for the name of the family doctor, and phone numbers for parents and other designated emergency contact persons.

Symptoms suggestive of a communicable disease include: fever (100.0 degrees or more), sore throat, nasal or ear drainage, nausea and vomiting, skin rash, inflamed eyes, skin lesions suggestive of scabies or impetigo, head lice or headache. Children must be fever and vomit free for 24 hours before returning to school. They should also be on antibiotics for at least 24 hours before returning to school.

Food Allergies: Be sure to inform the teacher of any allergies, necessary treatment, and severity of the allergy.

Toilet Learning (QPPS 5.5)

If the child is eligible for the Statewide Voluntary Preschool Program (SWVPP) based on age and Iowa residency, the child is eligible for participation in the program

regardless of whether the child is toilet trained. For the 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, a private area of the classroom and/or bathroom. Food handling will not be permitted in this diapering area.
2. Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standards: Standard 5, Criteria 5:
 - 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.
 - Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use.
 - Diapering and Gloving posters will be posted in the changing area showing procedures through the use of visuals and words. These procedures are used by the program administrator to evaluate teaching staff that change diapers.
 - For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit.
 - 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 two hours when children are awake and when children awaken.
 - 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.
 - The changing area is in a private family bathroom
 - Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.
 - For any diapering needs the parents will be responsible for supplying diapering supplies. (ex. Diapers, wipes, pullups, etc.)
 - Potty chairs will not be used due to the risk of spreading infectious diseases.
 - All families are asked to provide an extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

Cleaning and Sanitization QPPS 9.11

The facility will be maintained in a clean and sanitary condition. When a spill occurs, the area will be made inaccessible to children and the area will be cleaned immediately.

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Toys and surfaces will be disinfected using a non-toxic solution of one tablespoon household bleach to one quart of tap water made fresh daily. To disinfect, the surfaces will be sprayed until glossy. The bleach solution will be left on for at least 2 minutes before it is wiped off with a clean paper towel, or it may be allowed to air dry. Machine washable cloth toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion must be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used. **QPPS 5.24**

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 IQPPS standards for cleaning and sanitation.

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. NonToxic substances will be used whenever possible.

Hand Washing Practices QPPS 5.8

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

Adults also wash their hands

- before and after feeding a child;
- before and after administering medication;
- after assisting a child with toileting; and
- after handling garbage or cleaning.

Proper hand-washing procedures are followed by adults and children and include

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

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

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

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

First Aid Kit QPPS 9.13

A first aid kit is located in the preschool classroom next to the door. It is inaccessible to children, but readily available for adult use. It is fully equipped according to guidance from Healthy Child Care Iowa. Following each use of the First Aid kit, the contents will be inspected and missing or used items replaced immediately. The First Aid kit will be inspected monthly. The first aid kit is taken to the outdoor play areas as well as on field trips and outings away from the site.

Water activities (QPPS 5.9, 9.15)

We have a water table in the classroom for children to stand and play with their hands in the water. During water play children are involved in active experiences with science and math concepts. Children with sores on their hands are not allowed to participate with others in the water table to ensure that no infectious diseases are spread. Children are not allowed to drink 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 tubs and buckets or containers as well as the water table. We do not participate in swimming pool activities. Staff supervises all children by sight and sound in all areas with access to water in tubs, buckets, and water tables.

CHILD GUIDANCE AND DISCIPLINE (QPPS 1.11)

Our goal is to facilitate the development of self-control in children by using positive guidance techniques. We explain clear consistent rules, model and encourage positive expected behavior, and redirect children to a more acceptable behavior. We practice positive encouragement and involve children in problem solving to foster the child's own ability to become self-disciplined. We will use positive guidance, re-direction, discussion, logical consequences, and time-outs to help the child develop acceptable behavior habits.

EXPECTATIONS to reflect the FRUIT values at all times.

SCHOOL BEHAVIOR EXPECTATIONS (at ALL times, including before/after school, and including when parents are present)

Walking Zones (any place in the building)

No running up and down the stairs

No yelling

Recess line-up immediately when the bell rings

Church and school etiquette

The first Worship will be dedicated to teaching these skills

These skills will be reviewed as needed

"ALWAYS NO"

Inappropriate words or actions

Intentionally physically hurting someone

Disrespecting any adult or authority

Targeting, intimidating or threatening others

Teaching staff will encourage children to respect other people, to be fair, respect property, and learn to be responsible for their actions. Teaching staff will use discipline that is consistent, clear, and understandable to the child. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn taking.

Challenging Behavior (QPPS 1.2, 1.8, 1.9, 1.10)

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 prosocial behavior by:

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

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

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

Permissible Methods of Discipline:

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. We reserve the right to suspend or expel any child from the school whose needs cannot be met by the staff, or whose behavior is constantly such that the staff cannot tolerate the child's behavior while caring for the rest of the children in the class/school.

Prohibited Practices

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

1. Harsh or abusive tone of voice with the children nor make threats or derogatory remarks.
2. Physical punishment, including spanking, hitting, shaking, or grabbing.
3. Any punishment that would humiliate, frighten, or subject a child to neglect.
4. Neither withholds nor threatens to withhold food as a form of discipline.

CONTACTING THE SCHOOL OFFICE

Throughout the year there will be times you will need to contact the school. The best time to talk to the teacher will be before or after school. Please feel free to call when you have a question concerning your child.

St. Paul's School Office 319-352-1484
school@stpaulswaverly.org

