



Geauga Preschool Program ~PARENT HANDBOOK~ 2023-2024 School Year

Programs and Services for Early Childhood Children

Please ask if you need further explanation on any topic after reviewing this handbook. This handbook contains information for tuition, grant, and special education students. Some information may not apply to your child.

☺ Visit our ESC of the Western Reserve preschool website at ☺
<https://www.escwr.org/PreschoolEarlyChildhood.aspx>



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~ESC of the Western Reserve PRESCHOOL PROGRAM LOCATION INFORMATION~

Early Childhood Coordinator:

Alanna Hruska 440.781.2922 ahruska@escwr.org

Administrative Assistant:

Amy Dawson 440.350.2563 ext 734 adawson@escwr.org

Educational Service Center of the Western Reserve

And Preschool Office

8221 Auburn Road
Painesville, Ohio 44077
Office: 440-350-2563 ext. 734
FAX: 440-352-6066

~CLASSROOM LOCATIONS~

Berkshire (PK-12 Building)(school office~ 440-834-3380)
14155 Claridon Troy Rd. Burton, OH 44021
Student Hours: (Full Day for all students)
PM session~ 8:00 a.m. to 2:25 p.m.

Cardinal (Jordak Elem. School).....(school office~ 440-632-0262)
16000 E High St (PO Box 188) Middlefield 44062
Student Hours: (Half- Day Sessions for all students)
AM session~ 8:45 a.m. to 11:30 a.m. (or)
PM session~ 12:15 p.m. to 3:00 p.m.

West Geauga (Metzenbaum Center).....(school office~ 440-729-0137)
8200 Cedar Road, Chesterland 44026
Student Hours: (SPED- special education)
AM (Twinkle only) session~ 8:45 a.m. to 11:15 a.m. (or) PM (All Students) session~ 12:15 p.m. to 2:45 p.m.
Full day Twinkle classes~ 8:45 a.m. to 2:45 p.m.

EARLY CHILDHOOD PROGRAM OVERVIEW

Philosophy:

Research in child development shows that as children investigate and explore their environment, language, movement, spatial relations, basic math concepts, music, self-help and social skills evolve. Instructors facilitate learning by asking questions, eliciting conversations, guiding, evaluating and planning learning opportunities through a variety of materials and techniques.

Our preschool classrooms are designed as “center-based” learning environments. Centers are structured learning areas where students can move freely and explore the materials in a meaningful and natural way. Play is children’s work.

Goals:

The purpose of the program is to:

- Present a learning experience that incorporates the Ohio Department of Education’s Early Learning Developmental Standards
- Design a creative, developmentally appropriate learning environment
- Promote play, problem solving and positive interactions among children and adults
- Develop school readiness skills with a strong emphasis on literacy
- Meet children’s individual needs through differentiating instruction

Your child will benefit from guided instruction in the classroom and in the community in the following developmental areas:

- Communication Skills (following directions, making choices)
- Social Interaction (playing and working with children and adults)
- Academic Content Areas (Language Arts, Mathematics, Science and Social Studies)
- Fine Motor (cutting, writing,)
- Gross Motor (jumping, running, climbing)
- Self-Help (following routines, dressing, toileting)



ENROLLMENT

Registration:

Preschool registration is on a first come, first serve basis. All parents are required to complete a registration packet every year. The packets will either be mailed or sent home with students that are re-enrolling for the following year. This includes IEP, tuition, and grant students. Updated information is needed EACH year.

For center-based students only:

The following forms are included in the registration packet and are required as part of the registration process. These forms **MUST** be returned prior to the start of school in order for your child to begin class.

Enrollment Packet includes:

1. Student Registration
 2. Poverty Form- The Ohio Department of Education (ODE) requires all publicly funded preschool programs to report income levels for all students enrolled. Every year this form must be updated as income status changes. You have the option to refuse to answer but this form **MUST** be returned. All information on this form is confidential.
 3. Ethnicity Survey
 4. Home Language Survey
 5. Emergency Medical Information
 6. Permission to Photograph
 7. Permission to Participate
 8. Roster Permission
 9. Medical Statement
- Other forms as needed
- Copy of birth certificate (new students only)
 - Immunization Record
 - Custody papers (if applicable)



For itinerant students only:

All parents are required to complete a registration form when the student initially qualifies for itinerant services. In addition to completing the ESC of the Western Reserve registration form, itinerant students must also register at their district of residence.

Tuition for Center-based Students:

The Tuition for the preschool program is \$1950 (½ day) \$3,900 (Full day) per year (The district of residence will pay the annual tuition for center-based special education IEP students). There is a non-refundable registration fee of \$50 due by August 15th. Tuition can be paid in full or divided into 9 monthly payments.

Tuition payments are due on the 15th day of each month unless stated otherwise. No credit on tuition is given for school closings due to weather, emergencies or children's absences.

Payment can be made by credit or debit card by calling 440-350-2563 Ext: 722 or checks should be made payable to Educational Service Center of the Western Reserve and sent to:

Attn: Billing Department
8221 Auburn Rd
Painesville, Ohio 44077

If payment is not received in a timely manner, it may be necessary to remove your child from the program.

Days and Hours of Operation:

Preschool classes are typically in session five days a week. Children will be assigned to a class once the completed registration packet has been received. If your child is on an IEP, the assignment will typically be determined by the IEP team (which includes the student's school district of residence). Early Childhood Education (ECE) grant classrooms need to meet the required 455 contact hours per school year to meet grant requirements. ECE classrooms may have longer sessions and/or attend more school days to ensure compliance with the ECE grant requirements than non-ECE classrooms. Information on class start and end times, classroom specific calendars and events, and all other details unique to the classroom will be provided to parents during the enrollment or re-enrollment process.

School Calendar/Calamity Days/Professional Development Days:

In general, preschool classes follow the schedule and calendar of the district where the classroom is located. **If the building or district is closed due to weather or other emergency, the preschool classroom will be closed as well.** Please monitor local radio and TV stations. You can also sign up for "School Closing Alerts" through local news stations to receive a text when a school district closes. **There will be several days per year when preschool classes will not be scheduled due to mandatory staff meetings and professional development.** Please check calendar information that is provided by your child's teacher.

Attendance:

If your child will be absent from school, please call, email, or text the classroom teacher (teachers will provide parents with detailed call-off/absence information) prior to the start of the school day. If your child rides the bus, you will also need to call your transportation department. See page 4 for district transportation contact information. Your child's attendance will be recorded on a daily basis.

It is important that your child is not tardy which can be disruptive to the class. If you are running late, please notify the teacher.

In extreme cases of consistent absences, the following actions will be taken. After three days of consecutive absences, the teacher will make a phone call to the parent/guardian urging attendance. After three additional missed days, the teacher will send a letter to remind the parent/guardian of the attendance policy. After a total of four weeks of absences, a meeting will be scheduled to discuss options and possibly withdraw the student from the preschool program.

Ratio:

Each preschool classroom enrolls children ages 3-5 years. The maximum number of children per class is 16 with an adult/child ratio of 1:8. These ratios will be maintained at all times. In accordance with state law, a program director or building principal will be present in each building at least 50% of the time. No child shall ever be left alone or unsupervised.

Student withdrawal or transfer:

If at any point you will be withdrawing your child from the preschool program, please notify the preschool office at 440-350-2563 ext 734. A release of records must be signed for the ESC of the Western Reserve Preschool to release records to a district (other than the home district). Parents may request records at any time.



CLASSROOM ACTIVITIES

Ohio's Academic Content Standards:

Academic standards are statements that clearly define what students need to know and be able to do. These standards are in the areas of Mathematics, English, Language Arts, Social Studies and Science.

Standards are:

- A set of high academic goals all children should reach
- The same for ALL children

Standards require:

- Focused staff development to ensure that teachers have the tools necessary to teach ALL children
- Varied teaching styles to reach unique learning styles of students

Standards help:

- Parents, students and teachers have common knowledge about what students are expected to learn
- Provide a road map for teachers, students and parents to follow from prek through grade 12

Daily Schedule:

Your child's teacher will provide you with a copy of the daily classroom schedule. The schedule will include time for the following activities:

Circle Activities: Circle provides for teacher-directed music, finger plays, rhythmic, calendar and weather, concepts, etc. Circle is a time for developing listening and memory skills, following directions and sitting quietly.

Self-Help Skills: Children will practice self-help skills such as washing hands, opening snack items, zipping coats, etc. **Please note: ALL children not on IEPs are expected to be FULLY toilet-trained by the start of the school year.** For students on IEPs, program teachers will continually work to develop independence in toileting, dressing and feeding skills. While learning to toilet-train, remember to dress your child in **loosely fitted clothing**. Clothing that is too tight does not provide for independence.

Sensory Activities: Within our manipulative center, attention will be given to sensory stimulation through a variety of tactile activities (play-doh, shaving cream, slime, clean mud, wood shavings, rice, beans, cornmeal, sand and water play, etc.)



Storytelling: Each day, teachers utilize enjoyable stories and various props to encourage story appreciation, listening skills, language development, attention span and fun. This is a teacher-directed activity and children actively participate with props throughout the story. Books change based on thematic units and skills being addressed. Books are displayed and accessible to children.

Music: Musical activities are incorporated during the school day. The music focuses on rhymes, musical instruments, songs, and movements.

Gross Motor Skills: Children in all locations have daily and weekly opportunities to develop large motor skills. Throughout the week children have access to the gym and/or outside playground. (weather permitting)

Snack: Parents will be asked to provide daily snacks for their child unless otherwise instructed. Snacks need to be a nutritious supplement to the day's meals. Sugary and salty snacks or snacks high in fat should be avoided. Snack suggestions include: vegetables and dip, fruit, yogurt, pure juice, crackers, or cheese. Please be aware that some classrooms follow strict allergy-free food programs. Some classrooms may be Nut Free. Children may not share food. *When sending in a snack to celebrate a birthday or holiday, please check with the teacher first.* Contact your child's teacher with questions regarding the snack policy.

Therapy: Speech, physical, and occupational therapies are provided for students with specific IEP goals. Therapists will often provide services in the classroom. Therapists work on skills that enable children to access the curriculum and develop like typical peers. They may make recommendations to teachers about what modifications or accommodations a child needs to access the curriculum. Collaboration occurs between therapists and the teachers.

Clothing: It is very important that children be comfortable at school. Children need clothing that allows them to move, climb, crawl, roll, etc. Tennis shoes allow for safety and maneuverability. Because children want and need to be independent, clothing should be easy to fasten, easy to get on and off, and be of the right size. Outdoor play is the goal each day (weather permitting). Please dress your child accordingly.

CURRICULUM AND ASSESSMENT

Assessment, Evaluation, Programming System (AEPS) (*some site locations will be implementing the latest version- AEPS-3*)

AEPS Edition 2, Level II (3-6), and Level I (birth-3) is a curriculum, assessment and evaluation system that is used in our preschool classroom. It is an assessment measure designed to identify children's strengths and skills that they are beginning to learn across areas of development. The assessment measures a child's development over time in the following developmental areas: cognitive/pre-academic, social-language, social, adaptive, fine motor, and gross motor.

The assessment piece monitors your child's development over the course of the school year. The curriculum piece guides the individualized teaching in the classroom. There is a home component to this assessment. The home component provides us with some information about your child's development and skills at home. AEPS is aligned with the State of Ohio's Early Learning Developmental Standards.

Ages and Stages Questionnaires (ASQ-3)

Ages & Stages Questionnaires, Third Edition (ASQ-3) is a developmental screening tool designed for use by early educators and health care professionals. It relies on parents as experts, is easy-to-use, family-friendly and creates the snapshot needed to catch delays *and* celebrate milestones.

Child Outcomes Summary (COS) Form (applies only to students on IEP's)

Child Outcomes are to be measured as required by the Office of Special Education Programs (OSEP). Child Outcomes are defined as positive social-emotional skills, acquisition of knowledge and skills, and use of appropriate behaviors to meet their needs. This summary of development must be completed no later than 30 days from eligibility determination and is completed annually for every child receiving special education. The COS is completed 30 days from exiting preschool special education. This summary is completed by your child's educational team, which includes parents, teachers, and related service providers (occupational, physical, and speech-language) if applicable. Data collected from the classroom (such as ELA and AEPS) are used to complete this summary of your child's overall development in a variety of settings (home, school, child care, school programs, and community). This summary is only completed for students with special needs.

Early Learning Assessment (ELA)

All children enrolled in either the Preschool Special Education or Early Childhood Entitlement Program will be assessed using the ELA. The purpose is to monitor children over time, individualize learning opportunities, promote kindergarten readiness and meet compliance needs for our preschool special education program. The Early Childhood Comprehensive Assessment System aligns to the Kindergarten Readiness Assessment for children entering into school-aged programming. The ELA will focus on six domains that include: Social Foundations, Mathematics, Language & Literacy, Physical well-being & Motor Development, Science and Social Studies. The ELA will be administered two times per year (fall and spring) to all the students.

Developmental Screenings:

All children enrolled are required to participate in health screenings which include vision, dental, height, weight, and hearing. Lead and hematocrit screenings are mandated and part of the child's physical. (Some of the screenings will be conducted by the child's physician and others will be conducted by Educational Service Center staff.) All children not on an IEP will also receive language and age-appropriate, standardized developmental screenings, which address speech/language, cognitive, gross/fine motor and social/emotional/behavioral development, using instruments with normative scores and relevant to the population. Vision and hearing screenings will be completed by the Educational Service Center of the Western Reserve School Nurse. The purpose of screening is to "catch delays early". If screenings indicate a need for further evaluation, parents/guardians will be notified. For academic and cognitive concerns, interventions will be implemented and progress will be monitored. If the student is not making steady progress, parents will be consulted to discuss options. Information obtained through screenings, progress monitoring and assessments may be shared with a child's physician at the parent's request.

GUIDANCE and DISCIPLINE POLICY

Goal:

Our goal in providing guidance and discipline is to encourage the development of children's self-control and self-discipline. Children will be helped to negotiate conflicts through the use of words and problem-solving strategies. Staff uses constructive language by phrasing guidelines for behavior positively: "Walk in this room" instead of "Don't run." Children will be encouraged to verbalize their feelings.

Children, who are motivated and engaged in activities throughout the day, rarely pose major discipline problems, but minor conflicts do arise. Children are encouraged to handle these on their own when practical. If a child is behaving in a way that is potentially harmful to self, others, or property, adults will intervene. Although each problem that arises calls for unique solutions, these guidelines provide clear boundaries and guidance for children:

Step One: Know the child. Is the behavior unusual for this child?

Step Two: Stop the behavior. Use a gentle look, shake of the head, or words to indicate the behavior is inappropriate.

Step Three: Describe appropriate behavior, give rationale, and remind the child of the consequences. For example, "Move the sand carefully. If you throw sand it might get in someone's eyes. You will have to leave the sand area if you throw sand."

Step Four: Warn only once. If the inappropriate behavior continues, remove the child from the situation. Help the child to describe his or her feelings and understand the feelings of others. Restate the appropriate behavior and discuss strategies the child can use successfully in that situation.

Step Five: The child stays with the teacher or staff member until he or she feels ready to return to the activity. The responsibility for behaving appropriately is placed on the child.

Step Six: Help the child return to the activity successfully. Offer support and acknowledgement of appropriate behavior.

Step Seven: If inappropriate behavior continues, the child loses the privilege of working in the area. Repeat steps four through six, having the child choose a different activity.

If behavior problems persist, the teacher will discuss them with the parent. Together they will develop strategies to enable the child to overcome his or her difficulties.

Discipline Policy:

A preschool staff member in charge of a child or a group of children shall be responsible for discipline. The center shall have written discipline policy describing the center's philosophy of discipline and the specific methods of discipline used at the center. This written policy shall be on file at the center for review (see the previous section in this handbook). Constructive, developmentally appropriate child guidance and management techniques are to be used at all times,

and shall include such measures as redirection, separation from problem situations, talking with the child about the situation, and praise for appropriate behavior.

Methods of discipline shall apply to all persons on the premises and shall be restricted as follows:

- There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting.
- No discipline shall be delegated to any other child.
- No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, so the child may regain control.
- No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box, or a similar cubicle.
- No child shall be subjected to profane language, threats, derogatory remarks about himself or his family, or other verbal abuse.
- Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
- Techniques of discipline shall not humiliate, shame, or frighten a child.
- Discipline shall not include withholding food, rest, or toilet use, and food shall not be used as a reward for behavior.
- Separation, when used as discipline, shall be brief in duration and appropriate to the child's age and developmental ability, and the child shall be within sight and hearing of a preschool staff member in a safe, lighted, and well-ventilated space.
- The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.
- A staff member who suspects that a child has been abused or neglected is to immediately notify the public children services agency and a serious incident report is to be completed and submitted to the department in accordance with section [2151.421](#) of the Revised Code.

The parent of a child enrolled in a center shall receive the center's written discipline policy. All preschool staff members shall receive a copy of the center's discipline policy for review upon employment.

IMPORTANT PROCEDURES

Transitioning to School:

For some children, being dropped off at school is a difficult transition. Children need to feel comfortable leaving a parent to go to their classrooms. When children avoid going to the classroom, it is often because they are experiencing difficulty with the transition. To alleviate difficulty, we suggest the following:

- Arrive at school on time. Long waits in the lobby or arriving late may make the separation more difficult.
- Develop a routine for saying good-bye and then stick to the routine.
- If your child misbehaves in the lobby, it might be best to take him/her aside and explain your behavioral expectations. Expectations should be reasonable.
- If your child has a tantrum or other negative behaviors, too much attention may prolong and reinforce the child's inappropriate behavior. Let your child know that you understand it is hard to leave. Acknowledge the feeling not the behavior.

- When the teacher comes to get your child, please follow through on your “good-bye” routine and leave at the appropriate time.
- If faced with continuing difficulty, your teacher will work with you on a plan for transition that will work for everyone.

Transitioning children to kindergarten activities will take place starting in the classroom. Our teachers will talk with students about going to a new building or new classroom. Children scheduled to enter kindergarten the following year will visit classrooms and possibly take a bus ride. When available, kindergarten registration information will be given to parents. A child’s academic records will be shared with parents to provide to the kindergarten teacher.

Visitation and Access Procedures:

You are encouraged to visit the classroom to observe your child. Any parent of a child enrolled in the program shall be permitted unlimited access to the school during its hours of operation to contact their child, evaluate the care provided by the program, the premises, or for other purposes approved by the director. To make the observation most meaningful, your visits should be scheduled in advance with your child’s teacher. Upon entering the premises, the parent shall report to the school office.

According to The Ohio Revised Code 3301-37-07 (E):

Any parent of a child enrolled in the program shall be permitted unlimited access to the school during its hours of operation to contact his/her child, evaluate the care provided by the program, the premises or for other purposes approved by the director. Upon entering the premises, the parent shall report to the school office.

Please follow the building procedure for the school in which your child’s class is located regarding classroom visits and drop off/pick up procedures. **All school buildings have strict safety and security policies.**

TRANSPORTATION

If your child is riding a public school bus... We encourage you to work with your child to understand appropriate behaviors. Encourage all children to:

- Follow directions from the driver and aide
- Remain in their seat
- Sit upright
- Keep hands to self
- Talk quietly
- Follow safety procedures for getting on and off the bus/van.

If you are driving your child... All parents are encouraged to:

- Drive carefully in the parking lots.
- Only park in lined/marked spots.
- Never park along the curb, fire zone or in a handicap spot unless appropriate.
- Always accompany your child through the parking lot.
- Obey all signs and directional markers.
- Check the building handbook regarding procedures specific to your preschool location.

Authorized list for pick-up:

Persons on the authorized list must be at least 18 years of age and be able to provide proper identification. If a student is to be released to someone other than the parents, the teacher must be notified in writing and the person picking up the child will be asked to show an ID (driver's license).

NOTE Under the law of the State of Ohio, both parents may have the right to pick up their child, unless a court document restricts that right. Please read the **Family/Custodial Situations** section below for more information.

Car safety requirements:

Children transported in vehicles must be buckled securely into car safety seat/seat belts that meet state requirements. Always follow appropriate safety requirements and child seat laws.

FAMILY/CUSTODIAL SITUATIONS

An increasing number of families experience custodial issues. The ESC of the Western Reserve Preschool will work with families to ensure the best outcomes for the child. Parents are asked to notify the preschool office of changes in family situations that will impact the child.

In two-parent families, it is assumed that both parents are living at the same address, unless notified otherwise. School personnel will send home notices, communications, etc. with the child. It is assumed that parents are communicating and that all information is shared between the parents. This information can include parent conferences, IEP meeting invitations, and quarterly progress reports.

In families experiencing separation or pending divorce, information will be sent home with the child to whichever parent currently has care of the child.

In cases of an actual divorce decree involving *clear custody by one parent*, the school is to be informed of this change by the custodial parent. A copy of the first page of the decree bearing the case number, the pages referring to custody and the relationship with the school, and the final page bearing the judge's signature are to be submitted to the preschool director. Unless the decree indicates otherwise, school communications will be sent home to the *custodial parent*. Unless the divorce decree specifically limits the non-custodial parent's right to access the records, the non-custodial parent has a right to the same access as the custodial parent. Also, any non-custodial parent has the right to attend any school activity of their child (unless the court document indicates otherwise).

In cases of joint custody (shared parent agreements) entitling both parents access to school personnel and activities. One copy of communications and information will be sent home with the child and will be shared by the parents. Contact the preschool director if other communication procedures are necessary.



GENERAL INFORMATION

Annual Licensing Reviews:

The Educational Service Center of the Western Reserve is required to meet Ohio Department of Education's rule compliance. The Ohio Department of Education, Office of Early Learning and School Readiness, conducts annual licensure reviews of all ESC Preschool programs and facilities. If you have any questions related to the reviews, please contact the preschool office. Licenses are posted in each facility. Parents can obtain copies of inspection reports by contacting the preschool supervisor. Any complaints concerning the operation of programs regulated by the Administrative Code may be reported to the Office of Early Learning and School Readiness at 1-877-644-6338 or email complaints to OELSR.Licensing@education.ohio.gov.

Change of Address and/or telephone number:

If you are planning to move, please contact the preschool office or teacher as soon as possible. If your phone number has changed or is not working, the school must know where to reach you in the event of an emergency.

Child Find:

Every school district in the country is mandated to identify children in their districts who have disabilities, ages 3 to 22. The preschool works with the school districts, Job and Family Services, Help Me Grow, Metzenbaum Center, and the ESC of the Western Reserve to find and identify children ages 3 to 5 who have special needs. If you have questions about your child's development and they are of preschool age, please contact the special education director in your district of residence. Information regarding the Individuals with Disabilities Education Act (IDEA), Part C Assessment and Screenings can be found at the link provided:

<http://dodd.ohio.gov/IndividualFamilies/GettingStarted/Pages/default.aspx> You are entitled to a screening to determine eligibility for services. If services are deemed necessary, a team will convene to develop goals for progress.

Class Roster:

Soon after school starts, your child's teacher will send home a class roster which includes information based on returned class roster permission forms. You will have an opportunity to let us know whether or not you want your child's name and other information on the roster. The class roster permission form is included in the registration packet.

Conferences and Progress Reporting:

Progress on mastery of the preschool curriculum is reported at parent/teacher conferences two times per year. Conferences may be combined with IEP review meetings. If you would like to discuss your child's progress at other times, you may contact your child's teacher. You may request a conference with the teacher/team at any time throughout the year.

IEP Progress reports are completed per the student's IEP. The purpose of an IEP is to have goals that will enable the child to access the curriculum.



Progress reports that align to the Ohio Early Learning and Development Standards will be completed twice a year. These progress reports will be completed for all students and will be shared with parents around conferences twice a year.

*It is preferred that *one* conference appointment be scheduled jointly if both parents wish to be present. A joint conference ensures that both parents are given the same information at the same time, thereby avoiding misunderstanding and/or misinterpretations. Alternative arrangements can be made when joint conferences are not possible.

Discrimination:

The Educational Service Center of the Western Reserve does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities. If a person feels discrimination has taken place, they should notify the program director.

Field Trips:

Throughout the school year, classes may take field trips. Prior to a field trip, teachers will notify parents of the departure time, destination, return time, means of transportation (this includes walking), and any special considerations including appropriate dress and snack. Parents will be required to sign permission allowing their child to participate in the field trip. Accommodations will be made for children whose parents do not grant permission. At least one staff member trained in first aid will be present on all field trips and a first aid kit and emergency contact information will be present.

Home Visits:

Your teacher may conduct scheduled home visits to discuss your child's progress, answer any questions you may have, and observe your child in the home setting.

Parent Involvement:

Parents are the first and most important teachers of their children. Please be assured that any and all of your concerns will be respected and recognized for the important role you play in your child's development. Contact your child's teacher or any staff member involved with your child's program to share a concern.

Student Records and Confidentiality:

Student records are maintained in accordance with federal, state and agency regulations. Accurate records are essential to an effective education program and safe environment. Parents/guardians may review and obtain copies of records upon request. Student information can only be disclosed when authorized. Release of information to any other party requires parent/guardian written consent. All preschool students in ODE licensed classrooms are students of the district where the parents live. Records are shared with that home district and children are registered with that district. Reporting of student data is done through your home school district.

Volunteers:

We encourage and actively recruit volunteers to assist with various programs in the classroom. Each volunteer's interest and abilities are coordinated with the particular needs of our students. If you would like to be a volunteer, please let your child's teacher know. For our students' safety, you may be required to get fingerprinted and be approved by the school board. Other opportunities for classroom involvement can include: home visits, communication with the teachers via notebooks, notes, personal contact, assisting with special events, parties, or parent activities, participating in field trips, attending parent conferences/IEP meetings, sharing special skills, participating in volunteer opportunities in the program such as reading in the classroom.

HEALTH AND SAFETY



Accident/Incident Reporting:

In the event a child has an accident or injury at school, the teacher or assistant will complete an Incident Report on the same day of the incident. The program director, the person completing the form, and the parent/guardian will sign this report. A copy of the report will be placed in the child's file and the parent/guardian will be notified via a note, phone call or voice message within 24 hours after the incident.

Early and Periodic Screenings (EPSDT):

The Early and Periodic Screening, Diagnostic and Treatment (EPSDT) benefit provides comprehensive and preventive health care services for children under age 21 who are enrolled in Medicaid. EPSDT is key to ensuring that children and adolescents receive appropriate preventive, dental, mental health, and developmental, and specialty services.

Early: Assessing and identifying problems early

Periodic: Checking children's health at periodic, age-appropriate intervals

Screening: Providing physical, mental, developmental, dental, hearing, vision, and other screening tests to detect potential problems

Diagnostic: Performing diagnostic tests to follow up when a risk is identified, and

Treatment: Control, correct or reduce health problems found.

For additional information, visit:

<https://www.medicaid.gov/medicaid/benefits/early-and-periodic-screening-diagnostic-and-treatment/index.html>

Health Services:

Nursing services are available in each district as well as access to the ESC of the Western Reserve school nurse. Please refer to local school handbooks for details. Nursing duties include monitoring immunizations, administering medication training, staff training on communicable diseases, detecting nutritional problems and taking care of illnesses that occur during school hours. Please let



the school nurse/teacher know of any injuries that occur at home (i.e.: sprains, large bruises, abrasions, etc.).

Immunizations and Physicals:

Preschool children in classrooms licensed by the ODE must have immunization records and a current physical on file.

Immunizations must be kept up-to-date and submitted prior to the first day of school.

IMMUNIZATIONS (Section 3313.67 of Ohio Revised Code)

According to Ohio Preschool regulations, each child enrolled in the preschool program must have a complete medical exam form signed and dated by a physician each year before entering the program.

Required immunizations for preschoolers are four DPT, three Polio, one Measles, Mumps and Rubella, one HIB shot, and Hepatitis B vaccine. Varicella vaccine is recommended for children of any age that have not had the chickenpox illness.

Immunizations are free for children from 0 to 19 years of age at the County Health Department. Call 440-279-1900 for a schedule and locations.

If you do not have a regular doctor or dentist, you may receive assistance through your local County Health Department. Please call our office to discuss your needs.

Physical forms must be completed by a licensed physician and affirm that the child is in suitable condition for enrollment in preschool. Physicals expire in one year from the date they are given.

Lead and Hematocrit Screening:

In addition to the required immunizations, ODE mandates that **all children** attending an ODE licensed preschool program have lead and hematocrit screenings. Results of these screenings are provided with immunization records.

Lead Screenings are available for FREE at the County Health Department. Call 440-279-1900 for a schedule and locations.

Management of Communicable Disease:

Preschool staff members are trained to recognize the common signs of communicable disease and other illnesses. The staff members will follow the Ohio Department of Health “Communicable Disease Chart” for appropriate management of suspected illnesses. Preschool staff are also trained in the area of hand-washing and disinfection procedures.

The following precautions shall be taken for children suspected of having a communicable disease:

1. The program shall immediately notify the parent or guardian of the child’s condition when a child has been observed with signs or symptoms of illness. Equipment in the classroom will be washed and disinfected with an appropriate germicidal detergent, depending on the nature of the disease or illness.
2. A child with **any** of the following signs or symptoms of illness shall be immediately isolated and discharged to his parent or guardian:

- Diarrhea (three or more abnormally loose stools within a twenty-four-hour period);
 - Severe coughing, causing the child to become red or blue in the face or to make a whooping sound;
 - Difficult or rapid breathing;
 - Yellowish skin or eyes;
 - Redness of the eye or eyelid, thick and purulent (pus) eye discharge, matted eyelashes, burning, itching or eye pain;
 - Temperature of one hundred degrees Fahrenheit taken by the auxiliary method when in combination with other signs of illness;
 - Untreated infected skin patch(es);
 - Unusually dark urine and/or gray or white stool;
 - Stiff neck with an elevated temperature;
 - Evidence of untreated lice, scabies, or other parasitic infestation;
 - Sore throat or difficulty swallowing; or
 - Vomiting more than one time or when accompanied by any other sign or symptom of illness.
3. A child with any of the following signs or symptoms of illness shall be immediately isolated in a room or portion of the room not being used in the preschool program within sight and hearing of an adult at all times:
- Unusual spots or rashes; or
 - Elevated temperature.

The child shall be made comfortable and watched carefully. Decisions regarding whether the child should be discharged immediately or at some other time during the day will be determined considering what is in the best interest of the child and the children in the class.

4. A child isolated due to a suspected communicable disease shall be:
- Cared for in a room or portion of a room not being used by the preschool program
 - Within sight or hearing of a staff member
 - Made as comfortable as possible
 - Observed carefully for worsening conditions
 - Discharged to parent, guardian, or person designated by the parent or guardian as soon as possible

The preschool must have working emergency contact numbers. An ill child should be picked up within one hour.

Care of Mildly Ill Children:

A “mildly ill child” means a child who is experiencing minor common cold symptoms, but who is not exhibiting any of the symptoms of communicable disease. A mildly ill child might not feel well enough to participate in activities. A mildly ill child will be observed within the group and if symptoms persist or worsen, the parent will be called to pick up the child.

Notification of Exposure to a Communicable Disease:

Parents or guardians of children who have been exposed to a diagnosed communicable disease such as pink eye, ringworm, strep throat, etc. will receive a notice with information regarding the nature, cause, symptoms, and treatment of the disease.

Re-admission Policy:

Children may return to the program under the following conditions:

1. When they have been treated by prescription medication for twenty-four (24) hours
2. With a note from a physician or other medical professional stating they are no longer contagious
3. **When they are fever or symptom free for twenty-four (24) hours without the aid of fever-reducing or other medications.** If a child is still showing symptoms, they cannot return to school. Please be considerate and keep your child home until no longer contagious.

Medication:

Any medication (prescription or non-prescription), food supplement, modified diet, or fluoride supplements will be administered in accordance with ODE policy. Parents must provide the written instructions of a licensed physician or licensed dentist for the administration of any medication, food supplement, modified diet, or fluoride. Each time medication is administered, a written record or log including dosage, date, and time shall be made. Medication must be in a labeled prescription bottle, identifying the name of the child, name of the drug, dosage, and time of administration. If proper procedure is not followed, the medication, food supplement, modified diet, or fluoride will not be administered. The parent/guardian will be responsible for administration until proper protocol is completed. The first dose of a newly prescribed medication must be administered at home by a parent.

Safety Drills (Fire, Tornado, Lock Down):

In each building, children and staff follow that building's/district's procedures on safety and security. Fire drills occur monthly. Severe weather drills must be done monthly in the spring during tornado season. Evacuation plans are followed as are building lockdown procedures. Written documentation of annual fire inspection and facility approval is available in each classroom. For specific details, please check with your child's teacher.

Suspected Child Abuse/Neglect:

All preschool staff members are required by law to report all suspected cases of child abuse or neglect to the Ohio Department of Human Services. The ESCWR preschool staff have been trained in child abuse recognition.

Community Resources:

Catholic Charities~ Provides a behavioral health service to help families and individuals strengthen and enrich their relationships. Services include counseling, both individual and group for all ages, as well as educational and support groups, parenting classes, referrals, as well as in-home assessment for older adults. 1-800-242-9755 clevelandcatholiccharities.org

cdc.gov~ is an online source for credible health information and is the official Website of the Centers for Disease Control and Prevention (CDC)

Copeline~ Provides support, information, and referrals for people with emergencies. Services include assistance with child and elder abuse, mental health emergencies, domestic violence, homelessness, and emergency food. Services are available 24 hours a day. 800-285-5665



First Call for Help 211~ Free and confidential information and referral to health and human service programs in Geauga County. Phone number is 211 www.uwsgc.org

Geauga County Job and Family Services~ Supports low income families as they work to stabilize financially. There are opportunities for child care, medical, nutritional, and emergency assistance. Provides emergency food stamps for low income families. 440-285-9141 geaugajfs.org

Geauga County Health Department~ Free immunizations for children from 0-19 years old. Free lead screenings are available for children. 440-279-1900

Geauga Hunger Task~ 211 in Geauga County 440-285-3194 (service/intake) 888-285-5665 (after hours)

Geauga Metropolitan Housing Authority (GMHA)~ Provides rental assistance for low to moderate income families under Section 8 housing. 440-286-7413 geaugamha.org

KidsHealth.org~ provides information about health, behavior, and development from before birth through the teen years.

Ohio Coalition for the Education of Children with Disabilities~ Offers assistance to families of children with special needs to help them understand the disability and educational opportunities. Assistance includes advocacy, parent rights training, IEP, transition, and other resources/services. Resource library is available. www.ocecd.org 1-800-374-2806

The Incredible Years~ A parent enrichment program appropriate for parents looking to develop alternative parenting techniques and for parents of young children who have difficulty controlling their behavior. Catholic Charities: 1-800-242-9755 clevelandcatholiccharities.org

WIC~ A nutrition education program that provides supplemental foods which promote good health for pregnant, breastfeeding, and postpartum women, as well as infants and children up to five years old, who live in Geauga County. Services are free if WIC qualifications are met. 440-279-1936 geaugacountyhealth.org

McKinney-Vento Public Notice:

The McKinney Vento Act, as amended by the Every Student Succeeds Act, ensures all eligible children and youth have equal access to the same free and appropriate public education as other students.

Children and youth who are in the following situations:

- Living in a shelter;
- Living in a motel or campground due to the lack of an alternative adequate accommodation;
- Living in a car, park, abandoned building, or bus or train station; or
- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason

Eligible students have the right to:

- Receive a free, appropriate public education;
- Enroll in a school immediately, even if lacking documents normally required for enrollment;
- Enroll in school and attend classes while the school gathers needed documents;



- Enroll in the local school, or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is their preference and feasible;
- Receive transportation to and from the school of origin, if requested; and
- Receive educational services comparable to those provided to other students, according to the student's needs.

If you believe a student may be eligible for support and services under the McKinney- Vento Act, please contact your district of residence's McKinney-Vento Liaison.

Notification of Rights under FERPA for Elementary and Secondary Schools:

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the program receives a request for access.

Parents or eligible students should submit to the program manager or teacher a written request that identifies the records they wish to inspect. The program official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the program to amend a record should write to the program manager, clearly identify the part of the record they want changed, and specify why it should be changed. If the program manager decides not to amend the record as requested by the parent or eligible student, the program will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the program discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to program/school officials with legitimate educational interests. The program manager is a person employed by the program/school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. The program manager also may include a volunteer or contractor outside of the program who performs an institutional service or function for which the program would otherwise use its own employees and who is under the direct control of the program with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another program/school



official in performing his or her tasks. A program/school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the program to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202