



**Burlington Community
School District
Corse Early Childhood Center
Parent Handbook
2023-2024**



<https://bcsds.org/cecc>

Corse Early Childhood Center Mission Statement

The mission of the Burlington Community School District is to inspire and challenge students through diverse opportunities. In order to achieve this, the staff of the Corse Early Childhood Center will provide every child with a safe, developmentally appropriate environment to explore, encourage, and ignite a love of learning. We will maintain a welcoming environment for our families and community that encourages collaboration.



Corse Early Childhood Center

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@corseearlychildhoodcenter



Like us on Facebook

You can find us on Facebook.

We will post updates about events at this location throughout the school year.

Dear Parents/Guardians:

Please review the handbook. Sign this bottom portion of the page and return to the principal, on-site supervisor, or secretary.

I, _____, have reviewed the handbook and acknowledge all policies and procedures.

Signature: _____ Date: _____

I. Child Care Parent Handbook Introduction

Overview

The child care program opened in 2021 and is located within the Corse Early Childhood Center. It is owned and operated by the Burlington Community School District. Child care is open to BCSD employees, BCSD families, and the surrounding communities.

Staff Qualifications

The staff at the child care center consists of a principal, on-site supervisor, and child care professionals. The staff enjoys and understands how young children learn and grow. They respond with sensitivity to each child's individual needs, desires, and interests. All staff is screened by the State of Iowa DHS and the Federal Government Division of Criminal Investigation, in addition to our own employment screening process.

Staff Trainings

Staff Orientation, CPR, First Aid, Universal Precautions, Mandatory Child Abuse Report Training, Pre-Service Essentials, and Annual Professional Development Hours.

Ages Served

We accept children ages birth through 5 years of age.
Including children with special health or developmental needs in compliance with the legal requirements of the Americans with Disabilities Act(ADA).

State Law Ratio Requirements

Children under the age of 1: 1 child care professional per 4 children
Children under the age of 2: 1 child care professional per 4 children
Children the age of 2: 1 child care professional per 7 children
Children the age of 3: 1 child care professional per 10 children
Children the age of 4: 1 child care professional per 12 children

Hours and Days of Operation

We are open Monday through Friday from 6:30 a.m. to 6:00 p.m.

The Child Care Will Be Closed the Following Days

July 3rd

July 4th

Labor Day

Thanksgiving

Friday after Thanksgiving

December 22nd

December 25th

December 29th

New Year's Day

January 2nd
MLK, Jr. Day
Good Friday
Monday after Easter
Memorial Day
Juneteenth (observed)

Normal payment is due for these center-wide closed days.

****We will be closed on a date TBD in summer for building-wide cleaning, maintenance and painting. This date will be given to you in 30 days notice advancement****

Tax Statement

A copy of each parent's account will be available to be picked up at your center at the end of each calendar year.

II. Child Care Enrollment

Visits

Parents interested in enrolling their child(ren) should call the center and arrange for a visit. During this time you will have the opportunity to discuss the program and we will answer any questions you may have. Please call if you are interested in visiting our center.

Registration

There is an annual \$50.00 (per child) non-refundable registration fee if you wish to enroll. Receipt of a signed registration form and payment of this fee secures a space and guarantees you a place in the center within 30 days from the date you requested. A mailed in registration requires the principal or on-site supervisor contact you for final approval.

Orientation

Each family will have a chance to meet with the principal and/or on-site supervisor and tour the facility before care can begin. At this time, we will go over the handbook together and review the forms and child care center requirements.

Enrollment Priority

Priority enrollment system for child care is established as follows:

- (1) Siblings of currently enrolled children will have first priority.
- (2) Regular full and part-time BCSD employees will have second priority.
- (3) All others, including those in the surrounding community, will have third priority.

Capacity

Child Care center may enroll up to a maximum of 78 full-time children per day*. As of fall 2023, the center has a nursery, 1's and 2's room in addition to wrap-around care for the 3 and 4

year old Grayhound Preschool Program. ** Please note 52 spots are wrap-around care for the Grayhound Preschool Program.*

0-12 Month Old Room – 4 total children – 4:1 Ratio

1 Year Old Room – 4 total children – 4:1 Ratio

2 Year Old Room – 6-12 total children – 7:1 Ratio

3 Year Old Room – 16 total children – 10:1 Ratio

4 Year Old Room – 24 total children – 12:1 Ratio

First Day of Attendance Requirements

All completed paperwork, a current physical, and immunization records are due prior to or by the first day of attendance in the center. It is the parent's responsibility to update physicals annually and immunization record as required by law.

Schedules

You are guaranteed space in the center for the days you have an approved registration for your child. Schedule changes may be possible provided that space is available and advanced notice is given. Please note: due to our program being centralized around Grayhound Preschool our spots are all full week placements. When the maximum capacity for each age group is reached, an internal waiting list will be established. A two week notice is required for a schedule change.

Holidays, Closings, or Shortened Hours

No credit will be given for absences, holidays, center closings, or shortened hours. In the event of a closing, we will communicate our plans on our website, Facebook, and through local news outlets. Corse Early Childhood Center will typically follow the Burlington Community School District's decisions regarding weather closings. Please refer to our holidays observed regarding the other days we are closed.

III. Financial Policies

Tuition Rates

Please see attached tuition rate sheet for current school year. Tuition rates are subject to change at any time. Payments are due the first day of the week your child arrives in the center.

Payment Options

Families may pay by check, cash or through the Brightwheel payment system. Payment is expected on Monday when your child arrives at the center.

Late Payment

Payments are due the first day of the week your child arrives in the center. If payment is not received on Monday, as required, a late payment fee will be assessed to your account. If

payment is not received by Wednesday, your child will not be able to return until the balance has been paid in full. Full tuition for the days missed due to an unpaid balance will be expected.

Refund Policy

There are no refunds for non-attendance, enrollment or activity fees.

Returned Check Fee

A charge of \$35 will be added to your account for a returned check or due to insufficient funds. After having either a returned check you will be required to remit all following payments with cash or money orders.

Late Pick-Up Fee

A late pick-up fee of \$1 per minute will be charged per child for any children left at the center beyond the center's established closing time at 6 PM. After the third time a child is left at the center beyond 6 PM, the family will be required to meet with the administrative team and may be excluded from returning to the center.

Extra Charges

Additional charges include a yearly registration fee of \$50 per child. Other charges may include fees for food, field trips, and/or optional merchandise purchases.

Vacation and Illness Credit

A 50 percent reduction in fees will be granted for a maximum of 2 weeks per enrolled year based on the following criteria:

- If your child will be absent on an otherwise scheduled day, full charges will be assessed.
- If your child will be absent a full week due to vacation (Monday - Friday), there will be a 50 percent reduction in your normal charges if a three working day notice has been given in writing.
- If your child is absent for a full week (Monday - Friday) due to the child's illness, a death in the family, or other emergency situation, and we are notified immediately of the circumstance, you may be given a discount of one-half of your normal child care fees for that week.
- BCSD employee or multi-child discount credit cannot be used in combination with vacation and illness credit.

Disenrollment

A two week written notice is required for a change in your child's schedule or to disenrollment from the center.

IV. General Information

Screening Tool

The following developmental screening tools are utilized at CECC:

Infants - ASQ and ASQ:SE

Toddlers - ASQ and ASQ:SE

Preschoolers - ASQ and ASQ:SE

This tool is utilized for all children in child care within 60 days of enrollment. Both the ASQ and ASQ:SE are utilized at least twice annually (once in the fall and once in the spring). The tool is used to identify children's milestone achievements and help identify if additional evaluation and/or intervention strategies are needed. AEA or the physician is communicated with if necessary. Children may also be referred to hearing or vision screening if necessary. A meeting with the family is established to review results of both the ASQ and ASQ:SE with the teacher and family.

Grayhound Preschool Assessment

The Grayhound Preschool uses the following tools, digital and written assessments for the purposes of assessment:

- Teaching Strategies GOLD: GOLD, or "The Growing Objectives and Learning Dimensions," is an authentic, observational assessment system for children from birth through kindergarten. Teaching Strategies GOLD is designed to assess a child's development and learning across various domains, including social-emotional, physical, cognitive, and language. Teachers and educators use this assessment to gather information about a child's progress and tailor instruction to meet individual needs.
- IGDI's: IGDI's, or "Individual Growth and Development Indicators," are often used in education to measure and assess individual progress and growth, particularly in the context of early childhood education. The use of IGDI in preschool typically involves assessing a child's development across various domains, including cognitive, language, social-emotional, and motor skills. These indicators provide educators with a framework to monitor a child's growth over time and tailor instructional strategies to meet individual needs.
- Preschool Universal Screener: The preschool universal screener was developed by the Burlington Community School District preschool staff in 2022. A universal screener is a tool used in early childhood education to assess the development of all children in a particular group or setting. The purpose of a universal screener is to identify children who may need additional support or intervention in specific areas of development. This type of assessment is typically administered to all children, regardless of their individual abilities or potential challenges.

Program Evaluation, Accountability and Continuous Improvement

The program offers staff and families opportunities to assist in making decisions to improve the program. This includes:

- Spring IQPPS digital survey sent out and communicated to all currently enrolled families. Data from this survey is used to see what improvements can be made to meet IQPPS requirements.
- School-wide PTO allowed families opportunities to be a larger part of the school community.
- School-wide building leadership team allows for staff throughout all aspects of the school to have more opportunities to improve and make an impact on policies.
- Annual meetings between staff and family members on improvements that can be made to programming and program operations.

Our Philosophy and Creative Curriculum

Creative Curriculum is a research-based, developmentally appropriate curriculum for birth through preschool. Creative Curriculum utilizes learning centers in the classroom to offer children choices throughout the day for activities that are interesting and relevant to them. Using this framework, our teachers are able to teach in the ways that best match the way in which we know young children develop and learn. Children learn best by doing, and we use a developmental “hands-on” approach built around weekly or monthly themes. During each week we address all areas of development: social, emotional, physical (large and small motor), cognitive and language development. Lesson plans are prepared weekly and posted in each classroom. There is a balance between teacher-directed and child-initiated activities. The activities in each learning center are planned by the teachers to facilitate discovery learning. Our daily schedule includes large group, small group, and individual activities as well as learning center times. The children are guided and encouraged to learn new self-help skills, think for themselves, make choices, experiment, explore, make mistakes, and have a lot of fun in the process.

Conscious Discipline

Conscious Discipline is an evidence-based, trauma-informed approach to working with children from birth to adulthood. Corse Early Childhood Center equips its teachers and staff to integrate social-emotional learning and a comprehensive approach that empowers adults with skills that create a safe, connected, problem-solving environment for our students. The Conscious Discipline brain state model becomes a framework for us to understand the internal brain-body states that are most likely to produce certain behaviors in children and in ourselves. With this awareness, we learn to consciously manage our own thoughts and emotions so we can help children learn to do the same. The goal of this model is to provide a simplified brain model as a means for increasing our self-awareness so that we can respond consciously to the needs of the moment with the children we serve.

Classrooms

0-12 Month Old Room: 0-12 months old

1 Year Old Room: 1 to 2 years old

2 Year Old Room: 2 to 3 years old

3 Year Old Room: 3 to 4 years old
4 Year Old Room: 4 to 5 years old

Movement to Rooms

Children are moved to the next room with the knowledge and expertise of the educators. Educators will notify you in advance to discuss the transition. Most children will participate in the center wide room change in August.

Arrival and Departure

The parking lot is always congested and extremely busy at the beginning and end of the day. In order to make our parking lot a safe place for everyone, please follow these guidelines:

→ When dropping off your child:

- o Please accompany your child into the classroom and let a teacher know that you have arrived. This is the time to discuss with the teacher any relevant information that would help your child during the day (e.g. sleeping irregularities, medication needs, moods, changes in daily routine).
- o You must sign-in your child daily.

→ When picking up your child:

- o When picking up your child, notify a teacher that you are leaving. It is imperative that a parent makes the teacher aware they are picking up their child. Unless the teacher is engaged with a group of children, please inquire about the day your child has had.
- o You must sign-out your child daily.
- o Only those people authorized in writing by the parent or guardian may pick up a child from the center. The center must be notified in advance if someone other than a parent will be picking up the child, and this person will be asked to present identification. Under no circumstances will a child be released to anyone without prior written permission.

Please note:

The center opens at 6:30 a.m. We will not be held responsible for children before that time. The center closes promptly at 6:00 p.m. It is very important that all children are picked up on time. There is a late fee of \$1.00 per minute, per child picked up past 6:00 p.m.

Daily Sign-in

Upon entering the Corse Early Childhood Center you will be asked to sign your child in for the day with their name, time of arrival, and confirm the name of who will be picking up your child.

Accident and Incident Reports

If your child is injured at the center you will receive an incident report. If the injury occurred to the face, head or neck, or if the injury is serious you will also receive a phone call. You will need

to sign the incident report when picking up the child and a copy will be placed in their permanent file.

Parent/Guardian Handbook Agreement

Upon enrollment, each family must sign the parent/center agreement to establish that they have read and understand all of Corse Early Childhood Center's policies. We will ask you to sign this form on a yearly basis to assure accuracy of information and communication.

Consistent Daily Schedule

Your child's needs will be met by providing a daily schedule which includes established routines, yet is flexible enough to encourage spontaneity and take advantage of any new learning experiences. Daily schedules can be found on the parent board in each classroom.

Babysitting

We will not authorize or allow any private babysitting arrangements between enrolled families and staff members at our center. Staff members may not be listed as an authorized pick up or emergency contact person for children enrolled at our center.

Admission / Inclusion Policy

We have an open enrollment policy. Our services are offered to everyone, regardless of race, creed, sex, religion, ability, or national origin.

Birthdays/ Food

Birthdays are important days for young children and we share your desire to make your child's day a special one. However, birthday celebrations are often over-stimulating to young children, and we ask that some limitations be respected. We celebrate birthdays during regular afternoon snack times. Parents may provide a special snack for all the children, with advance notice and the approval of your child's teacher. Due to the fact that certain children have severe food allergies, please speak with your child's teacher ahead of time about the appropriateness of the snack.

What to Bring and Not to Bring

Children in the nursery and 1 year old classroom will need the following items that apply to your child: diapers, wipes, ointments, 2 light weight blankets, pacifier, bag or backpack with an extra change of clothing, and labeled bottles. Notify us when your child is ready to begin sampling foods from our menu.

Children in the 2s, 3s, and 4s rooms will need the following items that apply to your child: 2 light weight blankets, a bag or backpack with an extra change of clothing, diapers, and wipes.

Our center has more than an adequate amount of toys and learning materials. Please do not send toys from home as they may be lost or broken. If your child's class has "sharing days," you will be notified. The center is not responsible for any personal property brought on the premises.

Nap/ Rest Time

Adequate rest or quiet time is a very important part of a young, growing child's day. Beginning in our 1 year old room, a rest period will follow lunch each day. All children one year or older are assigned their own mat and are encouraged to sleep or rest for a period of one to two hours or longer if needed depending on the individual child. Blankets and/or stuffed animals that are special to your child are encouraged to help your child feel more comfortable and secure.

Safe Sleep Practices - Infants

At CECC, we prioritize the safety and well-being of our infants, and our Safe Sleep policy aligns with the IQ4K Safe Sleep criteria to ensure a secure sleep environment.

Sleep Position

Infants aged 12 months and under are placed on their backs (supine position) for all sleep. Infants who can independently roll from back to stomach or vice versa are allowed to remain in the sleep position they assume after initially being placed on their backs.

Sleep Environment

Firm Mattress: Each crib is equipped with a firm mattress to provide a safe sleeping surface.

One Infant per Crib: To prevent potential hazards, only one infant is placed in each crib.

No Blankets or Swaddling: For safety, cribs remain free of blankets, swaddling, or any other loose items.

Tight-Fitting Sheet: A tight-fitting sheet is used to secure the mattress in place.

Empty Cribs: No additional items, such as stuffed animals, toys, mobiles, or burp rags, are placed in the crib.

Temperature Monitoring: Room temperature is regularly checked to ensure infants are comfortable and to prevent overheating.

Pacifiers

Infants may use a pacifier during sleep with parental permission. Pacifiers must not be attached to any strings, cords, or stuffed toys. Additionally, pacifiers may not be affixed to the infant's clothing.

Arrival/Falling Asleep Outside Safe Sleep Environment

Infants arriving asleep or falling asleep outside the designated safe sleep environment will be promptly and safely moved to an appropriate sleep space that adheres to the Safe Sleep policy.

Medical Waiver

The program cannot place a child in any sleep position other than on their back without a waiver from the child's primary physician. The waiver must clearly specify the medical need and include an expiration date.

Supervision Within Sight and Sound

Supervision within sight and sound is diligently maintained for all sleeping infants. Caregivers are strategically positioned to have a clear view of the sleeping area and ensure auditory awareness.

Sanitary and Safe Cribs

Bedding Change: Cribs are equipped with clean and sanitary bedding, with regular changes as needed.

Crib Labeling: Each crib is labeled with the infant's name and any relevant information regarding their sleep preferences or abilities.

Manufacturer Certificate: A valid manufacturer certificate is on file for each crib to ensure compliance with safety standards.

Removal of Hazards

Procedures are in place to promptly remove any potential hazards that an infant may be wearing, such as bibs or hoodies, during sleep.

Communication

Our program's policies and procedures are effectively communicated to both parents and staff through regular updates, orientation sessions, and ongoing training programs. Open lines of communication ensure that everyone involved is well-informed and aligned with our commitment to safety and well-being.

Daily Communication

A daily record will be accessed using the parent portal of our communication app – Brightwheel. Within the app parents will have the ability to see the amount of time their child has slept, any diaper changes or irregularities, advancement to any developmental milestones, and have access to pictures and videos taken in the classroom.

Sign-in/Sign-out

At Corse Early Childhood Center, the safety and security of each child in our care are paramount. Our Sign-In/Out protocol is designed to ensure accurate and thorough documentation of each child's arrival and departure, while also providing comprehensive information on visitor activity within our facility.

Brightwheel Program:

Our center utilizes the Brightwheel program for efficient and secure sign-in/out procedures. Parents and authorized individuals are required to use the Brightwheel app to log each child's arrival and departure.

Time In/Out:

Parents or authorized individuals are responsible for recording the exact time of a child's arrival and departure on the Brightwheel app. This digital timestamp provides an accurate and secure record of attendance.

Visitor Information:

All visitors to the center, including parents and authorized individuals, must sign in and out at the designated area. This record includes the visitor's name, time of entry and exit, reason for the visit, and contact information.

Reason for Visit:

Visitors are required to specify the purpose of their visit, whether it be for a scheduled meeting with a staff member, participation in a special event, or any other valid reason. This information is crucial for monitoring and ensuring the security of our facility.

Contact Information:

Alongside the reason for the visit, visitors must provide accurate contact information. This includes a valid phone number and/or email address. In case of emergencies or additional clarification, this information facilitates prompt communication.

Authorized Pickup List:

The Brightwheel program allows us to maintain an up-to-date list of individuals authorized to pick up each child. Only those listed will be permitted to sign out the child.

Staff Oversight:

Our staff is trained to monitor the sign-in/out process and ensure that it aligns with our established protocols. Any discrepancies or concerns will be addressed promptly.

Regular Audits:

The center conducts regular audits of sign-in/out records to verify accuracy and identify any potential issues. This proactive approach helps maintain a high level of security and accountability.

Religious Activities

The Corse Early Childhood Center does not follow religious holidays, however, many activities may center on a holiday theme. Please let us know, in writing, if you do not want your child to participate in any activities.

Outdoor Play

Outdoor play is an important part of the early childhood curriculum, and we consider the outdoors an extension of the indoor classroom. Toys, materials, and activities are also available outdoors to enhance the children's play experience. Typically, children go outside twice each day. If your child is not well enough to play outdoors, he or she is not well enough to attend the center.

It is important for parents to provide the appropriate clothing and outerwear for the weather conditions (e.g., coat, snow pants, boots, gloves, etc.). During the cold weather months, the center has a few extra hats and mittens, but not enough for everyone.

Temperature Guidelines for Allowed Outside Time

Winter – Temperatures above 10 degrees with wind chill.

Summer – Temperatures below 95 degrees with heat index.

The amount of time outside will vary when weather temperatures are in question.

Sunscreen

Parents must provide sunscreen in lotion form for their child. A sunscreen permission form must be completed. Sunscreen will be applied to children during the months of May-October.

Sunscreen is applied from the times of 10 AM to 4 PM. Sunscreen in an aerosol can or spray form is not allowed.

Field Trips

Children ages three years and above may go on field trips, which may require a nominal fee. The State of Iowa licensing regulations state only one adult is required when a center is transporting children in a center owned vehicle with parent authorization for the sole purpose of transporting children to and from school and field trips. Our children will be transported in school owned vehicles and are expected to adhere to the following rules:

- Seat belts are to be properly worn at all times.
- No food or drinks in vehicles.
- Appropriate tone of voice.
- Remain in seat at all times.
- Keep hands and feet to themselves.
- All items must be kept in their backpack/bag.

Failure to comply with these rules may result in termination of center's transportation.

Cleaning and Sanitation

The following are daily cleaning practices to keep our center clean:

- Proper hand washing is taught and practiced throughout the day.
- DHS approved cleaning agent Oxivir is used to clean diaper changing tables.
- DHS approved cleaning agent Odobaun is used to clean toys, tables, etc.
- Bibs, rags, etc. are washed and cleaned daily.

The following are weekly cleaning practices to keep our center clean:

- Teachers deep clean the room at least once per week beyond the regular cleaning.
- All blankets, cot sheets, etc. are cleaned or sent home to be cleaned.

Additional cleaning practices to keep our center clean during outbreaks of illness:

- All rugs and carpets are deep cleaned at minimum once per month.
- Clorox 360 machine is used as needed throughout the center.
- Additional classroom and center cleanings as necessary.

Toilet Training Policy

Toilet training is a partnership between the parents/guardians, the child, and the educators. We encourage children who show an interest in toilet training to use the toilet. Toilet training is done under the educators' supervision and guidance. All efforts are made to treat the child as an individual and to work with his/her specific needs and abilities. When you and your child are ready to start the process, please bring several changes of clothing. Soiled clothing will be placed in a bag for parents to launder. No toilet seats may be brought to the center. A child is not required to be toilet-trained before attending the Corse Early Childhood Center.

Behavior Management Policy

One goal of the Corse Early Childhood Center is to help children develop a positive self-image. We hope to encourage children to be self-directed, exhibit self-control, and become

problem-solvers. A philosophy based on providing a positive, supportive environment that focuses on prevention and the teaching of appropriate behaviors guides the staff in their interactions with children.

Discipline Strategies Used by Center Staff

- Maintaining realistic expectations of children based on knowledge of child development.
- Providing clear and simple limits.
- Planning an environment that facilitates a caring atmosphere.
- Providing appropriate activities that keep children engaged to prevent challenging
- Modeling appropriate and respectful behaviors.
- Redirecting inappropriate behaviors toward desired outcomes.
- Giving children choices between two appropriate alternatives.
- Encouraging children to work together to solve problems.
- Encouraging children to use their words to solve problems or to elicit peer cooperation.
- Providing logical and natural consequences for children's actions.
- Guiding children away from the situation until they are able to calm down and address the problem.
- Conflict resolution (for older preschoolers and school-age children).

THE FOLLOWING ARE PROHIBITED:

Corporal punishment, including spanking; Verbal or physical abuse, humiliation, neglect, or abusive treatment; Speaking to a child in a manner or tone that is disrespectful, sarcastic, demeaning or threatening; Withholding food, drink or sleep; Force feeding children; Disciplining a child for soiling, wetting, or not using the toilet; forcing a child to remain in soiled clothing or forcing the child to remain on the toilet, or using any other unusual or excessive practices for toileting.

Biting Policy

Biting is unfortunately not unexpected. Biting may be a natural occurrence among children under age three, and blame should not be placed on teachers, parents, or the child. Incidences of biting may be unavoidable in group care. It is usually short-lived and young children outgrow this stage and continue on their path of development. Children bite for many reasons. Biting demands caring and understanding on the part of adults. We focus on techniques that address the reason for biting. Each situation will be handled on an individual basis, and each child and family will be treated with respect. We will communicate with parents thoughtfully, closely observe the child who is biting, and observe and reflect on the classroom environment and staff.

Action Taken When Biting Incident Occurs

- The child who was bitten is comforted;
- The child who bit is firmly told that "biting hurts" while we continue to comfort and focus on the child who was bitten;

- The bitten area is washed thoroughly with soap and water and inspected for broken skin;
- If the skin is broken, an administrator is immediately notified. Both sets of parents are contacted and advised to call their pediatricians; open wounds on the face or hands are the most vulnerable to infection;
- An injury/incident report is written for each of the children involved;
- Ongoing dialog is kept with parents and staff on classroom and home strategies being used to address and curb the biting behavior.

Aggressive Behavior

Aggressive behaviors will not be tolerated in the center. If behavior is out of the educators' control, parents may be called for a conference or child may be suspended for the day. These aggressive behaviors may include but are not limited to: biting, wrestling, hitting, kicking, and inappropriate foul language.

Suspension or Expulsion

Our program determines children's needs with consideration and written reports from family members, family doctor, school nurse, the child's teachers and/or any date that may have been taken. Our program documents all incidents and communicates that information to family via our communication app Brightwheel, in-person, or with a parent meeting. Our program staff are instructed to communicate all child concerns to program administrators and we have regular monthly professional development that includes how to handle certain situations and what child situations should be brought immediately to the attention of supervisors i.e. aggressive behaviors to peers or staff. Our program has a wide variety of supports built-in, including access to the AEA, our school nurse, our district-level behavior interventionist, and other district resources at our disposal. We oftentimes will try various strategies to best help the student such as seating arrangement, timer pie chart, penny board, or others.

Reason for Discharge

Failure to meet center's policies and procedures; failure to comply with the center's financial agreement; child has an inability to adjust to group setting; child or parent is a threat to other children, staff, or self. The following reasons listed would be why a child would be suspended or expelled from our programming: Aggressive behaviors will not be tolerated. If behavior is out of the educators' control, parents may be called for a conference or a child may be suspended for that day(s). These aggressive behaviors may include but are not limited to: biting, wrestling, hitting, kicking, and inappropriate foul language.

Discharge Meeting and Transition Plan

Failure to meet the center's policies and procedures, failure to comply with the center's financial agreement, or if a child has an inability to adjust to group settings or continues to show aggressive behavior will lead to a discharge and transition plan. In case of discharge, staff will meet with family to discuss options and what they believe the best placement may be for the family if requested. Families have two weeks from the date of discharge to find other care for their child.

Mandatory Reporting

As professionals in contact with young children and their families, we at the Corse Early Childhood Center are required by law to help the DHS become aware of children who may be abused or neglected. According to the law, public or private school teachers, educational administrators, guidance or family counselors; as well as day care/child care workers, are mandated reporters. Thus, it is policy of the Corse Early Childhood Center preschool program to report any and all suspected cases of child abuse and/or neglect to DHS immediately by telephone and to follow up in writing within 24 hours the same information as reported by telephone. Our school will offer full cooperation of its staff during the investigation of the reported incident.

Confidentiality

All files are kept confidential. Information located in your file is shared only with educators of Corse Early Childhood Center.

Smoking

At all times, tobacco, nicotine, electronic cigarettes, and vaping are prohibited inside of the program, on the grounds, within employee's vehicles while on clock, and in any vehicles used to transport children. Teachers and support staff are prohibited from wearing clothing that smells of smoke when working.

Emergency Information

It is incumbent upon parents keep the center informed of how they can be reached at all times in the event of an emergency. This includes all work, home, and cell phone numbers for both parents and any other emergency contacts. Because we strive to maintain a safe environment for your child, we make every attempt to be prepared to handle emergency situations. Our staff is trained in first aid and CPR. An emergency plan is posted in each classroom.

Safety Practices

Fire, tornado, and ALICE drills are practiced and documented monthly.

Licensing Standards and Guidance

The Corse Early Childhood Center is licensed by the Iowa Department of Human Services. A copy of the license is posted at the reception area. Grayhound Preschool is licensed by the Iowa Department of Education and follows Iowa Quality Preschool Performance Standards (IQPPS).

Nutritional Information

The Corse Early Childhood Center will provide the children with a morning snack, lunch, and an afternoon snack. We will follow a menu as prepared by a partnership between Community Action of Southeast Iowa (Head Start) and the Burlington Community School District.

- The center will serve each child a full, nutritionally balanced meal or snack as defined by USDA Child and Adult Care Food Program (CACFP) guidelines.
- Staff provides supervision at the table during snacks and meals.
- We follow the meal patterns established by USDA.
- Breakfast consists of serving of milk, fruits or vegetables, and grain or bread.
- Lunches require milk, grains or bread, meat or meat alternate, and two servings of fruits or vegetables.
- Snacks include two of the following four components: milk, fruits/vegetables, grains/breads or meat/meat alternative.
- Food allergies- The most common food allergies are to milk, egg, soy, nuts, wheat and shellfish. Written instructions from the child's physician are required and a parent authorization of posting is necessary.



United States Department of Agriculture

CHILD MEAL PATTERN

| Breakfast (Select all three components for a reimbursable meal) | | | | |
|---|----------------|----------------|----------------|---|
| Food Components and Food Items ¹ | Ages 1-2 | Ages 3-5 | Ages 6-12 | Ages 13-18 ² (at-risk afterschool programs and emergency shelters) |
| Fluid Milk ³ | 4 fluid ounces | 6 fluid ounces | 8 fluid ounces | 8 fluid ounces |
| Vegetables, fruits, or portions of both ⁴ | ¼ cup | ½ cup | ¾ cup | 1 cup |
| Grains (oz eq) ^{5,6,7} | | | | |
| Whole grain-rich or enriched bread | ½ slice | ½ slice | 1 slice | 1 slice |
| Whole grain-rich or enriched bread product, such as biscuit, roll or muffin | ½ serving | ½ serving | 1 serving | 1 serving |
| Whole grain-rich, enriched or fortified cooked breakfast cereal ⁸ , cereal grain, and/or pasta | ¼ cup | ¼ cup | ¼ cup | ¼ cup |
| Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold) ^{8,9} | | | | |
| Flakes or rounds | ½ cup | ½ cup | 1 cup | 1 cup |
| Puffed cereal | ¾ cup | ¾ cup | 1 ¾ cup | 1 ¾ cup |
| Granola | ½ cup | ½ cup | ¾ cup | ¾ cup |

¹ Must serve all three components for a reimbursable meal. Offer versus serve is an option for at-risk afterschool participants.

² Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.

³ Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored low-fat (1 percent), unflavored fat-free (skim), or flavored fat-free (skim) milk for children six years old and older.

⁴ Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.

⁵ At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards meeting the grains requirement.

⁶ Meat and meat alternates may be used to meet the entire grains requirement a maximum of three times a week. One ounce of meat and meat alternates is equal to one ounce equivalent of grains.

⁷ Beginning October 1, 2019, ounce equivalents are used to determine the quantity of creditable grains.

⁸ Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

⁹ Beginning October 1, 2019, the minimum serving size specified in this section for ready-to-eat breakfast cereals must be served. Until October 1, 2019, the minimum serving size for any type of ready-to-eat breakfast cereals is ¼ cup for children ages 1-2; 1/3 cup for children ages 3-5; and ¾ cup for children ages 6-12.

CHILD MEAL PATTERN

| Lunch and Supper (Select all five components for a reimbursable meal) | | | | |
|--|-------------------|-------------------|-------------------|--|
| Food Components and Food Items ¹ | Ages 1-2 | Ages 3-5 | Ages 6-12 | Ages 13-18 ² (at-risk afterschool programs and emergency shelters) |
| Fluid Milk³ | 4 fluid ounces | 6 fluid ounces | 8 fluid ounces | 8 fluid ounces |
| Meat/meat alternates | | | | |
| Lean meat, poultry, or fish | 1 ounce | 1 ½ ounce | 2 ounces | 2 ounces |
| Tofu, soy product, or alternate protein products ⁴ | 1 ounce | 1 ½ ounce | 2 ounces | 2 ounces |
| Cheese | 1 ounce | 1 ½ ounce | 2 ounces | 2 ounces |
| Large egg | ½ | ¾ | 1 | 1 |
| Cooked dry beans or peas | ¼ cup | ⅓ cup | ½ cup | ½ cup |
| Peanut butter or soy nut butter or other nut or seed butters | 2 tbsp | 3 tbsp | 4 tbsp | 4 tbsp |
| Yogurt, plain or flavored unsweetened or sweetened ⁵ | 4 ounces or ½ cup | 6 ounces or ¾ cup | 8 ounces or 1 cup | 8 ounces or 1 cup |
| The following may be used to meet no more than 50% of the requirement: Peanuts, soy nuts, tree nuts, or seeds, as listed in program guidance, or an equivalent quantity of any combination of the above meat/meat alternates (1 ounces of nuts/seeds = 1 ounce of cooked lean meat, poultry, or fish) | ½ ounce = 50% | ¾ ounce = 50% | 1 ounce = 50% | 1 ounce = 50% |
| Vegetables⁶ | ½ cup | ¾ cup | ½ cup | ½ cup |
| Fruits^{6,7} | ½ cup | ¾ cup | ½ cup | ½ cup |
| Grains (oz eq)^{8,9} | | | | |
| Whole grain-rich or enriched bread | ½ slice | ½ slice | 1 slice | 1 slice |
| Whole grain-rich or enriched bread product, such as biscuit, roll or muffin | ½ serving | ½ serving | 1 serving | 1 serving |
| Whole grain-rich, enriched or fortified cooked breakfast cereal ¹⁰ , cereal grain, and/or pasta | ¼ cup | ¼ cup | ½ cup | ½ cup |

¹ Must serve all five components for a reimbursable meal. Offer versus serve is an option for at-risk afterschool participants.

² Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.

³ Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored low-fat (1 percent), unflavored fat-free (skim), or flavored fat-free (skim) milk for children six years old and older.

⁴ Alternate protein products must meet the requirements in Appendix A to Part 226.

⁵ Yogurt must contain no more than 23 grams of total sugars per 6 ounces.

⁶ Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.

⁷ A vegetable may be used to meet the entire fruit requirement. When two vegetables are served at lunch or supper, two different kinds of vegetables must be served.

⁸ At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards the grains requirement.

⁹ Beginning October 1, 2019, ounce equivalents are used to determine the quantity of the creditable grain.

¹⁰ Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

CHILD MEAL PATTERN

| Snack | | | | |
|---|-------------------|-------------------|-------------------|--|
| (Select two of the five components for a reimbursable snack) | | | | |
| Food Components and Food Items ¹ | Ages 1-2 | Ages 3-5 | Ages 6-12 | Ages 13-18 ² (at-risk afterschool programs and emergency shelters) |
| Fluid Milk ³ | 4 fluid ounces | 4 fluid ounces | 8 fluid ounces | 8 fluid ounces |
| Meat/meat alternates | | | | |
| Lean meat, poultry, or fish | ½ ounce | ½ ounce | 1 ounce | 1 ounce |
| Tofu, soy product, or alternate protein products ⁴ | ½ ounce | ½ ounce | 1 ounce | 1 ounce |
| Cheese | ½ ounce | ½ ounce | 1 ounce | 1 ounce |
| Large egg | ½ | ½ | ½ | ½ |
| Cooked dry beans or peas | ½ cup | ½ cup | ¾ cup | ¾ cup |
| Peanut butter or soy nut butter or other nut or seed butters | 1 tbsp | 1 tbsp | 2 tbsp | 2 tbsp |
| Yogurt, plain or flavored unsweetened or sweetened ⁵ | 2 ounces or ¼ cup | 2 ounces or ¼ cup | 4 ounces or ½ cup | 4 ounces or ½ cup |
| Peanuts, soy nuts, tree nuts, or seeds | ½ ounce | ½ ounce | 1 ounce | 1 ounce |
| Vegetables ⁶ | ½ cup | ½ cup | ¾ cup | ¾ cup |
| Fruits ⁶ | ½ cup | ½ cup | ¾ cup | ¾ cup |
| Grains (oz eq) ^{7,8} | | | | |
| Whole grain-rich or enriched bread | ½ slice | ½ slice | 1 slice | 1 slice |
| Whole grain-rich or enriched bread product, such as biscuit, roll or muffin | ½ serving | ½ serving | 1 serving | 1 serving |
| Whole grain-rich, enriched or fortified cooked breakfast cereal ⁹ , cereal grain, and/or pasta | ¼ cup | ¼ cup | ½ cup | ½ cup |
| Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold) ^{9,10} | | | | |
| Flakes or rounds | ½ cup | ½ cup | 1 cup | 1 cup |
| Puffed cereal | ¾ cup | ¾ cup | 1 ¼ cup | 1 ¼ cup |
| Granola | ½ cup | ½ cup | ¾ cup | ¾ cup |

¹ Select two of the five components for a reimbursable snack. Only one of the two components may be a beverage.

² Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.

³ Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored low-fat (1 percent), unflavored fat-free (skim), or flavored fat-free (skim) milk for children six years old and older.

⁴ Alternate protein products must meet the requirements in Appendix A to Part 226.

⁵Yogurt must contain no more than 23 grams of total sugars per 6 ounces.

⁶Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.

⁷At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards meeting the grains requirement.

⁸Beginning October 1, 2019, ounce equivalents are used to determine the quantity of creditable grains.

⁹Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

¹⁰Beginning October 1, 2019, the minimum serving sizes specified in this section for ready-to-eat breakfast cereals must be served. Until October 1, 2019, the minimum serving size for any type of ready-to-eat breakfast cereals is ¼ cup for children ages 1-2; 1/3 cup for children ages 3-5; and ¾ cup for children ages 6-12.

Access Policy

1. Any person in the center who is not an owner, staff member, substitute, or subcontracted staff or volunteer who has had a record check and approval to be involved with child care **shall not** have “**unrestricted access**” to children for whom that person is not the parent, guardian, or custodian, nor be counted in the staff to child ratio.
*“**Unrestricted access**” means that a person has contact with a child alone or is directly responsible for child care.
2. Persons who do not have unrestricted access will be under the direct “**supervision**” and “**monitoring**” of a paid staff member at all times and will not be allowed to assume any child care responsibilities. The primary responsibility of the supervision and monitoring will be assumed by the teacher unless he/she delegates it to the teacher assistant due to a conflict of interest with the person.
*“**Supervision**” means to be in charge of an individual engaged with children in an activity or task and ensure that they perform it correctly.
*“**Monitoring**” means to be in charge of ensuring proper conduct of others.
3. Center staff will approach anyone who is on the property of the center without their knowledge to ask what their purpose is. If staff is unsure about the reason they will contact their Site Manager or another management staff to get approval for the person to be on site. If it becomes a dangerous situation staff will follow the “intruder in the center” procedures. Non-agency persons who are on the property for other reasons such as maintenance, repairs, etc. will be monitored by paid staff and will not be allowed to interact with the children on premise.
4. A sex offender who has been convicted of a sex offense against a minor (even if the sex offender is the parent, guardian, or custodian) who is required to register with the Iowa sex offender registry (Iowa Code 692A):
 - a. Shall not operate, manage, be employed by, or act as a contractor or volunteer at the child care center.
 - b. Shall not be on the property of the child care center without the written permission of the center director, except for the time reasonably necessary to transport the offender’s own minor child or ward to and from the center.

- i. The center director is not obligated to provide written permission and must consult with their DHS licensing consultant first.
- ii. If written permission is granted it shall include the conditions under which the sex offender may be present, including:
 1. The precise location in the center where the sex offender may be present.
 2. The reason for the sex offender's presence at the facility.
 3. The duration of the sex offender's presence.
 4. Description of how the center staff will supervise the sex offender to ensure that the sex offender is not left alone with a child.
 5. The written permission shall be signed and dated by the director and sex offender and kept on file for review by the center licensing consultant.

V. Health Care Policies and Procedures

Administrations of Medications to Students

If at all possible give all medications at home only; most antibiotics may be given twice daily, morning and bedtime. No prescription medications will be administered at the center without a form signed by a doctor. No medicine of any kind will be given without verbal or written authorization from the parent. Medical authorization forms must be updated every month.

In the event that medication must be given:

Any prescribed medication shall be in its original container. The container shall be labeled by a pharmacist with a) The child's first and last names. b) the date the prescription was filled c) the name of the health care provider who wrote the prescription, the medication's expiration date d) the name and strength of the medication. Over the counter medications shall be kept in the original container labeled with the child's name and any specific instructions. All medications, refrigerated or unrefrigerated, shall have child resistant caps, shall be stored away from food at the proper temperature, and shall be inaccessible to children. Medication shall not be used beyond the expiration date.

Medical Policies

It is important that we provide a safe and healthy environment for all the children. In order to achieve this goal, parents must comply with our medical policies. Hand washing can help eliminate infectious disease.

Children are not able to attend the center if they are experiencing or develop:

Fever over 100.0 degrees

Pink eye

Diarrhea

Vomiting

Unknown rash

Severe pain or discomfort

Excessive coughing
Inability to participate within our program

If your child exhibits any of the above symptoms, your child will be removed from the classroom and you or your emergency contact will be notified to pick them up within the hour.

Children must be symptom free for 24 hours or have a physician's written permission to return.

Infectious Disease Control/ Illness Reporting

Teachers and staff provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child has been exposed. Signs and symptoms of the disease, mode of transmission, and period of communicable and control measure will be communicated. Communicable diseases will be posted and reported to the Iowa Department of Public Health when necessary. Exposure to communicable diseases and any infectious illness should be promptly reported so that the Center may be alerted to early symptoms.

Injuries

We will make every attempt to contact parents/guardians in the event of an injury. If we are not able to reach the parent/guardian, we will attempt to notify emergency contacts.

Dental Emergencies

All dental emergencies require that the parents and the child's dentist be contacted. Staff is required to wear disposable gloves and to wash hands after attending to injuries. All items exposed to blood will be placed in a double layer plastic bag, sealed and discarded immediately.

Hand Washing

Staff must wash hands: upon arrival at the center; immediately before eating or preparing any food; after diapering a child; before leaving the restroom; before and after administering first aid. Children must wash hands: upon arrival at the center, immediately before eating any food, after using the restroom or having diapers changed.

State Health Requirements

The State of Iowa requires every child to have a signed physical on file and updated each year. Also, a current immunization record must be kept on file [IAC 641-7] – The program accepts exclusions related to immunizations established by the Iowa Department of Public Health [IAC 641-7.3].

Overdue Requirements

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 as a condition of remaining enrolled in the program, except for immunizations for which parents are using religious exemption.

Health Records

Health records must include the following information:

- Current information about any health insurance coverage required for treatment in an emergency
- 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
- Current emergency contact information for each child, that is kept up to date by a specified method during 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 (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes).

VI. Playground and Fall Safety

At CECC, our commitment to the safety of our children extends to our playgrounds. We adhere to strict guidelines to ensure the proper installation, maintenance, and ongoing safety of our playground equipment.

Playground Equipment Installation

Playground equipment is installed according to the manufacturer's instructions including anchoring. Burlington Community School District employs a playground and grounds supervisor who supervises all playground installation according to the manufacturer's instructions including anchoring.

Fall Surfacing

Loose-fill surfacing materials used to provide impact absorption beneath play equipment is checked frequently to ensure surfacing is of sufficient depth and has not shifted or displaced significantly, especially in the areas under swings and slide exits. Missing or displaced loose-fill surfacing is raked back into proper place or replaced so that a constant depth is maintained throughout the playground. Specifically, our rubber chips are inspected twice yearly, with additional chips added during the summer or as needed. Additionally, two of our playgrounds are equipped with a poured rubberized surface, installed in 2022.

Identification of Hazards

Each morning, before children utilize the playground, the principal and/or building custodian conduct thorough checks to identify and address potential hazards promptly. This includes a meticulous examination for missing or broken parts, protruding bolts, rust, sharp edges, cracks, lack of stability, wear and tear, and the appropriate depth of fall surfacing. Monthly inspections are completed by the principal or on-site supervisor, with any identified issues immediately

communicated to the school district playground supervisor through email. Our proactive approach ensures a safe and secure play environment for all children.

Staff Training

Ensuring the safety of our children on the playground is a collaborative effort that involves regular staff training. Monthly professional development meetings and specific sessions during gross motor times are dedicated to playground safety. To enhance sight management of children during play, a designated area marked with a taped "X" indicated where staff should stand during training sessions.

At CECC, we prioritize a safe and enjoyable gross motor experience for our children. This comprehensive policy reflects our dedication to maintaining high standards of playground and fall safety.

I. Grayhound Preschool Information

Offerings

- 3 Year Old Private Pay Grayhound Preschool
- 4 Year Old State Wide Voluntary Preschool Program

Curriculum

The Burlington Community School District Grayhound program uses the “*Creative Curriculum*” a comprehensive research-based curriculum to implement a developmentally appropriate content rich program for children with diverse backgrounds and skill levels.

The classrooms are structured around 11 interest areas or centers which include:

Blocks to learn to work together

Music & Movement to express individuality

Art encourages creativity & confidence

Cooking teaches nutrition

Library develops a love for books & reading

Outdoor for physical exercise & fresh air

Discovery to explore & investigate

Computer helps them learn from each other

Sand & Water encourages experimentation

Dramatic Play helps develop vocabulary

Toys and Games teach problem solving

Importance of Preschool

“More than half of children less than 5 years old regularly attend some type of out-of-home child care or early childhood program, and their experiences in these settings will affect their future lives.” US Census Bureau. Survey of income and program participation. Available at: www.childstats.gov/americaschildren.

“Children begin to learn to regulate their emotions, solve problems, express their feelings, and organize their experiences at an early age and then use those skills when they arrive at school.”

Garner AS, Shonkoff JP; Committee on Psychosocial Aspects of Child and Family Health; Committee on Early Childhood, Adoption, and Dependent Care; Section on Developmental and Behavioral Pediatrics. Early childhood adversity, toxic stress, and the role of the pediatrician: translating developmental science into lifelong health. *Pediatrics*. 2012

- A study found that early childhood programs in that state resulted in higher test scores, a lower chance of being held back in a grade, and a fewer number of children with special education placements. Those gains lasted up through the fifth grade.
- Study concluded that the benefits from these programs grew or held steady over those five years. And when the researchers broke the students down into subgroups by race and income — they found that all of those groups showed gains that held over time.

“Impact of North Carolina's Early Childhood Programs and Policies on Educational Outcomes in Elementary School.” by Kenneth A. Dodge

Grayhound Preschool

General Information

- To qualify for the 4's Grayhound Preschool child must be "4" on or before September 15th.
- To qualify for the 3's Grayhound Preschool child must be "3" on or before September 15th.
- Classes meet on Monday, Tuesday, Wednesday and Thursday for three hours daily, either in the morning or afternoon.
- Class sizes are limited and fill quickly. Regular attendance is required.
- Busing may be provided based on the availability of bus routes.
bussing is not provided for 3 year old preschool
- Follow Iowa Quality Preschool Program Standards (IQPPS)
- State funded voluntary preschool program for 4 Year Old's.
- Tuition based preschool program for 3 Year Old's
- Wrap around child care options offered for tuition or Child Care Assistance accepted.

Program Benefits

- **A licensed teacher** who is responsible for designing & implementing effective learning environments using instructional strategies to enhance children's learning.
- **A minimum of 12 hours per week** of quality preschool instruction.
- **Community Collaboration.** Programs provide family involvement opportunities such as home visits, family nights and conferences.
- **High Program Standards.** The BCSD Grayhound program implements the Iowa Quality Preschool Program Standards.
- **High Learning Standards.** Programs have rigorous and relevant curriculum and assessments to enhance children's strengths, interests & knowledge and alignment with K-12 standards and academic expectations.
- **Appropriate adult-child ratio** of 1 to 10 and a maximum group size of 20.
1 to 8 ratio with a maximum group size of 16 for 3's
- **Objectives for Development and Learning** from Teaching Strategies GOLD. 38 research-based objectives covering 10 areas of development and learning including: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts, and English Language Acquisition.

II. Arrival and Pickup Procedures

Arrival and Parking Procedures for Preschool

The parking lot is always congested and extremely busy at the beginning and end of the day. In order to make our parking lot a safe place for everyone, please follow these guidelines:

→ **When dropping off your child:**

- Please keep in mind that it is not safe to stop directly behind parked cars to let your children out

→ **When picking up your child:**

- Students are asked to only board cars that are stopped in the right hand lane of Leebrick Street. When your child is safely loaded in the car, please carefully pull into the left lane to. Please be on the lookout for traffic movement. As spaces become available, pull **ahead**. The left lane is for moving traffic only. Please be patient and courteous when waiting for your students. We need to set a good example for our young people.

Feel free to ask one of the staff on duty to radio the office to page your child if you have been waiting but they have not come outside.

Thank you in advance for your cooperation and courtesy as our teachers supervise and enforce the above guidelines for the safety of your children.

Parents: Please DO NOT drop off or have your children arrive before the time listed for your building. **There is no supervision provided** for students prior to that time. When children congregate early, safety and discipline problems occur. Thank you for your understanding and we appreciate your support.

Drop-Off/Pick-Up

Parent Drop-Off/Pick-Up Entrance:



3 + 4 Year Old Grayhound Preschool:

Monday through Thursday Only

| Class | Arrival Time | Start Time | Dismiss |
|-------|--------------|------------|---------|
| AM | 8:30 | 8:40 | 11:40 |
| PM | 12:45 | 12:55 | 3:55 |

Ages 1 to Preschool Childcare:

Open Monday through Friday 6:30 am to 6:00 pm.

***Subject to change**

ELECTRONIC DEVICES

Elementary students should not possess cell phones or other personal electronic devices during the school day. Items brought to school should be kept in the student's bag, locker, or other designated storage area. Students may use their devices before and after school as long as their use of the device is not causing disruption.

III. PBIS

**Burlington Community
School District**



Positive Behavior Intervention Support

Be Respectful

Be Responsible

Be Safe

What is PBIS?

Positive Behavior Intervention Support is defined as a set of proactive systems and strategies designed to increase the capacity of our school to (a) reduce school disruption, (b) educate all students, including those with behavior disorders, (c) increase social, emotional, and behavior competence of all students.

Is PBIS new to education?

PBIS is not new to education. It is based upon a long history of research in the areas of behavior and instructional design. Just that of academics, positive behavior needs to be taught through modeling, explicit instruction, and practice. One foundational idea in PBIS is consistency. Another goal of PBIS is that all adults in a school building have clear and consistent behavioral expectations for students of which adults respond in a consistent manner to both appropriate and inappropriate behaviors.

What are the school's core values?

As proud Grayhounds, our core values are grounded in being respectful, responsible and safe. In all we do we will foster a *positive* school culture and climate in which *all students* can thrive, in order to enhance the development of well-rounded, contributing citizens.

How will this affect the elementary school?

Positive Behavior Intervention Support is about creating a positive, supportive, culture in which all students can be successful. Students are recognized for being successful both academically and socially. They are acknowledged for demonstrating expected behaviors. PBIS is also about building positive relationships with students and creating a culture in which they can thrive and succeed.

What will PBIS *look* like at the elementary school?

Our PBIS plan provides detailed behavioral expectations in every area of the school. The continuum of PBIS covers the practices used to address behavioral needs and social-emotional develop across the entire school, non-classroom settings (e.g., cafeteria and hallway), and the classroom.

What are the Behavioral Expectations?

The behavioral expectations and procedures cover the most commonly frequented areas of the building, sometimes yielding undesired, disruptive behavior. The behavioral expectations include:

- | | |
|---------------|------------------|
| 1. Classroom | 6. Clinic |
| 2. Cafeteria | 7. Bathrooms |
| 3. Hallway | 8. Bus |
| 4. Library | 9. Indoor Recess |
| 5. Assemblies | 10. Bus Line |



How do I teach the behavioral expectations?

Each behavioral expectation includes a lesson plan that explicitly teaches desired, yet positive behavior, in any area of the school building. To achieve effectiveness, plan to teach positive behavioral expectations during the first three to four weeks of school, keeping lessons between 5 and 15 minutes in length. Feedback and acknowledgement accompanies desired behavior expectations, as well. Behavioral expectations that are modeled, taught explicitly, and within the context of the behavioral expectation will increase the likelihood of student implementation.

What is a voice level rubric?

A voice level rubric provides a clear expectation for student voice volume. Ranging from no talking to emergency only voices, voice levels provide concrete expectations for students to use in different areas of the building. Our voice level rubric is as follows:

5. Screaming/ Emergency Only
4. Recess/Outside Voice
3. Classroom voice/ Talking
2. Soft voice/ Whisper
1. No talking at all

