



**2020-2021
Preschool Handbook**

MCSD Vision

Preparing all learners, through an unparalleled culture of excellence, to be productive and engaged citizens in a diverse world.

MCSD Mission

We develop learners who have the knowledge, skills, and positive mindset to successfully pursue a meaningful future through personalized learning experiences.

I. WELCOME TO MCSD PRESCHOOL (IQPPS 10.1)

The MCSD Preschool Program's goal is to provide high-quality preschool programming that meets the needs of each child, including children with disabilities and diverse backgrounds. MCSD, in cooperation with its community partners, strives to provide a rich learning environment that encourages children's natural curiosity and supports them in new skill development. Our settings provide children with an atmosphere where they are safe, respected, and cared for at all times. This is an opportunity for children to participate in planned, active learning experiences to build readiness skills.

The program meets **Iowa Quality Preschool Programming Standards***, administered by the Iowa Department of Education. The Iowa Early Learning Standards are used to guide expectations for the children and instructional practices. Teachers and paraeducators are certified in accordance with the Early Childhood Education Standards as defined by the State Board of Education Examiners.

Each elementary building (Anson, Fisher, Franklin, Hoglan, Rogers and Woodbury) has four-year-old preschool and fully includes students with Individual Education Plans (IEPs). Preschool is five days per week with a.m. and p.m. sessions for the four-year old program.

Three-year old only Early Childhood Special Education preschool classrooms are at Fisher and Hoglan Elementaries. The schedule for **these classrooms** is Tuesday through Friday a.m. or p.m. for students with IEPs.

II. MISSION, PHILOSOPHY, and GOALS (IQPPS 10.1)

DISTRICT MISSION: We develop learners who have the knowledge, skills, and positive mindset to successfully pursue a meaningful future through personalized learning experiences.

DISTRICT PHILOSOPHY:

We believe that early childhood is an important time of learning and growth in a child's life. We will nurture and support each child in an environment that inspires a love of learning and readiness for school. Our staff will plan and implement developmentally appropriate learning experiences.

III. PROGRAM DETAILS

Eligibility

Students who are four on or before September 15 of the current school year are eligible for the Statewide Voluntary Preschool Program (SWVPP). SWVPP is funded through the Iowa Department of Education.

Inclusion (IQPPS 9.10)

Our preschool programs provide 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. It is our belief that inclusion in our program will enrich the experiences for teachers, students, other children, and their families. Facilities are in compliance with the Americans With Disabilities Act.

Enrollment

All MCSD elementary buildings have preschool programs. Enrollment information can be obtained at each of those buildings or through Emily Banks, Preschool Program Coordinator at 1002 S. 3rd Ave. Children must be four years old on or before September 15th to be enrolled in the SWVPP.

Preschool Students with IEPs

Each MCSD Preschool classroom serves students with IEPs. The Preschool Coordinator will work with the families and the Area Education Agency to transition children turning three years old.

Community Preschools Offering Statewide Voluntary Preschool for four-year-olds

Bobcat Academy, Mid-Iowa Community Action (MICA) Head Start, YMCA-YWCA, and St. Francis will be part of the SWVPP for the 2020-2021 school year. Families can contact those programs for enrollment information.

Who works in the Preschool?

Administration (IQPPS 10.2)

Each elementary principal oversees the program in the building and evaluates the teachers and paraeducators. The MCSD Director of Instruction oversees SWVPP. The Director of Special Services oversees programming for students with IEPs.

Teachers and Paraeducators (IQPPS 6.2, 6.3, 6.4)

Teachers are licensed by the Board of Educational Examiners and hold both an Early Childhood Endorsement and/or Early Childhood Special Education Endorsement.

Paraeducators in each classroom carry out activities under the supervision of the teacher. They meet the requirements or are working toward certification under the Board of Educational Examiners.

The teachers and paraeducators are involved in professional development related to early childhood, special education, assessment, and behavior.

Orientation for New Staff (IQPPS 6.1)

Before working alone with children, new staff are given an initial orientation that introduces them to the fundamental aspects of program operation including:

- a. Program philosophy, values and goals;
- b. Expectations for ethical conduct;
- c. Health, safety, and emergency procedures;
- d. Individual needs of children they will be teaching or caring for;
- e. Accepted guidance and classroom management techniques;
- f. Daily activities and routines of the program;
- g. Program curriculum;
- h. Child abuse and neglect reporting procedures;
- i. Program policies and procedures;
- j. Iowa Quality Preschool Program Standards and Criteria; and,
- k. Regulatory requirements.

Follow-up training expands on the initial orientation.

Orientation is a combination of district-led learning by the district Mentoring Coordinator and Teacher Leadership & Compensation (TLC) staff including building instructional coaches and building principals. Teachers spend pre-service time learning about the district and initiatives. There is also time built in to meet with building staff after district-wide meetings. Preschool staff also are able to meet with the Preschool Program Coordinator to learn about preschool topics and review the MCSD handbook.

Preschool Program Coordinator (IQPPS 8.1 - 8.4)

The Preschool Program Coordinator assists the programs with registration, professional development, continuity between the classrooms to meet quality standards, and outreach to community partners and programs.

Professional Development (IQPPS 6.5, 6.6)

All Preschool Teachers and Preschool Paraeducators will have professional development learning specific to Preschool/Early Childhood. This will be led by the Preschool Coordinator, TLC staff, and AEA staff. Topics for the year can be found in the district's professional development plan.

All preschool teachers will have Individual Professional Development Plans that are monitored by the building principal.

Daily Activities (IQPPS 2.6)

A consistent daily schedule is planned to offer a balance of learning activities. Your child will have the opportunity for the following types of activities every day: small and large group, self-initiated learning, creative expression, early literacy experiences, and fine and gross motor activities. Play is planned for each day. The literacy experiences align with the K-4 curriculum.

Curriculum and Teaching (IQPPS 1.5, 1.6, 2.1 - 2.30, 8.3, 3.1 - 3.18, 9.1-9.4)

Our preschool program uses Creative Curriculum as its framework. The Creative Curriculum is a research-based preschool curriculum that focuses on four main developmental areas: Social and Emotional Development, Physical Development, Cognitive Development, and Language Development. A family's culture and the child's experiences outside the school setting are recognized as being an important part of the child's growth and development. The curriculum goals and objectives will guide teachers' planning and instruction based on the Teaching Strategies GOLD©© assessment tool. Other assessments include Individual Growth & Development Indicators (IGDIs) and teacher checklists.

Each day, the children will have choice time among the different interest areas or centers. They will have the opportunity to self-select where they might like to play and work. Examples of interest areas are:

- **Library** - Students have the opportunity to read and look at a variety of books independently or with peers.
- **Technology** - Each classroom has access to media and technology.
- **Writing** - Students have access to a variety of writing utensils and materials.
- **Art** - Students may choose a variety of art materials to create individual works of art.
- **Sensory Table** - Students can develop their senses and cognitive development through play in a sensory table. Items may include water, sand, snow, rice, pasta, etc. Materials are rotated on a regular basis.
- **Blocks** - Students can build with different types of blocks and engage in imaginary play with items added to the block center.
- **Dramatic Play** - Students may role-play and pretend with props and settings. Materials are rotated to allow for a variety of experiences.
- **Toys and Games** - Children will develop cognitive skills, such as counting, problem solving, categorizing and matching.
- **Science** - Children will explore with a variety of science materials.

Teaching staff support children as they help them build friendships by entering into, sustaining, and enhancing play. Teaching staff also assist children in resolving conflict by helping them identify feelings, describing problems, and trying alternative solutions.

Assessment (IQPPS 4.1 - 4.9)

Children may be assessed in any of the followings ways:

- Teaching Strategies GOLD© - an online-based assessment composed of observations of each child. This is done twice per year.
- Ongoing observations throughout the year
- IGDIs (Individual Growth and Development Indicators) - three times per year to assess growth of early literacy skills
- Child samples and artifacts - for portfolios and GOLD© observations
- Information shared by families and parents - families are encouraged to share observations about their child's abilities.

(IQPPS 2.5)

The assessment information from above is used to help guide instruction based on the children's needs, interests, and ability in order to plan effective instruction. Preschool teachers meet in a Professional Learning Community (PLC) and plan collaboratively across the district.

(IQPPS 4.9, 7.1-7.7)

Assessment information will be shared formally with families during Parent/Teacher Conferences in the fall and spring. Informal conferences are welcome and can be requested at any time. If the teacher or family has a concern, assistance can be requested from Central Rivers Area Education Agency (CRAEA) at any time.

Supervision Policy (IQPPS 3.7)

Our preschool staff will be responsible for making sure all indoor/outdoor environments are safe for children. No child will be left unsupervised while attending preschool. Children will be supervised primarily by sight. Supervision for short intervals by sound is permissible as long as teachers are nearby. An example would be a child independently using the restroom.

Child Guidance and Discipline (IQPPS 1.7, 1.8, 1.9)

Teaching staff will use positive guidance, redirection, and pre-planning will all children in the classroom. Early Childhood Positive Behavior Interventions and Supports (PBIS) is the framework for each classroom. Consistent and clear rules are taught and practiced to foster the children's ability to become self-disciplined. Teaching staff will encourage children to respect other people, be fair, respect property, and learn to be responsible for their own actions. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn-taking.

Challenging Behavior (IQPPS 1.8, 1.9,3.2, 8.2 - 8.4)

The teaching staff participate in professional development related to behavior. Aggressive behavior toward children or staff is unacceptable. Teaching staff will intervene immediately when a child becomes physically aggressive in order to protect all of the children and encourage more acceptable behavior. If a child displays persistent, serious, and challenging behaviors, the teaching staff and parents with support of the Preschool Program Coordinator and PS-4 Behavior Strategist, will work as a team to provide extra

help so the child can successfully participate in the program. The team may also choose to involve Central Rivers AEA for additional support.

Permissible Methods of Discipline (IQPPS 1.2 - 1.4)

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 problems they have not yet learned to solve. In addition, staff may: 1. Separate the children involved. 2. Immediately comfort the child who was injured. 3. Care for any injury suffered by the victim. 4. Notify parents of the children involved in the incident. 5. Review the adequacy of the teaching staff supervision and appropriateness of activities.

Prohibited Practices

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

- Harsh or abusive tone of voice with the children or making threats
- Physical punishment
- Any punishment that would humiliate, frighten, or subject a child to neglect
- Withhold or threaten to withhold food as a form of discipline

Food & Nutrition (IQPPS 5.9-5.17)

Morning session preschool students are offered breakfast each day at no cost to the families. Afternoon session preschool students are offered lunch each day at no cost to the families. Meals are planned and provided by the district food service program and follow the Child and Adult Care Food Program (CACFP) Meal Patterns. Students sit together with staff to eat at the start of each session.

Clean, sanitary drinking water is made available to children throughout the day. All food is prepared, served, and stored according to guidelines.

(IQPPS 5.15, 5.16) For children with health care needs, food allergies, or special nutrition needs, the child's healthcare provider should provide the program with written documentation. The child's teacher and school nurse, along with other staff, will work together to meet the child's needs.

(IQPPS 5.15) High-risk food, often involved in choking will not be served. Other foods will be cut to bite-size pieces for children who need additional help.

Outside Play and Learning (IQPPS 5.4, 9.5, 9.6, 9.7, 9.8)

Children have daily opportunities for outside play when the weather permits. This allows children the opportunity to develop their large muscle skills, get exercise, and be active together. Staff will ensure that children are appropriately dressed for outside play. Sunscreen and/or insect repellent can be applied at school when it is provided by parents and parents have given written permission. The outdoor play equipment is age and developmentally appropriate, is fenced to avoid hazards, and arranged so staff can easily supervise children. A playground safety checklist is completed and is on file.

In cases when we cannot go outside due to weather conditions, children will be given the opportunity for large motor movement inside.

Water Activity (IQPPS 5.7)

When a water play table is present in the classroom for children to stand and play with their hands in the water, the following procedures will be followed. Children with sores on their hands are not allowed to participate with others in the water play. Children are not allowed to drink the water in the water table. When the activity is complete, the water table is drained, sanitized, and refilled with new water. Outdoor water play is limited to tubs and buckets or containers, as well as a water table. We do not participate in swimming pool activities.

Toilet Learning (IQPPS 5.5)

Toilet learning is an important time in a child's development. Families are encouraged to be working on this skill at home; however, children will not be excluded from the program due to not having mastered this skill. The teacher will work to promote these skills at both home and school.

All families are asked to provide an extra set of clothing for their child in case of an accident or messy play. Please label your child's clothing.

Objects From Home

Because the preschool program provides ample toys and learning materials, we ask that you not send items from home. Please do not allow children to bring gum, candy, money, or toy guns to school.

Birthdays (IQPPS 5.9, 5.13, 5.17)

Birthdays are a special time in a child's life! It is not necessary to send birthday treats, but if you choose to do so, items will be sent home with your child's classmates at the end of the session. Please consider sending something that is individually packaged. Due to health regulations, items cannot be homemade. For example, packaged or store-bought cupcakes sent to school will not be eaten at school, they will be sent home with the children.

Weapons Policy

Please reference the MCSD Elementary Handbook for this district policy.

IV. COMMUNICATION WITH FAMILIES (IQPPS 1.1, 4.9, 7.5, 7.6)

The program will promote communication with families and staff by using written notes, email, or conversations. Families are encouraged to send written notes with important information. Teaching staff will send home regular newsletters and parent notes. Parents are encouraged to maintain regular, ongoing, two-way communication with teaching staff in a manner that best meets their needs - email, in person, notes, or phone calls.

Open and honest communication between families and the preschool program is an essential component of a high-quality early childhood program. Parents and legal guardians are welcome to visit the classroom. Parents are encouraged to address concerns with the child's teacher. We want parents to feel confident that our programs are providing the best possible environment for all children.

Arrival and Departure of Children (IQPPS 10.9)

Other than parents or legal guardians, only persons with prior written permission will be allowed to pick a child up at school. Anyone who is unfamiliar to teaching staff, even authorized individuals, will be asked to provide photo identification.

If your child uses district transportation, teaching staff will greet the students and assist them off the bus. At dismissal, teaching staff will accompany and assist students onto the bus. It is the responsibility of the parents or guardians to put children on the bus at pick-up and meet the bus at drop-off. No child will be left at a stop without an adult present.

Older siblings should not escort the preschool children to and from school. They must be dropped off and picked up by an adult. Each teacher maintains a clipboard for parents to sign or initial each day.

Families should also start the habit of dropping children off and picking up their child on time. It provides consistency for the child and allows teachers to get ready for other sessions.

Field Trips

Parents digitally sign field trip permission forms at registration. Teachers will provide advance notice of planned field trips. During field trips, staff will maintain small groups of children and emergency information will be taken along.

Attendance

Students who are enrolled in the MCSD preschool programs are expected to be in school for the full sessions. Irregular attendance interferes with your child's progress. Unless ill or attending medical appointments, please make every effort to have your child in school. Please contact the school if your child will not be there. Building secretaries or teaching staff will attempt to contact the family to verify the child's absence from school.

The elementary principals and preschool program coordinator reserve the right to review attendance of students. In some cases, a student's spot can be released if excessive absence occurs.

Preschool Advisory Committee (IQPPS 7.2, 10.15)

The MCSD will be forming an advisory committee that includes parents, teachers, administrators, and community partners. This group will meet quarterly to provide feedback on services that meet children's and families' needs.

Ethics, Confidentiality, and Children's Records

Staff members follow an important code of ethics to guide their involvement with children and families. It is essential to protect the confidentiality of all information concerning children and their families. The preschool staff members will refrain from talking about the children in their presence unless the child is part of the conversation. No information about any particular child shall be shared with another child's parent.

Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have legitimate educational interest are allowed to access records without the parent's permission.

Parents or guardians will be asked to sign a release of information form should they or the school request information be shared with another agency, stating who the information is to be released to, the reason or purpose for the release of information, when it expires, and ways the parents can withdraw permission if they choose to do so.

V. FAMILY INVOLVEMENT (IQPPS 7.1 - 7.7)

We encourage families to be involved in their child's education. Teachers use a variety of formal and informal ways to become acquainted with and learn from families about their family structure and their preferred means of communication, as well as any other information the family wishes to share. Families are surveyed in enrollment paperwork and through other questionnaires during the year regarding the family, beliefs, and preferences. Home visits are conducted at the beginning of the school year for all Statewide Voluntary Preschool Program Students. Parent-Teacher conferences are held in the fall and spring. At least one preschool family night is held during the school year. Families are encouraged to share any concerns, preferences, or questions with the preschool teacher or administration at any time.

The preschool invites you to become involved in one or all of the following ways and welcomes other ideas, as well,

- Support your child's daily transition to school by sharing information about your child's interests and abilities.
- Keep the teacher informed of changes and events that might affect your child and allow the teacher to be more responsive to your child's needs.
- Attend family meetings.
- Return all forms and questionnaires promptly.
- Attend Parent-Teacher Conferences
- Take time to read your child's notes and newsletters.
- Check your child's backpack each day.
- Share any of your family's cultural traditions, celebrations, or customs.
- Help with special events.

(IQPPS 7.2, 8.3, 9.10)

It is the policy of the MCSD not to discriminate on the basis of race, national origin, creed, age, marital status, or physical disability in its education programs, activities, or employment policies as required by Title VI or VIII of the 1964 Civil Rights Act, Title IX of 1972 Education Amendments, and the Federal Rehabilitation Act of 1973.

The school district will, to the extent possible, provide full opportunities for meaningful participation of the families with children with limited English proficiency and families with children with disabilities.

(IQPPS 7.5 - 7.7)

In our preschools, we believe that families should be supported in making decisions about the services that their child may need. Each program supports families so they may best advocate for their child. The teaching staff will provide information to families about available community resources and assist as requested in helping the families make connections.

Transitions (IQPPS 7.5 - 7.7)

Home-school connections are crucial to the transition to kindergarten or any other program, such as special education. The child's family provides the consistency and continuity necessary for a young child

to be successful. Making a change from one program to another can sometimes be difficult for a young child whether the transition is within the same building or another location. Preschool staff will partner with the family to make the transition as smooth as possible by connecting family members with the next program's staff. Preschool staff will also provide information about enrollment policies and procedures, program options, and arrange a visit whenever possible.

VI. HEALTH and SAFETY

MCSD Preschool Programs are committed to promoting wellness and to safeguard the health and safety of children and adults who participate in our program. In order to provide a safe and secure environment for each child and adult, we follow guidelines required by the Iowa Quality Preschool Program Standards (IQPPS), regulatory agencies, and pediatric authorities in the field.

Health and Safety (IQPPS 9.9, 9.11, 9.14)

In terms of space, there is a minimum of 35 square feet per child in the primary indoor activity area. Program staff protect children and adults from hazards, including electrical shock, burns or scalding, slipping, tripping or falling. Floor coverings are secured. The program excludes baby walkers. There are no bodies of water, playgrounds are fenced in, and staff closely supervise all water table activities.

Healthy and Immunization Certificates (IQPPS 5.1)

Within six weeks of a child beginning in the program, health records that document the dates of service shall be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics. Each elementary building has a Registered Nurse to oversee all health and immunization records.

When a child is overdue for any routine health services, parents, legal guardians, or both must provide evidence of an appointment for those services before the child's entry into the program and as a condition of remaining enrolled in the program, except for immunizations for which parents are using religious exemption.

Please contact your child's teacher or elementary school nurse with specific questions.

Health and Safety Records (IQPPS 5.1, 10.8 10.10)

Health and safety information collected from families will be maintained on file for each child in the school nurse's office. The school nurse or community partner director maintains student health records 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.

Files are kept current by updating as needed, but at least yearly. The content of the file is confidential, but is immediately available to administration or teaching staff with consent from a parent or legal guardian for access to records, the child's parent or legal guardian, and regulatory authorities, upon request.

Child Health and Safety Records will include:

- Current information about any health insurance coverage required for treatment in an emergency.
- Results of a health examination, showing up-to-date immunization and screening tests with an indication of normal or abnormal results, and any follow up required for abnormal results.

- Current emergency contact information for each child that is kept up-to-date throughout the year.
- Names of individuals authorized by the family to have access to health information about the child.
- Instructions for any of the child's special health needs, such as allergies or chronic illness.
- Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency or that require regular medication or technology support.
- Supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs. Staff implements a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

General Health and Safety Guidelines (IQPPS 5.4, 5.6)

- All staff must be alert to the health of each child, known allergies, or special medical conditions. Under the supervision of the preschool teacher, all staff must be alert to the whereabouts of all children. Systems are in place for accounting for all children at regular intervals, especially during periods of transition.
- All staff members are to follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections.
- All staff members are familiar with evacuation routes.
- All teaching staff completes "Occupational Exposures to Bloodborne Pathogens" annually.

Illness Policy and Exclusion of Sick Children (IQPPS 5.3)

For the health and safety of all children, it is mandatory that sick children not be brought to school. If your child has any of the following symptoms during the previous 24 hours, he or she will not be admitted the following morning for the safety of the other children.

- Fever greater than 100 degrees Fahrenheit
- Vomiting
- Diarrhea
- Pink eye with drainage
- Cough with congestion and excessive nasal discharge
- Unexplained rash

The policy for an ill child to return to school:

- Fever free for 24 hours without medication
- Chicken pox
 - one week after onset or when lesions are crusted
- Strep
 - 24 hours after initial medication
- Vomiting/diarrhea
 - 24 hours after last episode
- Conjunctivitis (pink eye)
 - 24 hours after initial medication or when without drainage

Upon arrival at school, each child is observed by teaching staff for signs of illness or injury that could affect the child's ability to participate comfortably in the daily activities. Children will be excluded when a

child is not able to participate, if the illness requires more care than staff are able to provide without compromising the needs of the other children or if keeping the children at school poses an increased risk to the child or to other children or adults with whom the child will come in contact.

When a child develops signs of an illness during their day at preschool, parents, legal guardians, or other persons authorized by the parent will be notified immediately to pick up the child. For this reason, please be sure that the preschool has current, accurate phone numbers for you, your authorized emergency contact person, and your child's pediatrician. A staff member (who is familiar with the student) will provide the child a place to rest until the child can be picked up. If the child is suspected of having a contagious disease, he or she may wait with the school nurse so others will not be exposed.

Reporting Communicable Diseases (IQPPS 5.3)

Staff and teachers provide information to families verbally and in writing about any unusual levels or types of communicable diseases to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program, and what the families should implement at home. The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of a communicable disease occur.

Medication Policies and Procedures (IQPPS 5.8)

Policy: The school will administer medication to children with written approval of the parent and with an order from a health care 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 school nurse coordinates and/or administers medication during school hours only if the parent or legal guardian and health care provider has given 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 from the school nurse. Documentation will be kept in the child's file.

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

For over-the-counter medication, 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 signed note or prescription label) or dictated over the telephone by a physician or other persons legally authorized to prescribe medication. This requirement applies to both prescription and over-the-counter medications.

Medication 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.

Cleaning and Sanitization (IQPPS 5.18, 5.19)

Classroom areas will be maintained in a clean and sanitary condition.

Toys that have been placed in a child's mouth or that are otherwise contaminated will be removed immediately and disinfected prior to using again. This also applies to other surfaces in the classroom. Toys and surfaces will be disinfected using an acceptable and safe disinfectant. Machine washable cloth toys that have been placed in a child's mouth or that are otherwise contaminated must be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used. Staff will be trained in cleaning techniques, proper use of protective barriers, such as gloves, and proper handling and disposal of contaminated materials.

Routine cleaning will be supervised by the preschool teacher and will follow the Cleaning and Sanitation Frequency Table in Section III of the IQPPS manual. A checklist will be completed.

Facility cleaning requiring potentially hazardous chemicals will be scheduled when children are not present. All cleaning products will be used as directed by the manufacturer's label.

Hand Washing Practices (IQPPS 5.6)

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.
- Hand washing is required by all staff, volunteers, and children as hand washing reduces the risk of transmission of infectious diseases to themselves and to others.
- Staff will assist children with hand washing as needed to successfully complete the task.

Children and adults wash their hands:

- Upon arrival for the day
- After diapering or using the toilet
- After handling body fluids (blowing nose, coughing on hand, or any mucus, blood, or vomit)
- Before meals and snacks, preparing food, or serving food
- Before and after playing in water

CPR/First Aid (IQPPS 5.2)

At least one person at all times is present who is certified in Pediatric First Aid and CPR.

First Aid Kit (IQPPS 9.12)

A first aid kit is located in every preschool classroom. It is inaccessible to children, but readily available for adult use. The first aid kit is appropriately and fully equipped according to the nurse's guidance. Following use of the kits, contents will be inspected and missing or used items will be replaced. The first aid kit will be inspected monthly. The kit is taken to the outdoor play areas as well as on field trips.

Fire Safety (IQPPS 9.13)

A fire extinguisher is installed in the preschool classroom with a tag indicating this annual service date. The fire alarm system is serviced annually. Smoke detectors, fire alarms, carbon monoxide detectors are tested. Fire drills are conducted and recorded in the school office.

Medical Emergencies and Notification of Accidents or Incidents

MCSD preschool programs have written Emergency Plans for all children, as well as printed plans for emergency health procedures. These documents follow district procedures and include the following:

- Emergency phone numbers
- Fire procedures
- Severe weather
- Bomb threats
- Physical threats/armed intruder
- Evacuations

In the event that your child receives a minor, non-life threatening injury during their time at preschool, the teacher will assess the situation and apply first aid as needed, with the assistance of the school nurse. Community programs will have their own written procedures. Parents will be immediately consulted for more significant events or illness. Any incident or injuries will be documented.

All staff will have immediate access to a telephone that allows them to summons help in an emergency. The telephone numbers of the fire department, police department, hospital and poison control will be posted. Emergency information for each child and staff member will be kept readily available. The list of emergency telephone numbers and copies of emergency contact information will be taken any time children leave the facility.

Inclement Weather and Cancellation due to Weather**District Buildings**

Up-to-the-minute information about cancellations, dismissals, and closings is available on the district website (www.marshalltown.k12.ia.us), the MCSD Facebook page, local news, and radio stations.

Community Partners

It will be up to the Center Directors to determine if they will remain open.

Snow/Weather Cancellations

For students attending district buildings, if school is delayed in the mornings, morning sessions are cancelled. If school will be dismissed early, afternoon sessions are cancelled.

Smoke-Free Facility (IQPPS 9.15)

In compliance with the Iowa Smoke Free Air Act of 2008, MCSD buildings and grounds are smoke-free. No smoking is allowed on the school grounds or within sight of children.

Child Protection Policies (IQPPS 10.7, 10.12)

The health, well-being, and protection of every child is of the utmost importance. An applicant or volunteer for temporary or permanent employment within the preschool program must execute and submit to a background check.

Mandatory Reporting (IQPPS 10.6)

The MCSD strongly supports Chapter 232 of the Iowa Code and requires that all employees who are mandatory reporters under this Chapter be familiar with requirements therein.

The Code of Iowa requires mandatory reporters to report to the Department of Human Services all instances of suspected child abuse involving students. The law further states that any person required to report a suspected case of child abuse who knowingly fails to do so or who knowingly interferes with the making of such a report in violation of section 232.70, is civilly liable for damages proximately caused by such failure or interference.

The Code provides immunity from any liability, civil or criminal, to anyone participating in good faith in the making of a report or in the judicial proceedings that may result from the report.

School Board Meetings

The Board of Directors of the Marshalltown Community School District usually meets on the first and third Mondays of each month. Meetings are held at the administration office at 1002 South 3rd Avenue or in school buildings. Meetings begin at 5:00 p.m. and are open to the public. Board committee meetings are scheduled as needed. Community members may call 641-754-1000 to find out the location of specific board meetings.

School Board Policies

A copy of the Marshalltown Community School Board Policies is available on the district web site located here: [MCSD Board Policies](#).

Children who use MCSD bus transportation are required to follow all policies and expectations as stated in the district transportation handbook which can be found here: [MCSD Transportation Handbooks](#) (need to link in revised Transportation Handbook). Busing services for preschool are for three year old students with IEPs and are also offered for four year old students, but not guaranteed due to limited busing and space on each bus route. Busing is offered on a first-come, first-served basis.

A parent or guardian must accompany the child to the bus pick up location as well as be present at the bus drop off location. Parents and guardians should plan to be at these locations at least five minutes prior to the scheduled pick up or drop off time as preschool busing is separate from K-12 busing routes and may run ahead of schedule. ~~K-12 students may not ride on the preschool bus and preschool students may not ride on K-12 bus routes per the SWVPP regulations.~~ Rare exceptions have been made to this policy given preschool bus route space or time constrictions. A preschool bus monitor will be present whenever possible to ensure safe transport of preschool-aged children. Families who routinely violate bus transportation policies or procedures may lose temporary or permanent access to MCSD transportation.

Need to link in new handbooks upon approval

[Elementary Handbook - English](#)

