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Chardon Local Preschool Handbook

308 Maple Avenue
Chardon, OH 44024
440-285-4066



Mission of Chardon Local Schools

The mission of the Chardon Local Schools is high achievement for all students, where learning is our most important work.

Vision of Chardon Local Preschool

To provide a safe and structured environment that fosters individualized learning and child development.

Core Values

Chardon Local Schools share common core values that define that characteristics of a Chardon student and staff. Students will learn about these values beginning in preschool and throughout their years at Chardon Local Schools.

C - Community

H - Humility

A - Achievement

R - Respect

D - Dignity

O - Optimism

N - Nurture



Philosophy

The educational philosophy of the Chardon Local Schools is based on a developmental and play-based approach to preschool education. The program provides an environment that respects children and is designed to meet the unique social, emotional, cognitive, and physical needs of each child as he/she passes through the stages of childhood development.

The program identifies and appropriately provides for the unique needs, characteristics, and abilities of each child. The Chardon Local Preschool promotes the development of the whole child; it recognizes that different levels and abilities are expected, valued, and accepted. Learning through play creates a brain that has increased flexibility and improved potential for learning in later life. Play-based learning is widely seen as an essential tool for early years teaching and learning as it greatly benefits children in developing essential life skills. Flexible thinking is a skill that will benefit children as they learn new skills.

Our continuum of programming allows children, both typically developing and children with disabilities, to interact and gain a broader perspective of the real world. A variety of learning experiences promote positive attitudes about human differences. An important component of our early childhood program is to help children understand that the same things matter to all people: love, life, goodness, and friendship no matter their race, religion, culture and ability.

Another vital component of our program is family involvement. The family is an integral part of a child's learning experience and an essential part of the child's educational team. Therefore, the program provides many opportunities for families to be active participants in a child's early education.

Each child is valued as a unique person with a distinctive pattern of growth and development. We provide a loving environment stressing the development of a child's positive self-image in the world around him.

Program Description

The Chardon Local Preschool serves children ages three through five years in a variety of classroom settings. The classrooms are located at Maple School, 308 Maple Avenue in Chardon, Ohio. The program offers a variety of classroom options and services to best meet the developmental needs of all young children.

The inclusion of both children with special needs and children who are typically developing is a major component of the program. Educational experiences and opportunities for interaction are developed for the benefit of all children.

The curriculum is a traditional play based early childhood program that is developmentally appropriate and aligned with the Ohio Early Learning and Development Standards. Teachers and parents work collaboratively to create individualized goals for each student. The preschool staff includes the preschool director, certified early childhood intervention specialists, school psychologists, classroom educational assistants, speech/language pathologists, occupational therapists, physical therapist, and a school nurse.

Parent involvement is an important component of a child's early education. Parents and families provide valuable input that helps ensure a successful transition between home and school. Our program provides many opportunities to become actively involved. Parent/family meetings are scheduled on a regular basis for information and support. Teachers and parents maintain communication through phone calls and written correspondence. Progress reports are sent home quarterly. Family services such as additional conferences, consultations, and home visits are scheduled as needed.

Program Goals

Our preschool program provides practical opportunities to address the early learning domains of self-help and adaptive skills, social emotional development, fine and gross motor skills, pre-academic skills and communication and language development in a play-based setting.

Self-Help and Adaptive Skills

The program will provide opportunities for the children to become self-sufficient, independent preschoolers. They will be encouraged to become independent in all of the daily preschool routines, including: arrival, dismissal, snack, and toileting. The children will practice these skills daily and be provided with supports both at school and home.

Social Emotional Development

The program will provide opportunities for the children to behave in positive ways and socialize with their classmates and teachers. The children will be encouraged to follow the daily routine, transition from one activity to the next, cooperate with peers, share, and take turns. The children will also be encouraged to try new and different activities. They will be supported as they learn to accept and handle changes as they grow and develop.

Fine Motor Skills

The program will provide opportunities for children to develop fine motor skills through activities such as: puzzles, play dough, beads, scissors, crayons, blocks, and buttons. Writing, drawing, and cutting activities are difficult for many preschoolers. They may experience frustration when asked to do these activities that require control of their hand muscles. Giving them open-ended activities such as exploring writing, painting, and working with play dough or shaving cream will help to develop these muscles. These activities are essential for fine motor development and promoting self-confidence in the development of their writing ability.

Gross Motor Skills

The program will provide opportunities for children to develop and use their large motor muscles through activities such as jumping, running, hopping, climbing, playing on outside playground equipment, and creative dance.

Pre-Academic Skills

The program will provide the opportunity to develop pre-academic skills and help foster self-confidence and enthusiasm for school, as well as, increasing the child's knowledge of the Early Learning and Development Standards and the world around them. Providing academic activities is an opportunity to engage children when they are young, eager, and curious and to challenge them by setting reasonable goals and helping them achieve those goals.

Communication and Language Development

The program will provide a language rich environment that gives opportunities for children to develop their communication skills. Children will develop their articulation/phonology skills, expand their vocabulary, ask and answer questions, participate in discussions, and develop social language skills including participating in conversation, staying on topic and taking turns. Children are encouraged to use their language to express their feelings and ideas.

Daily Schedule

The preschool program provides a daily schedule that is age appropriate and meets the needs of all the students. The following reflects our daily schedule along with goals that further develop the student's needs in all areas of development.

Arrival/Dismissal/Adaptive Behavior Skills

Goal - Children will work on general independence throughout the school day. This includes developing independence with separating from parents, dressing skills, caring for their own belongings, and social greetings/farewells.

Circle

Goal - Children will participate in story time, discussions, songs, and games that help them develop numerous cognitive and social skills. Participating appropriately in a group setting is emphasized.

Free Play

Goal - Children will be given the opportunity to make choices of play activities, gain social skills with peers, as well as, cooperative play skills that include sharing and taking turns with others.

Tabletop/Fine Motor Activities

Goal - Children will be given a variety of materials (markers, crayons, paint, glue, etc.) in order to develop fine motor abilities and cognitive skills through a variety of creative tasks.

Science/Math

Goal - Children will be provided hands-on learning experiences that will allow them to follow directions to complete a process and eventually reach a finished product or make

a discovery. Children will be able to use higher level thinking skills as they ask/answer questions and draw conclusions.

Gross Motor/Outdoor Play/Gym Time

Goal - Children will be given opportunities to build skills in the areas of coordination, balance, movement, and strength through large muscle movement. They will also be exposed to a variety of activities that promote a healthy lifestyle.

Snack

Goal - Children will be given the opportunity to develop their eating skills such as using proper utensils, using good manners, displaying appropriate social exchanges during eating times, and gaining an understanding of healthy eating choices.

Bathroom

Goal - Children will gain independence in the toileting routine by caring for their own personal needs through clothing management, usage of facilities, and learning good hand washing techniques.

Days and Hours of Operation

Integrated Preschool Classroom

3 & 4 year old M-Th AM: 8:45 am - 11:30 am

4 & 5 year old M-F PM: 12:45 am -3:00 pm

Tip Toppers Special Education Resource Room

3, 4, & 5 year olds M-TH: 8:45 am - 3:00 pm

Tuition

Tuition can be paid in full or divided into 8 monthly payments. Tuition payments are due on the 5th day of each month unless stated otherwise. All payments should be sent to the **Chardon Local Preschool, 308 Maple Ave. Chardon, Ohio 44024**. No credit on tuition is given for school closings due to weather, emergencies or children's absences. Failure to submit payment will result in the child being withdrawn from the class. Checks can be made payable to Chardon Local Schools.

Health and Safety

The program's health and safety policies and procedures ensure that the health and safety of the children are safeguarded by an organized program of school health services designated to identify child health problems and to coordinate school and community health resources for children.

- Parents of a child enrolled in the program shall be permitted access to the school during the hours of operation to contact their child, evaluate the care provided by the program, the premises, or other purposes approved by the director
- Child/Staff ratios and maximum class sizes are maintained
- No child will be left alone or unsupervised
- Handheld radios are available in every classroom during school hours
- Emergency procedures, including fire drills, rapid dismissals, and tornado drills, and emergency contact information are posted in every classroom
- All preschool staff are trained to recognize signs and symptoms of illness and in hand washing and disinfection procedures
- The program follows the Child Daycare Communicable Disease Chart
- Parents shall be notified of accident or injury using an incident report. The program will maintain a log of incident reports.

Parent Notification of Exposure to Communicable Disease

Parents will be notified by the teacher when children are exposed to a diagnosed communicable disease or parasitic infestation in writing or by electronic communication.

Communicable Diseases

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

- Preschool staff will immediately notify the parent/guardian of the child's condition when a child has been observed with signs or symptoms of an illness.
- A child with any of the following signs or symptoms of illness shall be immediately isolated and discharged to his/her parent/guardian:
- Diarrhea (more than 1 abnormally loose stool within a 24-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
- Conjunctivitis
- Temperature of 100 degrees Fahrenheit taken by the auxiliary method in combination with other signs of illness
- Untreated, infected skin patches
- Unusually dark urine and/or gray or white stool
- Stiff neck
- Evidence of lice, scabies, or other parasitic infestation

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

Mildly Ill Procedure

If a child is demonstrating signs they may not be feeling well, they will be taken to the nurses office. The child shall be made comfortable on a cot. Decisions regarding whether the child should be discharged immediately or at some other time of the day shall be determined by a school nurse, teacher and parent/guardian. The child, while isolated from other students, shall be carefully observed for signs of additional symptoms and/or worsening symptoms. The determination is based on the child's ability to participate in classroom activities and the severity of the symptoms.

All linens and blankets used by the ill child shall be laundered before being used by another child. The cot shall be disinfected with an appropriate germicidal agent. If soiled with blood, feces, vomit, or other bodily fluids, the cot shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent.

Re-admission Policy

Children may return to preschool under the following conditions:

- When they have been treated with prescription medication for 24 hours
- With a note from a physician or other medical professional stating they are no longer contagious
- When they are fever or symptom free for 24 hours without the aid of fever reducing or other medication
- 72 hours after after last bout of diarrhea
- 24 hours after last bout of vomiting

Medication Policy

The medication policy complies with state guidelines to ensure the health and safety of all students requiring medication in school. All medications (including inhalers, antibiotics, pain relief products, cough/cold products, etc.) require both parental and physician approval. Medications must be supplied by the parent, transported to and from school by the parent, and be in a properly labeled container. For children requiring medication during school hours, additional information/forms are available on the Chardon Local Schools Preschool Website or by contacting the preschool. Medication shall be stored in a designated locked storage place, except drugs requiring refrigeration. Those medications shall be kept in a refrigerator not accessible to children.

Procedures

Admission

Parents of new students will complete a student enrollment packet consisting of the following forms:

Registration Form

- Copy Of Original Birth Certificate
- 2 Proofs of Residency
- Family Information for Step Up to Quality
- Emergency Medical Form
- Medication / Health Plan signed by Physician
- Field trip - Frequent Trip Form
- Photo Release

- Technology Agreement
- Release form (who can pick up),
- Poverty
- Home Language Survey
- Medical statement signed by Physician
- Parent Handbook Receipt
- Ohio Department of Health Oral Assessment
- Roster Participation Form

Community students also must submit a tuition deposit at time of registration.

Placement

- Community students are assigned to a classroom based on age and availability of classroom openings.
- The IEP team, consisting of the parents, an intervention specialist, related service providers, and a district administrator will make placement decisions for students identified as having a disability.

Withdrawal

After the parent advises the school that a student will be leaving the district, a withdrawal form is completed and signed by the parent. (Paperwork is done by phone if the move has already occurred). Records are compiled and forwarded to the new district once a record request is received.

Records Transfer

Students records can be transferred to another school district or shared with an outside provider by completing a release of records. Outside providers may include physicians, outside therapists, and case managers. Student records will not be released without written consent of the parent or guardian.

Drop off and Pick up Procedures

For the 2020-2021 School Year Drop Off begins at 8:30

If parents are transporting a child to/from school, the preschool staff requests that they be prompt in dropping off and picking up. Parents/Guardians will enter the main parking lot and loop into the drop off area. A staff member will take each child's temperature as they exit their vehicle and place hand sanitizer in the student's hand. Staff will escort the student into the building and to their classroom. As students exit or enter their vehicle it is highly recommended that they wear a face covering (face mask or face shield).

At the end of the school day, parents/guardians will again enter the main lot and pull into the loop. A car tag with the teacher's and student's name should be placed in the front right side window of the vehicle. Each family will be provided 2 signs at the beginning of the year. Prior to exiting the classrooms, students must wash their hands and a staff member will escort them to the pick up area. A staff member will call the students to the pick up area where parents will buckle them into the vehicle. Parents / Guardians must wear a face covering when meeting their child to place them in the vehicle. If a child arrives or must be dismissed at a time other than the scheduled drop off and pick up times, parents should enter through the main entrance. The secretary will buzz the parent or designee into the building, determine the nature of the visit and notify the child's classroom teacher to come and escort the child to the classroom. If being dismissed early, the secretary will request photo identification and check the students permission to release form prior to asking them to be escorted to the office for release. If parents or a designee will be picking up a child early, please send in an early dismissal form so the staff can prepare for the change in schedule and have the child ready.

Permission to Release

A pick-up authorization form must be filled out and signed by parent/guardian at the beginning of the school year. Children will only be released to people who are listed on that form. People authorized to pick up a child must provide a valid driver's license or similar identification before a child is released. This is for the protection of the children.

Bus Riders

The Transportation Department will notify bus riders of the pick-up and drop-off times. If a child will be absent from school or will not need a bus on a given day, please call the Transportation Department and the school.

Absences

If a child will be absent, please call the preschool at 440-285-4066. In order for everyone to have a healthy school year, it is important for parents to notify the preschool if a child is absent because of a communicable illness (strep throat, pink eye, chicken pox, etc.). This will allow the preschool staff to notify other parents of the children's exposure to certain illnesses and to watch for symptoms. Children need to be diarrhea, vomit, and fever free (*without medication*) for at least 24 hours before returning to preschool. Although it is fine to send a child to school with a mild cold,

please keep him/her home if he/she has excessive nasal discharge, a persistent cough, or is simply not able to actively participate in all activities.

Fire/Tornado/Safety Drills

Drills are held periodically during the school year as outlined by the Ohio Department of Education . Every effort is made to teach the children calm evacuation procedures from the building and/or tornado procedures.

Snacks

Snack time is part of the daily schedule. Students may bring a healthy snack and drink to have during the school day. Some teachers may choose to do a family style snack, where each child provides a snack for the entire class. Individual teachers will inform parents of their snack procedure. Please inform the preschool staff if a child has any known allergies or if there any foods that a child cannot eat. A restricted food list will be provided at the beginning of the school year, should there be a child with a food allergy in the classroom/center.

Nap Time Procedures

Children in the all day/everyday program will have a daily nap or quiet time. It is important that young children have a break in the activity of the preschool day to rest and “recharge.” Children will rest on an assigned mat or cot with their blankets after lunch time. It is not expected that all children sleep, and after a reasonable quiet time, children may participate in quiet activities. Children may bring a sheet or blanket for their cot that will be returned every Friday to be cleaned for the next week.

Snow and Severe Weather

When the Chardon Local School District is closed the Chardon Local Preschool will also be closed. Check our website (<http://www.chardon.k12.oh.us>) and local television/radio stations for up to date information. Parents will also be enrolled in the automated call system for school closure updates. It is important that parent phone numbers be updated in the school’s student information system.

Communication with Teachers/ Conferences

Please feel free to telephone or email the classroom teachers to ask questions, discuss concerns, or setup an appointment for a conference. Conferences will be held at least two times during the school year. Every effort will be made to accommodate a family’s

schedules, including in person and telephone conferences. If parents contact the classroom teacher by telephone during school hours, please leave a message and the teacher will return the call as soon as possible.

Parent Involvement

A vital component of the early childhood program is family involvement. The family is an integral part of a child's learning experience and an essential part of the child's educational team. Therefore, the program provides many opportunities for families to be active participants in their child's early education, such as: visiting the classroom, sharing a book/skill with the class, family field trips, and family night. Families are also given numerous opportunities to reinforce classroom concepts through activities sent home by the teacher. Any parent of a child enrolled in the program shall be permitted unlimited access to the school during hours of operation to contact his 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. Parents will be notified of conferences held at least two times a year to developmental progress.

Roster Information

A roster from each classroom in the program will be prepared annually. The roster will contain the child's name, name, telephone number and e-mail address of a child's parent. This roster will be available upon request. The roster will NOT include the name, telephone number, or e-mail address of any parent who requests to not be included. The roster will not be made available to any person other than the parent(s).

Pictures and Video

Throughout the school year photos are taken to support students within the classroom with transition and for various activities. At the time of registration, parents must provide permission for pictures to be used in the classroom, for instructional or teaching purposes for teachers on preschool procedures, on social media or in marketing materials.

Licensing

The program is licensed by the Ohio Department of Education. The inspection report and license are posted by the door of every preschool classroom and available for

review. If parents want to make any comments or complaints, they can call the Office of Early Learning & School Readiness at 1-877-644-6338.

Positive Behavior Interventions and Support

Be Safe

Be Kind

Try Your Best

Positive Behavioral Interventions & Supports, also called Positive Behavior Supports (PBS), is a broad range of systemic and individualized strategies for achieving important social and learning outcomes in school communities while preventing problem behavior. The key attributes of PBIS include preventive activities, data-based decision making, and a problem solving orientation (Horner, 2000; Lewis & Sugai, 1999; Sugai *et.al.*, 2000; Weigle, 1997)

The expectations and rules are listed below for each area of the preschool. The staff explicitly teaches each rule in each area. Lessons are taught using social stories, videos, games and modeling.

PBIS Matrix

Location	Be Safe	Be Kind	Try Your Best
Classroom	Hands and feet to self Walking feet Listening Ears	Take turns Helping others	Ask for help Work Hard (I can/finish your work)
Hallway	Walking Feet Body in the group Hands and Feet to self	Quiet voices Greet others (smile and wave)	Take care of your own belongings
Gym	Safe hands and feet Listening ears Stay in your play space	Invite others to play Share toys Take turns	Try something new
Jumping Room	Safe hands and feet Listening ears	Invite others to play Share toys	Try something new

		Take Turns	
Bathroom	Wash hands Wait in line	Knock on door first	First try then ask for help
Bus	Quiet voices Hands and feet to self Seatbelts On	Greet the driver and aide (Smile-Say Hello) *Listening ears	
Playground	Safe hands and feet Listening ears Body in the group	Invite others to play Share toys Take turns	Try something new

Discipline Policy

A preschool staff member in charge of a child or a group of children will be responsible for discipline. Constructive, developmentally appropriate child guidance and management techniques are to be used at all times, and will include such measures as redirection, separation from problem situations, talking with the child about the situation, and praise for appropriate behavior. The preschool also implements a positive behavior intervention system (PBIS). PBIS is a proactive approach that schools use to improve school safety and promote positive behavior. The focus of PBIS is prevention, not punishment.

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

- There will be no cruel, harsh, corporal punishment or any unusual punishment such as, but not limited to, punching, pinching, shaking, spanking, or biting.
- No physical restraints will 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 will be placed in a locked room or confined in an enclosed area such as a closet, a box, or a similar cubicle.
- No child will be subjected to profane language, threats, derogatory remarks, or other verbal abuse.
- Discipline will 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 will not include withholding food, rest, or toilet use.
 - Separation when used as discipline will be brief in duration and appropriate to the child's age and developmental ability. The child will be within sight and hearing of a preschool staff member in a safe, lighted, and well ventilated space.
 - The center will not abuse or neglect children and will protect children from abuse and neglect while in attendance in the preschool program.

Curriculum and Assessment

Assessment, Evaluation, Programming System (AEPS)

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 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 the child's development over the course of the school year. The curriculum piece guides the individualized teaching in the classroom. AEPS is aligned with the State of Ohio's Early Learning Developmental Standards.

Ages and Stages Questionnaire (ASQ-3)

The ASQ-3 is a screening tool for children one month to age 5 ½ years of age. Parents complete a questionnaire that addresses child development in five domains: communication, gross motor, fine motor, problem solving, and personal-social based on a child's age. Teachers in the preschool program will score the questionnaire and share the results with the parents. The program staff and parents will work together to form age appropriate developmental goals individualized to each student based on the results of the screener.

Child Outcomes Summary (COS) Form

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 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 the 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 ELA and AEPS) are used to complete this summary of the 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).

Mandated Screenings

All children enrolled will receive health screenings which include vision, dental, height, weight, and hearing. 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 Screenings will be conducted by the school nurse. Hearing screenings will be completed by the speech pathologist who services the child's classroom. 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.

Healthchek Services for Children Younger than Age 21

Healthchek is Ohio's Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program. It is a service package for babies, kids, and young adults younger than age 21 who are enrolled on Ohio Medicaid.

The purpose of Healthchek is to discover and treat health problems early. If a potential health problem is found, further diagnosis and treatment are covered by Medicaid.

Healthchek covers ten check-ups in the first two years of life and annual check-ups thereafter and offers a comprehensive physical examination that includes:

- medical history
- complete unclothed exam (with parent approval)
- developmental screening (to assess if child's physical and mental abilities are age appropriate)
- vision screening
- dental screening
- hearing assessment
- immunization assessment (making sure child receives them on time)
- [lead screening](#); and
- other services or screenings as needed

If your children are enrolled on Ohio Medicaid, Healthchek services are available to them. If you are younger than age 21 and are also enrolled, you can receive Healthchek services, too.

Foundations

The Foundations® Pre-K Activity Set supports students' emerging understanding of the alphabetic principles of letter-sound associations and alphabetical order, and the written language skill of manuscript letter formation.

The Activity Set provides an introduction, or “pre-dose,” to the letter-sound and writing skills that will be taught to mastery in the Foundations Level K program. It is not intended to provide a full pre-k literacy curriculum.

The skills taught align with those that the Report of the National Early Literacy Panel (2008) identified as strong and consistent predictors for the later development of literacy skills:

Knowledge of the names and sounds associated with printed letters
Ability to manipulate the sounds of spoken language

Ability to rapidly name letters, numbers, objects, or colors

Ability to write isolated letters or one's name

Ability to remember spoken information for a short time

The Pre-K Activity Set strongly supports the Head Start Early Learning Outcomes Framework (2015), which expects that a preschool child “recognizes and names at least half of the letters of the alphabet” and “produces the sounds of many recognized letters.”

Heggerty Phonemic Awareness

Through the daily lessons, students engage in activities teaching early skills such as rhyming and onset fluency, basic skills of blending and segmenting sounds, and working with the complex and advanced skills of adding, and deleting phonemes, and the skills of substituting phonemes is taught in Weeks 19 and beyond. The lessons are taught with explicit teacher modeling and scaffolded support to meet the needs of all learners in a classroom. The skills taught are supplemental to the literacy curriculum that is currently in place. When the lessons are taught consistently each day, teachers see improvement in students reading, spelling, and writing, as the students learn to hear the sounds in words.

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.

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.

ODE mandates that all children attending an ODE licensed preschool program have lead and hematocrit screenings. Results of these screening are provided with immunization records.

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.

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 a physician

each year before entering the program. This form is included in the registration packet or is available on the preschool website.

If you do not have a regular doctor or dentist, you may receive assistance through the local County Health Office.

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. Staff is also trained in child abuse recognition.

General Information

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 the phone number has changed or is not working, the school must know where to reach you in the event of an emergency.

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. Transportation will be provided by Chardon Local Schools for non-walking field trips.

Home Visits

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

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.

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 the 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.

Annual Licensing Reviews

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.

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.

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 Job and Family Services, Help Me Grow, Metzenbaum Center, and all local preschools to find and identify children ages 3 to 5 who have special needs. Children identified as having a disability may be receive services at Chardon Local Schools Preschool, a community preschool, or in their home as determined by the Individual Education Plan Team. If you have questions about the child's development and they are of preschool age, contact the preschool psychologist at 440-286-0460.



HANDBOOK AWARENESS STATEMENT

The Preschool Handbook provides information specific to Chardon Local Preschool. It should be read and reviewed by parents/guardians.

My signature below indicates that I have received and read the contents of the Chardon Local Preschool Handbook.

TEACHER _____

STUDENT'S NAME _____

I have received and read the contents of the Preschool Handbook.

I understand if I have any questions about the Chardon Local Preschool, I can contact my student's teacher, the preschool secretary, the preschool supervisor or the director of student services..

PARENT
SIGNATURE _____

DATE _____

Please return this form to your child's teacher.