



Sugar-Salem Joint School District #322 Preschool Program



Overview:

Sugar-Salem Joint School District #322 offers a preschool program for children ages three to five years of age. The program is funded through a federal grant under Individuals with Disabilities Education Act [I.D.E.A.] part B. The program is designed to help children who have disabilities and developmental delays as noted by specific eligibility criteria. The overall goals for providing these services are:

- Help children increase their abilities to improve skills that are delaying their developmental milestones.
- Assist children with disabilities to interact and integrate with peers.
- Assist children in their transition into kindergarten. (Most kindergarten teachers will tell you what they really value is the opportunity to teach children when they show up at school prepared and ready to learn. It's not so much that teacher's value that the kindergartner can read or write. They value that the children enjoy learning, have a set of experiences that got them used to a classroom setting, and know how to engage adults and children in another setting.)

District Purpose—Why we are here:

Learn, Achieve, Succeed

Vision Statement:

The Sugar-Salem Joint School District #322 will maximize the student potential of becoming life-long learners and promote excellence, through the collaborative support of family, school, and community partnerships.

Mission Statement:

All staff members of the Sugar-Salem Joint School District #322, in partnership with the community, are committed to provide an educational environment where teaching and learning can adapt constructively in a changing society. We emphasize demonstrable lifelong skills, knowledge and values that develop responsible and contributing members of society.

Philosophy:

It is the philosophy of the Sugar-Salem Joint School District #322 Preschool Program that children be encouraged to learn and grow by providing a foundation of developmentally appropriate experiences where all children can succeed in a safe and nurturing environment. We believe that each child is a unique individual and that all children can learn. Our preschool programs provide inclusive settings that recognize children's varied abilities, interests, needs, and learning styles. We believe children initially learn best through meaningful play. Our play-based, child centered program reflects the integration of physical, cognitive, social, emotional, language, and self-help areas for the total development of the child. Meaningful play encourages curiosity, discovery and problem solving which allows individual growth and development of a positive self-image. As children move through the preschool program, there is a transition from play-based to academic based approaches in an effort to help facilitate the transition into kindergarten.

Play-based	In a play-based program, children choose activities based on their current interests. The term “play-based” is often interchanged with “child-centered.” The play-based classroom is broken up into sections, such as a home or kitchen, science area, water table, reading nook, space with blocks and other toys, or other areas. The teachers and staff encourage the kids to play, facilitating social skills along the way. “Even though it seems like they are just playing, they are learning valuable skills, including important social skills and cooperation with others, learning about signs (as most items are labeled), and early math,” says Jenifer Wana, author of “How to Choose the Best Preschool for Your Child.”
Academic	Academic programs are also considered “teacher-directed,” or “teacher-managed.” During this part of the day, teacher and staff lead the children in a more structured way, planning the activities, then guiding the children in doing them. This design is aimed at preparing children for the kindergarten setting. For the most part, classroom time is devoted to learning letters and sounds, distinguishing shapes, colors, and other skills. This approach will be structured and limited to a small part of the overall approach to instruction and learning. The important thing to remember is that preschool should not look like elementary school. It should be organized so there is a plan and routine for the day. But at the same time, it should not be regimented in the sense that children are spending five minutes at this, ten minutes at that, with no exception.
Inclusion	We feel that there is great benefit to providing preschool education to both children with special needs and typical children [peer models] combined in classes together as peers. The typical children serve as models for the children with special needs inspiring language and creative play. The typical children are gaining understanding and acceptance and building wonderful values. By helping facilitate this bonding, both groups benefit as they transition into kindergarten with additional peers and increased class sizes.
Peers	The preschool program seeks to maintain an appropriate balance of typically developing students [peer models] and students with disabilities. Children with disabilities are identified through the Special Education Evaluation Process. The Evaluation Team determines eligibility, program, and placement. Parents of typically developing children may enroll their children, on a tuition and space available basis. Peer models are children who have developmentally appropriate behaviors and skills and can demonstrate those skills to students with developmental needs. Parents can request to be on the waiting list to attend the preschool. If there are more children than available peer model spots, then an alternate method to determine peer model participation could be established. This could be such methods as ranked order (first come/first serve), lottery (name drawing), limit the number of trimesters peers could attend, etc. If you know of parents interested in having their child attend the district’s preschool program, then please encourage them to fill out a <u>Peer Model Application Form</u> . This form is available from the school secretary.
Parent Involvement:	We recognize that parents are the child's first teacher. Children learn best when parents are involved in their educational program. The primary bridge between home and school is the involvement of family and community. One reason we have an observation window/wall is for parents and staff to be able to observe and provide feedback to one another in an effort to enhance the collaboration for the children in the program.
Residence:	Due to large waiting list we have, we will provide services and support for those children who reside within the district school boundaries first.

Sessions Offered:

The session blocks outlined below are for general and peer planning purposes. Individualization based on student services needed, could have an increase or decrease of days/times.

Session	Tri 1					Tri 2					Tri 3				
	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
A 3 yr. old		AM		AM			AM		AM			AM		AM	
B 4 yr. old	AM		AM		AM	AM		AM		AM	AM		AM		AM
C 5 yr. old	PM		PM		PM	PM	PM	PM		PM	PM	PM	PM	PM	PM

Session Times:

	Monday – Thursday	Friday
AM	8:00 - 10:30 (2.5 hrs.)	8:00 -10:00 (2 hrs.)
PM	12:00 - 2:30 (2.5 hrs.)	11:30 -1:30 (2 hrs.)

Overall Schedule:

Time	Tri 1	Tri 1	Tri 1	Tri 1	Tri 1		Tri 2		Tri 3								
	M	T	W	Th	F		M	T	W	Th	F		M	T	W	Th	F
7:30	Teacher Contract Time																
8:00	B	A	B	A	B		B	A	B	A	B		B	A	B	A	B
8:30																	
9:00																	
9:30																	
10:00																	
10:30	K	K	K	K	K		K	K	K	K	K		K	K	K	K	K
11:00																	
11:30																	
12:00	C		C		C		C	C	C		C		C	C	C	C	C
12:30																	
1:00																	
1:30																	
2:00																	
2:30																	
2:40-3:10	Teacher Contract Time																

Attendance:

Regardless of why your child is enrolled in the preschool program, the benefits from the instructional activities will not make a difference if your child does not attend his or her appropriate session. We encourage that you have your child arrive and leave on time so that their opportunities, as well as others, can be a reality.

Start and End Dates:

The beginning and ending dates for the program correspond to the district school calendar. The first session begins seven (7) calendar days after the first day of school. The last session of the school year will be seven (7) days prior to the last day of school.

Holidays and Days Off:

Preschool follows the district holiday and days off schedule. The same is true with school closures due to weather or other instances. Also, due to the nature of preschool children being very “hands-on”, we strive to have a clean, healthy environment. We strive to keep our room clean and sanitary on a daily basis. The preschool will also be closed for deep cleaning days. These days will be on a rotating basis throughout the year.

Program Fees:

Children who have an active Individualized Education Plan do not pay a program fee. Their expenses are covered by the federal grant. Peer model students do pay a materials and snack fee. The fee is based on which session they attend. Three fee options are available. Session fees are as follow:

Session	Monthly—due by the 1 st preschool day of the month (Sept. Oct. Nov. Dec. Jan. Feb. Mar. Apr. May—no payments for August or June)	Trimester—Due by the 1 st preschool day of trimester (Sept. Dec. Mar.) \$21 annual savings	Annually—Due by the 1 st preschool day of the year (Sept.) \$30-44 annual savings (1 month “free”)
A	\$30 (9 payments = \$270/yr.) 2 days/week	\$83 (3 payments = \$249/yr.)	\$240 (=1 payment)
B	\$45 (9 payments = \$405/yr.) 3 days/week	\$128 (3 payments = \$384/yr.)	\$360 (=1 payment)
C Tri1	\$40 (3 payments = \$120/tri.) 3 days/week	\$113 Trimester 1	\$360 (=1 payment)
C Tri 2	\$45 (3 payments = \$135/tri.) 4 days/week	\$128 Trimester 2	
C3 Tri 3	\$50 (3 payments = \$150/tri.) 5 days/week (\$405 annually)	\$143 Trimester 3 (\$384 Annually)	

Student / Staff Ratio:

We strive to have a student-staff ratio of 4 students to 1 teacher. For this purpose, all paid staff are considered “teachers” in the preschool program for ratio purposes.

Student / Peer Ratio:

So that we have an environment of developmentally appropriate behaviors being modeled, we strive to have a ratio of 1 student with an IEP to 2 peer students per session. If the class size gets too high and there are safety concerns in the classroom, that ratio can be dropped to 1:1 or 1:0 depending on the demands on services for IEP students.

Transportation:

The district provides transportation to the morning session and home from the afternoon session. All other transportation needs are met by the student’s parents. We encourage carpooling as another tool to help with the inclusion and integration of special needs students with the peers. This is only encouraged when there are no or limited safety concerns present.

Student Health/wellness:

All serious **accidents** or **illness** during school hours will be reported to the principal or secretary immediately. Parents will be notified if the accident or illness will require further treatment from a physician or hospital. The parent should transport the child unless the parents cannot be reached or the situation is so serious that it will not allow delay. Under no circumstance must an ill or injured student be released to go home or be transported to the hospital without assistance from the parent or an adult from the school. Staff members are asked to help eliminate hazards on school property that could result in injury. As we have no medical personnel on staff, most injuries will be attended to by the classroom teacher or other staff member. Medications administered to students by school personnel must be in the original container with original instructions with an authorization form completed by the parent and physician. If any evidence of lice is detected on a student, that student must be sent home until the nits are gone or a note from a doctor indicates the student may attend school.

Local medical personnel advise us that students should not be at school if certain conditions exist:

- Nasal drainage that is thick or green.
- Red eyes or drainage from the eyes.
- Cough that produces mucus.
- Cough accompanied by fever.
- Sore throat accompanied by fever.
- Any fever over 100 degrees.
- Nausea, vomiting, or abdominal pain.
- Any newly developed rash.

If any of these conditions exist, parents must keep their child at home for a PERIOD of 24 HOURS WITHOUT that symptom.
If any of these conditions develop at school, we will call parents to pick up their child from school.

Dress Code:

Student attire that is acceptable for some social settings may not be acceptable for the educational environment of school.

Matters of dress remain the primary responsibility of students, in consultation with their parents or legal guardians. Nevertheless, since it is the duty of the Board of Trustees to provide an educational atmosphere conducive to learning, minimizing disruptions or distractions, and to protect the health, safety, and morals of students, all students will adhere to the following certain minimum standards of dress when the student is on any school premises or at any school sponsored activity, regardless of location.

In general, students are not to wear or carry items of apparel (clothing, accessories, cosmetics, tattoos, jewelry—including body piercing) which depict or allude to, by picture, symbol or word, drugs, including alcohol and tobacco, controlled substances, drug paraphernalia, gangs, violence, sexually explicit, lewd, indecent or offensive material, or illegal acts. The wearing, using, or displaying of any gang clothing or attire (based upon the principal/designee’s reasonable belief that gangs may be present in a school) jewelry, emblem, badge, symbol, sign, codes or other things which evidence membership or affiliation in any gang is prohibited on any school premises or at any school sponsored activity, regardless of location. Head coverings are inappropriate in the school building during regular school hours, unless the principal or designee specifically makes an exception to the policy. Clothing exposing bare midriffs, shorts, short skirts, or other clothing that compromises modesty will not be allowed. (Even at this young age we are teaching and training our students.) Underwear as outer wear will not be allowed. Hair shall be neatly trimmed, clean, and of a length that does not impair vision. Students will wear footwear at all times.

Toys at school:

Toys and personal items are not allowed at preschool. Live or fragile items must be accompanied by an adult. If items are brought for a special show and tell, then the item would need to be left in the backpack for the remainder part of preschool.

Visitors:

All visitors to Central Elementary must report to the office.

Weather:

When students arrive at 8:00 and the temperature falls below 10 degrees, we will allow students to enter the building when the busses arrive. They are to proceed expeditiously to the room and be working on a teacher directed activity or to the lunchroom for breakfast. For school recesses, if the temperature drops below 10 degrees, or if the weather is extreme, a yellow flag will be posted by the office to signal that students are to stay inside. Students may stay inside for recess if they have a dated note from parents. Unless other arrangements are made, notes from parents are valid for one day only.

School Closure:

If the weather is extreme (-25 or -45 wind chill) and school must be closed, the decision will normally be made before 6:30 a.m. Please listen to the radio or TV for the announcement, or if you have signed up for text wire, you will be sent a text message. To sign up for text wire, go to www.sugarsalem.org and click on the text wire link. The district Facebook page is another multi-media source for information. Please note this is the same method of communicating if there is an emergency early out once school has started.

Falsification of Information:

When filling out paperwork, applications, etc. it is import to put correct and accurate information. If there becomes a situation where documents have been falsified, the student's eligibility to participate could be denied.

Housing Residence:

The students serviced or participating in the preschool program is designed for student within the district boundaries. If there were openings, the possibility to participate could become available.

Sugar-Salem Joint School District #322

Preschool Program Peer Model Application



Purpose of Peer Models:

The preschool program seeks to maintain an appropriate balance of typically developing students [peer models] and students with disabilities. Parents of typically developing children may apply for their children to be a part of the program, on a tuition and space available basis. Peer models are children who have developmentally appropriate behaviors and skills and can demonstrate those skills to students with developmental needs. This form helps department/program see the interest and availability of peers for programing needs.

Peer Model Child's Name:	Date of Birth: (MM/DD/YEAR)	Age:	Gender:	Ethnicity
	Month: _____ Day: _____ Year: _____	_____	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> White <input type="checkbox"/> Asian <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Black/African American <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Pacific Islander/Hawaiian
Parent Names:			Phone Contact:	
Dad/guardian:				
Mom/guardian:				
Other/guardian:				
Mailing Address:			Street/House Address:	
We living within the Sugar-Salem School District boundaries: <input type="checkbox"/> Yes <input type="checkbox"/> No				

Date of Application:	Desired School Year child would attend:	Any medical or custody issues we need to be aware of:
	20_____ to 20_____	<input type="checkbox"/> No <input type="checkbox"/> Yes: please explain on reverse side.

Desired Sessions: Based on child's birthday as of September 1 of the school year they would attend

Session A (3 year olds)	Session B (4 year olds)	Session C (5 year olds or those who will be in Kindergarten the next school year)
<input type="checkbox"/> AM 8:00-10:30 2 days per week	<input type="checkbox"/> AM 8:00-10:30 3 days per week	<input type="checkbox"/> PM 12:00-2:35 (Tri 1 3 days; Tri 2 4 days; Tri 3 5 days)

Desired Trimesters: Please indicate when during the school year you would like your child to attend. Mark all that apply:

<input type="checkbox"/> Trimester 1 (Sept. – Nov.)	<input type="checkbox"/> Trimester 2 (Dec. – Feb.)	<input type="checkbox"/> Trimester 3 (Mar. – May)
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Areas of Concern: If you have any concerns about your child's development, please mark below:

<input type="checkbox"/> Cognitive	<input type="checkbox"/> Physical (motor skills)	<input type="checkbox"/> Communication (speech/language)
<input type="checkbox"/> Social/Emotional	<input type="checkbox"/> Adaptive (daily living skills)	
<input type="checkbox"/> None	<input type="checkbox"/> Other: _____	

Parent Signature / Date

Date approved:	20_____ - 20_____	School Year: Trimester 1 2 3 Yr
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