

Lil' Stangs Preschool

Stanton Community Schools

2024-2025 Handbook



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Welcome

Dear Parents and Guardians,

Welcome to the 2024-2025 school year! The Stanton Community School District provides a strong and meaningful early childhood experience to our early learners. We are excited to welcome you and your little ones to the Lil' Stangs Preschool!

Collaboration, positive support, and communication between the home and school will be key for the success of the children and the program. The preschool handbook contains much information about the early childhood program, services, and policies that affect the students. We ask that you review this information. Please contact the school if you have any questions or concerns.

Contact Information:

Stanton Elementary
506 Fir Street
PO Box 749
Stanton, NE 68779

Preschool Learning Center: 402-439-2255

Elementary Office: 402-439-2639

Superintendent Office: 402-439-2233



Lil' Stangs Preschool Partners

Educational Service Unit 8
Noah's Ark Preschool
Stanton Public Library
Stanton Community for Kids

Board of Education

John Mandl President
Colleen Butterfield Vice-President
David Morfeld Treasurer
Shad Pohlman Honorary Secretary
Nelson Vollbrecht Member
Brian Wehner Member

Administration

Darren Soucie Superintendent
Sarah Remm Elementary Principal
Micah Buller Secondary Principal

Preschool Faculty & Staff

Annette Soucie Preschool Teacher
Sylvia Sherman Paraprofessional
Avery Wehner Paraprofessional
Sedrick Svehla Physical Education/Health Teacher
Austin Brown Music Teacher
Tara Padilla Library/Media Specialist



2024-2025 School Calendar

2024-2025



CALENDAR

KEY	
New Teacher Inservice	
Early Dismissal	
No School	
Parent - Teacher Conferences	
First & Last Day of Each Semester	
Professional Development or Workday/No School	
Curriculum Review	

July 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January		I	S	T
		2	19	21
1, 2	Christmas Break			
3	School Improvement/Teacher Work Day - No School			
6	School Reconvenes			
20	No School - Mid-Winter Workshop			

August		I	S	T
		4	12	16
5	ESU 8 New Teacher Orientation			
8	New Teacher Inservice			
9-14	Pre-Opening Days for Staff			
15	School Begins - - 11:35 AM Early Dismissal			
21	First Day of Pre-School - Pre-School Early Dismissal 11:35 AM			

August 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

February		I	S	T
		0	19	20
19	PK-6 No School - PT Conferences			
19	7-12 P/T Conferences (3:30-8) - 1:20 PM Early Dismissal			
20	Curriculum Review (No School PreK-6)			
21	No School - Winter Break			

September		I	S	T
		0	20	20
2	Labor Day - No School			
6	Homecoming			

September 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

March 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

March		I	S	T
		1	15	16
7	3rd Quarter Ends = 43 days			
10-14	No School - Spring Break			
17	School Improvement/Grades-No School			

October		I	S	T
		1	21	23
9, 10	P/T Conferences PreK-12 (3:30-7) - 1:20 PM Early Dismissal			
10	No School - PreK			
11	No School (P/T Comp Day)			
17	1st Quarter Ends = 44 days			
17	Curriculum Review (No School PreK-6)			
18	School Improvement/Grades-No School			

October 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

April		I	S	T
		0	20	20
17	No School - PreK			
18	No School - Easter Break			
21	No School - Easter Break			
28	Curriculum Review (No School PreK-6)			

November		I	S	T
		0	18	18
11	Veterans Day			
27-29	No School - Thanksgiving Break			

November 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

May		I	S	T
		1	16	17
14	Last day for seniors			
17	Graduation - 2:00 p.m.			
19	Last Day of Pre-School			
22	4th Quarter Ends = 46 days 2nd Sem. Ends = 89 days Last Day of School-Dismissal @ 11:35			
23	Teacher Checkout Day			
26	Memorial Day			
27-30	Snow Makeup Days			

December		I	S	T
		0	15	15
9	Curriculum Review (No School PreK-6)			
20	1:20 PM Early Dismissal 2nd Quarter Ends = 42 days 1st Sem. Ends = 86 days			
23-31	Christmas Break			
22-26	NSAA Five-Day Moratorium - No NSAA activities			

December 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Student Contact Days.....	175
Senior Contact Days.....	169
Teacher Contract Days.....	186

Sliding Fee Scale

Lil' Stangs Preschool uses a sliding fee, income-based scale for families. To qualify for reduced or lowest payment, a copy of your current tax return form and completion of the Free/Reduced Lunch application are required. Payment for preschool is to be **prepaid** according to the schedule below. All payments are to be turned into the central office in the high school building. Please make checks payable to *Stanton Community Schools*. Lack of payment may result in your student being removed from the program.

Full Pay: \$40 per week (*Does not meet the qualification for reduced or lowest pay.*)

Reduced Pay: \$20 per week (*Meets the qualification for reduced meals.*)

Lowest Pay: No cost (*Meets the qualification for free meals and/or receives special education services through an IEP.*)

Payment options are listed below. You will need to communicate with the office which payment schedule you are selecting. You can change your payment option during the school year as circumstances change.

Schedule	Full Pay	Reduced Pay	Lowest Pay
Annual	\$1400	\$700	\$0
Semester 1 (17 weeks)	\$680	\$340	\$0
Semester 2 (18 weeks)	\$720	\$360	\$0
Monthly (Includes 4 weeks)	\$160	\$80	\$0
Weekly	\$40	\$20	\$0

Curriculum

Lil' Stangs Preschool implements *Creative Curriculum* to support active learning through a variety of experiences for all students. There are 38 research-based objectives that guide the lessons and learning activities each week. The preschool staff is able to see each child's development and learning along a progression across the entire span of early childhood years.

Developmentally appropriate practice requires teachers to teach in ways that match the way children develop and learn so as to promote their optimal development and learning. Our team makes decisions about the education of children on the basis of three types of information:

- Child development and how children learn
- The individual strengths, needs, and interests of each child
- Each child's family and community cultures

The Creative Curriculum is a research based system that combines curriculum, assessment, professional development and family connection resources. The curriculum is based on five fundamental principles:

- Positive interactions and relationships with adults provide a critical foundation for successful learning.
- Social-emotional competence is a significant factor in school success.
- Constructive, purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions.
- Teacher-family partnerships promote development and learning.

The Creative Curriculum is researched based on 38 objectives for development and learning. The curriculum helps guide teachers to determine the developmental progress of each child and plan appropriate learning experiences. The 38 objectives fall under the following 10 categories:

- 1) Social-emotional
- 2) Physical
- 3) Language
- 4) Cognitive
- 5) Literacy
- 6) Mathematics
- 7) Science and Technology
- 8) Social studies
- 9) The arts
- 10) English language acquisition



Social-Emotional Learning

Early Learning Second Step is implemented in the preschool classroom to teach and address the social and emotional learning needs of young learners. The *Second Step* program is also utilized with students in grades K-5.

Assessment and Screening

GOLD is the assessment tool used to measure and monitor student growth and development at the preschool level. *Creative Curriculum* aligns with the *GOLD* standards assessment; therefore, guiding the overall teaching and learning process.

Children that will be eligible for kindergarten during the following school year will be screened three times a year with the Acadience PELI (Preschool Early Literacy Indicators). Results will be shared with parents.

The ASQ-3 (Ages and Stages Questionnaire) is a development screening tool that pinpoints developmental progress in young children.

Transition Opportunities

The preschool students have opportunities to get to know the elementary building and staff with scheduled music, PE, and library times. Music and PE alternate days Monday through Thursday, while library is one time a week.

The Preschool Day

On regular school days, preschool will start at 8:05 a.m., with the serving of breakfast to all students. Your child may be dropped off at the preschool no earlier than 7:40 a.m. The school day will end at 3:30 p.m. Preschool is in session Monday through Thursday for students.

Bus Transportation

Bus services are provided to our preschool students. A request for transportation will need to be completed via a link sent out by the high school office. Transportation requests are filled based on a priority list, starting with rural routes.

Home Visits and Parent-Teacher Conferences

Stanton Community Schools recognizes parents as their child's primary teachers. We encourage intentional strategies to engage parents in their children's learning and development and support parent-child relationships. Home visits allow parents and staff to build relationships and stronger communication. They provide staff with greater insight into children and their families, give the families a greater opportunity to get to know staff, and show children how important they are to the staff. The first home visit must be completed before a child can attend preschool.

Visits may be completed at home, school, or another location as agreed upon by both the parents and school. The first visit is conducted in August with two more opportunities throughout the school year during parent-teacher conferences. During these visits you may be asked to:

- Share your child's health information
- Identify family strengths and skills
- Review developmental screenings
- Review child's attendance
- Review child's performance (social emotional, academic, and physical)
- Request resources and referrals
- Discuss any other pertinent information regarding your child

Family Engagement (Volunteering, Classroom Celebrations, Etc.)

By volunteering, you and your family will become acquainted with our program, observe first-hand its potential to impact the development of your child, and help staff make a fun learning experience for your child. We encourage and welcome parent/family and community volunteers. If you are interested in ways to serve and learn, please contact your child's teacher.

Other opportunities to get involved include providing treats for celebrations, supplying materials for activities/projects, reading to students, and career exploration.

All birthday and celebration treats must be pre-packaged. This means store-bought items, such as *Little Debbie* snacks or pre-packaged bakery items. No homemade treats please.

Fatherhood

Stanton Community Schools supports and encourages positive male role models in the lives of children. Research has shown that children who experience parenting from both a mother and father are better socially adjusted and perform more successfully in school. Additionally, studies have found that children who have a loving and involved father/father figure have fewer behavior problems, increased cognitive competencies on standardized assessments, are twice as likely to enter college, have lowered levels of disruptive behavior, are more patient, curious, and confident. Father/father figures are encouraged to utilize their talents, skills, and knowledge by being actively involved in volunteering in the classroom and attending school events.

Early Childhood Advisory Committee

Parents will have opportunities to serve as members of school committees. Those that are aligned with early childhood initiatives include Teaching and Learning, Title I, Special Education, and Communities for Kids.

Celebration Statement

Our program believes that parents are the child's most important teachers. Teachers teach children for a few hours a day, but parents teach children all the other hours of the day. We believe that parents should teach their child about their culture, their values, and their faith beliefs since parents are the best people to teach.

- **Celebrate milestones** – Examples include; first steps, first haircut, the first tooth, learning to whistle, printing names, moving from one age group to another, tying shoelaces, telling a story, and making a friend.
- **Celebrate points of learning** – the number 3, worms, the color red, a favorite story, Thursday.
- **Celebrate children and families** – the birth of a sibling, a grandparent visit, moving to a new house. Children need this reinforcement that what happens at home is important at the center and vice versa.
- **Celebrate events in the world** (natural and unnatural) – the first snowflake, puddles, seasons, a presidential visit. Let's celebrate wonder.

Walking Field Trips/Classroom Visitors

During orientation, forms are signed giving your child permission to participate in walking field trips. Throughout the year, the staff will be sending home notes/weekly newsletters informing you of upcoming trips. Classroom visitors may be scheduled to attend the classroom as part of the weekly lesson plan.

Attendance & Absences/Tardiness

Attendance is crucial! We are learning new skills everyday and it is hard for your child to catch up if they miss too much school. Please inform the elementary office (402-439-2639) if your child will be tardy or absent from school.

Personal Belongings

All the children's belongings must be labeled with his/her name. The program is not responsible for any lost items. Please do not send toys, money, or food to school. We do a lot of exploring, painting, etc. so play clothes are best for your child to wear. Each child must have extra clothing (winter and summer) at the school with their name on them in case of an emergency (spills, toileting accidents, messy artwork, etc.)

Each child has a cubby and/or coat locker with his/her name on it. Notes from the office, newsletters, artwork, etc., will be placed here. The child's coat and backpack will be on a coat hook/locker. **Be sure to check your child's backpack daily!**

School and Personal Care Supplies

All supplies such as crayons, paper, pencils, and meals will be provided for children enrolled in center-based programs *at no cost* to the family.

Toilet Accident Procedure

If during the day your child has a toileting accident, the staff will assist your child in changing his/her clothes. The soiled garments will be placed in a plastic bag and sent home that day, with a note making the parent aware of the accident. If no clothes are available, the staff will notify the parents or an emergency contact to bring a clean change of clothes for the child. **Please make clothes and footwear simple, washable, sturdy, not too tight or loose, safe and easy to manage.**

Meals

Stanton Community School will provide all meals to all students. This includes breakfast, lunch, snack, and milk. The children will be served well-balanced meals and learn good nutritional habits. Each month you will receive a menu from the school.

Outdoor Procedure

Does my child have to go outside every day? Children will go outside daily unless the temperature and/or wind chill is 20 degrees or below, or the heat index is 90 degrees or above.

Health experts agree on the importance of fresh air and the negative health consequences of children spending too much time in indoor settings. If a child is well enough to be at school, the child is generally assumed to be well enough to go outside. Children are expected to go outside every day, except in extreme weather. However, when a parent presents a note from a physician that requires their child to stay inside, the note is honored. Special circumstances will be discussed on an individual basis.

But what about my child's health? We understand that parents naturally have strong feelings about keeping their children healthy. Health experts agree that cool or damp weather is rarely harmful to children and going outside is essential.

What if my child is not dressed properly? Please provide a coat, hat, mittens, and boots for your child. If you do not have these items, let the staff know. Staff know that things get lost, so we will try to keep extras on hand for those times when items disappear. Our program depends on children arriving with all the appropriate clothing for a full, active day, indoors and out.

Smoke Free Environment

All facilities follow a "*Smoke-Free Environment*" policy. The policy prohibits smoking, including electronic cigarettes, in all spaces utilized by the program. This includes classrooms, staff offices, kitchens, restrooms, parent and staff meeting rooms, hallways, outdoor property, home visits, parking lots, and walking field trips. Caregivers should prohibit from wearing clothing that smell of smoke when working with preschoolers to reduce the exposure thirdhand smoke presents.

Under no circumstances should smoking occur in the presence of children.

Child Abuse and Neglect Procedure

****All adults are mandatory reporters****

In compliance with Nebraska Revised Statute 28-711 Reporting Law, when any person has reasonable cause to believe that a person is being subjected to conditions that would result in neglect or abuse, he/she is required by law to report such incidents to the Child and Family Services (formally CPS) or proper law enforcement agency (police/sheriff department). It is the primary goal of the program to provide and ensure a safe environment for all children. Child abuse exists in every level of society. There are four recognized and defined forms of child abuse:

- **Physical Abuse:** Non-accidental injury, which may include severe beatings, burns, strangulation, or human bites.
- **Neglect:** The failure to provide a child with the basic necessities of life-food, clothing, shelter,

or medical care.

- **Sexual Molestation:** The exploitation of a child for the sexual gratification of an adult, as in rape, incest, fondling of genitals, or exhibitionism.
- **Emotional Abuse:** A behavior that places unreasonable demands on a child to perform above his or her capabilities and does so in an excessive or aggressive manner. Examples include constant teasing, belittling, verbal attacks, and a lack of love, support, or guidance.

It is important that parents know that it is against Nebraska law and considered child neglect to leave a child, six years of age or younger, alone in a vehicle. Please let staff know if you require assistance with other siblings. Staff are required, by law, to report to the authorities if children are not properly restrained in a car seat.

Staff can neither confirm or deny any child abuse or neglect cases reported by our program.

In the event of a suicide threat made by a child, staff will first contact the Mental Health consultant; the parent will be notified and referred to the Nebraska Family Hotline (Available 24/7) 1-888-866-8660. Comprehensive background checks including sex offender and criminal are completed on staff upon hire. Parents and volunteers will never be left alone with children at any time. All information is confidential. If a parent, volunteer, or visitor appears on the Sex Offender Registry or as a perpetrator of sexual abuse against a child or vulnerable adult, schools will enforce their local city ordinance. For the safety of your child, the Nebraska Sex Offender Registry can be found on the website: www.nsp.state.ne.us

Health Screens and Assessments

All children enrolled in preschool must receive the following screens. All screenings are valid for one calendar year, unless otherwise stated.

Dental Examination - Children must have an up-to-date dental exam. This must be done by a qualified health professional (dentist).

Growth Assessment - Each enrolled child's nutrition history will be reviewed by a Registered Dietician. The nutrition history will be taken from the Nutrition Questionnaire and Height and Weight/Length measurements. Parents are notified of the results of the assessment through the Nutrition Assessment summary. Parents will have an opportunity to work with the Registered Dietician if concerns exist.

Developmental Screens - Staff will complete the Ages and Stages Questionnaire (ASQ-3) for each enrolled child. This screening will identify potential problems in the areas of personal/social, communication, gross motor, fine motor, and problem-solving skills. Parents will also assist the Teacher with the Ages and Stages Questionnaire: Social Emotional screener.

Physical Examination - Children must have an up-to-date physical exam. This must be done by a qualified health professional (Physician, Physician's Assistant, or Nurse Practitioner). The following screenings need to be completed with the physical:

- **Height and Weight/Length:** Measurements recorded.
- **Lead Screening:** If screenings were not completed at 12 and 24 months of age, one screening is required after age 3. If screenings are not completed with a child's physical, a medical professional will provide the screenings.
- **Hemoglobin Screening:** A hemoglobin screening questionnaire will be completed within the first 90 days for all children ages 3-5. If a child is determined to be at risk, further testing may be requested.
- **Vision Screening:** Each enrolled child is required to have a vision acuity test performed. A trained professional will perform this screen. Children who are 3 years old are eligible for a free vision screening through the "See-To-Learn" program.
- **Blood Pressure Screening:** Each enrolled child is required to have a blood pressure screening. This screening is done to identify possible high or low blood pressure. This screening is most often done as part of the child's physical. If not, a trained professional will complete the screening.
- **Hearing Screening:** Each enrolled child is required to have a hearing test performed. A trained medical professional will perform this screen.

Immunization Requirements

Nebraska law requires that children who attend school be adequately protected against specific childhood diseases through immunizations. Parents or guardians of each enrolled child are required to submit one of the following within 30 days of enrollment:

- Proof that the child is protected by age-appropriate immunization against:
 - DTP (diphtheria, tetanus, pertussis)
 - Polio
 - MMR (measles, mumps, rubella)
 - Hib (haemophilus influenza type B)
 - Hepatitis B
 - Prevnar (pneumococcal)
 - Varicella –chickenpox (1 dose or documented history of the disease); or a certificate from a licensed medical professional stating that immunization is not appropriate and explaining the medical reason.
- Affidavit Refusal of Immunization for Religious Reasons-A notarized affidavit signed by the parent stating the immunization conflicts with their religious denomination and beliefs.
- Refusal of Immunization for Medical Reasons - Must be signed by a medical physician.

For the protection of all children, if parents have a Refusal of Immunizations in place, the child cannot attend school if there is an outbreak of a vaccine-preventable disease in school. The exclusion time will be determined by administration.

Birth Certificate

The school is required to have on file a certified copy of each child's birth certificate. This copy needs to be provided to the school within the first 30 days of enrollment.

Sick and Short-Term Exclusion Policy

- The *Daily Visual Health Check* will be used by parents and staff as a resource to check for symptoms/illness. Children may be excluded for any condition spread through the intestinal tract, the respiratory system, direct contact or excessive drainage.
- Any child showing symptoms from the *Daily Visual Health Check* may be excluded from the center at the discretion of the designated staff person.
- If a child is ill and/or in distress, they should remain at home until they are symptom free for 24 hours.
- If a child is absent due to illness for 3 days or more, a doctor's note may be required before the child can return to class.

Daily Visual Health Check

- Fever at or above 100°F (Tympanic-ear) or 99°F (Axillary-armpit) - with or without medication
- Unusual skin color, spots or rashes
- Swelling or bruises
- Sores or cuts
- Vomiting
- Diarrhea
- Stomachache
- Respiratory: cough sneezing, wheezing, runny nose
- Urine problems
- Eye drainage, redness
- Mouth sores with drooling
- Headache
- Ear drainage, ear pain

Evidence of Ecto-Parasites (Head Lice, Scabies, Fleas, Bedbugs)

- Head Lice: The child must be nit free to return to class.
- Scabies: The child must receive medical treatment and have a doctor's note before returning to class.
- Fleas: The child must be flea free to return to class.
- Bed Bugs: The child must be bed bug free to return to class.

Communicable Diseases

If a child has a suspected or physician confirmed communicable disease or in the event of a community outbreak, the appropriate staff will notify our advisory group immediately. This group may choose to close the center for a short time.

Health Emergency Policy

Staff will take all reasonable steps to minimize injury, provide first-aid, and secure medical treatment for each child, parent, and volunteer in the school or at a school event. All staff are required to undergo and maintain first-aid certification, CPR certification, and blood-borne pathogens training to provide immediate care for an acute illness, medical condition, or injury. A complete first-aid kit, Procedures for Health Emergencies, CPR procedure, and first aid procedures for health emergencies are available in the classroom.

Health Emergency

Staff will follow appropriate steps to provide First Aid/CPR in a medical Emergency. Parents or emergency contacts will be notified immediately, when appropriate. A Child Incident Report form will be completed for a minor health emergency for a child that can be resolved at the school by school staff. A copy of the form will be given to the parent.

Health Emergency for a Medical Condition (Medical Action Plan)

Staff will make every effort to minimize triggers and prevent an attack or episode of the individual's medical condition. Staff will be trained to provide emergency treatment and/or medication to the child in accordance with the child's Medical Action Plan.

Classroom Safety/Supervision Policy

Everyone shares responsibility for keeping children safe. Staff must ensure that *"no child will be left alone or unsupervised while under their care"*.

- The classroom environment will be arranged to allow staff to easily view and supervise children always. A daily visual schedule will be posted and followed in the classroom for children, teachers, substitutes and volunteers.
- Teachers will be assigned responsibility for small groups of children daily according to who is present at their mealtime tables.
- Teachers will take attendance daily and note who is present and/or absent for the day.
- Teachers will complete counts of children during the day to ensure that all children are present. Teachers will count children when leaving and returning to the building for outside time or other field trips from the classroom.
- Teachers will alert other staff in the classroom if they leave the classroom for any reason.
- Teachers will follow the Teaching Pyramid model to engage and redirect when children are unable to solve problems on their own and require additional support.
- All staff will be available to assist with arrival/dismissal times to ensure that children are supervised at all times.
- Each classroom will develop an Emergency Contact Book which will contain up to date emergency contact information for all children, teachers, substitutes and volunteers. This book will be kept in a central location that is accessible to all staff.
- All staff working with children will have a current CPR/First Aid Certification.
- Any employee who is the subject of a reported case of abuse or neglect must be removed from contact with children during the state investigation and until the charge is fully resolved.

Teaching Pyramid Model

It is our goal to provide a safe and nurturing environment for all participants to benefit from a positive and successful learning experience in our program. We have adopted the evidence-based Teaching Pyramid Model to support this goal and to foster social and emotional competence in young children and their families.



We have established the following guidelines as a policy to be implemented within each classroom in our program:

Nurturing and Responsive Relationships: which includes the family or primary parent as well as the teachers. Adults who actively support children's engagement respond to children's conversations, promote communication, and provide encouragement to learn and develop.

High Quality Supportive Environments: which includes a developmentally and culturally appropriate curriculum that fosters all areas of child development, a safe physical environment, guidance to all children on rules and expectations, and classroom schedules and activities that allow for children's engagement and learning.

Targeted Emotional Supports: which includes the provision of intentional instruction in children's social skills and emotional regulation. Adults will provide guidance and instruction to help children learn how to express their emotions appropriately, play cooperatively and use social problem strategies.

Intensive Intervention: which includes developed interventions to help the child be successful. The team, including the family may implement a support plan if needed for additional support to resolve problem behaviors and support the development of new skills.

Families: Families are essential partners in the success of the implementation of the Pyramid Model. All families will be provided with information on how to promote their child's social development. Families can provide increased opportunities for their child to learn and practice new skills in the context of everyday activities and routines in the home and the community.

Resources: The Pyramid Model and related resources are available to all families free of charge through two federally-funded research and training centers: Center on the Social and Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel) and the Technical Assistance Center on Social Emotional Interventions for Young Children (www.challengingbehavior.org).

Disability Services for Children

Children with disabilities are encouraged to apply. The preschool works in cooperation with schools to make services available in the least restrictive environment and in accordance with an Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP). Our program screens children through the Ages and Stages Questionnaire (ASQ-3) and staff observations. If a concern is observed, parents will be notified. School staff and parents will decide if further evaluation is needed. Parents are invited to become a member and attend these meetings for support, training, and resources.

Mental Health Services

With permission from the parents, a school psychologist or other mental health professional will observe the classroom as needed. Information received from professionals, parents, and teachers will help to determine if a further evaluation for individual services is needed. Resources may be available to assist with mental health services.

Civil Rights Information: Non-Discrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) Fax: (202) 690-7442; or

(3) Email: program.intake@usda.gov.

This institution is an equal opportunity provider.

As stated above, all protected bases do not apply to all programs, “the first six protected bases of race, color, national origin, age, disability and sex are the six protected bases for applicants and recipients of the Child Nutrition Programs.”