

INTERBORO SCHOOL DISTRICT

Interboro Early Learning Academy



Family Handbook 2026-2027

Reviewed and Updated – 9.9.26



Interboro Early Learning Academy:

Inspiring, guiding, and engaging our young Bucs as they develop academic, social, and emotional skills to be successful in kindergarten and life.



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BOARD OF SCHOOL DIRECTORS

Mr. Justin Shivone, President, Finance Chair
Mr. Jack Evans, Vice President, Capital Improvement Chair
Mr. Glenn Goldsborough, Board Secretary
Mrs. Jamie Wilkin, Treasurer
Mr. Chas Willis, Member, GBO Chair
Mr. Ed Harris, Member
Mr. Matthew Cleaver, Member
Mrs. Samantha Boyle, Member
Mr. Jack Monaghan, Member

ADMINISTRATION

Mrs. Bernadette C. Reiley, Superintendent of Schools
Mr. Marty Heiskell, Director of Finance
Dr. Valerie Eckman, Director of Curriculum & Instruction
Mr. Eric Paterson, Supervisor of Literacy
Mr. Kyle Willis, Supervisor of STEM
Ms. Rachel Lambert, Director of Student Services
Ms. Michelle Casey, Director of Transportation
Mr. Matthew Egan, District Police Office & Coordinator of School Safety/Security
Dr. Jennifer Peszek, Supervisor of Special Education
Mr. Robert Kelly, Director of Human Resources
Mr. Robert Sonet, Director of Technology
Mr. William Galloway, Director of Operations
Mr. Brian Lytz, Principal, Interboro High School
Ms. Lisa Ford, Assistant Principal/Athletic Director, High School
Ms. Amber Fisher-Brown, Assistant Principal, High School
Mrs. Jaclyn Schloegel, Assistant Principal, High School
Mr. Michael Hooven, Principal, Glenolden School, Middle School Athletic Director
Mr. Reed Stubbe, Assistant Principal, Glenolden School
Dr. Jeff Esposito, Principal, Norwood School
Ms. Danielle Shryock, Assistant Principal, Norwood School
Ms. Kim Boswell, Principal, Prospect Park School
Mr. David Mongada, Assistant Principal Prospect Park
Mr. Timothy Fanning, Principal, Tinicum School
Ms. Lauren Love, Assistant Principal, Tinicum School
Mr. Brad Kohlhepp, Principal, Kindergarten Academy/Early Learning Academy

Dear Parent(s)/Guardian(s),

Welcome to the Interboro Early Learning Academy! This will be an exciting year filled with new learning experiences and wonderful events for you and your child. This handbook provides important information about the many facets of pre-kindergarten life. It is intended as a guide for each parent/guardian to use as they support their child's participation in the Interboro School District's Early Learning Academy program. In addition, there is a comprehensive Interboro School District Handbook (K-12) available on the district website (<https://www.interborosd.org/>).

The vision of the Interboro Early Learning Academy program ensures:

- All Pre-K students will receive a high quality, standards-based curriculum that promotes critical thinking skills and high expectations
- All Pre-K educators will utilize research-based instructional practices to ensure maximum success for all students
- As confident learners, all Pre-K students will demonstrate creativity, think critically, and problem solve
- All Pre-K students and staff will thrive in a safe and caring environment that fosters confidence and promotes academic, social, and emotional growth

Children benefit both academically and socially when parents/guardians and school staff work closely together. Your participation in all Pre-K activities during the coming year is invited and encouraged. Thank you for all that you do to support, motivate, and inspire your child.

Sincerely,

Bernadette C. Reiley
Bernadette C. Reiley
Superintendent of Schools

Valerie Eckman
Dr. Valerie Eckman
Director of Curriculum & Instruction

COMMUNICATION

The Interboro School Board believes that the education of students is a joint responsibility that is shared by the parents/guardians. To ensure that the best interests of each student are served in the educational process, a strong program of communication and cooperation between the home and school must be maintained, and parental involvement encouraged [[**Interboro School District Policy 908**](#)].

Interboro School District staff will communicate with parents through the following channels:

- **Phone & Email:** The district has invested in the Blackboard communication platform and parents & students will receive phone calls, email alerts, and informational newsletters through this platform.
- **SMORE:** Electronic Newsletter Platform via email, phone calls, and text sent on a scheduled basis from the Principal.
- **Class Dojo:** We are excited to use ClassDojo as one way to stay connected with families throughout the school year! Teachers at the Early Learning/Kindergarten Academy and Community Schools may use ClassDojo to share classroom and school announcements, reminders, files, and updates about activities happening in the classroom. Teachers may also share photos and videos that highlight students' learning experiences and send non-urgent messages to families.
 - We encourage families to check ClassDojo regularly to stay informed and connected to what is happening at school.
 - A few important reminders:
 - ClassDojo is not used to communicate individual updates regarding academic progress or student behavior. These updates will be shared through email, phone calls, or parent/guardian conferences.
 - For changes to after-school transportation, early pick-up arrangements, or student absences, please contact the main office directly. For the safety of our students, these changes should not be communicated through ClassDojo.
 - ClassDojo messages are intended for non-urgent communication. For matters that require immediate attention, please contact the main office.
- [**Interboro School District Website**](#) for important notices and events
- [**Interboro School District Home Access Center**](#) is the landing page for student report cards, attendance, and registration information.
- [**Interboro School District YouTube Channel**](#) to watch Kaleidoscope News (IHS TV Studio News Program), or view School Board Meetings, concerts, plays, and other academic and athletic events.

There are also many opportunities throughout the school year that are designed to include parents and guardians in the events at the school. For example, each school holds parent-teacher conferences, hosts an open house, and runs many special cultural and athletic events that parents are welcome to attend. Parents will be notified about these events through the above channels of communication.

THE INTERBORO EARLY LEARNING ACADEMY

The Interboro Early Learning Academy provides a high-quality early childhood program. The nurturing child-centered environment promotes physical, social, emotional, and intellectual development of young children. The pre-kindergarten staff provide planned learning activities appropriate to the age and development of each child.

The classrooms are arranged to promote all areas of development through a variety of centers, including drama, play, art, music, science, mathematics, storytelling, block building, table toys, writing, speaking, and listening.

The pre-kindergarten curriculum focuses on readiness skills of reading, writing, speaking, listening, and mathematics aligned with the early learning standards. This curriculum utilizes standards-based materials that have been researched and provided by the District's Office of Curriculum and Instruction.

Parents are encouraged to participate in their child's learning program by reviewing daily work, communicating with the teachers and support staff and attending parent evenings such as Back to School Night and literacy and math events.

The Interboro Early Learning Academy partners with the Delaware County Intermediate Unit's Early Intervention and the District's Kindergarten Academy program to provide a smooth transition into kindergarten.

INTERBORO EARLY LEARNING & KINDERGARTEN ACADEMY STAFF

Brad Kohlhepp, Principal – (610) 957-5401 Ext. 7247

Early Learning Academy Staff

Teacher/Assistant Team

Robyn Redfern/Nancy Smith
Emily Harkness/ Kristen Sanders
Lisa Ann Brennan/ Anne Marie Thomas
Theo Murray/Bernadette Sargent

Rotating Para-professionals

Tori Vadino
Cynthia Vadino

Specialists/ Support

Vacant (M-W)/Gina Costalas (Th-F) School Nurses
(ext. 7113)

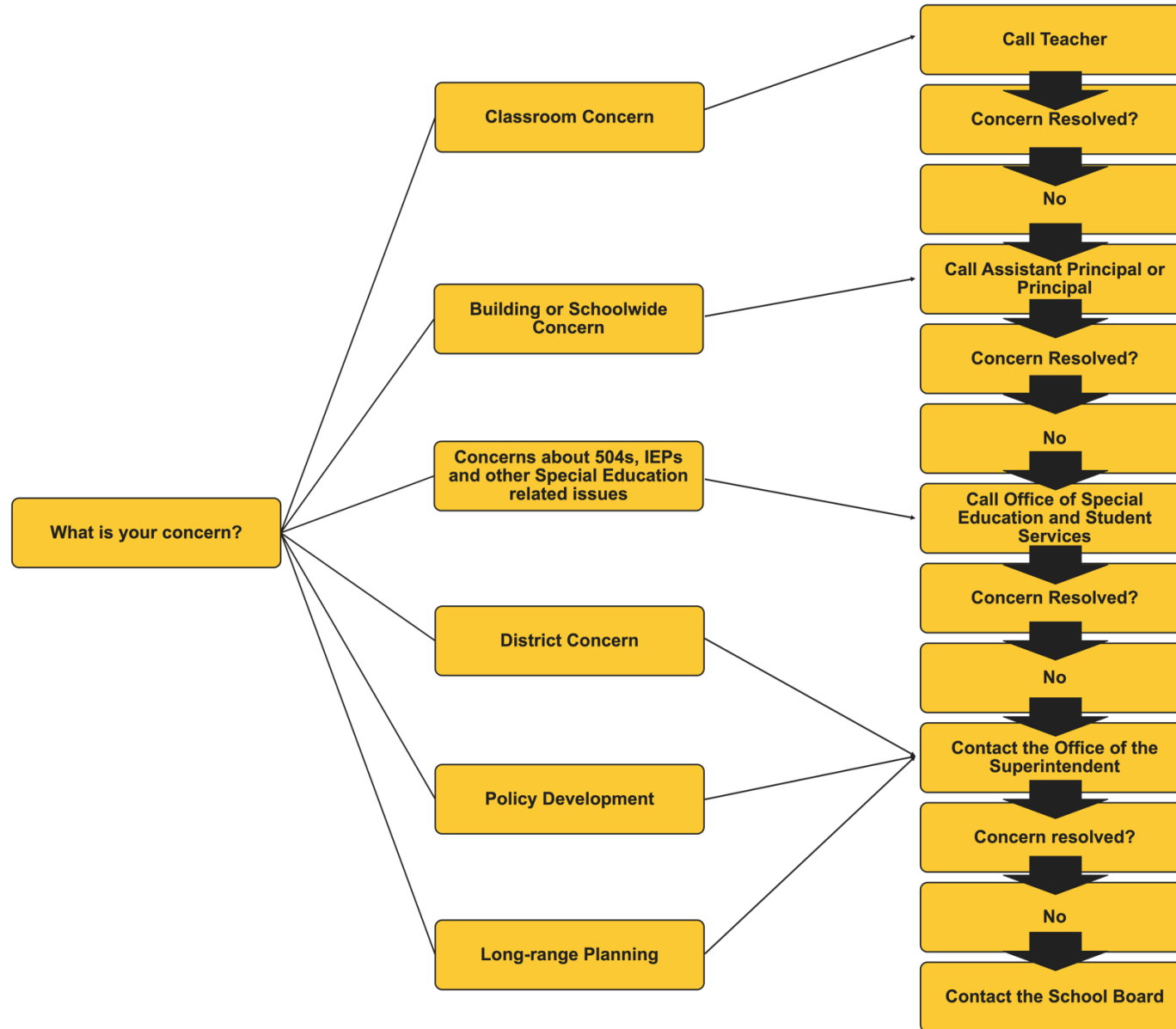
Christine Bryan, School Counselor (ext. 7114)
Leslie Sinclair, Language Acquisition Specialist

Kindergarten Academy Office Staff

Adriane Clemson, Principal's Secretary – (ext. 7239)
Khristine O'Donnell, Attendance Secretary (ext. 7276)

INTERBORO SCHOOL DISTRICT COMMUNICATION FLOW CHART

This flowchart is to help the learning community to know who to contact when there is concern about your child's education.



MISSION STATEMENT OF THE INTERBORO SCHOOL DISTRICT

The Interboro School District affirms the human dignity and value of each member of our school community while providing a challenging and supportive learning environment, giving students the opportunity to succeed socially, emotionally, and academically.

DEVELOPMENT OF THE YOUNG CHILD

Development in young children is a continuous process. Because pre-kindergarten children are at different stages in their growth and development, they differ in their ability to perform certain tasks. It is important to recognize where the child is in his/her stage of development in order to individualize instruction. Even if two children are exactly the same age, they might be quite different in their rates of development. Consideration needs to be given in all areas -- physical, social/emotional, aesthetic, and cognitive. Because each child is viewed as an individual, different from every other child in a variety of ways, pre-kindergarten instruction is carefully organized to provide for different developmental levels of children.

EARLY LEARNING STANDARDS

Pennsylvania's Learning Standards for Early Childhood are used to: (1) Inform professionals about curriculum and assessment; (2) Guide the selection of instructional materials and the design of interactions/goal setting; (3) Inform families of appropriate expectations for children; (4) Provide a common framework for community-based birth–grade 3 alignment work.

Standards are focused on the following key learning areas:

- Approaches to Learning through Play – Constructing, Organizing, and Applying Knowledge
- Language and Literacy Development – English Language Arts
- Mathematical Thinking and Expression – Exploring, Processing, and Problem-Solving
- Scientific Thinking and Technology – Exploring, Scientific Inquiry, and Discovery
- Social Studies Thinking – Connecting to Communities
- Creative Thinking and Expression – Communicating through the Arts
- Health, Wellness, and Physical Development – Learning About my Body
- Social and Emotional Development – Student Interpersonal Skills
- Partnerships for Learning – Families, Early Care and Education Programs, and Communities

GUIDING PRINCIPLES

High-quality early care and education programs offer learning opportunities that have a significant impact on the success of all children. A warm, responsive relationship with a highly-trained teaching staff is foundational. It is expected that teachers will intentionally integrate developmental knowledge with the attitudes, skills, and concepts children need to make progress socially and academically. High-quality early care and education programs maintain high developmentally achievable expectations for all children using clear performance standards with a continuous cycle of assessment understood and used by staff, children, and families.



1. High-quality early care and education programs have a significant impact on children's future successes.
2. All children can learn and deserve high expectations that are age, individually, and culturally appropriate.
3. Young children learn best when they are able to construct knowledge through meaningful play, active exploration of the environment, and thoughtfully planned activities.
4. The learning environment for young children should stimulate and engage their curiosity of the world around them and meet their physical and emotional needs so that they feel safe and secure.
5. Language and early literacy development must be supported and integrated throughout all aspects of early care and education programs.
6. Children's learning development and opportunities are supported when their teachers are trained in early childhood development and education, including professional training and ongoing professional development, and are intentional in their relationships and work with children and families.
7. Early care and education programs must address the individual needs of a diverse population of children, e.g., children with special needs, children from diverse cultural backgrounds, children from all socio-economic groups.
8. Early care and education programs are defined by a set of comprehensive standards that maximize a child's growth and development across cognitive and non-cognitive domains.
9. There must be a system of research-based assessments that documents children's growth and development in relationship to a defined set of standards and is used to inform instruction.
10. Children's learning is enhanced when families, schools, and communities work together.

CURRICULUM

The Get Set for School readiness curriculum uses a developmental approach based on the most relevant research about how young children learn best:

- Believes that every child can achieve
- Uses engaging materials that make learning fun
- Breaks difficult concepts into simple tasks

What and How We Teach

Pre-K is a time of rapid growth and development. It's a year of preparation for kindergarten and for future success in school and in life. To achieve, children need to be imaginative, independent, and actively involved in their own learning.

Imaginative

Children learn naturally through everyday experiences with people, places, and things. They are born imitators and scientists who thrive on active, hands-on interaction with the physical world. They learn through play and through physical and sensory experiences.

We want children to be imaginative explorers and believe that teachers and parents support curiosity by what they place in a child's environment. Children play with what's there. Including fun, engaging materials throughout the learning space affect how children feel, what they do, and how they learn. Get Set for School materials accommodate both teacher-directed and student-initiated playful learning, because we know that sparking the imagination leads to a lifelong love of learning.

Independent

We support capable children by how we teach. Much of what Pre-K students learn is incidental—whatever is around them, what they hear and see. We deliberately build familiarity and competency with the music albums that we play for them, the words that we use, and the way in which we use materials and teach lessons.

We also know that children should learn explicitly. Basic readiness skills should be taught systematically. It's not up to children to decide how to read, write, and count. We teach them the way we read and write from top to bottom and left to right. We teach them how to hold a crayon and how to write letters. We teach them key skills to advance their competency and success—so they develop the skills to be independent as they enter school.

Teachers need support to foster independence in children. Our materials provide flexibility for the teacher and offer activities in a developmental sequence. Ensuring mastery of one skill before introducing another builds the competence and confidence children need for independent problem solving.

Involved

Pre-K is social and challenging. Four-year-olds are new to being involved with and caring about others, sharing, waiting a turn, and following the teacher. Some children in every group have personal challenges with these skills.

We use music to encourage inclusive participation and development of social skills alongside important physical skills, language, and early readiness skills. We also promote group play and accessibility so children of different abilities can participate and learn with and from each other. We believe that children who are involved with each other are better able to focus their attention to follow the teacher actively.

Our materials also encourage family involvement to continue learning activities at home. Many activities have take-home components to encourage children to form connections between learning in school and home situations.

Meeting Individual Needs

Skill modeling in different size groups

We know that teacher demonstration and student imitation is essential to Pre-K learning. Throughout the curriculum, children learn on their own as well as with adult demonstration. Activities are structured in whole class, small group, and individually to maximize teaching and learning.

Support English Language Learners

Every lesson in our teacher's guides supports English language learners. Most lessons emphasize hands-on learning with music and/ or movement—elements we know are essential for Pre-K brain development. Other lessons include images associated with the spoken word to foster the language to literacy connection. All of our lessons begin at the introductory level, assuming and requiring no prior knowledge.

Engaging and Child Center Themes

As the year progresses, themes in this early-learning program broaden, and children begin to understand more about the world around them.

Get Set for School addresses each of the learning areas children need to get ready for kindergarten! Each area includes sub-domains so every child can achieve an even deeper level of learning and understanding – and be kindergarten ready!

36 weeks of instruction is divided into 6 content themes.

Unit 1: Get Set for School

Unit 2: My Body

Unit 3: Community & Play

Unit 4: Earth

Unit 5: Machines

Unit 6 Animals

The six-week instructional units give young learners the time they need to practice each new concept, supporting all learning styles and addressing Pre-K's special social-emotional needs.

STUDENT BEHAVIOR IN THE EARLY LEARNING ACADEMY

Positive Behavior Instruction Support Program (PBIS)

The PBIS program is a behavior management program, which encourages the students to demonstrate positive behaviors during the school day and beyond. School-wide expectations have been established that we feel the ELA/KA students can work toward achieving. Our goals for the children are: Be Respectful, Be Responsible, and Be Safe in the following areas: Classroom, Cafeteria, Lavatories, Hallways, Playground/Recess, and on the Bus. The program is instructional in nature, beginning with classroom lessons, modeling, and consistent expectations. As the year progresses, staff members will reinforce positive behaviors by presenting students with K Coins. These small reward tokens are visible reminders to the children that they are making good choices. If a student does not meet the behavioral expectations there are appropriate consequences based on the level of the behavior (ranging from a verbal reminder, time out, or meeting with principal/parents).

Discipline and Early Learners

Teachers facilitate the development of self-control in children by using positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to a more acceptable activity and setting clear limits. Children are provided with many opportunities to develop social skills such as cooperation and respect for the feelings of others. Instructors encourage and facilitate the development of these positive social skills at all times. Children are praised for their smallest accomplishments and encouraged to feel increasingly competent and in control of themselves. The schedule and the classroom environment will be arranged to meet the individual needs of children. There will be a variety of activities, materials and equipment to help minimize conflict. Children learn self-control when adults treat them with dignity and use discipline techniques that include:

- Valuing mistakes as learning opportunities
- Redirecting children to more acceptable behavior
- Listening when children talk about their feelings and frustrations
- Guiding children to resolve conflicts and modeling skills that help children solve problems
- Patiently reminding children of rules and their rationale as needed
- Independently allowing them to explore and learn through their environment
- Allow children time to work through their emotions in a quiet space.

Suspension and Expulsion and Early Learners

Interboro School District focuses on fostering social emotional development and responding to challenging behaviors by incorporating positive discipline practices before ever considering expulsion or suspension from the early childhood program.

In an effort to prevent expulsion and suspension of children, Interboro School District adopts the following, in policy and practice and in a consistent and non-discriminatory manner:

- Use developmentally appropriate practices that provide for stimulating and interactive learning environments, diversity, age-appropriate expectations, small group activities, teachable moments and knowledge of research-based evidence and best practices in child development, early learning and education.
- Invest in professional development, training and education to ensure educators have the competencies to support children's social and emotional health.
- Develop and implement classroom schedules that meet the needs of the children.
- Adapt learning environments to promote healthy social interactions with others.
- Develop healthy and nurturing relationships with children.
- Develop strong partnerships and relationships with parents.
- Develop and implement classroom expectations that are developmentally appropriate, clear and consistent.
- Provide family engagement opportunities.
- Ensure fairness and equity.

Prior to the expulsion of any child from this program, Interboro School District administrators will follow these guidelines:

- Identify and engage mental and behavioral health consultants and community resources after obtaining parent permission.
- Reduce the number of days or amount of time in care for a specified amount of time.
- Conference with parents to discuss positive behavior interventions and development of goals.
- Document efforts to prevent and reduce expulsion.
- Provide reasonable accommodations.

Interboro School District limits expulsion, suspension, or other exclusionary discipline; and these exclusionary measures are used only as a last resort in extraordinary circumstances where there is a determination of a serious safety threat that cannot otherwise be reduced or eliminated by the provision of reasonable modifications. Interboro School District administrators will assist the family in accessing services and an alternative placement when an extraordinary case arises.

Interboro School District's discipline policies comply with Federal civil rights laws. Should a situation arise where there is documented evidence that all possible interventions and supports recommended by a qualified professional, such as an early childhood mental health consultant, have been exhausted – and it is unanimously determined by the family, teacher, program, and other service providers that another setting is more appropriate for the well-being of the child in question – all parties, including the receiving program, will work together to develop a seamless transition plan and use that plan to implement a smooth transition.

SAMPLE DAILY SCHEDULE

Interboro Early Learning Academy Schedule

9:00 - 9:10 Arrival

9:10- 9:30 Breakfast

9:30-9:40 Bathroom

9:40-10:00 Morning Meeting/ Number Corner

10:00-10:20 Morning Recess

10:20 - 11:20 Centers

11:20 - 11: 40 Heggerty (Phonemic Awareness)

11:40 - 12:00 Second Step (Social Emotional)

12:00-12:15 Brain Break

12:15-12:40: Lunch

12:40- 12:55 Story Time/Quiet Time

12:55-1:25: Music/PE/STEM

1:25 - 1:55 Centers

1:55 - 2:25 Recess

2:25 - 2:40 Snack

2:40-3:00 Pack/ Dismissal

ASSESSMENTS

1. Interboro's PKC staff utilizes **GOLDFinch** to track students' growth throughout the school year. Progress is shared with families at pre-determined points during the school year.
 - a. Weekly **5-minute game-based assessments** to help educators understand what students know.



- b. Teachers also conduct weekly **observational assessments** to monitor developmentally appropriate skills and behaviors throughout the school year.

Classroom Rules, Routines and Materials

Matt Peters

Emerging to 3

Emerging to 4

Emerging to 5

By 5

Can Matt independently follow classroom rules and routines, including signals to transition from one activity to another?

No

Yes

DEVELOPMENTAL SCREENING

The Interboro Early Learning Academy must complete a developmental screening on all children within 45 calendar days of the child's first day in the classroom setting. Interboro uses the Ages and

Stages (ASQ) Questionnaires. These trusted screeners are used in a wide variety of early childhood settings to take a snapshot of your child's current skills.

- **ASQ-3** is a questionnaire to understand your child's development. The five important areas of development that the ASQ-3 questionnaire looks at are:
 - Communication: Your child's language skills, both what your child understands and what he or she can say.
 - Gross Motor: How your child uses their arms and legs and other large muscles for sitting, crawling, walking, running, and other activities.
 - Fine Motor: Your child's hand and finger movement and coordination.
 - Problem Solving: How your child plays with toys and solves problems.
 - Personal-Social: Your child's self-help skills and interactions with others.
- **ASQ:SE-2** is a questionnaire that focuses on social-emotional development. Here are the seven important areas of development that the ASQ:SE-2 questionnaire looks at:
 - Autonomy: Your child's ability or willingness to self-initiate or respond without guidance (moving to independence).
 - Compliance: Your child's ability or willingness to conform to the direction of others and follow rules.
 - Adaptive functioning: Your child's success or ability to cope with bodily needs (sleeping, eating, toileting, safety).
 - Self-regulation: Your child's ability or willingness to calm or settle down or adjust to physiological or environmental conditions or stimulation.
 - Affect: Your child's ability or willingness to demonstrate their own feelings and empathy for others.
 - Interaction: Your child's ability or willingness to respond to or initiate social responses with parents, other adults, and peers.
 - Social-communication: Your child's ability or willingness to interact with others by responding to or initiating verbal or nonverbal signals to indicate interests, needs, or feelings.

EXPECTATION OF REGULAR SCHOOL ATTENDANCE

Once your child is enrolled in the Interboro Early Learning Academy, daily attendance is required. This program is building the foundation for your child's school career and every day is important. The Early Learning Academy strictly adheres to the District's Attendance /Tardiness policy as well as Pennsylvania PreK Counts program requirements.

PROGRAM SCHEDULE

Children enrolled in PreK Counts are expected to attend five (5) days per week and remain in the program for the full instructional day from 9:00 AM – 3:00 PM, except when an excused absence, approved late arrival, or approved early dismissal applies.

ARRIVAL AND DISMISSAL

Children should arrive on time and be ready to begin the instructional day at 9:00 AM.

Parents/guardians are responsible for ensuring that their child attends regularly and arrives on time.

Frequent lateness or early dismissal to school disrupts the schedule and routine of the day, not only for your child, but also his/her peers. Please help your child get the most out of their school day by arriving on time and remaining present for the full day.

Medical appointments and other unavoidable circumstances should be scheduled outside PreK Counts hours whenever reasonably possible.

IMPORTANCE OF REGULAR ATTENDANCE

Any student absence is considered unexcused until documentation is provided to the school district electronically via the district website or in person in the main office.

Children enrolled in Pre-K Counts are allowed a maximum of 10 unexcused absence days during the Pre-K Counts school year. *Therefore, it is crucial that students attend school every day.*

Reporting Absences

It is expected that parents will notify the school of a student's absence. If the school is not notified that a student will be absent, the district will inform you that your child is not in school.

The school district is responsible for monitoring records of the attendance of students. All absences shall be considered unlawful/unexcused until a documented excuse explaining the reasons for the absences has been presented to school personnel. Parents/Guardians must submit such excuses within three calendar days of the student's absence. Failure to do so within the specified period may result in that absence being permanently counted as unlawful/unexcused. Parents are required to submit absence notes electronically via the [website](#). Absences will only be considered excused when an electronic note is submitted to the school. An official doctor's note (may be faxed or emailed to the main office) is required after 3 consecutive days absent.

Excused absences are defined as those absences when a student is prevented from attending for physical/mental health or other urgent reasons. These can be further defined as illness, family emergency, death of a family member, health or dental appointments, fire, natural disaster, or other extenuating circumstances deemed as excused by the program.

Unexcused absences are any absences that are not included in the above definition of excused absences.

Vacations and Extended Personal Travel

It is crucial that students attend school each and every day; please make every attempt to schedule family vacations during holiday breaks or summer recess.

Per the [Interboro School District Policy 204](#), all non-educational field trips are considered unexcused regardless of the activities involved in the trip. The district is not in the position of overseeing family vacations or evaluating the educational nature of a family trip.

PARENTAL NOTIFICATION OF ABSENCE AND CONSEQUENCES

Consistent contact is made to parents/ guardians to keep you informed of the days and minutes your child has been late or absent. Parent meetings will be held to address chronic attendance concerns. The Early Learning Academy will work with the family to identify barriers to regular attendance.

- **3 days excused/unexcused absence** – letter to parent/guardian mailed home.

- **6 days excused/unexcused absence** – letter to parent/guardian mailed home, phone call to parent/guardian
- **8 days unexcused absences** – parent/guardian meets with the SAIP team to discuss absences and determine ways to support the child's attendance in the school
- **10 days excused or unexcused** – letter home stating student is required to have a doctor's note for each day absent; parent/guardian meets with the SAIP team; possible Superintendent level meeting.

10-DAY UNEXCUSED ABSENCE POLICY

Children enrolled in PreK Counts are allowed a maximum of ten (10) unexcused absence days during the PreK Counts school year.

Reaching 10 days of absence will result in an administrative review of the child's attendance. Families who have not responded to program outreach and support must be dismissed from the Pennsylvania Pre-K Counts classroom and replaced with an eligible child. Any decision regarding continued enrollment will be handled in accordance with current Pennsylvania Pre-K Counts requirements and applicable program policies.

LATENESS AND EARLY DISMISSALS

Students are expected to be in their classroom by 9:10 AM. If your child is late for school (arriving after 9:10 AM.), an adult must sign him/her in at the front office. Parents are not permitted to drop off late their child without signing them in at the main office.

Cumulative lateness will be calculated as of 9:11 AM.

We are very concerned with students that habitually arrive late to school. Not only does chronic tardiness negatively impact a student's learning, but instruction is disrupted when students enter class late. Habitual lateness may be subject to disenrollment from the PreK Counts program. If your child's lateness becomes chronic, you will be in violation of the Interboro School District's Attendance Policy.

The following conditions constitute reasonable causes for lateness to school:

1. Illness with doctor's or dentist's visit with a doctor's note
2. Required court attendance (note/documentation as proof).

PARENTAL NOTIFICATION OF LATENESS AND CONSEQUENCES

- **30 cumulative minutes or 6 days late notification** – letter with the school office/ (optional) School Attendance Improvement Plan conference with the social worker.
- **60 cumulative minutes or 12 days late notification** –letter sent home and School Attendance Improvement Plan conference will take place at the school. A plan will be developed by the team.
- *Additional lateness may result in disenrollment from PreK Counts.*

Leaving Before the End of the School Day

- For a student that must leave prior to the end of the school day, the online form must be completed by the parent. It is the principal's responsibility to make decisions on such requests. No PreK student may leave the building unescorted. It is the parent/guardian's responsibility to sign out the student in the main office. A student being transported by an adult other than the custodial adult must give prior written notice to the principal. Any person picking up a student will be asked to present a photo ID to ensure the safety of the student.

INCLEMENT WEATHER

Inclement weather may cause the school to have a delayed opening. The School Messenger phone call system will be used by the Interboro School District to inform families of late openings or school closings due to inclement weather. Please inform the school office of changes in phone numbers, so that you receive these important calls. ***In the event of a 2-hour delay, Pre-K will begin at 10:30AM NOT 11:00 AM.**

It is also important that your child is dressed appropriately for the weather. Rain and snow gear is essential. To alleviate the frustration with boots, we suggest the following: If the boots fit but the shoes do not slide, cover the shoes with plastic bags and then slide them into the boots. If the shoes do not fit inside the boots then you may want to have your child carry their sneakers in a plastic bag or in their backpack.

Decisions regarding outdoor gross motor time are made on a daily basis based on temperature, precipitation, and playground conditions. Please have your child prepared each day with appropriate outerwear.

CUSTODY INFORMATION

When parents/guardians share custody, it is important for the District to know the details of the parents/guardians arrangements for the safety of the student(s) and to avoid disruption of the education environment. Accordingly, it is necessary for parents/guardians who share physical and/or legal custody of students to adhere to the following guidelines. These guidelines are general and will be applied as such; the District recognizes that each situation may have nuances.

- The District must follow any custody and other court orders (including PFAs) that are in effect but does not receive them from the court. Therefore, parents/guardians must promptly provide the District with any and all temporary and judicial custody and other orders that impact the school/student, including updates when new orders are issued. The District cannot implement the terms of an order if it does not have the order.
- Unless parental rights have been terminated by a court, or a court order states otherwise, both parents are entitled to receive information about their student(s), attend meetings with the District, and are considered by the District to have the right to make decisions about their student(s)'s education. The District cannot unilaterally exclude a parent at the request of the other parent.

- Please notify the District of the name of the other parent upon registration, and contact information, if known. If the other parent's rights have been terminated, please provide a copy of that order. A person who claims to be a parent but is not named in the District's records, must provide information showing they are the parents of the student.
- Stepparents and other relatives are not entitled to information about a student's education unless permission is given by a parent, or a court order states otherwise.
- School-related issues that are not addressed in a custody or other order will be decided by the District in accordance with its policies, rules and practices.
- Bus stops, bus routes and other transportation related matters will be decided by the District and will align with applicable federal, state and local laws, and District policies and practices. After providing notice, the District may exclude a student from District transportation where parents/guardians fail or refuse to comply with District arranged transportation, including but not limited to pick up and drop off times and procedures, bus stops, bus safety, and/or the Transportation Handbook.
- Please refer to the **Communications flowchart on page 8** regarding to whom concerns should be addressed, as determined by the subject of the concern. Generally, so that administrators and staff can focus on students, we ask that parents limit calls and emails as much as possible, and only as absolutely necessary. Daily "check-ins" are strongly discouraged unless the student is having issues. If communications are deemed excessive by the District, parent(s) may be assigned to communicate with the District through one administrator for all communications and concerns. The administrator will endeavor to respond as promptly as possible.

FIELD TRIPS GUIDELINES FOR PARENTS

Chaperones: Field trip chaperones must have the required clearances on file prior to the trip.

- PA State background check (Act 34) *
- FBI Criminal (Act 114) – Required if you have not lived in PA for the past 10 consecutive years.
- Childline (Act 151) *
- *No fee to obtain these volunteer clearances.
- Clearances must be turned in at least two weeks before the field trip takes place.
- [Volunteer Clearances](#)

Before the Trip

Complete and return the signed permission form by the required deadline.
 Ensure emergency contact information is current and accurate in HAC.
 Review the trip itinerary and expectations with your child.

Day of the Trip

Students should arrive at school on time. Late arrivals may miss the departure.
 Dress your child appropriately for the weather and planned activities.
 Wear comfortable shoes suitable for walking.
 Label personal belongings with your child's name.
 Send only approved items as listed by the teacher or school.

Food and Snacks

Provide a packed lunch and water bottle if requested.
 Avoid sending foods that may create allergy concerns for other students.
 Do not send glass containers or items requiring refrigeration unless approved.

Student Conduct Expectations

Students must follow school rules and always demonstrate respectful behavior.
Students may be excluded from trips due to behavior.
Students are expected to remain with their assigned group and chaperone.
Cell phone use must follow school policy.
Students should respect the property, exhibits, staff, and visitors at the destination.

Parent Chaperones

Must have clearances on file with the district.
Parents must travel on the bus with the students to and from the trip.
Follow all school and field trip procedures.
Supervise assigned students at all times.
Maintain confidentiality regarding student information.
Refrain from bringing additional children.
Support school staff in promoting a safe and positive experience.

Health and Safety

Emergency medications must be submitted according to school policy.
Students should report any illness or injury immediately to a teacher or chaperone.
Parents will be contacted if an emergency arises during the trip.

Trip Changes or Cancellations

Field trips may be postponed or canceled due to weather, safety concerns, or unforeseen circumstances.
Parents will be notified as soon as possible regarding any changes.

Children are NOT PERMITTED to leave a field trip for any reason. All students and chaperones must return to school on the bus. All students are required to stay in school until the end of the day when returning from a class trip. Students are not permitted to be signed out early.

IMPORTANT DRESS REQUIREMENTS

FOOTWEAR: Pre-K Students must wear SNEAKERS only.

BATHROOM ACCIDENTS/CHANGE OF CLOTHES

A change of clothes is required for each child (pants, top, underwear) in case of a bathroom accident, school yard or lunchroom mishap. Please label these clothes items and secure in a large Ziploc bag. They will be kept in the classroom and returned at the end of the year if not used. ***If your child is given a change of clothes from the nurse please return them the next day***

LOST AND FOUND

"Lost and found" items are kept in a designated location within each school building. If your child has lost an item, please have him/her check with the main office. Parents should place their child's name on all items of clothing and other items that could get lost. School is not responsible for any lost items.

At the end of every month, all lost and found items will be bagged and donated to a local, charitable organization. Parents and students can visit the lost and found at designed times determined by the school. You will be notified of this in the weekly Smore. Any prescription glasses will be removed and held by the school nurse. A photograph of the available glasses will also be provided in the weekly Smore. Please contact your school nurse if you believe the pair belongs to your child.

Please write your child's name on all clothing items to ensure misplaced items are returned to the student.

MONEY, VALUABLES AND OTHER OBJECTS

Money, valuables, and other objects such as electronic devices, video games, etc. should not be brought to school unless there is a definite need that is specifically related to the school program. Under no circumstances should money be left in school. In the past, children who have left money in their desks, coats, etc. have had the unfortunate experience of having it lost or stolen. Teachers are not responsible for the care taking of any items of value.

DROP OFF/PICK-UP

Drop Off

Walkers/Car Riders will enter through the side door on 10th Avenue. Our doors open at 9:00am. Doors will close promptly at 9:10 am. Any student arriving after 9:10am is considered late and must be walked into the administration building through the front doors and will be buzzed into the KA office staff to sign in and walk your child to the main office to be signed in. Once your child is signed in office staff will ensure that each child gets to his/her classroom.

- **Park and Walk:** If your child needs assistance exiting the car, you will need to park (short term) on surrounding streets and walk child to the side door. Please do not block driveways or turning lanes. Comply with the crossing guard's directions. Cross your child safely to the side door.
- **Car Loop: (Patience Required*)**
 - Forms curbside on right lane of 10th Avenue
 - Enter Car Loop. Stay to right (close to curb).
 - **Student must be able to exit car independently.**
 - **Parents must stay in their car.**
 - Children exit from right side of car only.
 - Pull up to curb to discharge your child to a staff member.
 - Merge safely into traffic.
 - **Doors must close promptly at 9:10.**
 - Late arrivals must be signed in at the main office.

Departure

Walkers and car riders will depart from one of two exits AS ASSIGNED (10th Avenue Main Door (Redfern & Harkness) or 9th Avenue Door by the Playground (Murray & Brennan). Please park on neighboring streets and walk to the door. You may park (short term) in a single line in the car loop. **Do not park in the cross walks**

or X boxes. **You must wait outside the doors for your child.** Staff members will dismiss each child as the children are lined up in the hallways close to the doors. The Dismissal ID tag must be shown in order for your child to be released. No child will be released without a dismissal tag. This is for your child's safety. Proof of identification will be required in the school office before any student is dismissed without a Dismissal ID tag.

General School Nursing Services/Information

Injury/Illness

Illnesses and accidents occurring at home are not the responsibility of the school and should be referred to your family physician. When a student becomes ill or injured during school hours, per school procedure:

- For students in Grades PreK, contact will be made with the parent/guardian or authorized emergency contact who is required to pick up and sign out the child or make arrangements for them to be picked up.



Healthy Habits to Stay Well and Prevent Spreading Germs

- WASH YOUR HANDS OFTEN with soap and water, especially after coughing, sneezing, or blowing your nose.
- Avoid touching your eyes, nose, or mouth to help prevent the spread of viruses.
- Don't share food, utensils, beverages, or anything that might be contaminated with germs.
- Try to avoid close contact with sick people.
- Stay home when sick, especially with flu-like symptoms of fever and cough. Stay home for at least 24 hours after being fever free without the use of fever reducing medicine.
- Cover your nose and mouth with a tissue when you cough or sneeze. Throw the tissue in the trash and wash your hands.
- Cough and sneeze into your sleeve or elbow instead of your hands if you don't have a tissue.
- Clean surfaces that may be contaminated with germs using household disinfectant cleaners.
- Recommend a flu vaccine every year to help prevent seasonal flu.

Communicable Diseases

The Board authorizes that students who have been diagnosed by a physician or are suspected of having a disease by the school nurse shall be excluded from school for the period indicated by regulations of the Department of Health for certain specified diseases and infectious conditions. [[Interboro School Board](#)

[Policy 203 – Immunizations and Communicable Diseases](#)]

All cases of contagious or communicable diseases must be reported to the school nurse.

Emergency Information Policy

Each year, parents/guardians are required to complete an Emergency Information Card. The information on this card is used to contact parents/guardians in case of emergency or illness. It is also used to note medical conditions and give permission for certain medications to be administered (Tylenol, Tums, etc.).

Please note: the information that parents/guardians provide on this card does not automatically update the information in the Home Access Center (HAC) Account. Parents/guardians must log on to their HAC account to make any changes to their email address or phone number. To make changes to a mailing address, parents/guardians must contact the Administration Building and provide verification of residency. If you need additional help with this, please contact your school office.

[Link for updating HAC](#)

Mandated Health Screenings, Exams, and Immunizations

Physical and oral health are important to children's school readiness. According to the Early Periodic Screening, Diagnostic and Treatment Program (EPSDT), all four-year-old and five-year-old children should have an annual well child check and a dental exam. Pennsylvania Pre-K Counts providers must ensure all children have the opportunity to receive recommended vision, hearing, and health screenings. To meet this requirement, Interboro School District will:

- Communicate to families about the importance of early screening;
- Collect evidence from families regarding screenings that have occurred within 180 days of the recommended screening timeframes;

In cases where screenings have not occurred, Interboro SD must provide timely opportunities for enrolled children to receive screenings. Programs must communicate screening results with families and support follow up as needed.

The school nurse or medical technician will administer to each student at intervals established by the state, vision screenings, hearing screenings, scoliosis, and height and weight measurements. Height and weight measurements shall be used to calculate the student's weight-for-height ratio (B.M.I.- Body Mass Index).

Where it appears to school health officials or teachers that a student deviates from normal growth and development, or where school examinations reveal conditions requiring health or dental care, the parent/guardian will be informed; and a recommendation will be made that the parent/guardian consult a private physician or dentist. The parent/guardian is required to report to the school the action taken subsequent to such notification.

Parents/Guardians of students who are to receive physical and dental examinations or screenings will be notified. The notice will include the date and location of the examination or screening and notice that the parent/guardian may attend or may have the examination or screening conducted privately at the parent's/guardian's expense. Such a statement may also include notification that the student may be exempted from such examination or screening if it is contrary to the parent's/guardian's religious beliefs. [**Interboro**

School Board Policy 209]

Dental Program - SMILES Program

With this in-school program, dental care is usually at no cost to you. All insurance is accepted including Medicaid and CHIP. A low-cost self-pay option is available for those without insurance. Appointments will be during the school day and parents do not have to be present. Online forms or the paperwork sent home with your student needs to be completed approximately two weeks before the date of the visit.

Our in-school dental program saves you time and provides a safe and comfortable place for your child to receive gentle dental care from licensed local professionals. Dental care includes a complete dental exam, x-rays, cleaning, fluoride, and sealants when necessary, and in some cases, restorative care such as fillings.

Help keep your child healthy, in school and learning.

Required Immunizations

It is vital that all children receive recommended vaccinations on time and get caught up if they are behind as a result of the pandemic. Routine vaccination prevents illnesses that lead to unnecessary medical visits, additional outbreaks of vaccine-preventable diseases, hospitalizations, and further strain on schools, families, and health care systems.

All students must be compliant with current vaccine requirements on the first day of school or have a written and signed plan from your physician for completion if not medically appropriate at this time.

If your child participates in a virtual setting throughout the school, their immunizations must remain up to date for them to participate in any in person activities or events (for example: dances, sports, clubs, proms, graduation, etc.)

A certificate of immunization (showing the dates the child was immunized) must be maintained as part of the health record for each student, as required by the Pennsylvania Department of Health.

Children entering the Early Learning Academy need the following vaccines:

- 3 doses of tetanus, diphtheria, and acellular pertussis
- 3 doses of polio
- 1 dose of measles, mumps, rubella***
- 3 doses of hepatitis B
- 1 dose of varicella (chickenpox) or evidence of immunity

To learn more about required immunizations, please visit the [PA Department of Health Website](#).

Guidelines for the Administration of Medication During School Hours

The Interboro School District recognizes that parents have the primary responsibility for the health of their children. Although the district strongly recommends that medication be given in the home, it realizes that the health of some children requires that they receive medication in school.

Parents should confer with the child's physician to arrange medication time intervals to avoid school hours whenever possible. When medication must be given during school hours, certain procedures must be followed.

Please Note: These Guidelines apply to both PRESCRIPTION and NON-PRESCRIPTION Medications.

Guidelines:

1. The parent and the child's physician/licensed health care provider must complete the Interboro School District [Medication Form](#). Any change in dosage or medication must be accompanied by a physician's note.
2. Any medication to be given during school hours must be delivered directly to the school nurse, the school principal, or his or her designee by the parent or a responsible adult. The medication must be brought to school in the original pharmaceutical dispensed and properly labeled container. Prescription and non-prescription medication will be kept in a locked container in the nurse's office.

3. **Medication may NOT be carried by students during the school day or during school sponsored activities unless it is categorized as an Emergency Medication** as described in the next section—“Student Self-Administration of Emergency Medications”.
4. A medication log will be kept for any child receiving medication during school hours.

Student Self-Administration of Emergency Medications

(such as: *Epinephrine AutoInjectors, Asthma Inhalers, Insulin*)

The Board shall permit students in district schools to possess asthma inhalers and epinephrine autoinjectors and to self-administer the prescribed medication in compliance with state law and Board policy [**Interboro School Board Policy 210.1**].

Definitions:

- *Asthma inhaler* shall mean a prescribed device used for self-administration of short-acting, metered doses of prescribed medication to treat an acute asthma attack.
- *Epinephrine auto-injector* shall mean a prescribed disposable drug delivery system designed for the self-administration of epinephrine to provide rapid first aid for persons suffering the effects of anaphylaxis.
- *Self-administration* shall mean a student’s use of medication in accordance with a prescription or written instructions from a licensed physician, certified registered nurse practitioner or physician assistant.

Guidelines:

Before a student may possess or use an asthma inhaler or epinephrine auto-injector in the school setting, the Board shall require the following:

1. A written request from the parent/guardian that the school complies with the order of the licensed physician, certified registered nurse practitioner or physician assistant.
2. A written statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.
3. A written statement from a licensed physician, certified registered nurse practitioner or physician assistant that states:
 - a. Name of the drug.
 - b. Prescribed dosage.
 - c. Time medication is to be taken.
 - d. Length of time medication is prescribed.
 - e. Diagnosis or reason medication is needed, unless confidential.
 - f. Potential serious reaction or side effects of medication.

- g. Emergency response.
- h. If a child is qualified and able to self-administer the medication.

Medical Assistive Devices: Medical Assistive devices such as crutches, walkers, canes, etc. must be prescribed by a physician and provided by the family/student.

Elevator Access: Students who are unable to use the stairs should report to the main office with a doctor's note. Depending on Elevator availability, students will be given directions on access.

Restroom Availability: Individual restrooms are located in the nurse's office and other areas designated in each building for use by any student desiring a greater amount of privacy than the public restrooms afford. Administrative approval is required. Please contact your child's school nurse if needed.

Concussion Management

The Interboro School Board recognizes the importance of ensuring that students diagnosed with concussions have proper care for Returning to Learn and to Play. This policy has been developed to provide guidance for prevention, detection and treatment of concussions sustained by students while participating in school and activities. [[Interboro School Board Policy 123.1](#)]

Return to Learn Process: The Return to Learn (RTL) process is the method for reintroducing students who have sustained a concussion back into the classroom setting.

1. The students do not need to be 100% symptom free when Returning to Learn (RTL) as long as symptoms are tolerable and manageable.
2. If the symptoms prevent the student from concentrating on mental activity for even up to ten (10) minutes at a time, rest is required.
3. The guardians and school should decide together the level of academic adjustment needed at school depending upon the type and severity of the symptoms present and the times of day when the student feels better or worse. Ultimately, the guardian and the doctor will determine when the student returns to class.

Academic Adjustments

1. Depending on the severity of the concussion, the student may receive academic adjustments based on their diagnosis from a doctor.
2. Another type of adjustment is cutting back the amount of work for the student both in-class work and at-home homework.

To learn more about the Return to Learn Concussion process, please review the [Interboro School District Return to Learn Concussion Protocol](#).

If the student is still receiving academic adjustments of any kind due to the presence of any symptoms, they cannot be considered symptom-free. Therefore, a successful Return to Learn (RTL) is necessary before approval for Return to Play (RTP). Please review the Interboro School District Athletic Handbook to learn more about Return to Play.

Accident Insurance: A group student accident program is offered at the beginning of each year. Parents will receive information about the program through your child. If you have any questions, please contact the school nurse. You can access the application and acquire more information [HERE](#).

When to Keep a Sick Child Home from School

Please keep the school office up to date with current phone numbers so you or alternate contact can be reached if your child becomes ill or injured at school. This information can also be updated in the HAC.

The following information may help you decide when to keep your child at home. "Child" refers to all school-aged children including adolescents. This information does not take the place of consulting a medical provider. See below for "When to contact a medical provider."

Differences Between Common Colds and the Flu			
COMMON COLD The common cold is a contagious upper respiratory infection caused by cold viruses. It is the most frequent childhood illness. Symptoms can last 7 to 14 days. A child with no fever, mild symptoms and otherwise feeling well may be fine at school.		FLU (INFLUENZA) The flu is a highly contagious respiratory illness caused by influenza viruses and can cause mild to severe illness. A person with influenza can be contagious up to one week after symptoms appear. Children are one of the biggest sources for spreading the flu. To help decrease the spread of regular seasonal flu and novel H1N1 flu:	
<u>WHEN TO KEEP A CHILD HOME FROM SCHOOL:</u> A child with heavy cold symptoms such as deep or uncontrollable coughing or significant lack of energy belongs at home even without a fever. See additional information on fever, sore throat, and influenza.		<u>WHEN TO KEEP A CHILD HOME FROM SCHOOL:</u> A child with flu-like illness (fever and cough) must stay home from school for at least 24 hours after they no longer have a fever or signs of a fever, without the use of fever-reducing medicine. A fever is defined as a temperature of 100°F or higher. If symptoms occur while at school, the student must be picked up as soon as possible to go home. Contact a medical provider with severe symptoms, if the ill person is pregnant or has a chronic medical condition that could make them vulnerable to influenza complications.	
Symptoms	Usually come on gradually	Symptoms	Usually come on quickly
Fever	Rare in adults and older children, but can be as high as 102°F in infants and small children	Fever	Typically, as high as 102°F, but can rise to 104°F and usually lasts 3 to 4 days
Cough	Mild, hacking cough	Cough	Often, can be severe
Headache	Rare	Headache	Sudden onset, can be severe
Muscle aches	Mild	Muscle aches	Usual, can be severe
Tiredness/ weakness	Mild	Tiredness/ weakness	Can last 2 or more weeks

Extreme exhaustion	Never	Extreme exhaustion	Sudden onset, can be severe
Vomiting/diarrhea	Never	Vomiting/diarrhea	Sometimes
Runny Nose	Often	Runny Nose	Sometimes
Sneezing	Often	Sneezing	Sometimes
Sore Throat	Often	Sore Throat	Sometimes

COUGH: A mild hacking cough often starts after the first few days of a common cold. A child with mild symptoms, no fever and otherwise feeling well may be fine at school.

WHEN TO KEEP A CHILD HOME FROM SCHOOL: A child with deep or uncontrollable coughing belongs at home even without a fever. **A child with a cough and fever must stay home from school for at least 24 hours after they no longer have a fever or signs of a fever, without the use of fever reducing medicine.**

DIARRHEA/VOMITING:

WHEN TO KEEP A CHILD HOME FROM SCHOOL: Vomiting due to illness/unknown cause, based on school nurse's assessment/recommendation, must remain home for 24 hours symptom free without use of medication.

EARACHE: Consult a medical provider for earaches. Ear infections may require medical treatment.

WHEN TO KEEP A CHILD HOME FROM SCHOOL: A child should stay at home until they are pain-free.

FEVER: Fevers are a common symptom of viral and bacterial infection. Children are likely to be contagious to others when they have a fever. If there is no thermometer, feel their skin with your hand - if it is much warmer than usual, they probably have a fever. Please do not give your child fever reducing medicine and then send them to school. The medicine will wear off, the fever will probably return, and you would need to pick them up anyway.

WHEN TO KEEP A CHILD HOME FROM SCHOOL: Any child with a fever of 100F or higher should not attend school and should not return until they have been fever-free for 24 hours. A child with flu-like illnesses (fever and a cough) must stay home from school for at least 24 hours after they no longer have a fever or signs of a fever, without the use of fever-reducing medicine.

FREQUENT SYMPTOMS: Sometimes children pretend or exaggerate illness in order to stay home. However, frequent complaints of tummy aches, headaches and other symptoms may be a physical sign that a child is feeling emotionally stressed, a common experience even in children. Consult a medical provider to evaluate symptoms. Stress-based complaints cause some children to unnecessarily miss a great deal of school. It is important to check often with your children about how things are going. Share concerns with school staff so they can provide support for you and your child to help make attending school a positive experience.

HEADACHES: A child whose only complaint is a mild headache usually does not need to stay home from school. Complaints of frequent or more severe headaches should be evaluated by a medical provider, including vision exams if needed.

WHEN TO KEEP A CHILD HOME FROM SCHOOL: A child with a significant headache belongs at home until feeling better.

PINK EYE (Conjunctivitis): is a common infectious disease of one or both eyes caused by several types of bacteria and viruses. The eye typically appears very red and feels irritated. There may be drainage of mucus and pus or clear liquid. Prescription medication may be needed to treat a bacterial infection. Virus-caused pink eye will not need antibiotic treatment.

WHEN TO KEEP A CHILD HOME FROM SCHOOL: A child with the above symptoms should be kept at home until evaluated by a medical provider and return to school with or without treatment depending on the diagnosis.

RASHES: A rash may be one of the first signs of a contagious childhood illness such as chickenpox. Rashes may cover the entire body or be in only one area and are most contagious in the early stages.
WHEN TO KEEP A CHILD HOME FROM SCHOOL: Do not send a child with a rash to school until a medical provider has said it is safe to do so – especially with additional symptoms like itching, fever or appearing ill.

SORE THROAT: A child with a mild sore throat, no fever and otherwise feeling well may be fine to attend school.

WHEN TO KEEP A CHILD HOME FROM SCHOOL: Keep a child at home and contact a medical provider for a severe sore throat and if white spots are seen in the back of the throat, with or without a fever.

STREP THROAT: A significantly sore throat could be strep throat, a contagious illness. Other symptoms may include fever, white spots in the back of the throat, headache and upset stomach. Untreated strep throat can lead to serious complications.

WHEN TO KEEP A CHILD HOME FROM SCHOOL: Keep your child home from school with the above symptoms and contact a medical provider. A child diagnosed with strep throat is no longer infectious and can return to school 24 hours after antibiotic treatment has been started.

STOMACH PAIN: WHEN TO KEEP A CHILD HOME FROM SCHOOL: Consult a medical provider and do not send a child to school with a stomachache that is persistent or severe enough to limit activity. If vomiting or diarrhea occurs, keep the child home until symptom free for 24 hours.

TOOTHACHE: For tooth pain, contact a dentist to have a child evaluated as soon as possible.

WHEN TO KEEP A CHILD HOME FROM SCHOOL: A child with a significant toothache should not attend school until feeling better.

HEAD LICE: Lice are tiny, wingless insects that feed on human blood. Lice spreads from person to person through close contact and by sharing belongings.

WHEN TO KEEP A CHILD HOME FROM SCHOOL: If the child is found to have head lice by at school, they will be sent home at the end of the school day or a parent may pick their child up. A child may return after completing one treatment and having no live lice. If live lice are found upon return, the nurse will communicate a plan with the parent(s). The child will be checked upon return and re-examined on day 7.

WHEN TO CONTACT A MEDICAL PROVIDER:

Be sure to contact a medical provider any time there is concern about a child's health.

• In children, emergency warning signs for flu-like illness that need urgent medical attention include:

- Fast breathing or trouble breathing
- Bluish or gray skin color
- Not drinking enough fluids
- Severe or persistent vomiting
- Not waking up or interacting
- Being so irritable that the child does not want to be held
- Flu-like symptoms improve but then return with fever and worse cough

Other reasons to contact a medical provider include but are not exclusive to:

- When a child looks or acts sick, with or without a fever
- Cold symptoms for longer than 10-14 days or getting sicker or if there is a fever after the first few days
- Chronic coughing; uncontrollable coughing; wheezing
- Rashes; eye drainage; earache; toothache

Please keep the school office up to date with current phone numbers so you or an alternate contact can be reached if your child becomes ill or injured at school. This information can also be updated in the HAC.

Type 1 Diabetes – Fact Sheet

The following is taken from the Pennsylvania Department of Health:

Type 1 Diabetes Information

This type 1 diabetes information was developed pursuant to the Pennsylvania School Code (24 P.S. § 1414.12) and is for school entities and nonpublic schools to provide to parents and guardians of incoming elementary school students and students entering grade six, beginning with the 2025- 2026 School Year.

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease.

Description

Type 1 diabetes usually develops in children and young adults but can occur at any age

- Type 1 diabetes can appear at any age, but it generally appears at two noticeable peaks. The first peak occurs in children between 4 and 7 years old. The second is in children between 10 and 14 years old ([Mayo Clinic](#)).

Type 1 diabetes affects insulin production

- Normally the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life- threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

It is recommended that children displaying warning signs and symptoms associated with type 1 diabetes described below should be screened (tested) for the disease by their health care provider.

Risk Factors

Researchers do not completely understand why some people develop type 1 diabetes and others do not. However, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors might play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired

- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Contact your child's school nurse, school administrator, or health care provider if you have questions.

References

[Centers For Disease Control and Prevention: About Type 1 Diabetes](#)

[Children's Hospital of Philadelphia: Type 1 Diabetes](#)

[Mayo Clinic](#)

[Medline Plus: National Library of Medicine; Type 1 Diabetes](#)

Tick Legislation Guidance

[Act 120 of 2024](#), which amended the Public School Code of 1949 – Health Services, takes effect December 29, 2024 after being enacted into law on October 29, 2024. This amendment requires a school nurse, school physician or designated employee of a school entity to remove a tick from a student in accordance with guidelines issued by the Secretary of Health. After removal, the tick shall:

1. Be preserved for the parent or guardian of the student to send to the Tick Research Lab of Pennsylvania for testing if they choose to do so. The school entity shall provide information to the parent or guardian on how to send the tick to the Tick Research Lab of Pennsylvania; or
2. Be sent directly by the school entity to the Tick Research Lab of Pennsylvania for testing using the free basic panel tick test.

Pertaining to this Act, "school entity" means a school district, intermediate unit, charter school, cyber charter school, regional charter school or area career and technical school.

STUDENT WELLNESS

The Interboro School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, promotion and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

[[**Interboro School Board Policy 246**](#)]

INTERBORO SCHOOL FOOD SERVICE PROGRAM

The [Interboro School Food Service](#) Program is operated by a private food service management company, Nutrition Inc. Nutrition, Inc. makes every effort to provide the most nutritious breakfasts and lunches available to your children. If for some reason you are not pleased with the quality of the food, service, or some other aspect of the program, please contact the Food Service Director at 610-461-6700 Ext 2153.



Breakfast, lunch, and a daily snack will be free to all enrolled PreK students.

Interboro School District has adopted a [Student Wellness Policy](#) in conjunction with Smart Snack Standards. The district has adopted a limited birthday celebration for classrooms. Some examples that can be used to celebrate your child's birthday are pencils, bookmarks, erasers, donate a gift to the classroom on behalf of your child, donate a book to the library, water bottles with birthday labels, etc. Classroom celebrations and holiday parties will abide by the healthy food ideas identified in the nutrition policy.



VISITING THE SCHOOL

Parents, guardians, and visitors are welcome to visit their child's school. We are proud of our schools and the educational programs available to students. The only condition by order of the Board of School Directors is that all parents or other visitors are required to obtain permission from the school office before visiting the building during the hours the school is in session. If parents wish to have a conference with their child's teacher after school, an appointment can be arranged by either writing a note to the teacher or telephoning the school office. Teachers will return your call after or before school hours. Students from other schools, including relatives and friends, are not permitted to visit during school hours.

[**Interboro School Board Policy 907**]

All visitors MUST enter the school building through the main school entrance and report immediately to the main office or other designated sign-in location. Visitors will be asked to present a valid photo ID when visiting the school.

Please see our volunteer policy here: [Volunteer Policy](#)

The Board of School Directors recognize that the services of community volunteers can enrich the educational program, assist teaching staff members in the performance of their duties and enhance the relationship between the school district and the community. The use of community volunteers is endorsed by the Board, subject to legal requirements and administrative procedures.

State and Criminal Check clearances must be on district file in order for you to volunteer in the school building, at a school function or attend a child's field trip. All clearance information can be found on the [Interboro School District website](#). Once clearances are on file, you are permitted to volunteer.

HOMELESSNESS & STUDENT SERVICES

McKinney-Vento Act: Students experiencing homelessness are permitted to attend the school in which they became homeless. [Additional McKinney Vento Act and Policy Information](#).

For assistance and for any questions, please contact:		In-School support: School Social Worker
Homeless Liaison: Rachel Lambert, Director of Student Services Rachel.lambert@interborosd.org 610461-6700 x1140		Glenolden: High School: Norwood: Tinicum: Prospect Park: Early Learning Academy:
		Amy Miller Kim Paulina Kathy McCullen Kathleen Carroll Maura Forte Kathy McCullen

Homeless Liaison Duties and Responsibilities: [251- AR-0](#)

Mandatory Reporting: The Board requires district employees, independent contractors and volunteers to comply with identification and reporting requirements for suspected child abuse, as well as the training requirement for recognition and reporting of child abuse in order to comply with the [Child Protective Services Law](#) and the School Code. [**Interboro School Board Policy 806**]

Title IX Information (Discrimination/Title IX Sexual Harassment Affecting Students):

As per the [Interboro Board of School Directors Code 103:](#)

The Board encourages students and third parties who believe they or others have been subject to discrimination to promptly report such incidents to designated employees, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances.

The Board directs that verbal and written complaints of discrimination shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of discrimination brought pursuant to this policy shall also be reviewed for conduct which may not be proven discriminatory under this policy but merits review and possible action under other Board policies.

Please review the board policy for more information regarding the policy and procedures including information about confidentiality and retaliation.

ANNUAL NOTICE TO PARENTS AND ELIGIBLE STUDENTS OF FERPA RIGHTS



The following information is provided to notify you of your rights and privileges under the [Family Educational Rights and Privacy Act \(FERPA\)](#), a federal law that protects the confidentiality of students' educational records by limiting their disclosure. [FERPA](#) guarantees parents and "eligible students" (students eighteen years of age or older) certain rights, which are described below:

Access to Records: Parents or eligible students have the right to inspect their child's or their own educational records, to receive copies of the records in most cases and to have a school official explain the records if requested. To inspect your child's or your records, contact the Office of Pupil Services & Special Education.

Challenge of Records: Parents or eligible students have the right to request that their educational records be changed if they are inaccurate, misleading or violate student rights and to have a hearing if that request is refused.

Disclosure: FERPA provides that educational records cannot be released without the written consent of the parent or eligible student, except in certain specified instances.

Directory Information: Information, which is labeled "directory information" by a school district, is excluded from FERPA's protection from release and can be released without parental or student consent. In this district, the directory information that is released to the public consists of student names, addresses, phone numbers and birth date. If you do not want some or all of this information about your child released, you may prevent its disclosure by contacting the school district. Please address these requests to the Director of Pupil Services.

Policy: A more detailed explanation of your rights, the procedures to follow, if you want to take advantage of them, and the limitations on the release of records is presented in the School District's FERPA policy statement. You may obtain a copy of this policy by contacting the Director of Pupil Services.

Complaints: If you believe that the School District is not complying with FERPA or not guaranteeing your rights as outlined above, you may file a letter of complaint with the federal office in charge of enforcing the Act at the address below:

FERPA OFFICE
Department of Education
Washington D.C. 20202

TECHNOLOGY GUIDELINES & INTERNET POLICY

Purpose: The Board of Education considers a computer network to be a valuable tool for education and encourages the use of computers and computer-related technology in District classrooms. The district has the ability to enhance students' education through the use of computers on the local area network and the Internet. Students and all District users of this technology have a responsibility to use this educational opportunity properly in accordance with the rules of the district.

Goals: To provide Internet access to help students develop the ability to evaluate and synthesize information from a variety of sources and to enable them to work effectively with communication technology.

Responsibility: With the right of access comes the responsibility to use the resource wisely. Access to computers and people worldwide may mean the appearance of material that is not educationally defensible in a school setting. Monitoring and controlling all such material are impossible; however, we believe the information and interactions made possible by the Internet outweigh the possibility that users may acquire materials that do not support the educational goals of the district. Every effort will be made to discourage the appearance of non-educational material.

Technology Guidelines & Internet Policy: As technology is infused into the education of our students, it is important that there are guidelines, parameters, and rules in order for them to use the equipment correctly. All students will sign an acceptable use policy during new registration or returning registration. For more information regarding personal electronic devices, please refer to the following Interboro School Board Policies:

Policy 815: Acceptable Use Policy which states: While certain types of personal technology are allowable in the district, students and staff bring personal devices on school property at their own risk. The district is not responsible or liable for repair or replacement of personal items, either authorized or unauthorized. All students will sign an [Acceptable Use of Policy](#) agreement through the Returning Student Registration form.

Policy 815.2: District-Issued Personal Learning Device Program: Gives rules for District-Issued devices and families who opt out. Enacted in July 2021, [the new tech agreement](#) outlines potential fees for certain cases of damage or loss. For your student to use an ISD Device, you will need to complete the Technology Equipment Agreement through the New or Returning Student Registration form.

Missing Equipment:

- Missing device chargers will need to be replaced at the cost of the family. The replacement cost is \$20. Requests for replacements can be made through the Technology Helpdesk (techhelp@interborosd.org). Students will not be given a charger until the fee of \$20 is paid.
- Missing devices will need to be replaced at the cost of the family. Replacement device cost varies depending on the device model but will typically cost \$279. Students who have a device missing will be assigned a temporary device, which will not be allowed to be taken home, until the replacement fee is paid.

Contacting Technology Support: Should you encounter any technical issues, please contact techhelp@interborosd.org or call (610) 461-6700 to generate a support request.

An important component of instruction is the opportunities for our teachers to use audio/video conferencing tools to meet with their students. This includes whole group and small group instruction, and individualized instruction.

These tools are free, web-based conferencing platforms for small or large group meetings which will allow our staff to interact more fully with your child(ren) via audio, video, file, and screen sharing.

The tools our teachers will use are COPPA (Children's Online Privacy Protection Act), FERPA (Federal Education Rights and Privacy Act) and HIPAA (Health Insurance Portability and Accountability Act of 1996) compliant.

AUDIO AND VIDEO CONFERENCING INFORMATION

The following are guidelines for audio/video conferencing that may occur throughout the school year. Parents/guardians will confirm their consent for participation in live online video/audio through the completion of a form sent to you through your school with consideration of the following guidelines.

Students will not be required to show their faces during the Zoom sessions, as there will be other ways for students to demonstrate engagement. Video Conferencing Guidelines

Remember that audio/video conferencing during these meetings involves two-way camera and audio. This means that the instructor will be recording the lessons except for teletherapy. They will likely see and hear what is occurring in the home, including what everyone is wearing and what is occurring in the background.

1. Do not record these audio/video conferences or lessons.
2. Maintain the confidentiality of other students. Students, parents, and guardians should be reminded that all individuals participating will likely see and hear what is occurring in the home, including what everyone is wearing and what is in the home.
3. Parents can email their child's teacher after the lesson is completed if they have any questions or concerns. Parents should not interrupt the activity with questions, either through the audio or through emails. Allow the professional to focus on the activity.

Internet Policy Violation: Violation of the Internet will be handled in accordance with the Student Discipline Policy of the Interboro School District.

Inappropriate use of the Internet will be referred immediately to the principal or assistant principal and/or dean. Each incident will be considered individually. Likewise, consequences will depend upon the severity of the situation. Depending on the findings of the investigation, those consequences may include a parent conference, student detention, suspension, police involvement or a Superintendent's hearing.

Derogatory or threatening emails or conversations that are performed at home become the responsibility of the parents/guardians of the children involved. The school advises parents to notify the proper authorities of such occurrences.

[Interboro School District Policy 213]

FAMILY ENGAGEMENT

Purpose

The Board views the education of students as a cooperative effort among the school, parents and family members, and community.

Definition

Parent and Family (Family Member) - these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a PreK Counts program.

Authority

The Board directs the district and each of its schools with a PreK Counts program to:

1. Conduct outreach to all parents and family members.
2. Include parents and family members in development of the district's overall PreK Counts Plan and process for school review and improvement.
3. Include parents and family members in the development of the PreK Counts Parent and Family Engagement Policy.

The district and each of its schools with a PreK Counts program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.

Delegation of Responsibility

The Superintendent or designee shall ensure that the district and its schools with PreK Counts programs provide opportunities for the informed participation of parents and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts shall include:

1. Providing communications in clear and simple language.
2. Posting information for parents and family members on the district's website.
3. Including a telephone number for parents and family members to call with questions.

4. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.
5. Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate.[5]

The building principal and/or PreK Counts staff shall notify parents and family members and provide:

1. An explanation of the PreK Counts program.
2. A set of goals and expectations to be addressed.
3. A description of the services to be provided.
4. A copy of this policy.

Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to:

1. Volunteer in their child's classroom
2. Support their child's learning.
3. Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.

Guidelines

Interboro's PreK Counts program shall hold an annual meeting of parents and family

members at a convenient time, to explain the goals and purposes of PreK Counts programs and to inform them of their right to be involved. Parents and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.

The schools with PreK Counts programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening.

At these meetings, parents and family members shall be provided:

1. Timely information about programs provided under PreK Counts.
2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the academic standards.

3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

To ensure the continuous engagement of parents and family members in the joint development of the PreK Counts Plan and with the school support and improvement process, the district shall:

1. Establish meaningful, ongoing two-way communication between the district, staff and parents and family members.
2. Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences.
3. Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty.
4. Analyze and share the results of the PreK Counts Parent/Family Survey.
5. Host various parent and family nights.
6. Actively recruit parents and family members to participate in school review and improvement planning.
7. Assign district representatives to be available to work collaboratively to transition into PreK and into Kindergarten.

Building Capacity for Parent and Family Engagement

The district shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance through:

1. Providing assistance to parents and family members in understanding the PreK Curriculum and classroom environment.
2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:
3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school.

4. To the extent feasible and appropriate, coordinating and integrating PreK Counts parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their
5. Engage community-based organizations and businesses in parent and family engagement activities.

Coordinating Parent and Family Engagement Strategies

The district shall coordinate and integrate PreK Counts parent and family engagement strategies with other parent and family engagement strategies required by federal, state, and local laws by:

1. Involving district and program representatives to assist in identifying specific parent and family member needs.
2. Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.

WHEN YOUR CHILD STARTS SCHOOL

The first day of school is a milestone in your child's life. Your understanding at this "turning point" is important to your child's future attitude toward school and to his or her growth and development. Experts in child development emphasize that you, the parent, can play an important role in starting your child off with the self-confidence needed throughout life. This self-confidence is built upon good feelings about parents, other adults at school, other children, and himself or herself as a worthwhile human being.

Here are some things for you to keep in mind...

- Recognize that the first day your child goes to school is an important event.
- Remember that learning to like school and liking to learn are closely related.
- Prepare your child for the new school experience by explaining what to expect and answering all questions honestly.
- Convey a positive attitude about school.
- Make transportation plans clear to your child.
- Create a normal routine environment at home the first few days of school.

- Get to know your child's teacher.
- Attend scheduled meetings to be informed about your child's educational program.
- Plan your day so that you can spend time with your child.
- Help your child cope with occasional frustrations and disappointments at school.
- Avoid comparing your child's school experiences with how brothers and sisters or neighbors did when they began school.
- Your child should be well rested – 10 to 12 hours of sleep per night.
- Your child should be well nourished before he or she comes to school.
- Your child should be able to use the bathroom without assistance.
- Your child should be learning to button, zip, tie shoes, and buckle without assistance.

EARLY INTERVENTION SERVICES

- **What is Early Intervention?** Early intervention (EI) in Pennsylvania consists of services and supports designed to help families with children who have developmental delays or disabilities. EI services can include; information about how children develop, parent or caregiver education, family supports, and developmental and instructional therapies that assist in child development. Early intervention builds upon the natural learning that occurs in the first few years. It is a process that promotes collaboration among parents, service providers and others who are involved with the child.
- **Who is eligible?** Infants, toddlers, and preschool children who have special needs due to a developmental delay or disability are eligible to receive early intervention services.
- **Where do children and families receive supports and services?** Free services may be provided during the child's daily activities at home or in the community, at childcare centers, preschools, play groups and Head Start programs.
- **How do I find out more information?** Contact the DCIU Early Intervention intake: 610-938-2830 x6503 or complete the online intake form found [here](#).
- PA's Office of Child Development and Early Learning's **CONNECT**, is designed to link families with early intervention and special education services. CONNECT is a statewide resource and referral system. The line is staffed 7:30 am to 3:30 pm each business day. CONNECT services can be accessed at 1-800-692-7288.

The Interboro Early Learning Academy coordinates with the Infant and Toddler, and the Preschool Early Intervention programs to ensure a smooth transition for children coming into our Pre-K program from the Infant and Toddler program and who may be receiving Preschool Early Intervention services. It is important for the Interboro School District to know what, if any, supportive services have been determined to be necessary for a child identified as having a developmental delay or disability and are available through the Early Intervention program. Interboro School District staff will coordinate services with the DCIU Early Intervention team to ensure that students are not missing significant portions of their PreK program to receive their Early Intervention services.

Reading to Young Children

Research Findings: The best way for parents to help their children become better readers is to read to them – even when they are very young. Children benefit most from reading aloud when they discuss stories, learn to identify letters and words, and talk about the meaning of words.

Getting ready for reading...Story Time

- Have a regular story time before or after dinner or before bed. It will help to calm your child.
- Look at the book together. Talk about where the cover is. Find the back of the book. Talk about where the story starts. This will introduce your child to the way the book functions.
- Look through the pictures with your child before reading the story. Can your child predict what the story will be about? This will help your child to use picture clues for reading comprehension.
- While reading, follow the words with your finger. This will help your child learn the left to right progression for reading and writing.
- Stop on one page of print and ask your child to locate letters or words. "Your name starts with B. Can you find any B's on this page?"
- When you reach a dramatic point in the story, stop and ask your child to predict what will happen next.
- Read for enjoyment. After the story, ask, "How would you feel if that happened to you?" "Do you wish you could try that?"
- Try telling your child a story without pictures. He/she will learn to listen carefully without having pictures as clues. Ask your child to tell you a story. Write it down and read it back to him/her.

Continue story time after your child is in school. Young children love to be read to and it is a great (quiet) time for parents and children to spend together.

Speaking and Listening

Research Finding: A good foundation in speaking and listening helps children become better readers. Parents are their child's first and most important teacher. Parents can do many things at home to help their child succeed in school. They do this by offering encouragement and support. The following information is provided to assist parents as they work with their young child.

HELPING YOUR CHILD GROW IN MATH

Research Findings: Young children learn math naturally through play and informal experiences.

Math in the Kitchen

Young children will enjoy assisting mom and dad in the kitchen while learning math concepts as well!

Encourage your child to:

- Help set the table - He/she can learn spatial concepts if you draw the shapes of the plate, fork, etc on an old placemat and have your child match the utensil to each shape.
- Talk about the sequence of the meal time... First, we set the table. Then we eat. Last we clean up. Add more steps as your child's understanding of sequence expands.
- Help to put away the dishes - Your child will learn to sort and classify. Forks go in on section, spoons in another, etc.
- Help to bake dessert -He/she will learn measuring concepts (cup, teaspoon) and will be introduced to fractions ($\frac{1}{2}$).

Of course, the best part of learning math in the kitchen is the valuable time that you are spending with your young child! He/she will learn to count. "How many plates do we set out?"

IMPORTANCE OF PLAY

Child development specialists know the importance of play because children discover and learn about their world through play. Play also promotes the total development of the child and enhances self-esteem as children succeed in play. A child playing in the following ways forms a solid foundation for a life of learning:

When I dress-up and pretend play with household items, I am:

- practicing to understand and master adult roles
- practicing math and language skills
- organizing and using ideas
- symbolically using materials in meaningful ways

When I am listening to or looking at books with others, I am:

- making friends with books
- learning that printed words have meaning
- learning about other people and places
- often interacting with an important adult to develop verbal and listening skills

When I am building with blocks, I am:

- using my imagination and creativity
- learning about height, width, depth, and length
- experiencing patterns, symmetry, and balance
- gaining feelings of competence
- learning to cooperate, share, plan, negotiate

When I notice and play with things in nature, I am:

- investigating the world around me
- developing my curiosity
- growing in my sensory awareness
- appreciating beauty and order in nature

When I am playing with play dough and modeling clay, I am:

- strengthening and developing my small muscles
- developing my sensory awareness
- being creative and imaginative

When I am playing with paints and watercolors, I am:

- being creative and imaginative
- experimenting with colors, lines, form, spatial relationships, and methods of applying paint
- expressing my feelings and moods

When I am throwing, climbing, riding, and doing other physical activities, I am:

- discovering how my body moves
- learning to feel good about my body and myself
- developing my large muscles and learning skills
- developing the habit of being physically active

When I am playing with sand or water, I am:

- learning about pouring, measuring, and comparing
- being given an opportunity to expand my sensory awareness
- talking with my friends and learning about them

When I am playing with writing materials such as paper, pens, pencils, etc., I am:

- learning that I can communicate with squiggles and written words
- strengthening and developing my small muscles
- using a variety of writing tools to convey my thoughts and feelings

When I am playing with puzzles, pegboards, sewing cards, and other hands-on toys, I am:

- strengthening and developing my small muscles
- making discoveries
- developing eye-hand coordination
- working on problem-solving skills

(Adapted from materials developed by Ingeborg Teske and Judy Bartell, staff of the Early Childhood Education Center, Concordia University, River Forest, Illinois 60305; (708) 209-3099.)

SOCIAL-EMOTIONAL GROWTH

The preschool years are very important. We want your child to be as ready as possible for kindergarten. This is not just about knowing letters and numbers. It's also about knowing how to learn and get along with others. In our pre-k counts program, social-emotional learning is embedded throughout the day in the various activities and play centers that the students participate in.

The Second-Step Program that is used in the elementary grades is introduced in our Pre-K program. The Second Step program teaches skills in the following four areas:

1. *Skills for Learning*: Children gain skills to help them be better learners, including how to focus their attention, listen carefully, and ask for help.
2. *Empathy*: Children learn to identify and understand their own and others' feelings. Children also learn how to show care for others.
3. *Emotion Management*: Children learn how to calm down when they have strong feelings, such as worry or anger.
4. *Friendship Skills and Problem Solving*: Children learn how to make and keep friends and to solve problems with others in a positive way.

IMPORTANT LINKS

[Appendix A for Code of Conduct and Student Wellness Supports](#)

[Annual Policy Notifications & Postings](#)