



Preschool

PARENT HANDBOOK

James A. Garfield Preschool

Early Childhood Education Preschool Program

www.jagschools.org



Revised 6/3/2023



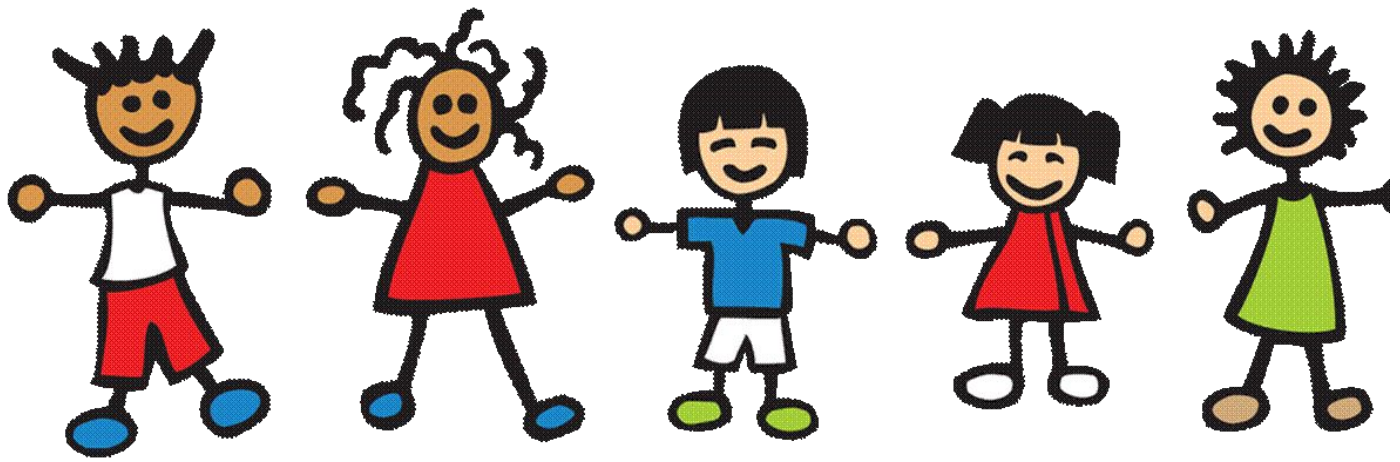


TABLE OF CONTENTS

Contact and Location Information.....	3
Philosophy/Purpose.....	4
Family Welcome Letter.....	5
Parent/Guardian Involvement.....	6
Enrollment/Registration.....	7
Program Description and Options.....	9
Procedures and Transportation.....	10
Program Standards.....	11
Curriculum.....	12
Skill Development.....	13
Assessment and Screening Process.....	14
Program Classroom Management.....	15
Preschool Licensing.....	17
Step Up to Quality.....	18
Medical and Communicable Disease Policy.....	19
Health and Safety.....	20
Preschool Transition.....	23
Special Education.....	24
Student Records.....	25

Contacts and Location Information

Classroom Location

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Teachers

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Administration

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Director of Special Services : Emery Boyle-Scott

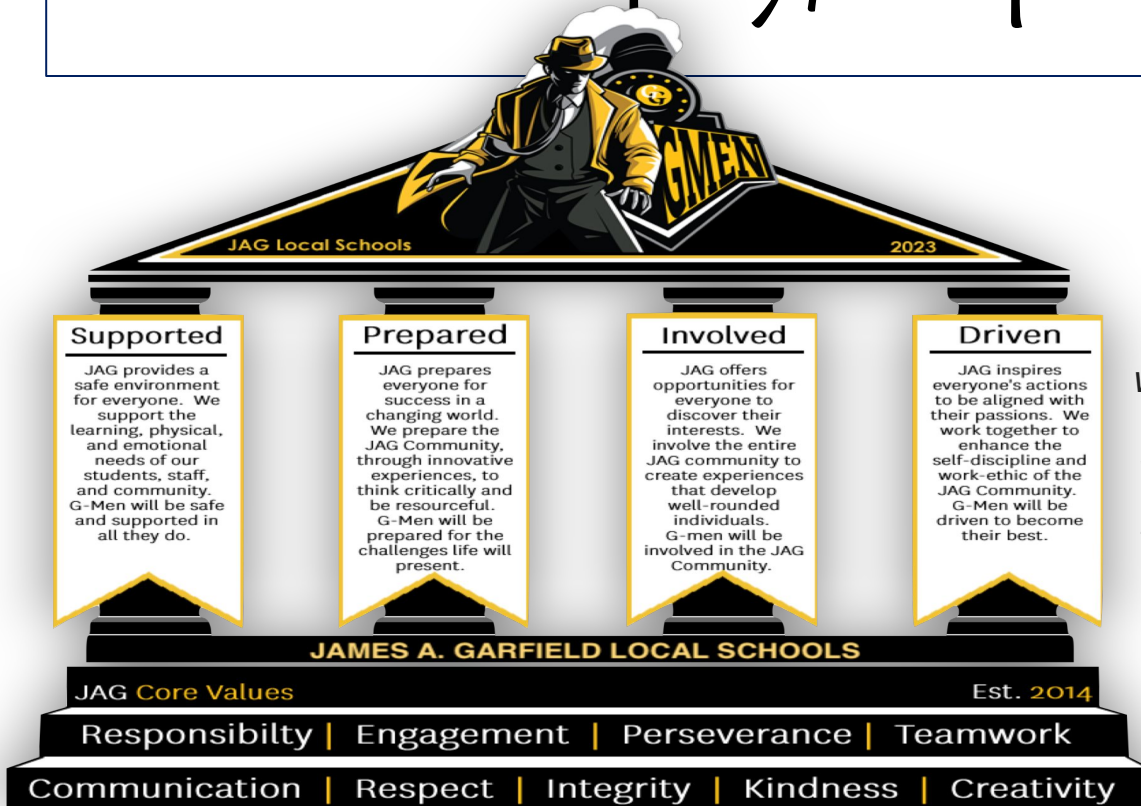
Phone: 330-527-5524

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Philosophy/Purpose



Mission of JAG School District:

In partnership with parents and the community, we educate and prepare lifelong learners to be successful members of society.

- **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.
- **Purpose** The purpose of James A. Garfield Elementary preschool program is to present a learning experience that incorporates the Ohio Department of Education’s Early Learning Developmental Standards; expose our youngest learners to 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 development; and instruct and challenge children while meeting individual needs through differentiated instruction.
- **Benefit** Your child will benefit from guided instruction in the classroom in many areas, including: Social Emotional Development (following directions, making choices, etc.); Social Interaction (playing and working with children and adults) Cognitive Development and General Knowledge (Mathematics, Science and Social Studies); Language and Literacy Development (communication, pre-reading skills) Fine Motor (cutting, writing, etc.); Gross Motor (jumping, hopping, skipping, etc.); and Self-Help (following routines, dressing, toileting, etc.)



Dear Families,

At James A. Garfield we strive to make a meaningful difference in the education for all students as early as preschool. Our teachers are licensed Early Childhood Educators and have a true passion and dedication to the students. The learning environment promotes play with high quality developmentally appropriate practices. Lessons are based on problem solving, creativity, and socializing.

Over the course of the year we urge you to participate in your child's preschool experience to collaboratively build your child's education.

Please make sure you take the time to review this handbook and keep it in a safe place where you will be able refer if needed. We are excited to be a stepping stone in your child's education.

Thank You,
Preschool Staff

Parent/Guardian Involvement

Volunteers

We encourage and actively recruit volunteers to assist with various programs in the school. Each volunteer's interest and abilities are coordinated with the particular needs of our students. If you or a friend 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 listed in the school board minutes as a volunteer to get liability coverage.

- Visitors must sign in at the office upon entering the building and be prepared to show proper identification.

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.*

Opportunities for classroom and educational involvement include:

- Attendance at 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 with us
- Participating in volunteer opportunities in the program (reading in classrooms, assisting the teacher with special projects, etc.)
- Join the JAG PTO (Parent Teacher Organization)

PARENT INVOLVEMENT

Our program believes that 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 your concern.

Home Visits

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

Outside of the Classroom

Consider some of the following suggestions to ensure your child has a prosperous day at school:

- Review materials that are covered in class such as the alphabet, shapes, counting, fine and gross motor skills
- Notify your child's teacher of situations that might cause distraction or change to student behavior
- Read to your child as much as possible.
- Engage your child with things that will interest them and promote learning.
- Check the Brightwheel app for pictures, updates and important messages to keep open lines of communication with your child's teacher.

Enrollment/Registration

Eligibility

Children are eligible for enrollment in the Preschool Program regardless of race, color, creed, disability, religion, sex, ancestry, national origin, or social and economic background. The Superintendent/designee shall set class size yearly for students with disabilities, economically disadvantaged students, and typical students according to IDEA guidelines.

Enrollment/Intake Procedures

Enrollment is completed through a screening process twice a year in March and September. All Parents are required to complete a registration packet every year one week prior to the students' start date. The packets will be mailed to parents of returning students by the end of April and for new students packets will be provided during the screening process, even if your child was in our program the preceding year. We need to do this to make sure we have updated information **EACH** year.

Registration Packet

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

1. Registration form
2. Birth Certificate
3. Emergency Medical Form
4. Medical Examination Form signed by a physician (less than one year old)
5. Immunization records **A MUST PRIOR TO THE START OF SCHOOL**
6. Public Relations Release
7. Health and Developmental Screening permission form
8. Other forms as needed such as: transportation, custody papers, permission slips, etc.

Program entry may be delayed or modified until ALL of these forms are received

Student Withdrawal and Transfer

If at any point you will be withdrawing your child from the preschool program, please notify the special services office to support you during this transition. The preschool program can contact school districts and provide them with current records (ie: immunizations, progress reports, IEP's and ETR's) as part of the transition process. Any additional information may be given upon parent request and release of records consent.

Change of Address and/or telephone number

If you are planning to move, please contact the school office or teacher as soon as possible. If your phone number has changed or not working, the school must know where to reach you in the event of an emergency. Answering machines/voicemail inboxes are not acceptable emergency numbers.

Class Roster

Soon after school starts, your child's teacher will send home a class roster. You will have an opportunity to let us know whether or not you want your child's name and other information on the roster. JAG BOARD POLICY STATES PARENTS HAVE TO SUBMIT A REQUEST IN WRITING WITHIN 10 TEN DAYS OF SUPERINTENDENT'S ANNUAL NOTICE IN ORDER TO REFUSE THE RELEASE OF DIRECTORY INFORMATION.

Discrimination

There shall be no discrimination on the basis of race, sex, color, age, religion, handicap or national origin. If a person feels discrimination has taken place, they should notify the program director.

Enrollment/Registration Continued

Attendance Policy

If your child will be absent from school, please call:

- Elementary office prior to the start of school at 330-527-0027.
- If your child rides the bus, you will also need to call your transportation department 330-527-4250.
- You can also use the Brightwheel app to notify teachers of an absence.

We have mandatory obligations to find out where your child is if they are not in school but are expected. *It is important that your child is not tardy. When a child comes in tardy it is disruptive to the classroom and awkward for your child. Please be on time.*

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 missed classes (without notification to teacher), a meeting will be scheduled to decide if the child will still be able to attend the program and, if applicable, if services need to be provided in another setting.

HOMELESS STUDENTS

Homeless students will be provided with a free and appropriate public education in the same manner as other students served by the District.

- Homeless students are eligible to receive transportation services, participate in education programs for students with disabilities or limited English proficiency, participate in gifted and talented programs, and receive meals under school nutrition programs.
- Homeless students will not be denied enrollment based on lack of proof of residency.
- For additional information contact the liaison for Homeless Students, Ted Lysiak, at the District Office, (330) 527-4336.

School districts with children who meet the definition of "homeless" under the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.) are to comply with division (F)(13) of section [3313.64](#) of the Revised Code.



Program Description and Options

Days and Hours of Operation

Student hours

- **AM Session 8:55-11:35AM**
- **PM Session 12:45-3:30PM**

All preschools classes run a little over 2 ½ hours each day Monday through Friday.

There is at least one Friday each month when there is no class for students so the classrooms may be fully sanitized and often teachers attend professional development classes. Please refer to the preschool calendar for specific dates. Your child's teacher will inform you of class starting and ending times and the daily schedule at the preschool orientation meeting.

School Calendar/Calamity Days

For the most part, Preschool classrooms follow the schedule and calendar of the James A Garfield School District.

You will be given a preschool calendar in the registration packet. If the building or district is closed due to weather or other emergency, the preschool classroom will be closed as well. If there is inclement weather after the start of the school day, the afternoon preschool classes will be cancelled. Families will be notified through Brightwheel or direct phone calls if afternoon classes are cancelled. Please monitor local radio and TV stations. Please check notes, Brightwheel and calendars sent home for any changes.

Tuition

Tuition and fees shall be charged to parents of typically developing students.

- Tuition payments are due monthly August through April by the 20th of each month. Payment schedules are included in your registration packet. All payments should be sent to the **James A Garfield Local Schools, 10235 State Route 88, Garrettsville, Ohio**. Payments should not be sent through the classroom teacher. Subsequent tuition payments are due on the 20th day of each month unless stated otherwise. No credit on tuition is given for school closings due to weather, emergency closings or children's absences. Failure to submit any payment will result in your child being withdrawn from the program.

James A. Garfield Preschool Program is Designed to:

- Create a calm, nurturing environment where children can feel safe
- Learn by problem solving
- Learn structure and daily routines
- Learn through active, hands-on and play approaches
- Help build relationships with peers
- Teach pre-academic skills such as number, letters, and writing their name



Procedures and Transportation

Dismissal Procedures

AM and PM Students are escorted out to their respective buses with the aid of a teacher or assistant.

Parents are permitted to pick up their preschoolers at 11:35 a.m. for morning sessions and 3:30 pm for afternoon sessions.

AM Pick-up

Students will be released one at a time to the parent/guardian/adult who has been designated on the approved list.

PM Pick-up

Students will be released one at a time to the parent/guardian/adult who has been designated on the approved list.

Visitation and Access Procedures

You are encouraged to visit the school 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.

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.**

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 on p. 22.

TRANSPORTATION

If your child is riding a public school bus...

We encourage you to work with your child in understanding appropriate behavior. Please encourage all children to:

- Follow directions from the driver and aide
- Remain in their seat
- Sit upright
- Hands to themselves
- Talk quietly
- Follow safety procedures for getting on and off the bus/van.
- Follow the PBIS bus Expectations

Bus Drop Off Procedure:

An adult is required to meet the bus at the drop off location.

- If no adult is present, the child will be returned to the elementary school on the bus. Parents will be responsible for promptly picking up their child at the elementary school.

If you are driving your child...

Please 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.

Authorized list for pick-up

Persons on the authorized list must be at least 18 year and be able to supply documentation of their identity.

Car safety requirements

Children transported in vehicles must be buckled securely into car safety seat/seat belts that meet state requirements. Parents will take whatever steps are necessary to maintain and use care safety seats. ORC 4511.01

Age 0-4 AND 40lbs. or less - need to be in a car seat

Age 4+ and more than 40lbs.-need to be in a booster seat

Program Standards

The Preschool Program is also guided by **the Ohio Department of Education's Early Learning and Development Standards**. These standards describe key concepts and skills that young children develop during the birth-to-five-year period. Their purpose is to support the development and well-being of young children and to foster their learning. The standards promote the understanding of early learning and development, provide a comprehensive set of expectations for children's development and learning and guide the design and implementation of curriculum, assessment and instructional practices with young children.

Ohio's Academic Content Standards influence learning:

"Academic standards are statements that clearly define what students need to know and be able to do" ...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 student with varied learning styles.

Standards help:

- Parents, students and teachers speak a common language about what students are expected to learn and when.
- Provide a clear road map for teachers, students and parents to follow throughout high school.

These Standards are broken down into 9 domains:

1. Approaches to Learning

This domain focuses on engagement, persistence, and mindset.

2. Cognitive Development

This domain focuses on memory, symbolic thought, problem-solving and reasoning, and cognitive flexibility.

3. Creative Development

This domain focuses on artistic engagement and expression.

4. Language and Literacy

This domain focuses on language and communication, phonological awareness, print awareness, and emergent writing.

5. Mathematics

This domain focuses on number sense, number relationships and operations, measurement, and geometry.

6. Physical Development and Wellness

This domain focuses on motor development and wellness.

7. Science

This domain focuses on science inquiry and application.

8. Social and Emotional Development

This domain focuses on self-awareness, self-regulation, social awareness and relationship skills.

9. Social Studies

This domain focuses on people, communities, and their environment.



Curriculum

Instructional Day/Daily Schedule

Your child's teacher will provide you with a copy of the daily classroom schedule.

Curriculum

Learning Without Tears (LWOT): Get Set for School

The Learning Without Tears (LWOT), Get Set for School is a comprehensive, multi-sensory approach to teaching and assessment used in the preschool classroom. LWOT provides a scaffolded approach to instruction using targeted, explicit lessons that address each developmental learning domain. The step-by-step lessons integrate hands-on manipulatives with a focus on bringing literacy alive in each of the 6 content themes: Get Set for School, My Body, Community & Play, Earth, Machines, and Animals.

The LWOT Get Set for School preschool program includes goal development, intervention, and evaluation for each individual child. This program includes an assessment measure designed to identify children's strengths and skills they are beginning to learn across areas of development and supports students in meeting individual goals 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 and drives the instruction in the classroom. The curriculum piece guides the individualized teaching that happens in the classroom. There is a home component that provides us with some information about your child's development and skills at home. LWOT is aligned with the State of Ohio's Early Learning Developmental Standards and The Early Childhood Big Ideas.

Heggerty Phonics

Heggerty Phonemic Awareness Pre-Kindergarten lessons are meant to supplement existing literacy curriculum and are easily integrated into half-day or full-day preschool programs. When lessons are taught consistently each day with explicit teacher modeling and scaffolded support, teachers see improvement in students' reading, spelling, and writing, as the students learn to hear the sounds in words.

Skill Development

James A. Garfield's Preschool Program will use the Ohio Early Learning Standards to guide modeling and support of instruction and skill development.

Circle Activities

This time slot provides for teacher-directed music, finger plays, rhythmic, calendar and weather, concepts, etc. Additionally, it is a time for developing listening skills, auditory memory, following directions and sitting quietly.

Self-Help Skills

We will continually work to develop independence in toileting, dressing and feeding skills. Please 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, gak, clean mud, wood shavings, rice, beans, cornmeal, sand and water play, etc.) Each teacher has a sensory table that changes frequently. Children have the opportunity to explore different textures such as water, rice, corn kernels, shredded paper, colored pasta and sand, etc.

Storytelling

Daily, we will utilize enjoyable stories and various props to encourage story appreciation, listening skills, language development, attention span and just plain fun. This is a teacher-directed activity even though the children actively participate with props throughout the story. Books are available to children as part of the classroom. Books are changing constantly based on thematic units and skills being addressed. They are displayed and accessible throughout the room.

Music

Music activities are incorporated throughout the child's day. Staff works with the children throughout the day with a focus on rhythms and musical instruments, songs, movement and the beloved parachute to name a few.

Gross Motor Skills

Children in all locations have daily and weekly opportunities to develop large motor skills. Throughout the month children go to the gym and outside on the playground. Yoga and other gross motor games are played indoors.

Snack

Your child should have a healthy snack every day. A snack and white milk are offered by the school's cafeteria. Sugary and salty snacks, snacks high in fat, will be avoided. We are aware children in your child's class may have allergies and alternative snack options will be provided in those circumstances. Common allergies include peanut and milk. Cooking is a big part of the curriculum. You may be asked to contribute to such projects.

Speech, Physical and Occupational Therapies

These therapies are provided for students with IEP goals. Therapists may join teachers in the natural environment of the classroom to provide services or they may be removed from the classrooms to work individually. Therapists, work on skills that enable children to access the curriculum and develop like their typical peers. They may make recommendations to teachers about what modifications and accommodations may need to be made to the curriculum or the environment in order for a child to make progress in and have access to the curriculum and their instructional level. Collaboration about curriculum goals and objectives occurs between therapists and the teachers.

Assessment and Screening Process

Mandated Screenings

All children enrolled in any program will receive health screenings which at a minimum include vision, height, weight, and hearing. Lead and hematocrit screenings are mandated and part of the child's physical. All children not on an IEP will also receive language and age-appropriate, standardized developmental screenings, which at a minimum address speech/language, cognitive, gross/fine motor and social/emotional/behavioral development, using instruments with normative scores and relevant to the population. Vision Screenings will be done by our trained screener and hearing screenings will be done by the Speech and Language Therapist who services your child's classroom. The whole purpose of screening is the "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 over a period of time. If the student is not making steady progress parents will be consulted and a possible referral made with parent support.

Information obtained through screenings, progress monitoring and assessments may be shared with a child's physician at the parent's request.

Learning Without Tears (LWOT) Benchmarking

Benchmarking at the beginning middle and end of the year on the Early Learning and Development standards. Teacher use this information to guide instruction throughout the school year.

Early Learning Assessment (ELA)

All children enrolled in either the Preschool Special Education or Early Childhood Entitlement Program will be assessed using the Early Learning Assessment (ELA), this began in the 2014-2015 school year. The purpose of the assessment 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).

ASQ:SE(Ages and Stages Questionnaires: Social-Emotional)

The IDEA Amendments of 1997 require the use of assessment procedures that address children's social competence and emotional competence. The preschool uses this questionnaire to assess children's social development from 30 to 60 months. This questionnaire is given twice a year in the fall and spring. This is a parent-completed questionnaire that asks questions in the following behavioral areas: self-regulation, compliance, communication, adaptive, autonomy (independence), affect (feelings for others), and interaction with people. This questionnaire is administered to students with special needs only.

COS Summary Form (Child Outcome Summary)

Child Outcomes are to be measured as required by Office of Special Education Programs (OSEP). Child Outcomes are defined as positive social-emotional skills, acquisition and knowledge of skills, and use of appropriate behaviors to meet their needs. This summary of development is compiled twice a year in the fall and spring. This progress monitoring summary is completed by your child's educational team, which includes parents, teacher, and related service providers (occupational, physical, and speech-language) if applicable. Data collected from the classroom (such as KRA, ASQ:SE, 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 in the community). This summary is completed for students with special needs.

Program Classroom Management

GUIDANCE and DISCIPLINE POLICY

PBIS

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. At JAG Elementary we begin communicating positive expectations in preschool.

A very important part of the preschool experience is helping children learn how to get along in the world, enjoy being with other children, and follow the direction of an adult other than their parent. A caring and positive approach will be taken regarding behavior management and discipline. The teachers will focus on the positive behaviors of the children and reinforce those behaviors as often as possible. Our goal in providing guidance and discipline is to encourage the development of children's self-control and self-discipline. We help children negotiate conflicts through the use of words and problem-solving strategies. We use constructive language by phrasing guidelines for behavior positively: "Walk in this room," instead of "Don't run." We especially encourage children 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 periodically. We encourage children to handle these on their own whenever possible or practical. If a child is behaving in a way which is potentially harmful to self, others, or property, adults will intervene.

Although each problem that arises calls for unique solutions, we use these guidelines to 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 realize 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 child's parents. Together they will come up with strategies to help the child overcome his or her difficulties.

Program Classroom Management Continued

Discipline Policy

A preschool staff member in charge of a child or a group of children shall be responsible for their discipline. The classroom shall have written discipline policy describing the program's philosophy of discipline and the specific methods of discipline used in the program. This written policy shall be on file in the office for review and within each classroom. 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. Actual 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 punishment such as, but not limited to, slapping, pinching, shaking, or spanking.
- 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, such as in a protective hug, 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 that humiliate shame or frighten a child will not be used. Discipline shall not include withholding food, rest, or toilet use.

- 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.
- The parent of a child enrolled in this preschool program shall receive the programs written discipline policy.

All preschool staff members shall receive a copy of the program's discipline policy for review upon employment.



Preschool Licensing

Annual Licensing Reviews

The Ohio Department of Education, Office of Early Learning and School Readiness, conducts annual licensure reviews of all County Preschool programs and facilities. If you have any questions related to the reviews, please contact the school office. Licenses are posted in each facility as well as the most recent compliance report.

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.

Student Records & 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 to authorized persons for programming purposes. 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.

Ratio

Each preschool classroom has children ages 3-6 years. The maximum number of children per class is 16 with an adult/child ratio of 1:8. Child/staff ratios and maximum group size 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.

Parent Roster

A parent roster is developed annually as required by state law. The roster contains each child's name, parent's or guardian's name and telephone number. If you do not wish to have your name on the roster, you may sign a waiver at the time of enrollment. A roster is available upon request from the preschool teacher.

Student Records

Each preschool site will maintain enrollment, health, attendance, child's progress, child's history and parent/guardian-teacher conference information for each child enrolled in the program. Records are confidential, but are available for review by the child's parent or guardian, Preschool Team and the Ohio Department of Education.

Step Up To Quality

Step Up To Quality

Step up to Quality is a five–star quality rating and improvement system administered by the Ohio Department of Education and the Ohio Department of Job and Family Services. SUTQ recognizes and promotes learning and development programs that meet quality program standards that exceed preschool licensing and school age child care licensing health and safety regulations.

Step Up To Quality program standards are based on national research identifying standards which lead to improved outcomes for children.

Step Up to Quality programs provide the following for a effective preschool program:

- Lower staff/child ratios
- Administration and teachers have higher education and training
- Administration and teachers complete more than hours of training a year
- The program uses assessments to evaluate and improve learning experiences
- The program values families and community

James A. Garfield Preschool’s Early Childhood Education Preschool Program

The program has earned five stars and will be evaluated every three years.



Medical and Communicable Disease Policy

Management of Communicable Disease

Preschool staff members are trained to recognize the common signs of communicable disease or other illnesses. Children will be observed daily for any of these signs. The staff members will follow the Ohio Department of Health "Child Day Care Communicable Disease Chart" for appropriate management of suspected illnesses. Each student will receive a quick "health check" upon entering the classroom.

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, if needed, 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 and a school nurse or principal will be notified:
 - Diarrhea (more than one abnormally loose stool within a twenty-four hour period)
 - Severe coughing, causing the child to become red or blue in the face or to make a whooping sounds
 - Difficult or rapid breathing
 - Yellowish skin or eyes
 - Conjunctivitis (pink eye)
 - Temperature of one hundred degrees Fahrenheit taken with digital thermostat on the forehead when in combination with other signs of illness
 - Untreated infected skin patch(es)
 - Unusually dark urine and/or grey or white stool
 - Stiff neck
 - Evidence of lice, scabies, or other parasitic infection
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
 - Sore throat or difficulty in swallowing
 - Elevated temperature
 - Vomiting

The child shall be made comfortable. Decisions regarding whether the child should be discharged immediately or at some other time during the day will be determined by the director or designee and the parent. The child, while isolated, shall be carefully watched for worsening symptoms.

4. A child isolated due to a suspected communicable disease shall be:
 - Cared for in the school clinic 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; and discharged to parent, guardian, or person designated by the parent or guardian as soon as possible

It is imperative that the preschool program has current emergency information for your child. Also, please make sure the alternate person(s) with authorization to pick up your child lives locally and make sure phone numbers are current and working! An ill child should be picked up within one (1) hour.

Readmission 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, or
3. **When they are fever or symptom free for twenty-four (24) hours without the aid of fever-reducing or other m medications.** If child is still showing symptoms they cannot return to school. Teachers will send children home if not symptom free. Please be considerate and keep your child home until no longer contagious.

Notification of Exposure to a Communicable Disease

If your child is determined to have a communicable disease, you must inform the preschool teacher immediately.

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.

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 specified, or a child who does not feel well enough to participate in activities. A mildly ill child will be observed within the group. If symptoms persist or worsen, the parent will be called to pick up the child.

Health and Safety

Health Records

According to Ohio Preschool regulations, each child enrolled in the preschool program must have a complete medical and dental exam form signed and dated by the physician each year. **(section 3313.67 of Ohio Revised Code)**

If you do not have a regular doctor or dentist, you may receive assistance through the Portage County Health Department. Please call their office to discuss your needs and/or schedule an appointment. That number is 330-296-9919.

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.

No child, at the time of initial entry or at the beginning of each school year, shall be permitted to remain in school for more than fourteen (14) school days unless the child presents written evidence that s/he has been immunized or is "in the process of being immunized". For the safety of all students, the school principal may remove a student from school or establish a deadline for meeting State requirements if a student does not have the necessary immunizations or authorized exemption. In the event of a childhood disease epidemic, the Superintendent may temporarily deny admission to a student otherwise exempted from the immunization requirement. Any questions about immunizations or exemptions should be directed to the district's nurse.

Immunizations are available for children from 0 to 19 years of age at the County Health Dept. Call 330-296-9919 for a schedule and locations.

Health Services

Nursing services are available at James A Garfield Elementary School. Please refer to school handbooks for details. The duties include monitoring immunizations, administering medications, detecting nutritional problems and taking care of illnesses that occur during school hours. As a courtesy, please let the school nurse/teacher know of any injuries that occur at home (i.e.: sprains, large black and blue abrasions, etc.).

Doctors Physicals and Immunizations

Preschool children in classrooms licensed by ODE must have immunization records and a current physical on file. These forms (immunization and physical) are two separate things and must be treated as such.

Immunizations must be kept up-to-date AND BE IN ON THE FIRST DAY OF SCHOOL. The physical must be completed by a licensed physician and affirm that the child is in suitable condition for enrollment in the program. Physicals expire in one year from the date they are given. So, your child's physical may expire in November, meaning we must have a new one to replace it on the same day it expires. Licensing people have and will cite us for violation. If you do not have a regular doctor or dentist you may receive assistance through the Portage County Health Department. Please call their office to discuss your needs and/or schedule an appointment.

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. No child, at the time of initial entry or at the beginning of each school year, shall be permitted to remain in school for more than fourteen (14) school days unless the child presents written evidence that s/he has been immunized or is "in the process of being immunized".

Lead and Hematocrit Screening

ODE now mandates that **All Children – with or without disabilities** who are attending an ODE licensed preschool program have **HEMATOCRIT AND LEAD SCREENING**. Results of this screening are to be put on the appropriate line on the physical form provided. If you have discussed this with your doctor and you choose for your child NOT to have this screening, we will need for you to sign a form to that effect.

LEAD SCREENINGS are available for FREE at the County Health Department. Please call them at 330-296-9919.

Health and Safety

Continued

Medication Administration

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. Medication shall be stored in a designated locked storage place, except drugs requiring refrigeration shall be kept in a refrigerator not accessible to children. Emergency medication may be kept in an unlocked storage place as long as it is out of reach of children. Parent permission is needed for the application of topical products and lotions and is to be applied according to the manufacturer's instructions. If proper procedure is not followed, the medication, food supplement, modified diet, topical product/lotion or fluoride will not be administered. The parent/guardian will be responsible for administering them until proper protocol is completed. The first dose of a newly prescribed medication must be administered at home by a parent. Only employees who are health professionals or who have completed a drug administration training may administer medication.

3313.713 of the Revised Code

Handwashing

Research has shown that hand washing is the best defense against transmission of infection or disease. All preschool teachers and staff have been trained in appropriate hand washing and disinfecting protocols.

Toileting

Typically developing children are required to be potty trained prior to attending the preschool program. Toileting procedures will be identified in each classroom. Children will be able to access the restrooms at any given time throughout the day. For those children on IEPs who are not potty trained, no cloth diapers will be accepted.

Clothing

It is very important that children be comfortable at school. Clothing that is able to be "played in" is required. Children spend 90% of their day on the floor. They need to move, climb, crawl, roll, etc. Tennis shoes are important for safety and maneuverability. Because children want and need to be independent, clothing should be easy to fasten, get on and off easily and not too big or small. Velcro is a good thing. Also, because we live in Ohio, we have the luxury of four distinct seasons. Outdoor play is the goal every day. Outdoor recess will be held when the temperature and wind chill are 20 degrees or above. Please dress your children for it.

Nutrition

Snack needs to be a nutritious one that contains a part of a preschooler's daily nutritional allowance. As mentioned earlier snack is provided through the school's cafeteria. Snacks must be served in accordance with USDA requirements and will consist of two of the following food groups:

- A meat or meat equivalent group
- Bread/bread-alternative group
- Milk group
- Fruit/vegetable group

Children will be provided with a menu of snack items available in the classroom. Such snacks provided are as follows: cheese sticks, graham crackers, apples, pretzels, carrot sticks, etc. We are always aware of food allergies. Children may not share food. When sending in a snack to celebrate a birthday or Holiday, please check with your teacher first.

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/building principal and the person completing the form 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, Brightwheel message, phone call or voice message within 24 hours after the incident.

Safety Drills (Fire, Tornado, Lock Down)

Children and staff follow the building'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 lock down procedures. An effort is made to make sure that children in all sessions get this experience. Written documentation of annual fire inspection and facility approval is available. For details, please check with your child's teacher or school principal.

Field Trips

Throughout the school year, different 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 a permission form 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.

Health and Safety Continued

Family/Custodial Situations

As there are an increasing number of families experiencing transitions in parental custodial relationships. We find it necessary to clarify and restate the usual procedures followed by the administration in dealing with parents in such situations.

In two-parent families, it is assumed that both parents are living at the same address unless we have been notified otherwise. School personnel will send home notices, communications, etc. with the child. It is assumed that both parents are communicating regarding the child and that all information is shared by and between the parents. This information includes, but is not limited to, parent conferences, IEP meeting invitation, and quarterly progress reports.

In families experiencing separation of parents or pending divorce, the above information will be sent home with the child to whichever parent currently has care of the child. It is assumed that this information is shared *by* the parents and *between* the parents. Since this situation frequently impacts on a child's achievement and interactions at school, parents are asked to inform *both* the principal/director and teacher of this fact so that appropriate support can be given to the child. The preschool staff cannot proceed on hearsay, rumors, or requests of a parent; however, without the appropriate documentation detailed below.

In cases of an actual divorce decree involving *clear custody by one parent*, the school is to be informed by the custodial parent of this fact. A copy of the first page of the decree bearing the case number and date, 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 principal. Unless the decree indicates otherwise, school communications will be sent home to the *custodial parent*. Custodial parents should understand, however, that 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. We will, unless instructed by a court order, release such report cards, health records, referrals for special services, and communications regarding major disciplinary actions. Further, you should realize that unless restricted by court order, any non-custodial parent has the right to attend any school activity of their child.

In cases of joint custody (shared parent agreements) entitling both parents access to school personnel and activities, it is assumed that one copy of communications and information will be sent home with the child and that this will be shared *by* and *between* the parents.

Regarding parent conferences in all custody situations, it is preferred and will be the general procedure that *one* conference appointment be scheduled jointly if both parents wish to be present. It is assumed that parents are able to set aside differences and to come together on behalf of their child for this time. A joint conference further insures that both parents are given the same information at the same time, thereby avoiding misunderstanding and/or misinterpretations

Suspected Child Abuse/Neglect

All preschool staff are required to report all suspected cases of child abuse or neglect to the Ohio Department of Human Services. Staff is also trained in child abuse recognition.

Preschool Transitions

Transitioning to Preschool

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 to school on time. Long waits in the lobby or car may make the separation harder. Conversely, being rushed or arriving late can also add to a difficult transition.

Develop a routine for saying good-bye and then stick to the routine. This really helps!

If your child has a tantrum or plays avoidance “games” at arrival, be careful, extra attention, hugs, etc. may prolong and reinforce the child’s inappropriate behavior. Empathize with the child and let him/her know that you understand it is hard to leave Mom, Dad or Grandma/Grandpa. Acknowledge the feeling not the behavior.

In extreme cases, your teacher will work with you on a plan for the transition that will work for everyone.

Transitioning Children to Kindergarten

Our teachers will talk with students about going to a new classroom. Children scheduled to enter kindergarten the following year will visit classrooms in the spring. Kindergarten registration information will be given to parents when known. Newly created assessments in the State of Ohio are linking preschool children’s progress with kindergarten registration information.

Special Education

IEP Progress Reporting and Parent Conferences

IEP Progress reports are completed per the student's IEP. Remember, the purpose of an IEP is to have goals that will enable the child to access the curriculum. Progress on mastery of the preschool curriculum is reported at parent/teacher conferences two times per year.

Face-to-face parent/teacher conferences take place 2 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.

Child Find

Every school district in the Country (yes Country not County) is mandated to identify children in their districts who have disabilities, ages 3 to 22.

On the preschool end of that, we work with school districts, Job and Family Services, Help Me Grow, Portage County Board of DD 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 (or will be age 3 in 6 mos or less) call:

Special Services Director, Emery Boyle-Scott, at the James A Garfield Elementary School: 330-527-5524 or the building principal.

STUDENT RECORDS

STUDENT RECORDS

The School District maintains many student records, including both directory information and confidential information.

DIRECTORY INFORMATION (Bylaws & Policies 8330)

Each year the Superintendent shall provide a public notice to students and their parents of its intent to make available, upon request, certain information known as "directory information." The Board designates as student "directory information": a student's name; address; telephone number; date and place of birth; major field of study; participation in officially recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation; or awards received.

The Board designates school-assigned e-mail accounts as "directory information" for the limited purpose of facilitating students' registration for access to various online educational services, including mobile applications/ apps that the student will utilize for educational purposes and inclusion in internal e-mail address books.

School-assigned email accounts shall not be released as directory information beyond this/these limited purposes (s) and any person or entity but the specific online educational service provider and internal users of the District's Education Technology.

Directory information shall not be provided to any organization for profit-making purposes.

Parents and eligible students may refuse to allow the Board to disclose any or all of such "directory information" upon written notification to the Board within ten (10) days after receipt of the Superintendent's annual public notice.

Whenever the consent of the parent(s)/eligible student is required for the inspection and/or release of a student's health or educational records or the release of "directory information," either parent may provide such consent unless agreed to otherwise in writing by both parents or specifically stated by court order. If the student is under the guardianship of an institution, the Superintendent shall appoint a person who has no conflicting interest to provide such written consent.

The Board may disclose "directory information" on former students without student or parental consent.

STUDENT RECORDS

The Board shall not permit the collection, disclosure, or use of personal information collected from students for marketing or selling that information (or otherwise providing that information to others for that purpose).

Directory information can be provided upon request to any individual other than a for-profit organization, even without a parent's written consent. Parents may refuse to allow the Board to disclose any or all "directory information" upon written notification to the Board.

For further information about the items included within the category of directory information and instructions on how to prohibit its release, you may consult the Board's annual *Family Education Rights and Privacy Act* (FERPA) notice, which can be found at the District Office (330) 527-4336.

Other than directory information, access to all other student records is protected by FERPA and Ohio law. Except in limited circumstances as specifically defined in State and Federal law, the School District is prohibited from releasing confidential education records to any outside individual or organization without the prior written consent of the parents, or

the adult student, as well as those individuals who have matriculated and entered a postsecondary educational institution at any age.

Confidential records include test scores, psychological reports, behavioral data, disciplinary records, and communications with family and outside service providers.

Students and parents have the right to review and receive copies of all educational records. Costs for copies of records may be charged to the parent. Please provide a written notice identifying requested student records to the Elementary School Office to review student records. You will be given an appointment with the appropriate person to answer any questions and review the requested student records.

Parents and adult students have the right to amend a student record when they believe that any of the record's information is inaccurate, misleading, or violates the student's privacy. A parent or adult student must request the amendment of a student record in writing, and if the request is denied, the parent or adult student will be informed of his/her right to a hearing on the matter.

STUDENT RECORDS

Consistent with the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as a part of the school program or the District's curriculum, without the prior written consent of the student (if an adult or an emancipated minor) or, if an unemancipated minor, his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or the student's parents;
- A. mental or psychological problems of the student or the student's family;
- A. sex behavior or attitudes;
- A. illegal, anti-social, self-incriminating, or demeaning behavior;
- A. critical appraisals of other individuals with whom respondents have close family relationships;
- A. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- A. religious practices, affiliations, or beliefs of the student or his/her parents; or
- A. income (other than required by law to determine eligibility for participation in a program or receiving financial assistance under such a program).

Consistent with the PPRA and Board policy, parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation. Please contact the Elementary School Office to inspect such materials.

Further, parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/ evaluation is administered or distributed by the school to the student. The parent will have access to the survey/ evaluation within a reasonable time after the principal receives the request.

The Superintendent will notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- A. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose); and
- A. the administration of any survey by a third party that contains one or more of the items described in A through H above.

STUDENT RECORDS

The Family Policy Compliance Office in the U.S. Department of Education administers both FERPA and PPRA. Parents and/or eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
20202-4605 Washington, D.C.

www.ed.gov/offices/OM/fpc

Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses:

FERPA@E D.Gov; and

PPRA@ED.Gov.

PLEASE NOTE:

We at GES strive to promote student recognition and achievement. There will be times when student information, accomplishments, photos, written work, video projects, presentations, etc., may be released to sources outside the school (social media, newsletters, educational publications, local media, the internet, etc.). These materials will only be used for educational purposes and/or student recognition. **Parents who object to these practices must notify the school office in writing. Otherwise, GES has permission to make public any notable student accomplishments and subsequent information relating to these accomplishments.**

