

Central Lyon
Community School District
Preschool Handbook



Pre-K Classroom

712-472-2664

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Room 121

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Central Lyon Community School District Preschool Handbook

WELCOME TO CENTRAL LYON PRESCHOOL

Central Lyon Preschool was awarded the Statewide Voluntary Preschool Program Grant in 2010 as a result of the Preschool Advisory Committee's dedicated work. The program's goal is to provide a high quality preschool program meeting each child's needs, including children with disabilities and those from a diverse background. The preschool provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new skill development. It is a setting where children feel safe, respected, and cared for. This is an opportunity for all four-year-old children to take part in planned, active learning experiences to build their readiness skills. 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.

MISSION STATEMENT

The mission of the Central Lyon Community School District
is to provide an education and the opportunity
for all students to become productive, life-long learners.

VISION

Central Lyon will continually be recognized as an outstanding learning environment, where everyone (Board, administration, staff, parents, community) puts children first. It will have a nurturing climate centered on the needs of children:

- *Early childhood education
- *Manageable class sizes
- *Individual learning experiences
- *Supportive of dedicated, caring teachers
- *State of the art technology
- *High expectations of educational development
- *Create business partners
- *Build upon citizenship

CSIP STUDENT LEARNING GOALS

1. Attain the language and communication skills needed to organize thoughts and information and to express them in written and spoken composition.
2. Acquire comprehensive, quality background in reading, writing, mathematics, science, health, fine arts and vocational education.
3. Understand the history, political system and geography of the United States and the world.
4. Attain the training and confidence to use current technology to obtain and process new information.
5. Develop interpersonal skills for the home, workplace and community.

6. Understand the importance of being a life-long learner.
7. Understand and model the District values*/traits of character.
8. Provide leadership and a positive attitude in setting and achieving goals.
9. Understand, appreciate and enjoy the contributions of the world's many cultures, as well as both men and women, to our lives and work.

ENROLLMENT

Equal Educational Opportunity

It is the policy of the Central Lyon School District 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. Students are educated in programs, which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Students who feel they have been discriminated against are encouraged to report it to the school district, Brent Jorth and he can be reached at 712-472-2664.

PRESCHOOL PROGRAMS

Children must be four years of age by September 15th to be eligible for the preschool programs.

Central Lyon preschools will be open from 8:15-11:00 a.m. for the morning session and 12:30-3:15 p.m. for the afternoon session.

The preschool program provides education 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 are aware of the identified needs of individual children and are trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for teachers, students, other children and their families. The preschool facilities meet the Americans with Disabilities Act accessibility requirements.

GENERAL INFORMATION

Prior to participating in the program, health records that document the dates of service shall be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics.

- The maximum class size in each session is based on square footage of the current location. -Class size may be reduced based on the number of students needing specialized instruction.
- Our center maintains a ratio of 1 adult to 10 children at all times. Additional staff may be provided based on the individual needs of children.
- Classroom student numbers will not exceed 20.
- All children will be within "line of sight" of adults both indoors and outdoors unless toileting. -When toileting, students will be monitored by sound and checked visually when necessary.
- When students enter the hallway to use their lockers, an adult visually monitors and supervises the children in the hallway.
- First Aid Kits are available for use in the classroom and taken outdoors at all times.

- Adult-student ratios are maintained on field trips.
- The elementary principal will maintain a current list of available substitutes for both the teacher and para-educators. Should one of the teaching staff need to temporarily leave the room; arrangements will be made to cover the classroom to maintain the staff-child ratio.

INCLUSION

The preschool program provides 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 members are aware of the identified needs of individual children and are trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for teachers, students, other children and their families. The preschool facilities meet the Americans with Disabilities Act accessibility requirements.

CURRICULUM

The Quality Preschool Program Standards state that “ the curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and that integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies. The schedule provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for play, self-initiated learning, creative expression, large-group, small-group, and child-initiated activity.”

Central Lyon Community School preschool programs use the Creative Curriculum for planning and assessment. Creative Curriculum includes setting up centers that include blocks, dramatic play, art, cooking, library, discovery, computers, toys and games, sand and water, music and movement, and outdoors. The Creative Curriculum provides assessment tools that will be reported home three times a year in the fall, winter, and spring. Families will be given ongoing opportunities to share observations from home and contribute to the assessment process. Conferences will be held twice a year.

Additional information will be gathered through skill checklists, observations, one home visit, etc.

Your child will be learning through creative, active play that can sometimes be messy. Your child should wear comfortable, washable clothing as well as rubber-soled and closed-toe shoes to school. While we encourage the use of paint smocks or shirts during art projects, we can't guarantee that spills or stains will not occur. Clothing should be free of words, graphics, or pictures that are profane, immoral, illegal, or disruptive in nature. 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.

CHILD ASSESSMENT

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 location.

Children are assessed in the following ways:

- *GOLD Assessment Report* is modified to align with the Iowa Early Learning Standards. It records student progress in all developmental areas at the beginning, middle and end of the 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 requires additional assessment.

Assessment information from the *Gold Assessment Report* will be shared with families during formal Parent Teacher Conferences two times throughout the year. The preschool teacher will communicate daily through daily reports. Informal conferences are always welcome and can be requested at any time.

If, through observation or information on the assessments given, the teacher feels that there is a possible issue related to a developmental delay or other special need, she/he will communicate this to the family during a conference, 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 Area Education Agency (AEA) as an early intervention process. This team engages in problem identification, plan interventions, provide support, and make outside resources available to those individuals requesting assistance. The AEA team is available and functional for all students and teachers in the building.
- A request made to the Northwest Area Education Agency for support and additional

ideas or more formalized testing can be made.

The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated. Some of the assessments used for this are Ages and Stages, DAYC, AEPS, Gold Assessment, Bracken.

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.

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

PROGRAM ASSESSMENT

Central Lyon Preschool implements the Iowa Quality Preschool Program Standards. We received a verification visit the 2012-2013 school year that confirmed we are meeting these standards. Administrators, families, staff, and other routinely participating adults will be involved annually in a program evaluation that measures progress toward the program's goals and objectives. The annual evaluation process includes gathering evidence on all areas of program functioning, including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. This information helps us to assess how the program is meeting the needs of families and children, as well as to identify strengths and weaknesses.

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

SUPERVISION POLICY

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

- All safety plugs and electric outlets covered, heat/AC, water temperature, and toilets, etc. in working order.
- All cleaning supplies/poisons out of children reach and 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 environment - spills, sand, etc. Other serious problems reported to 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.) Indoor and outdoor spaces will be zoned by teaching staff with special attention given to areas where injury could occur.

CHILD GUIDANCE AND DISCIPLINE

Teaching staff will equitably use positive guidance, redirection, planning ahead to prevent problems. They will encourage appropriate behavior through the use of consistent clear rules, and involving children in problem solving to foster the child's own ability to become self-disciplined. Where the child understands words, discipline will be explained to the child before and at the time of any disciplinary action. 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

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

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

Teaching staff will guide children to develop self-control and orderly conduct in relationship to peers and adults. Children will be taught social, communication, and emotional regulation skills. If a child displays persistent, serious, and challenging behavior, the teaching staff, parents, and ECSE/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 become 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 is there is a recurrence.

Prohibited Practices

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

- harsh or abusive tone of voice with the children nor make threats or derogatory remarks
- physical punishment, including spanking, hitting, shaking, or grabbing
- any punishment that would humiliate, frighten, or subject a child to neglect
- withhold nor threaten to withhold food as a form of discipline

OUTDOOR PLAY AND LEARNING

Children of all ages have daily opportunities for outdoor play (when weather, air quality, and environmental safety conditions do not pose a health risk). When outdoor play is not an option because of conditions, similar indoor activities will be provided.

To protect against cold, heat, sun, and insects, children may be required to wear weather appropriate clothing like snow pants, boots, hats, and mittens, sunscreen, insect repellent (non DEET) or may be required to play in the shade.

WATER ACTIVITIES

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 will supervise all children by sight and sound in all areas with access to water in tubs, buckets, and water tables.

NORTHWEST AREA EDUCATION AGENCY (NWAEA)

Northwest Area Education Agency provides us with services which include hearing, speech, testing, consultation or direct therapy which may provide added information, techniques, or individual assistance which can help the school make the most appropriate educational experience possible for your child. We hope that you will utilize their services or seek assistance from them as you would any other staff member in our district. If, through observation or information gathered 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 include a request made to Northwest Area Education Agency 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. If a child is determined to need special accommodations, those accommodations are included in the materials, environment, and lesson plans for that child. Federal and state regulations require that parents must grant written approval prior to the initiation of any of the above services.

COMMUNICATIONS

A monthly newsletter and calendar of events for the Central Lyon Community Schools is sent home with each student. Every preschool classroom will also send home communications particular to the students at that center. On-going communication between home and school is an important part of the early childhood program. Communications will include home visits, newsletters, progress sharing, and conferences. Each attendance center has a parent information bulletin board to post and share information. Parents 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.

Home visits are made prior to the start of school. 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.

FAMILY INVOLVEMENT

The school district believes that families should be supported in making decisions about services that their children may need. The teaching staff will provide information to families about available community resources and assist as requested in helping the family make connections.

It is the policy of the Central Lyon Community Schools 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 the 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, families with children with disabilities, including providing information and school reports in an understandable and uniform format and, including alternative formats on request, and, to the extent possible, in a language families understand.

OPEN DOOR POLICY

Parents and legal guardians are always welcome to visit the preschool classroom. As a safety feature, all parents and visitors will check in when they arrive. Visitors are asked to please use discretion with regard to bringing babies and toddlers to school as young children may disrupt class sessions.

FOOD POLICY

Food that is brought to school to share must meet the following guidelines:

1. Pre-packed, commercially prepared foods are to be used with an ingredient label on it. (Commercially prepared bakery items are acceptable if the ingredients are listed)
2. Properly washed fresh fruits and vegetables may be served.
3. Non-food items are a suggestion for distribution at class parties, celebrations, etc.
4. Classroom food preparation is allowed under supervision of the classroom teacher.
5. No gum is allowed at school.

SNACKS/FOODS AND NUTRITION

Attitudes about food develop early in life. The food children eat affects their well-being, their physical growth, their ability to learn, and their overall behavior. We have an opportunity to help children learn about foods, to enjoy a variety of foods from their own culture and others, and to help them begin to appreciate that 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.

A snack will be offered daily. The preschool serves a wide variety of nutritional snacks, and encourages children to expand their tastes by at least trying a portion of the food offered.

Snacks are at regularly scheduled times.

All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines. Snacks and meals brought from home must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. Clean, sanitary drinking water (city water source) is available to children throughout the day. Staff discards any foods with expired dates. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served.

For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider should provide the program in individualized care plan prepared in consultation with family members and specialist involved in the child's care. Children with food allergies shall be protected from contact with the problem food. With family consent, the program posts information about the child's allergies in the food preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day. Program staff will keep a daily record documenting the type and quantity of food a child consumes when any child with a disability has special feeding needs and provide parents with that information.

High risk foods, often involved in choking incidents, will not be served. For children younger than three years, these include 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 will not withhold food or beverages as a punishment, nor will teaching

staff ever threaten to withhold food as a form of discipline.

OUTSIDE PLAY AND LEARNING

We have opportunities for outdoor play as the weather permits. This allows children the opportunity to develop their large muscle skills, get exercise, and be active. Sometimes we spend longer getting bundled up than we spend outside. We use the Child Care Weather Watch guidelines produced by Healthy Child Care Iowa to determine if the Wind Chill Factor or Heat Index is safe for outdoor play.

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

In order to make sure that your child can play comfortably outside it is important to dress him according to the weather. When it is cold outside he needs a warm coat, 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.

There are areas on the playground for children to be in the shade and still be active. We encourage you to bring a hat or other clothing for your child to wear as another protection from the sun. Sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher will be applied to your child's exposed skin (only with your written parental permission to do so and supplied by parent). We will also use an insect repellent containing DEET (only with your written permission and supplied by parent) no more than once a day to protect your child from insect bites when the public health authorities recommend its use.

Program staff will complete the National Program for Playground Safety's Suggested General Maintenance Checklist on a weekly basis.

CLOTHING

Your child will be learning through creative, active play that can sometimes be messy. Your child should wear comfortable, washable clothing as well as rubber-soled and closed-toe shoes to school. While we encourage the use of paint smocks or shirts during art projects, we can't guarantee that spills or stains will not occur. Clothing should be free of words, graphics, or pictures that are profane, immoral, illegal, or disruptive in nature. 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.

TOILET LEARNING

Toilet learning is an important time in a child's development. For children who are unable to use the toilet consistently, the following procedures are in place:

1. Diapering will only be done in the designated diaper area, i.e., the bathroom adjacent to the classroom with a fold down changing table. 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 7:

- Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
 - Staff check children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours. Diapers are changed when wet or soiled.
 - Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
 - At all times, caregivers have a hand on the child if being changed on an elevated surface.
 - Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
 - Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use.
 - 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.
3. Potty chairs will not be used due to the risk of spreading infectious diarrhea.
 4. Families may be asked to provide an extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

SCHOOL DELAY/CLOSINGS -EMERGENCY AND UNPLANNED EVENTS NOTIFICATION

In our effort to improve communication between parents and school, the Central Lyon Community School District is implementing a new telephone/text broadcast system that will enable the school to notify all households/parents within minutes of an emergency or unplanned event such as early dismissal, school cancelation or late start. This service will be provided by JMC.

The JMC program will call/text the first number on our selected parent contact list. The selected number will be the main number given to the school at the time of registration. This makes it very important to make sure the school has the correct numbers for each family.

HEALTH AND SAFETY

Central Lyon Community Schools is committed to promoting wellness and to safeguard the health and safety of children and adults who participate in our program. In order to provide a safe and secure environment for every child and adult, we follow guidelines required by the Quality Preschool Program Standards, regulatory agencies and pediatric authorities in the field.

HEALTH AND IMMUNIZATION RECORDS

Before the first day of school, 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 by the State of Iowa.

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

HEALTH AND IMMUNIZATION CERTIFICATES

Within thirty days 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.

HEALTH AND SAFETY RECORDS

Health and safety information collected from families will be maintained on file for each child. Files are kept current by updating as needed. The content of the file is confidential, but is immediately available to administrators or teaching staff who have consent from a parent or legal guardian for access to records; the child's parent or legal guardian; and regulatory authorities, upon request.

Child Health and Safety Records will include:

1. Current information about any health insurance coverage required for treatment in an emergency.
2. Results of health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results.
3. Current emergency contact information for each child.
4. Names of individuals authorized by the family to have access to health information about the child.
5. Instructions for any of the child's special health needs such as allergies or chronic illness.
6. Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency.
7. Supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs. Staff will implement a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

General Health and Safety Guidelines

- 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 children at regular intervals,

- especially during periods of transition
- all staff are to follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections
 - all staff are familiar with evacuation routes and procedures
 - all teaching staff complete "Occupational Exposure to Bloodborne Pathogens"
 - at least one staff member who has a certificate of satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times.

Illness Policy and Exclusion of Sick Children

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

- fever greater than 101 degrees F, without over-the-counter medication
- vomiting
- diarrhea
- pink eyes with drainage
- cough with congestion and excessive nasal discharge

The center's established policy for an ill child's return:

- fever free for 24 hours, without over-the-counter 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: 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 comfortably; if the illness requires more care than staff are able to provide without compromising the needs of the other children in the group; or if keeping the child at school poses an increased risk to the child or to other children or adults with whom the child will come in contact.

When a child develops signs of an illness during their day at preschool, parents, legal guardians, or other person authorized by the parent will be notified immediately to pick up the child. For this reason, please be sure that we have current, accurate phone numbers for you, your authorized emergency contact person and your child's pediatrician. In the meantime, we will provide the child a place to rest until the parent, legal guardian or designated person arrives under the supervision of someone familiar with the child. If the child is suspected of having a contagious disease, then until she or he can be picked up, the child is located where new individuals will not be exposed.

REPORTING COMMUNICABLE DISEASES

Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of

the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that the families should implement at home. The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

PRESCRIPTION AND MEDICATION ADMINISTRATION

The following information must be given by the parent or guardian when prescription medicine is administered by the school personnel (A form will be provided to parent/guardian.) Because administration of medication in the school is a safety hazard, medications 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:

1. Student's name.
2. Physician's name (include medication side effects).
3. Name of medication.
4. Dosage and time of administration.
5. Signature of parent/guardian and date.

Prescription medication must be brought to school in a container appropriately labeled by the pharmacy. The request of a parent may be oral or in writing. Medication given at Central Lyon will be administered by authorized personnel. The school will designate a specific locked and limited access storage space within the school to store the medication.

INHALERS – Students are allowed to carry inhalers or keep them in their lockers which allow them to use as needed.

NON-PRESCRIPTION MEDICATION:

The school does administer over-the-counter medication such as Tylenol or ibuprofen with authorization of parent/guardian by written/oral consent.

CLEANING AND SANITIZATION

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

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. 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 staff and will follow the Cleaning and Sanitation Frequency Table in Section III, page 47 of the QPPS manual. A checklist will be completed as indicated in the table.

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

HAND WASHING PRACTICES

Frequent hand washing is key to prevent the spread of infectious diseases. Teachers teach children how to wash their hands effectively. Posters of children using proper hand washing procedures are placed by each sink. The program follows these practices regarding hand washing: staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored

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

Children and adults wash their hands:

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

Adults also wash their hands

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

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

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

Except when handling blood or body fluids that might contain blood (when wearing gloves is

required), wearing gloves is an optional supplement, but not a substitute, for hand washing in any situation listed above.

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

FIRST AID KIT

A first aid kit is located in the preschool classroom. 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.

MEDICAL EMERGENCIES AND NOTIFICATION OF ACCIDENTS OR INCIDENTS

The Central Lyon Community Preschool has in place a "Crisis Management Guide" that describes the following situations and procedures to follow:

- emergency phone numbers
- fire procedures
- utility failures (electric power failure, water line break, gas line break)
- severe weather
- bomb threats
- physical threats/armed intruder
- evacuations
- Crisis Intervention Plan, Crisis Intervention Steps, and Media Procedures
- accidental Injury or Illness procedures for life threatening and non-life threatening situations
- school crisis team members and a checklist to use
- list of CPR/First Aid experienced persons in each building

This booklet will be posted by the door. The booklet will be reviewed by each staff member at the beginning of each school year and when changes are made to it.

In the event that your child receives a minor, non-life threatening injury during their time at preschool, our teacher will assess the situation and apply first aid as needed. Minor cuts and scrapes will be treated with soap and water and bumps will be treated by applying ice to the injured area. Any major incident or injuries will be documented on an "Injury and Illness" form and will be filed in our Accident/Injury report folder. Parents will be notified.

All staff will have immediate access to a device that allows them to summon help in an emergency. The telephone numbers of the Fire Department, Police Department, Hospital, and Poison Control will be posted by each phone with an outside line. Emergency contact information for each child and staff member will be kept readily available. The list of emergency telephone numbers and copies of emergency contact information and authorization for emergency transport will be taken along anytime children leave the facility in the care of facility staff.

Emergency phone numbers will be updated at least quarterly. Emergency phone numbers will be verified by calling the numbers to make sure a responsive, designated person is available.

PROTECTION FROM HAZARDS AND ENVIROMENTAL HEALTH

Program staff protect children and adults from hazards, including electrical shock, burns, or scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping.

The preschool classroom building has been tested for lead, radon, radiation, asbestos, fiberglass, and other hazards that could impact children's health with documentation on file. Custodial staff maintains the building's heating, cooling, and ventilation systems in compliance with national standards for facility use by children.

The program maintains facilities so they are free from harmful animals, insect pests, and poisonous plants. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility and in a manner that prevents skin contact, inhalation, and other exposure to children. The program uses the techniques known as Integrated Pest Management (IPM) so that the least hazardous means are used to control pests and unwanted vegetation.

FIRE SAFETY

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 periodically and recorded on a log.

FIRE AND TORNADO DRILLS

Fire and Tornado drills are held on a regular basis (2 per semester). Each room has special instructions for fire or tornado procedures.

The fire alarm is a short steady blast, with strobe lights. Students are to calmly file out of the school building when this sound is heard, and assemble at the designated spots, located a safe distance from the building.

The tornado alarm is a reporting phrase. When the alarm sounds, students are to quietly file to their designated safety area and follow instructions.

Students will also participate in lockdown and evacuation drills during the school year.

MANDATORY REPORTING

All school personnel are mandated reporters of any and all cases of suspected child abuse.

ETHICS AND CONFIDENTIALITY

Staff follows an important code of ethics to guide their involvement with children and families. It is essential to protect the confidentiality of all information concerning children and their

families. Maintaining a professional attitude includes being responsive to the needs of children and their families while balancing the need for confidentiality. Children are people who deserve respect. One way we demonstrate this respect is to refrain from talking about the children in their presence unless the child is part of the conversation and to refrain from labeling a child negatively or positively. No information about any particular child shall be shared with another child's parent. We continually strive to model such qualities as patience, tolerance, cooperation, acceptance, understanding of others, and enthusiasm for children as well as for other adults.

CHILDREN'S RECORDS

Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have a legitimate educational interest, are allowed to access a student's records without the parent's permission. Parents may access, request amendments to, and copy their child's records during regular office hours.

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

PRESCHOOL ADVISORY COMMITTEE

The Central Lyon Preschool has a preschool advisory committee composed of parents, school staff, and other community members interested in the preschool program. This group meets to provide feedback on services that meet children and family needs. They also serve as a sounding board for new ideas and services. **Please let the preschool teacher know if you are interested in being part of the Preschool Advisory Committee.**

GRIEVANCE POLICY

Open and honest communication between families and the preschool program is an essential component of a high quality early childhood program. We want you to be confident that your child is being well cared for and is having a quality experience. If there is ever a time you have a concern regarding your child, we want to encourage you to address your concern to your child's teacher. If additional help is needed, either party may ask for the assistance from the Elementary Principal, Mr. Steve Harman.

As part of our program assessment, in the spring of each year, we also provide you with a family questionnaire to evaluate our program. This information helps us to assess how the program is meeting the needs of families and children, as well as to identify strengths and weaknesses.

FAMILY INVOLVEMENT

Central Lyon School District encourages families to be very involved in their child's education by observing their children during the day when possible and meeting with staff. Family members are welcome to visit at any time during class sessions.

Teachers and administrators 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 child-rearing

practices and communication; and information about their socioeconomic, linguistic, racial, religious, and cultural backgrounds as they wish to share. Families are surveyed in enrollment paperwork and through other questionnaires during the year regarding their family, beliefs, and preferences. Home visits are conducted at the beginning of the school year. Program staff communicate with families on at least a weekly basis regarding children's activities and developmental milestones, shared care-giving issues, and other information that affects the well-being of their children. Family teacher conferences are held two times a year, as well as when either party requests. At least one Family Night is held during the year.

Central Lyon Preschool values the time spent talking and interacting with families and developing strong, reciprocal relationships. As the teacher learns from the families' expertise regarding their child's interests, approaches to learning, and developmental needs, goals for your child's growth and development can be incorporated into ongoing classroom planning. Families are encouraged to share any concerns, preferences or questions with the preschool teacher or administration at any time.

Although in-person daily contact cannot be replaced, preschool staff also rely on notes home, emails, phone calls, newsletters, and bulletin boards as alternative means to establish and maintain open, two-way communication.

Central Lyon 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. Keeping the teacher informed of changes and events that might affect your child allows the teacher to be more responsive to your child's needs
- attend family meetings
- return all forms, questionnaires and so on promptly
- attend Family/Teacher conferences twice a year
- take time to read the family bulletin board
- check your child's backpack each day
- participate in field trip activities
- share some of your talents in your child's class through activities such as: reading or storytelling, cooking, art, music, sewing, crafts, hobbies, your profession, or artifacts from trips you have taken
- share any of your families' cultural traditions, celebrations, or customs
- read all the material sent home with your child
- come to play
- help with special events. Helping takes many different forms such as preparation of materials at home, making telephone calls, preparing or posting flyers, recruiting other volunteers, collecting donations or prizes, run errands, photography, setup before the event, or clean afterwards
- serve on the Preschool Advisory Committee

It is the policy of the Central Lyon Community School District not to discriminate on the basis of race, religion, socioeconomic status, sexual orientation, gender identity, color,

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 the 1972 Education Amendments, and the Federal Rehabilitation Act of 1973.

Inquiries or grievances related to these policies may be directed to Level 1, Educational Equity Coordinator, Brent Jorth (Superintendent), Affirmative Action Coordinator, 1105 South Story Street, Rock Rapids, IA 51246, (712) 472-4041; to the Director of the Iowa Civil Rights Commission in Des Moines; The Director of the Region VII Office of the United States Equal Employment Opportunity Commission; or the Director of the Regional VII Office of Civil Rights, United States Department of Education, Kansas City, Missouri. Inquiries may also be directed to the Director, Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319.

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

The school district believes that families should be supported in making decisions about services that their children may need. The teaching staff will provide information to families about available community resources and assist as requested in helping the family make connections.

HOME VISITS

Home visits are made prior to the start of school or during the school year. 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.

PARENT/TEACHER CONFERENCES

The preschool program will have formal parent teacher conferences at the same time as the elementary school. During the conference the teacher will share results of classroom assessments and samples of your child's work. Together you can make a plan to continue to encourage your child's growth and development.

FAMILY NIGHT

Family night is an opportunity for you and your family to come to school to participate in fun as well as educational activities. The night will be planned to meet the needs of the children and families in the classroom.

SMOKE FREE

All attendance centers are smoke free facilities. This includes all school property outside of the classrooms.

PETS

Due to students' allergies and safety concerns, we are requesting that no animals be brought to school.

SUPERVISION POLICY

No child will be left unsupervised while attending preschool. Staff will supervise primarily by sight. Supervision for short intervals by sound may occur with teachers checking 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.) Teacher to child ratio of 1:10 will be maintained in all classrooms.

FIELD TRIPS

Field trips will be planned from time to time to augment student learning. The trips may be walking trips or may require transportation to our destinations. Field trip consent is included in the enrollment forms and field trip permission slips may also be sent for trips off campus. Additional information regarding field trips will be sent in the weekly newsletters.

OBJECTS FROM HOME

Because the preschool program provides ample toys and learning materials for your child, we ask that you don't bring toys from home. Please do not allow children to bring gum, candy, money, or toy guns to school. The program cannot be responsible for lost or broken toys brought from home.

WEAPON POLICY

No student shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any real weapon or a look-alike weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school building or other buildings or premises used for school functions, whether or not any person is endangered by such actions. "Look-alike weapon" means any item that resembles or appears to be a weapon. *A zero tolerance policy on dangerous weapons (real or toy) is in effect; i.e., gun, squirt guns, water rifles or pistols, slingshots, toy guns, toy grenades and other similar items knives, etc. Violation may result in a student suspension/expulsion.*

STAFFING PATTERNS AND SCHEDULE

The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing for Iowa's Quality Preschool Program Standards of maintaining an adult/child ratio of at least 1:10 at all times.

Staff is provided space and time away from children during the day. Should staff work directly

with children for more than four hours, staff is provided breaks of at least 15 minutes in each four-hour period. In addition, staff may request temporary relief when they are unable to perform their duties.

STAFF DEVELOPMENT ACTIVITIES

Personnel policies provide for incentives based on participation in professional development opportunities. All teaching staff continuously strengthens their leadership skills and relationships with others and works to improve the conditions of children and families within their programs, the local community, and beyond. Teaching staff are encouraged to participate in informal and formal ways in local, state, or regional public-awareness activities. They may join an early childhood group or organization, attend meetings, or share information with others both at and outside the program.

Teaching staff will be informed of professional development activities provided by the area education agency. Staff is expected to attend all staff trainings and meetings throughout the year. Trainings will focus on early childhood topics relevant to the program and community.

CENTRAL LYON PRESCHOOL DIAPERING/TOILET LEARNING

Toilet learning is an important time in a child's development. For children who are unable to use the toilet consistently, the following procedures are in place:

1. Diapering will only be done in the designated diaper area, i.e., the bathroom in the classroom on a mat used only for this purpose. Food handling will not be permitted in this diapering area.
2. Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Program Standards: Standard 5, Criteria 7:

- *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 of soiled diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.

- *Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding. The changing mat will be sanitized after each use and daily at the end of the day.

- *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.

- *Diapering and gloving posters will be posted in the changing area showing procedures. Gloves will be worn by staff when changing diapers.

3. All families are asked to provide an extra set of clothing (labeled with name) for their child in case of an "accident" or messy play.

CENTRAL LYON PRESCHOOL TRANSPORTATION POLICY

Central Lyon Preschool students, who attend the morning session of preschool, may ride the regular bus route to school only if they have an older sibling riding the bus. Central Lyon will not provide transportation at dismissal time (11:00) for the students who attend the morning sessions. For students who attend the afternoon sessions, Central Lyon will not provide transportation to school. The afternoon session students may ride the regular bus route home from school only if they have an older sibling riding the bus.

When picking up or dropping off your students at school, please use the parking area designated for this on Story Street in front of the school.

For children who have special needs for transportation; the administration, bus transportation director and teaching staff will meet with the parents in order to develop a plan that will best suit the needs of the child. This plan will address special equipment, staffing and care in the vehicle during transport. Any accommodations indicated in the child's Individualized Educational Program will be implemented as described.

SUMMER FOOD PROGRAM

West Sioux School District in Hawarden, IA offers a Summer Food Service Program where free meals are available to children. Please contact them if you are interested in participating in the Summer Food Service Program. For more information contact: West Sioux CSD, 806 13th St, Hawarden, IA- (712) 551-1454.

Non-discrimination Statement: This explains what to do if you believe you have been treated unfairly. "In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write to Central Lyon CSD, PO Box 471, Rock Rapids, IA 51246 (712) 472-2664 or to *USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).* Central Lyon CSD is an equal opportunity provider and employer."

Iowa Non-Discrimination Notice: "It is the policy of this CNP provider not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, disability, marital status or religion in its programs, activities, or employment practices as required by the Iowa Code section 216.7 and 216.9. If you have questions or grievances related to compliance with this policy by this CNP Provider, please contact the Iowa Civil Rights Commission, Grimes State Office Building, 400 E. 14th St., Des Moines, IA 50319-1004; phone number 515-281-4121, 800-457-4416; web site: <http://www.state.ia.us/government/crc/index.html>."

Information for Parents

If your family lives in any of the following situations: In a shelter, motel, vehicle, or campground, on the street, in an abandoned building, trailer or other inadequate accommodations, or doubled up with friends or relatives because cannot find or afford housing; **then your preschool-aged and school-aged children have certain rights or protections under the McKinney-Vento Homeless Education Assistance Act of 2001.**

Your children have the right to:

- Go to school, no matter where you live or how long you have lived there. They must be given access to the same public education, including preschool education provided to other children
- Continue in the school they attended before you became homeless or the school they last attended, if that is your choice and is feasible. If a school sends your child to a school other than the one you requested, the school must provide you with a written explanation and offer you the right to appeal the decision.
- Receive transportation to the school they attended before your family became homeless or the school they last attended, if you or a guardian requests such transportation.
- Attend a school and participate in school programs with children who are not homeless. Children cannot be separated from the regular school program because they are homeless.
- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Enroll and attend classes in the school of your choice even while the school and you seek to resolve a dispute over enrolling your children
- Receive the same special programs and services, if needed, as provided to all other children served in these program.
- Receive transportation to school and to school programs.

When you move, you should do the following:

- Contact the school district’s local liaison for homeless education (see phone number below) for help enrolling your child in a new school or arranging for your child to continue in his or her former school. (Or, someone at a shelter, social services office, or the school can direct you to the person you need to contact.)
- Contact the school and provide any information you think will assist the teachers in helping your child adjust to new circumstances.
- Assist the local liaison for homeless education, the shelter provider, or social worker for assistance with clothing and supplies, if needed.

Local Area Contacts:

- MS/ High School, Jessica Harman 712-472-2664 jharman@centrallyon.org
- Elementary/MS, Kate Gerber 712-472-2664 kgerber@centrallyon.org

State Coordinator:

- Sandra Johnson Sandra.Johnson@iowa.gov Phone-515-281-3965 Department of Education, Des Moines, IA 50319

If you need further assistance. Call the National Center for Homeless Education at the toll-free Help Line number: 1-800-308-2145.

Definition of a Homeless Child/Youth

- A homeless child or youth ages 3-21;
- A child who lacks a fixed, regular and adequate nighttime residence and includes the following:
 - A child who is sharing the housing of others (includes doubled-up families) due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, or camping

grounds due to the lack of alternative accommodations; is living in an emergency or transitional shelter; is abandoned in a hospital, or is awaiting foster care placement.

- A child who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for humans beings
- A child who is living in a car, park, abandoned building, substandard housing, bus or train station, or similar setting; or
- A migratory child/youth who qualifies as homeless because of the living circumstances described above
 - Includes youth who have runaway or youth being forced to leave home
 - A migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described above.