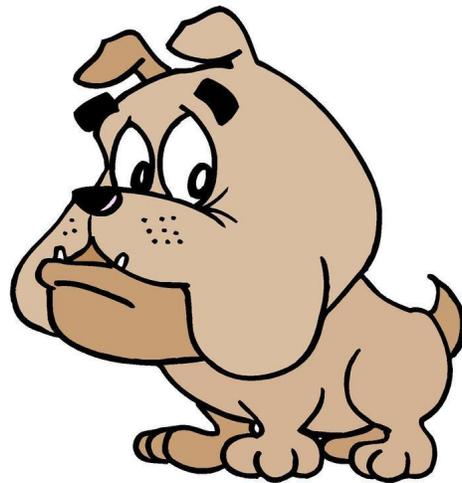


BOYER VALLEY  
LI'L PUPS PRESCHOOL

PARENT HANDBOOK



BOYER VALLEY ELEMENTARY SCHOOL  
212 S. S School Street, PO Box 402  
Dow City, Iowa 51528  
712-674-3248

2021-2022

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# PARENT HANDBOOK

## **Program Mission Statement**

The mission of Boyer Valley Preschool is to provide a warm and nurturing, safe and secure environment to promote the healthy growth and development of each and every child. We offer enriching and fulfilling experiences to build a strong foundation of readiness skills for positive self-image and future learning.

## **Philosophy and Goals**

The philosophy of the Boyer Valley District preschool program is to promote student development in learning the social and academic skills needed to prepare for Kindergarten entry. Developmentally-appropriate instruction is provided in an environment that values cultural diversity and nurtures a love of learning.

Our preschool program focuses on the whole child, emphasizing socialization and learning through play. Our curriculum incorporates a variety of learning activities designed to promote problem solving, creativity, self-expression, and social skills. Students participate in a variety of activities every day, including art, music, creative movement, dramatic play, math, science, and communication.

Our teachers combine this diverse curriculum with a nurturing environment and a healthy balance of playtime to encourage students' physical, emotional, social, cognitive, creative, and language development. Through encouragement, understanding and respect, they help provide a positive atmosphere for learning.

We believe that children learn best when parents and teachers work together and support each other, therefore, we encourage the active involvement of parents.

Boyer Valley Preschool is a program that recognizes and welcomes children at all developmental levels. You will find typically developing children and children with disabilities learning and playing together. Our teaching staff utilizes strategies and methods to accommodate children within a wide range of needs to include the classroom environment, activities, materials and instruction. Our classroom and specialists staff include professionals experienced in the areas of early childhood, inclusion, speech and language, occupational therapy and physical therapy. Through this inclusive setting, they are available to work and meet with each other on an ongoing basis. This allows for the coordination of services that ensure the consistency necessary to meeting every child's needs.

## **Teachers**

Experienced, certified, and credentialed staff represent our program. At least one staff member in each preschool classroom is certified in pediatric First Aid and pediatric CPR. We will strive to get all preschool staff members certified in both areas. Staff certification will be reviewed at the beginning of each school year and those staff members not current in their certifications will arrange for training with the school nurse. Our teaching and support staff interacts with children in a friendly, positive manner. All preschool staff are required to continue their education with additional participation in early childhood conferences, workshops and training sessions. Preschool staff will actively participate in the early childhood institute trainings offered by Green Hills AEA each year.

### **Developmentally Appropriate Instruction**

Play is the primary vehicle of learning for the young child. Play allows the child to experiment, explore and manipulate his/her environment, while developing imagination and creativity. Engaging in symbolic play allows a young child to express his or her thoughts and ideas, practice and rehearse new roles, and test out newly acquired knowledge and skill.

Young children construct knowledge based on their real-life experiences; they learn by doing. Children increase their own knowledge of the world through repeated interactions with people and materials. Our classrooms are designed to encourage children's active exploration with adults, other children and materials.

A typical daily classroom routine includes a mix of direct instruction and opportunities for children to choose their own activities. Children will work individually, in small groups, and as part of a large group. The use of work sheets and drill instructional practices is avoided, with instruction being integrated across traditional subject areas in order to provide a meaningful framework for learning.

### **Curriculum**

Curriculum is a framework for learning opportunities and experiences. It is a process by which learners obtain knowledge and understanding, while developing readiness and life skills. It is continually revised and evaluated to make learning fun, exciting and valuable.

It is the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the community and in the United States including a variety of careers, roles, and lifestyles open to women as well as men in our society. One of the objectives of the curriculum and teaching strategies is to reduce stereotyping and to

eliminate bias on the basis of sex, race, ethnic origin, religion, and physical disability. The curriculum fosters respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural, nonsexist society.

The Boyer Valley preschool programs use Creative Curriculum and Handwriting without Tears Curriculums. The Creative Curriculum is a research and evidence based comprehensive curriculum designed for 2 ½ to 6 year-olds. The objectives for development and learning address all areas of early learning which include: language and literacy, math, science, gross and fine motor skills, technology, and social emotional skills. It also includes objectives for children who are English Language Learners. The curriculum provides children an opportunity to learn in a variety of ways through play, problem solving, movement, art, music, drawing, writing, listening, and storytelling. Learning is acquired through hands-on activities, play experiences, children's interests, teacher facilitation and instruction. The Handwriting without Tears curriculum is a developmentally appropriate handwriting curriculum for preschool children designed by occupational therapists. Suggestions for modifications and adaptations are an integral part of each curriculum.

## **Child Assessment**

Specific assessment plans are available upon request from the child's teacher.

*Guiding principles:* It is the school district's belief that assessment of young children should be purposeful, developmentally appropriate, and take place in the natural setting by familiar adults.

The results will be used for planning experiences for the children and to guide instruction.

Assessment will never be used to label children or to include or exclude them from a program. A family's culture and a child's experiences outside the school setting are recognized as being an important piece of the child's growth and development. All results will be kept confidential, placed in each child's file, and stored in a secure filing cabinet.

Children are assessed in the following ways:

- GOLD observational data provides an ongoing anecdotal record & documentation of each child's progress. Anecdotal notes, checklists, and work samples are aligned with the Objectives for Developmental Learning and/or the Iowa Early Learning Standards.
- IGDI's will be given to all 4-year-old students.

- Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
- *Get Ready to Read* assessments are given at the beginning and end of the year to monitor the growth of early literacy skills.
- Child portfolios are organized by the teaching staff and include the assessments, observational data, and child work samples collected on an ongoing basis.

Families are asked to contribute information about their child's progress. Young children often show different skills in different settings. Working together, the teaching staff and families can gather a complete picture of a child's growth and development.

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

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

Assessment information will be shared formally with families during Parent-Teacher Conferences in the fall and spring. In addition, a *Preschool Progress Report* individual child profile will be sent home at the end of the year. The preschool teacher will communicate weekly regarding children's activities and developmental milestones. Informal conferences are always welcome and can be requested at any time.

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

- The teacher requests assistance from the Area Education Agency (AEA) as an early intervention process. This team engages in problem identification, plan interventions, provide support, and make outside resources available to those individuals requesting assistance. The AEA team is available and functional for all students and teachers in the building.
- A request made to Green Hills Area Education Agency for support and

additional ideas or more formalized testing can be made. The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated.

If a child is determined to need special accommodations, those accommodations are included in the materials, environment, and lesson plans for that child. Examples include sign language and visuals for children with hearing impairments or language delays and behavior plans for children whose behavior does not respond to the typical strategies used by teaching staff in the classroom.

- The program provides families with information about programs and services from other organizations, such as Green Hills AEA, DHS, Child Care Resource and Referral, *Parents as Teachers* programs, and medical professionals, etc. QPPS 7.8, 8.2, 8.3

## **Routines & Procedures**

### **Family Involvement**

Families and schools represent the two main environments in which young children grow and develop. Because the family and the preschool program have a common interest in the child's well-being and because they share the tasks of care and education, it is important to establish and maintain positive relationships through communication, cooperation, and collaboration. Children are the ones who benefit most from healthy, reciprocal relationships between teachers and families.

### **Parent Volunteers**

Classroom volunteering enables parents to share and understand their child's preschool experience. Parents are able to assist teachers with activities and gain an appreciation of their child's day. Volunteering in the class can be an enriching experience for you, your child, and the entire class.

### **Cultural Celebrations**

Parents are encouraged to share their family's cultural celebrations in your child's classroom. There are many holidays celebrated within our country; our preschool classes discuss a few, such as, Halloween, Thanksgiving, and

Valentine's Day. We invite families to share other holidays with the class by discussing your holiday, reading a book, or even doing a craft with the class.

## **Newsletters**

Special projects, topics, activities, and trips are announced in a monthly preschool newsletter. The newsletter serves to remind parents of special days, items that should be brought to class, schedule changes, and snacks. Please make an extra effort to read each month's newsletter.

## **Clothing & Personal Items**

Please provide a complete change of clothing (pants, shirt, underwear, socks), if your child is not potty-trained, diapers or training pants and wipes. This is important in case of spills, accidents and getting dirty during inside/outside play. We do many art projects using paint, glue, glitter, and other materials. Please dress your child in clothes that can get messy. We provide smocks to cover your child's clothing; however, accidents do happen. Indoor and outdoor activities are also planned. Children should wear gym shoes or comfortable shoes. Bags, boots, and all outdoor clothing items should be clearly labeled.

## **Toileting**

Each family should provide an alternate set of clothing to be used in cases of toileting or playground accidents. The 3 year old classroom has access to boys' and girls' toddler toilets. Students will be able to use these toilets with minor assistance. Handwashing will be taught and will be expected after each use of the toilet. The 4 year old classroom has restrooms down the hallway. Students will be walked to these restrooms by an adult. Group restroom breaks will be taken on a regular basis throughout each class session.

For children who are unable to use the toilet consistently, the program makes sure that:

- a. For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit.
- b. Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering. Staff check children for signs that diapers or pull-ups are wet or contain feces
- c. at least every two hours when children are awake and
- d. when children awaken.
- e. Diapers are changed when wet or soiled.

- f. Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
- g. Each changing area is separated by a partial wall or at least three feet from other areas that children use and is used exclusively for one designated group of children. For kindergartners, the program may use an underclothing changing area designated for and used only by this age group. There is a separate restroom with a changing table in the immediate vicinity of the 3 yr old classroom. There is a separate restroom for students in the 4 yr old classroom between the classroom and the special education classroom next door.
- h. At all times, caregivers have a hand on the child when being changed on an elevated surface.  
In the changing area, staff
  - i. post changing procedures and
  - j. follow changing procedures
- k. These procedures are used to evaluate teaching staff who change diapers.
- l. Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
- m. Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can).
- n. Containers are kept closed and
- o. are not accessible to children.
- p. Whenever staff members are preparing food, they shall not change diapers until their food preparation duties are completed for the day and they have properly washed their hands.

### **Cleaning and Sanitizing**

The facility will be maintained in a clean and sanitary condition. When a spill occurs, the area will be made inaccessible to children and the area will be cleaned immediately. Staff will clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning as part of standard precautions. Staff will use ventilation and sanitation rather than sprays, air freshening chemicals, or deodorizers, controls odors in inhabited areas of the facility and in custodial closets.

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Toys will be cleaned with soap and water then air dried. Surfaces will be disinfected using a non-toxic solution of one tablespoon household bleach to one quart of tap water made fresh daily. To disinfect, the surfaces will be sprayed until glossy. The bleach solution will be left on for at least two minutes before it is wiped off with a clean paper towel, or it may be allowed to air dry. Machine washable cloth toys that have

been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion must be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used.

Staff will be trained in cleaning techniques, proper use of protective barriers such as gloves, proper handling and disposal of contaminated materials, and information required by the US Occupational Safety and Health Administration about the use of any chemical agents.

Routine cleaning will be supervised by the preschool teacher and will follow the NAEYC Cleaning and Sanitation Frequency Table found on the NAEYC website ([www.naeyc.org/torch](http://www.naeyc.org/torch)). A checklist will be completed as indicated in the table.

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

## **Medication Safeguards**

When it is necessary for a preschool student to take medications at school, the child's parent must contact the school nurse with that information. Medications should never be expected to be transported to/from school by a student. All medications must be handled by an adult and given directly to the school nurse or the elementary secretary. Disbursement of medications will only be done by an adult with proper medication disbursement training.

## **Food Allergies**

### **Nut Allergies**

There are students at the Boyer Valley Elementary School that have life-threatening allergies toward nuts. Some of those allergies pertain to nuts grown in the ground, while others specifically pertain to nuts that are grown on trees. The school is taking these conditions very seriously and is looking for ways to be proactive in reducing the chance of these students being exposed to nuts or nut products. We are asking that parents join us in our preventative actions. Although, on the surface, these preventative actions may seem to be an inconvenience to school personnel and families, the actions are minor in comparison to the life-altering actions these students must deal with on a day-to-day basis. I would like to take the time to explain some of the actions

that the school is taking and to describe how some of these actions will affect all students and families.

### **School Actions**

- School cooks check allergy information on all ingredients they use for meals each day. Ingredients containing nut/nut matter or those ingredients made or processed in a factory that contains nuts will not be used.
- Sun Butter, made from sunflower seeds, is used in our lunch program as an alternative to peanut butter.
- According to the **Bureau of Nutrition Programs and School Transportation**, a student with food allergies (considered a disability) is entitled to equal access to other students during snacks and lunchtime so that he/she may learn appropriate socialization in the same environment and with similar age classmates. Therefore, students with food allergies cannot be isolated from their peers based on their "disability". Isolating these students violates the Least Restrictive Environment (LRE) law.
- Students that bring their lunch to school should be cautious of bringing items that may contain nuts or nut by-products.
- Informational meetings have taken place to educate staff members about nut allergies, preventative actions, and procedures to follow in case of emergencies. During these meetings staff members were educated on the use of auto-injectors called EpiPens. EpiPens contain epinephrine, the medicine used to counteract an anaphylactic reaction to exposure to nuts. Anaphylaxis is a sudden, potentially life-threatening allergic reaction. Symptoms include the following:
  - o Itching (often the first symptom), redness, hives, swelling, sweating
  - o Swelling in the nose or throat, hoarseness, wheezing, difficulty speaking, trouble breathing, chest tightness
  - o Abnormal heart rate or rhythm, shock, heart attack
  - o Stomach cramps, nausea, vomiting, diarrhea
  - o Loss of bladder or bowel control, an urgent feeling of needing to go to the bathroom
  - o Tingling, headache, light-headedness, feeling disoriented or feeling a sense of doom, fainting, seizures
- Bus drivers and associates riding the buses have been instructed as to the proper protocol should a reaction occur during a bus route.

### **Snack Policy**

Creating new school policies in regards to nut allergies is not an easy task. We have to train students, staff members, and families about nut allergies and the necessary precautions that need to be taken. We have to not only take these precautions within our building, but we also must greatly reduce the amount of

nut products that enter our building from outside sources. Please help the elementary school by reading and cooperating with the new snack policy that we have put in place:

- **ALL SNACKS sent to school must be store-bought or one of the acceptable snacks on the attached list.** This will decrease the chance of someone sending a snack to school containing nuts or some form of nuts.
- This snack policy will be in effect for **holiday parties and bake sales** as well.
- Parents should **check the labels** of all snack items before purchasing the snacks and sending them to school. Since February 2006 all food items are to have allergy information clearly marked on the nutrition label. The allergy information is clearly marked and easy for consumers to read. Simply check the nutrition label for allergy information.
- **Don't assume a snack item is acceptable.** Some snack items, though they may not contain nuts, might be made in a factory that does process products containing nuts. The nut residue from those factories/machines could be enough to cause an allergic reaction. Please check the warning labels on each snack item.
- Sometimes **even the same snack item**, purchased in different stores, can vary in their allergy information. Sometimes the same snack item is processed in different factories. One factory may process other items that contain nuts while the other factory does not. Please check the allergy information on the box **every time** you purchase snacks that will be sent to school.
- Snacks should be sent to the school in the original container so that school staff can check the allergy information. Checking the item a second time (by school staff) will reduce the chance of accidental exposure to nut items. If there are extra items, your child's teacher will send the extras home with your child.
- Snack items that do not contain allergy information will be sent back home with your child and replaced with an acceptable snack by your child's teacher.

If you have any questions or concerns about the snack policy, feel free to call the elementary school office (712-674-3248). You can ask for Mr. Weber or Mrs. Erinn Brasel (school nurse).

**Below is a list of snacks that do not typically have nuts associated with them. It is still very important to check the nutritional snacks and warnings listed on each snack. Sometimes a company may switch to a different factory that might contain nuts or nut residue. It is important to check the nutritional facts each time prior to purchasing a snack item.**

#### Safe Snack List

- Pudding (most brands)
- Yogurt (most brands)
- Jell-o
- Fruit Roll-ups
- Club Crackers
- Goldfish Crackers
- Town House Crackers
- Crackers and Cheese (some brands)
- Fruit Snacks (some brands)
- Oreo Cookies
- Twinkies
- Hostess Chocolate Cupcakes
- Raisins
- Popcorn (most brands)
- Vanilla Wafers (some brands)
- Go-Tarts
- Graham Crackers (some brands)
- Keebler Chocolate Grahams
- Apples with Caramel Dip
- Fruits and Veggies
- Nutri-Grain Cereal Bars
- String Cheese
- Pretzels
- Most Chips
- Packaged Rice Crispy Bars
- Hershey Kisses
- Licorice

### **Other Food and Nutrition Guidelines**

All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture School Hot Lunch Program (CACFP) guidelines. Snacks and meals brought from home to be shared with the entire class must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. Clean, sanitary drinking water is available to children throughout the

day. Staff discards any foods with expired dates. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served. High risk foods can be involved in choking incidents. For children younger than three years, these include hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; or chunks of raw carrots or meat larger than can be swallowed whole. When these foods are served as part of our school's hot lunch program, they are cut into pieces that do not pose a choking threat for our 3 year old students.

### **School Closings & Delays**

The preschool programs follow the Boyer Valley K-12 school district policy. If there is a two-hour late start, or there is an early dismissal, the schedule will vary. A newsletter will be sent home about changes. Early dismissals and late starts for the half day preschool are as follows:

**Two-hour late start** -- No A.M. preschool (Campus Care opens at 6:00 AM)

**Two-hour early dismissal** -- No P.M. preschool (Campus Care open until 6:00 PM)

\*Campus Care will operate on the normal schedule in both of the above scenarios unless weather is so severe that travel for the daycare providers becomes too treacherous.

In case of severe weather, parents and students should listen to one of the following radio or television stations for school closings or late starts.

**KMTV - Channel 3**  
**WOWT - Channel 6**  
**KETV - Channel 7**

**Our school information system, JMC**, will also notify you via text message/email in case of school closings.

Please do not call school personnel at their homes for this information. If school is in session and threatening weather conditions occur, an announcement will be made immediately on the above stations that school will be dismissed early.

### **Absences**

If your child will be absent from school, we ask that you notify the school by calling 712-674-3248. An answering machine is available to receive late evening or early morning phone calls.

### **Teacher-Child Orientation**

A teacher-child orientation (open house) will be held before the start of the school year, allowing students to get acquainted with their teachers and their classroom.

Details of the teacher-child orientation will be mailed home on the school calendar.

### **Parent-Teacher Conferences**

Parent-teacher conferences are held in the fall and spring during the school year. Further information will be available in your parent newsletter. Feel free to discuss any concerns or questions with the preschool teacher anytime throughout the year.

## **Policies & Procedures**

### **Fee Policy and Financial Agreements**

Lunch and milk fees may apply.

### **Enrollment Policy**

The following information and documentation are required by the first day of Preschool:

1) Enrollment forms including, but not limited to, the child and parent/guardian name, address, telephone number, medical emergency consent, medical/dental service providers, social security number, emergency contacts (if the parent/guardian cannot be reached), and a list of individuals authorized to pick up the child from preschool.

2) Physical Report (dated within 6 months of enrollment). This report is to be completed by you and your child's physician.

3) Lead Screening (required at age one and annually until age six) This may be part of the physical report or a separate screening through Public Health. A copy of the results must be provided to the preschool.

4) Dental Exam information done in the last year to be put on file.

5) Immunization Certificate indicating that the child is current on all required immunizations or submitted with a physician's waiver for immunizations not up-to-date.

6) Health Insurance Information card or other documentation of current health insurance, including Hawk-I. (Please keep this information updated in our files, if insurance arrangements change during the year.)

### **Field Trip Policy**

The Program will incorporate scheduled trips during the school year. We will notify parents in advance as to the date, time, location and cost. Parents will have an opportunity to chaperone. A licensed school bus driver drives the Boyer Valley district school bus for the trips using transportation. The bus has seat belts for each child. While away on every field trip, teachers are required to bring along a cell phone, student emergency numbers, a first aid kit, and alternative transportation arrangements if necessary. If parents choose not to have their child participate, special arrangements will need to be made.

### **Transportation Policy**

For routine transportation:

A parent/guardian or person listed on the child's student registration form will provide this transportation unless special arrangements are made for the child to ride the school bus.

All safety precautions must be taken in transporting the child to and from preschool. According to Iowa code, children need to be secured by a safety belt, safety seat, or harness.

For emergency transportation:

In case of a serious accident or illness, the child will be taken by ambulance to the hospital for treatment with parent(s)/guardian(s) being notified as quickly as possible.

### **Discipline Policy**

The Boyer Valley Preschool Program strives to maintain an environment in which children are taught about responsibility, safety, respect, care of property, and consideration of others. We are also aware that our children come to us at different stages of emotional development, and sometimes display unacceptable behavior that needs to be addressed by staff. We attempt to identify with the child what that unacceptable behavior is, and how his/her behavior may affect others. We then help the child see the possible consequences of this behavior and find more suitable alternatives. We arrange our classroom environment in such a way as to prevent negative behavior and conflict as much as possible. We accomplish this by setting limits, discussing rules, giving acceptance and acknowledgement for pro-social behavior with smiles, nods, and verbal praise, and most of all allowing the children to understand one another's actions by encouraging them to "use their words" in expressing feelings. When a child is unable to control behavior, attempts are made to redirect a child to an

alternate activity or be given some personal space so he/she can regain control and rejoin the group, when ready.

### **Nutrition Policy**

If your child attends the 2-day program they will have the option to receive a school lunch for a fee. The Boyer Valley School shall serve each child a full nutritionally balanced meal defined by the USDA Child and Adult Food Program (CACFP) guidelines.

Parents and guardians will be responsible for bringing the daily snacks. You will be provided with a snack calendar at the beginning of each month. We are required to follow the Child and Adult Care Food Program guidelines for snack serving sizes and food items.

Exceptions are allowed for allergy and medical conditions in accordance with the child's needs. Written instructions must be provided on the Statement of Health Form in order for special arrangements to be made.

Serving healthy snacks to children is important to providing good nutrition, supporting lifelong healthy eating habits, and helping to prevent costly and potentially-disabling diseases, such as heart disease, cancer, diabetes, high blood pressure, and obesity. Snacks play a major and growing role in children's diets.

### **Fruits and Vegetables**

Most of the snacks that will be served to our preschool students are fruits and vegetables, since most children do not eat the recommended 5-13 servings of fruits and vegetables each day.

(Fresh or canned)

- |                                 |                   |
|---------------------------------|-------------------|
| *Apples                         | *Mandarin Oranges |
| *Apricots                       | *Oranges          |
| *Bananas                        | *Peaches          |
| *Blueberries                    | *Pears            |
| *Cantaloupe                     | *Pineapple        |
| *Grapes (red, green, or purple) | *Raspberries      |
| *Honeydew Melon                 | *Strawberries     |
| *Kiwis                          | *Watermelon       |

- \*Applesauce (Unsweetened), Fruit Cups and Canned Fruit
- \*Dried Fruit-raisins, apricots, apples, cranberries, pineapple.

Vegetables can be served raw with dip or salad dressing (low-fat/fat free):

\*Broccoli  
\*Cauliflower  
\*Cucumber

\*Carrots Sticks or Baby Carrots  
\*Celery Sticks

### **Healthy Grains**

Whole grains provide more fiber, vitamins, and minerals than refined grains.

\*Dry Breakfast Cereal-(ex. Cheerios) Look for cereals with no more than 35% added sugars  
\*Crackers-Whole grain crackers (ex. triscuits and graham crackers)  
\*Rice Cakes  
\*Popcorn-Low-fat or fat free in a bag or microwave popcorn  
\*Baked Tortilla chips with Salsa  
\*Granola and Cereal Bars-Whole grain and low in fat and sugars  
\*Fat Free Pretzels

### **Low-Fat Dairy Foods**

Dairy foods are a great source of calcium, which can help build strong bones.

\*Yogurt/Drinkable Yogurt-Low in fat or fat free and moderate in sugars  
\*String Cheese-Serve with one other item such as fruit, vegetables, or crackers  
\* pudding-Low-Fat or Fat Free (No Chocolate Flavors)  
\*Sugar Free Jell-O

### **Birthdays Treats**

When your child is celebrating their birthday we will make the exception and allow you to bring in a special treats such as cake, cookies, cupcakes and ice cream.

### **Community Resources**

- **Dunlap Food Pantry**, 714 Iowa Ave, Dunlap, IA 51529 (open Tuesdays 3:00 PM – 7:00 PM & Saturdays 10:00 AM – 2:00 PM)
- **Nurtured Heart Approach** – Parenting management training, educator training, and philosophy for creating healthy relationships with the people in your life. Contact Tracy Kelley at BV elementary (712-674-3248)
- **Heartland Family Service** – Child & Family Well-Being, Counseling & Prevention, and Housing, Safety & Financial Stability.  
[info@HeartlandFamilyService.org](mailto:info@HeartlandFamilyService.org) or call 402-552-7400
- **Green Hills AEA Early Access** – If you suspect your child (0-3 yrs) might have a learning or developmental delay contact the early access consultants at GHAEA – Angie Hance (712-366-0503 ext. 3250) OR Jennifer Seuntjens (712-366-0503 ext. 3104)

- **Food & Medical Assistance** –
  - Harrison & Monona Counties: Human Services 204 E. 6<sup>th</sup> Street, Logan, IA 51546 (712-644-2460)
  - Crawford & Shelby Counties: Human Services, 1527 4<sup>th</sup> Street, Denison, IA 51442 (712-263-5668)

### **Preschool Staff**

Mike Weber, principal – weberm@boyer-valley.k12.ia.us

Kathy Fillmore, 3-year-old teacher – fillmorek@boyer-valley.k12.ia.us

Anyssa Castillo, 4-year-old teacher – acastillo@boyer-valley.k12.ia.us

Hollie Nelson – elementary secretary – nelsonh@boyer-valley.k12.ia.us

To Call the Elementary Office: 712-674-3248

### **Communication**

Regular Communication is very important to our preschool program. Parent input is very valuable in order to gain the full spectrum of our preschool students. We encourage you to sign up for ClassDojo so we can communicate on a daily basis. Information about signing up for ClassDojo will be sent home to parents at the beginning of each school year.