

BIG WALNUT PRESCHOOL PROGRAM

E is for Eagle



HANDBOOK

70 Harrison St. Sunbury, OH 43074

Phone: (740) 965-

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www.bwls.net/preschool.aspx

Big Walnut Local Schools Mission Statement

The mission of the Big Walnut Local Schools is to inspire and guide each student to his or her maximum potential

Our Vision

In order to realize our mission, we will accomplish this through our vision of

Staff: Student-focused, professional, collaborative staff

Curriculum: Student-focused, challenging and current curriculum

Environment: Supportive, involved and informed community

Community: Safe, respectful and welcoming environment

Board of Education

Mr. Brad Schneider (President)

Mrs. Liana Lee (Vice-President)

Mr. Doug Crowl

Mrs. Sherri Dorsch

Mr. Stephen Fujii

Your Board of Education is comprised of five members, elected to a term of four (4) years by the residents of the school district. Dates, times, and locations of the regular meetings of the Board of Education are set at the Organizational Meeting in January. See the District's website, www.bwls.net for dates, times, and locations of Board meetings. All community members are invited to attend.

Administrative Team

Ms. Angela Pollock	Superintendent
Mr. Mark Cooper	Assistant Superintendent
Mr. Jeremy Buskirk	Treasurer
Ms. Laura Lawrence	Director of Student Services
Mr. Ron McClure	Transportation/Facilities Supervisor

Big Walnut Preschool Team

Main Office

Nicholas Powell	Principal	nicholaspowell@bwls.net
Erin Curtis	Student Services Coordinator	erincurtis@bwls.net
Aleshia Henderson	Student Services Assistant	aleshiahenderson@bwls.net
Heidi Koon	Student Services Assistant	heidikoon@bwls.net

Intervention Specialists

Kendall Colvin	Intervention Specialist	kendallcolvin@bwls.net
Anna Cordas	Intervention Specialist	annacordas@bwls.net
Erin Erjavec	Intervention Specialist	erinerjavec@bwls.net
Awny Kingsley	Intervention Specialist	awnykingsley@bwls.net
Lauren Marter	Intervention Specialist	laurenmarter@bwls.net

Related Services Staff

Chelsea Heban	School Psychologist	chelseaheban@bwls.net
Anna Ziemba	School Psychologist	annaziemba@bwls.net
Tara Bergstedt	Speech and Language Therapist	tarabergstedt@bwls.net
Rachael Greene	Speech and Language Therapist	rachaelgreene@bwls.net
Deanna McCauley	Speech and Language Therapist	deannamccauley@bwls.net
Anne Aziz	Occupational Therapist	anneaziz@bwls.net
Christy Johnson-Stuber	Occupational Therapist	christyjohsonstuber@bwls.net
Lesley Shryock	Physical Therapist	lesleyshryock@bwls.net
Megan Truax	District School Nurse	megantruax@bwls.net

Our Philosophy

Our Preschool Classrooms are child-oriented and devoted to meeting the unique needs of every child.

We strive to provide a safe and nurturing environment in which we foster each child's cognitive, social, emotional, and motor development in order to focus on the whole child.

We believe that children learn best through meaningful play. Learning is encouraged through selected play activities appropriate for each child's age and development level. Teachers serve as facilitators to guide students in child-directed activities for various learning opportunities.



Class size and hours

Preschool class days are four days each week. Children attend half-day sessions 2.5 hours long. Each class has a maximum of 16 students of mixed ages (3-5 years), which includes 8 special needs preschool children and 8 typical peer models. The preschool program operates following the kindergarten nine-month school calendar schedule and regular holidays are observed.

For the 20/21 school year, there will be no class on Wednesdays.

Session Times:

Morning - 8:55-11:30am

Afternoon 12:40-3:15pm

Fees

The parent or guardians of each student in the preschool classroom are responsible for the annual school fee of \$55.00 which is due by the end of the first nine weeks.

For our Peer Model Program students attending center-based preschool classrooms fees are collected on a monthly basis throughout the school year.

For the 2020-21 school year the monthly tuition cost is \$90.00 per month to reflect the change to 2 days of instructional time for peer models.

Payment options are to send a check to school, pay online through www.payschoolscentral.com or mail check to the Big Walnut Administrative Offices. The address for the Administrative Office is:

Big Walnut Local School District
Attn: Accounts Receivable
110 Tippet Court
Sunbury, Ohio 43074

Program Descriptions

Center-Based Program

Preschoolers with special needs and typical peer models who participate in our center-based classrooms attend a 2.5 hour a.m. or p.m. session. Parents are provided a daily schedule upon enrollment in the program

Each preschool classroom is staffed with a certified Early Childhood Intervention Specialist and a paraprofessional (teaching assistant). Some classrooms are staffed with additional assistants dependent upon the needs of the students in each of the classrooms.

Each class receives support services from a team of related service specialists (occupational therapist, speech language therapist, physical therapist and adapted physical education teacher) as prescribed by Individual Education Plans (IEP's).

Our preschool staff is well-informed about kindergarten expectations. The staff is knowledgeable of district kindergarten standards and curriculum. The Ohio Early Learning and Development Standards are used in the classrooms and are aligned to the kindergarten learning standards. All learning opportunities are designed to help children enter kindergarten prepared and ready to learn.

Peer Model Program

The Big Walnut Preschool Peer Model Program provides an educational opportunity for typically developing children to serve as social and academic peer models. The program also promotes development in communication skills, motor skills, independence, and a positive self-concept. All classrooms incorporate literacy-enriched, developmentally appropriate learning environments and incorporate the Early Learning Content Standards, endorsed by the Ohio Department of Education.

Our preschool staff is well-informed about kindergarten expectations. The staff is knowledgeable of district kindergarten standards and curriculum. The Ohio Early Learning and Development Standards are used in the classrooms and are aligned to the kindergarten learning standards. All learning opportunities are designed to help children enter kindergarten prepared and ready to learn

Requirements for Peer Model

Resident of the Big Walnut School District

Children must be 4 years old by August 1st

Completely toilet-trained

Transportation

Transportation of special needs preschool children is the responsibility of the school district. There is no cost for transportation to students who have been determined eligible as a Preschool Child with a Disability. Arrangements will be made prior to students starting school in the preschool classroom.

Parents of peer models must provide transportation or secure transportation through other means.



Curriculum

Each classroom utilizes an approved, research based curriculum, which guides classroom planning in the following areas:

- Fine Motor - hand and small movements
- Gross Motor - large movements
- Adaptive - self-help skills
- Cognitive - pre academics
- Social/Communication - language
- Social - interactions with others

This curriculum aligns to the State of Ohio's Early Learning and Development Standards to provide students with a wide variety of learning experiences. The Early Learning Content Standards are the introduction to school age learning standards in the areas of Social-Emotional Development, Approaches Toward Learning, Physical Well-Being and Motor Development, Cognitive Development and General Knowledge, and Language and Literacy Development.

Purposeful activities, materials and environments help to support children's active learning and kindergarten readiness.

The curriculum includes ongoing assessment of a child's development with input from educational team members, including classroom teacher, teaching assistants, parents and may include related staff - SLP, OT, PT. Through observation of planned activities, interviews of parents/caregivers and daily routines, team members record data on children in all developmental areas, giving us a picture of the whole child in his/her natural environment(s).

The curriculum, content standards, assessment results and individual student IEP goals are used in planning lessons and designing classroom learning environments. Lessons are presented in large/small group activities and individual instructions delivered by a classroom team. All classroom events, transitions, play areas; teacher-led activities and interactions provide learning opportunities for students. Some of those include but are not limited to:

- Circle/Story time
- Child-directed play in centers - Blocks, Creative Arts, Dance, Dramatic Play, Writing Center, Sensory, Puzzles, Science, Math, Books/Library, Computer
- Music/listening
- Thematic units
- Literacy based instruction
- Oral and written communication emphasized throughout school day

Two other assessments required by the Ohio Department of Education are conducted in the fall and spring:

The ELA (Early Learning Assessment) is a tool that teachers use with preschool age children to learn about the current level of each child's skills, knowledge and behaviors. The ELA is used multiple times throughout the year. Teachers will be able to share a report with families that explain their findings and

provide suggestions on activities families can do at home to continue to support children's growth and development.

COS (Child Outcome Summary) - survey of the student's cumulative performance over time - completed by teacher in collaboration with other team members.

Early Learning and Development Standards

On October 9, 2012, the State Board of Education adopted Ohio's Early Learning and Development Standards in all domains of school readiness to reflect the comprehensive development of children beginning at birth to kindergarten entry. The development of these early childhood education standards represented a collaboration between state agencies serving young children including the Ohio Department of Education, Ohio Department of Job and Family Services, Ohio Department of Health, Ohio Department of Mental Health, Ohio Department of Developmental Disabilities, and the Governor's Office of Health Transformation. The state agencies worked with national experts and writing teams made up of Ohio-based content experts and stakeholders to revise and expand the standards.

The **Birth Through Kindergarten Entry Learning and Development 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 and coherent set of early childhood educational expectations for children's development and learning, and guide the design and implementation of curriculum, assessment and instructional practices with young children.

Preschool Early Learning and Development Standards

Introduction

In December 2011, Ohio was awarded the Race to the Top Early Learning Challenge Grant. To be awarded the funding, Ohio was required to have Early Learning and Development Standards in all Essential Domains of School Readiness, Birth to Age 5. These five domains included:

Social and Emotional Development
Physical Well-being and Motor Development
Approaches Toward Learning
Language and Literacy Development
Cognition and General Knowledge

Ohio's Early Learning and Development 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 and coherent set of expectations for children's development and learning, and guide the design and implementation of curriculum, assessment and instructional practices with young children.

The standards present a continuum of learning and development from birth to age five in each of the domains. Because the infant/toddler years are marked by rapid developmental change, the standards are divided into three meaningful transitional periods: Infants (birth to around 8 months), Young Toddlers (6 to around 18 months), and Older Toddlers (16 to around 36 months). The standards during the preschool years describe those developmental skills and concepts children should know and be able to do at the end of their preschool experience.

The Ohio Early Learning and Development Standards were created as part of a collaborative effort of state agencies serving young children including Ohio Department of Education, Ohio Department of Job and Family Services, Ohio Department of Health, Ohio Department of Mental Health, Ohio Department of Developmental Disabilities, and the Governor's Office of Health Transformation. The state agencies worked with national experts and writing teams made up of Ohio-based content experts and stakeholders to revise and expand the standards in the five developmental domains.

Ohio's revision of standards builds upon the strong set of existing standards in Ohio's Infant and Toddler Guidelines (for children birth to 36 months of age) and the Pre-Kindergarten Standards (for children ages 3 to 5). Ohio's Infant and Toddler Guidelines was the major source for the development of the infants' and toddlers' standards. Similarly, Ohio's Pre-Kindergarten Content Standards were revised and expanded in the Language and Literacy and Cognitive Development domains. The Cognition and General Knowledge standards were aligned with the kindergarten Common Core State Standards in English-Language Arts and Mathematics and Ohio's Revised Academic Content Standards in Science and Social Studies. Finally, the standards were reviewed and revised with particular attention to being appropriate for children with disabilities and for children with diverse cultural and linguistic

backgrounds. Knowledge of the strengths and needs of each child is pertinent in order to implement differentiation strategies and culturally responsive pedagogy in a manner to help each child meet the standards.

Organization of the Standards

The standards within each domain are organized according to strands, the developmental or conceptual components within each domain. Each strand contains one or more topics, the area of focus within each strand, and the standard statements, those concepts and skills children should know and be able to do for the different age-groups. Some topics reflect learning and development across the birth-to-five continuum, with standards for all age levels: infants, young toddlers, older toddler, and Pre-K, while other topics pertain only to a specific age-period. For example, some knowledge and skills such as the ability to identify and describe shapes or skills related to social studies and science emerge in preschool. Topics that address those competencies include standards only at the Pre-K level. Other topics such as Self-Comforting and Social Identity have standards only at the infant-toddler levels, because these foundational skills developed during the early years lead to more specific competencies at the preschool level.

An Overview of the Domains

Social and Emotional Development. The standards for Social and Emotional development involve behaviors that reflect children's emotional growth and their growing ability to successfully navigate their social worlds through interactions with teachers and peers. These standards include a focus on children's developing abilities to regulate attention, emotions, and behavior, and to establish positive relationships with familiar adults and with peers. Research indicates that early skills of social competence and self-regulation are foundational to children's long-term academic and social success (National Research Council, 2008). Strands in the social and emotional domain are Self and Relationships.

Physical Well-Being and Motor Development Physical Well-Being and Motor Development standards address motor skills and health practices that are essential for children's overall development. These skills include the ability to use large and small muscles to produce movements, to touch, grasp and manipulate objects, and to engage in physical activity. These standards also describe the development of health practices that become part of children's daily routines and healthy habits such as nutrition and self-help. These skills and behaviors play an important role in children's physical well-being and set children on a path leading toward a healthy lifestyle. Healthy children are more likely to attend school, to be physically active, and to learn more effectively (Bluemenshine and others, 2008). The two strands in this domain are Motor Development and Physical Well-Being.

Approaches Toward Learning. Approaches Toward Learning centers on the foundational behaviors, dispositions, and attitudes that children bring to social interactions and learning experiences. It includes children's initiative and curiosity, and their motivation to participate in new and varied experiences and challenges. These behaviors are fundamental to children's ability to take advantage of learning opportunities, and to set, plan, and achieve goals for themselves. This domain also includes children's level of attention, engagement, and persistence as they do a variety of tasks. These factors are consistent predictors of academic success (Duncan et al., 2007). Finally, children's creativity, innovative thinking and flexibility of thought allow them to think about or use materials in unconventional ways, and to express thoughts, ideas and feelings in a variety of media. The standards in the domain

Approaches Toward Learning are organized in the following strands: Initiative; Engagement and Persistence; and Creativity.

Language and Literacy. The standards for language and literacy reflect knowledge and skills fundamental to children's learning of language, reading and writing. Young children's language competencies pertain to their growing abilities to communicate effectively with adults and peers, to express themselves through language, and to use growing vocabularies and increasingly sophisticated language structures. Early literacy skills include children's developing concepts of print, comprehension of age-appropriate text, phonological awareness, and letter recognition.

Research has identified early skills of language and literacy as important predictors for children's school readiness, and their later capacity to learn academic knowledge (National Early Literacy Panel, 2008). The Language and Literacy domain consists of the following strands: Listening and Speaking, Reading and Writing.

Cognition and General Knowledge. This domain includes those cognitive processes that enable all other learning to take place, as well as children's knowledge of the social and physical world. This domain is organized into the strand, Cognitive Skills and those concepts and skills in sub-domains, Mathematics, Social Studies and Science.

Cognitive Skills. This strand refers to the underlying cognitive mechanisms, skills and processes that support learning and reasoning across domains, including the development of memory, symbolic thought, reasoning and problem-solving.

Mathematics. The sub-domain of mathematics encompasses the mathematical concepts and skills that children develop during the birth-to-five-year period, including children's developing understanding of number and quantity, number relationships, and basic algebraic concepts. A meta-analysis conducted by Duncan and colleagues (2007) suggests that specific early math skills such as knowledge of numbers and ordinality are important predictors of later achievement in math and reading. The Mathematics sub domain also addresses children's developing knowledge of key attributes of objects, including size and shape, and the way objects fit, are positioned, and move in space. The standards in the domain of mathematics are organized in four strands: Number Sense, Number Relationships and Operations; Algebra; Measurement and Data; and Geometry.

Social Studies. The sub-domain of social studies includes basic skills and competencies that set the foundation for learning about concepts of social science. At a young age, children begin to develop their social identity and to think about their place in the social world. As they grow, they develop an increased awareness of their personal histories and heritage, and a sense of time and place. Through everyday interactions with children and adults, they develop an appreciation for rights and responsibility within a group, and how social rules help people in promoting safety and fairness (Mindes, 2005). Such competencies are described in the domain of Social Studies under the following strands: History; Geography; Government; and Economics.

Science. This sub-domain focuses on children's curiosity to explore and learn about their environment. It includes behaviors of exploration and discovery, and fundamental conceptual development such as problem solving and cause and effect. These early behaviors develop into increasingly systematic inquiry skills, and the ability to observe, investigate and communicate about the natural environment, living things, and objects and materials (Gelman and Brenneman, 2004). Early competencies in science are organized in four key strands: Science Inquiry and Application; Earth and Space Science; Physical Science;

and Life Science.

Ohio's early learning and development standards illuminate the breadth of learning and development from birth to kindergarten entry that strengthens school readiness. Teachers can use an understanding of standards to focus on the kinds of interactions and environments that support, for example, language development or approaches toward learning. While the standards facilitate a focused look at young children's learning in each domain, teachers and others responsible for the care and education of young children need to keep in mind that infants, toddlers, and preschool-age children learn holistically.

Moreover, social and emotional development stands at the center of their learning. For example, as an infant or toddler builds security in a relationship with a caring adult, that child is also learning to communicate with language and to use the relationship as a secure base for practicing new movement skills and building knowledge about the world through exploration.

Likewise, as preschool-age children tell stories about family experiences they are expanding their self-awareness, using their growing cognitive capacity to remember the past, and practicing narrative skills. Such examples of integrated learning are endless. In addition to providing focused looks in each domain, the standards can help us see how learning occurs in different domains at the same time.

Teachers and others can use the standards as starting points for observing and understanding young children's learning and development. With each learning encounter teachers observe, they can refer to the standards and ask what knowledge and skills are the children gaining in the areas of language and literacy, cognition and general knowledge, social and emotional development, physical well-being and motor development, and approaches toward learning.

Teachers can use their observations of integrated learning to plan new learning encounters for young children and support the building of knowledge in all essential domains of school readiness.

References

Bluemenshine, S. L. and others (2008). "Children's School Performance: Impact of General and Oral Health," *Journal of Public Health Dentistry*, Vol. 68, No. 2, 82-87.

Duncan, G.J. et al. (2007). School readiness and later achievement. *Developmental Psychology*, 43 (6), pp. 1428-1466.

Gelman, R., and K. Brenneman. 2004. "Science Learning Pathways for Young Children." *Early Childhood Quarterly Review* 19:150-58.

Mindes, G. (2005). "Social Studies in Today's Early Childhood Curricula," *Beyond the Journal: Young Children on the Web*, Vol. 60, No. 5, 12-18.

National Early Literacy Panel (2008). *Developing Early Literacy: A Scientific Synthesis of Early Literacy Development and Implications for Intervention*.

National Education Goals Panel (1995). *Reconsidering children's early development and learning: Toward common views and vocabulary*. Washington DC: Author.

National Research Council (2008). *Early Childhood Assessment: Why, What, and How*. Committee on Developmental Outcomes and Assessment for Young Children, C. E. Snow and

B. Van Hemel, Editors. Board on Children, Youth, and Families, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

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.

All [Early Childhood Education](#) (ECE) and [Preschool Special Education](#) (PSE) programs funded by the Ohio Department of Education (ODE) are mandated to participate in Step Up To Quality (SUTQ) and are required to achieve a rating of 3, 4, or 5 to maintain state funding, as well as administer and report on the [Early Learning Assessment](#) for all ECE and PSE funded children. The invitation to participate in SUTQ has now been made to all eligible publicly funded programs in Ohio.

In addition to ECE and PSE programs, ODE licensed programs that receive Publicly Funded Child Care (PFCC) funds from the [Ohio Department of Job and Family Services \(ODJFS\)](#) will be required to participate in [SUTQ](#) by July 1, 2020.

Attendance

It is very important that your child be at school each day. We realize that if your child is ill, he/she may need to be out of school until well. Our expectation is that every child will come to school, be on time and be prepared to learn every day.

If your child does miss school, parents need to notify the school by 9:00AM of his/her absence. If the school is not notified, the school must attempt to contact you at home or work. This is a result of the Missing Child Act passed in April 1985. Parents need to send a written excuse with their child upon returning to school. If such a note is not sent in by ten school days, the absence will be recorded as unexcused.

Call the school between 8:00 a.m. and 9:30 a.m.

Give us your child's name and teacher's name

Give us the reason for the child's absence

Upon returning to school after an absence, send a note to school with your child stating the reason he/she was absent. For example, if your child has a rash and/or spots, he/she will need a written note from your doctor indicating diagnosis and date the child can return to school.

Doctor's excuse may be required for absence in excess of 10 days.

If your child is ill, please keep him/her at home. When a child becomes ill or hurt at school, every reasonable effort will be made to contact the parents so that arrangements can be made to take the child home.

Communicable Disease Policy

Communicable Disease Policy

Children need to be healthy enough to fully participate in school activities including active indoor and outdoor play.

In an effort to create a healthy experience for your child, we follow these guidelines:

Children who are ill will be more comfortable at home.

All preschool staff receives state mandated training in communicable disease recognition including recognizing signs and symptoms of illness, proper hand washing techniques and disinfection procedures.

Children who exhibit one or more of the following symptoms should be kept at home:

- **Temperature at or above 100 degrees F. (Child should be fever free for 24 hours)**
- **Sudden skin rash**
- **Diarrhea and/or vomiting two or more times per day**
- **Evidence of lice, scabies or other parasite infection**
- **Difficulty or rapid breathing**
- **Yellowing skin or eyes**
- **Dark urine and/or gray or white stool**
- **Stiff neck**
- **Conjunctivitis (Pink eye)**
- **Severe coughing, causing the child to become red or blue in the face or to make a whooping sound**

Symptoms of common childhood illnesses can be found on the Communicable Diseases Chart posted at each site.

A child isolated due to suspected communicable disease shall be:

- Cared for in a room or portion of a room not being used in the preschool program;
- Within sight and hearing of an adult at all times. No child shall ever be left alone or unsupervised;
- Observed carefully for worsening condition
- Made comfortable and provided with a cot. All linens and blankets used by the ill child shall be laundered before being used by another child. After use, the cots shall be disinfected with an appropriate germicidal agent, or, if soiled with blood, feces, vomit, or other body fluids, the cots shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent;



If symptoms appear at school, the child will be kept in a quiet, comfortable location away from the group.

Parents will be notified and be responsible for responding as quickly as possible.

Parents will be notified in writing and bulletins will be posted whenever the child has been exposed to a communicable disease.

Mildly Ill Child

- A child who is experiencing minor common cold symptoms.
- A child who does not feel well enough to participate in activities, but who is not exhibiting serious illness symptoms.

Mildly ill children will be cared for within the group. The child will be observed carefully for signs and symptoms of worsening conditions.

Medications, prescribed lotions, vitamins, or special diets will not be administered to any child without written instructions, signed, and dated by a licensed physician and prescribed for a specific child. Written and signed instructions (by parent and physician) on the appropriate district form are also required.

Prescription or non-prescription medication must be kept in the original container. Prescription medication must contain the child's name and the label must be legible and should be given directly to the teacher/nurse by the parent.

Immunizations

Records must be on file at each state licensed early childhood program showing that each child has received immunizations required by statute for admission to school. Records should be on file, unless evidence is provided (written documentation) that the series is currently in process, that your child's physician advises against it, or that it is against your religious beliefs. If your child is medically or religiously exempt from immunizations, please make sure your child's medical form is complete and up to date.

REQUIRED IMMUNIZATIONS
 FALL 2020
 IMMUNIZATIONS FOR PRE-SCHOOL ATTENDANCE

Vaccines	IMMUNIZATIONS FOR PRE-SCHOOL ATTENDANCE
DTaP/DT Diphtheria, Tetanus, Pertussis	Four (4) doses of DTaP or DT, or any combination.
POLIO	POLIO Three (3) doses of OPV or IPV or any combination of OPV or IPV.
MMR Measles, Mumps, Rubella	One (1) dose of MMR administered on or after the first birthday.
Hib Haemophilus Influenzae Type b	Three (3) or four (4) doses depending on the vaccine type, the age when the child began the 1st dose and the last dose must be after 12 months. or One (1) dose if given on or after 15 months of age.
HEP B Hepatitis B	Three (3) doses of Hepatitis B. The second dose must be administered at least 28 days after the first dose. The third dose must be given at least 16 weeks after the first dose and at least 8 weeks after the second dose. The last dose in the series (third or fourth dose), must not be administered before age 24 weeks.
Varicella (Chickenpox)	1 dose of Varicella administered on or after the first birthday.

Medical Statements and Health Screenings

All children participating in our preschool setting are required to have a Child Medical Statement dated within 1 year of the most recent well-check examination. If families do not have a Primary Care Physician working with their child, please contact the school office for available resources and information.

Hearing and Vision Screenings are completed through the school nurse and information provided to families if there are concerns.

Websites with comprehensive, reliable health information:

- Cdc.gov
- KidsHealth.org

Agencies providing health screening services

- **Delaware County Speech and Hearing** (Hearing testing) 740-369-3650

- **Delaware General Health District**

3 W. Winter St.

Delaware, Ohio 43015

Phone: (740) 368-1700

Website: www.delawarehealth.org

Provides health screenings, immunizations, pregnancy testing, anonymous HIV testing, car seat program, WIC, BCMH, communicable disease information, smoking cessation information, and birth and death records. Environmental health services are also available including water testing, on-site sewage inspection, and foodborne illness reports.

- **Dental OPTIONS** (for working people without insurance; pre approval needed) 740-368-5200

Reporting Progress

Each of our preschool students who have an identified disability has an Individualized Education Plan (IEP), which requires an annual review. In addition, we will have several other opportunities to share your child's achievements.

Parent/Teacher conferences will be held twice during the school year, in conjunction with your school calendar, to discuss progress and you will have the opportunity for a home visit from our staff if you wish.

Written progress reports will be sent home on a quarterly basis, and teachers are available by phone or email.



If you have any questions regarding your child's progress, you are encouraged to talk with your child's teacher.

Home Visits

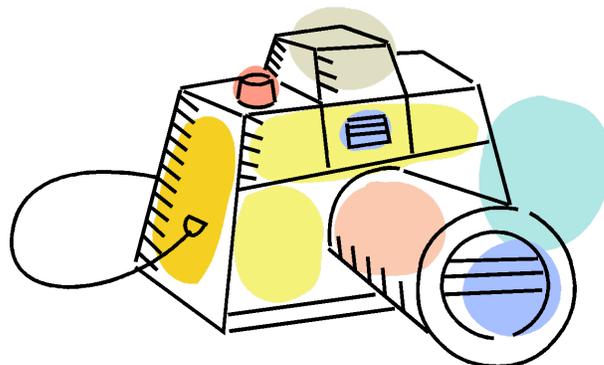
Teachers may offer home visits throughout the school year. These visits may include, but are not limited to:

- Providing teacher and child one-on-one time in the child's environment.
- Strengthening the family-school relationship.
- Reinforcing the child's feeling of self-worth.
- Helping the child feel the connection between home and school.
- Allowing a child to organize and carry out the visit.

Photo Permission

From time to time, the staff takes pictures or video of students in their learning environments. The photographs and videos can be used in a variety of publications to document our programs. The images may appear in, but not limited to program newsletters, publications and or the website.

The district keeps a record of students who do not have permission to be photographed. Forms are sent home at the beginning of each school year.



Dress Code

The preschool program encourages comfort and independence. Preschool classrooms will work on a variety of projects involving many different types of materials. Therefore, we encourage parents to dress their children in comfortable clothing that is easily washed and changed. It will be important for parents to provide a seasonally appropriate change of clothing for your child. Additional underwear should be sent along with diapers (if needed).

A change of clothing should be sent to school marked with your child's name. Please label outside clothing, including boots and mittens. During cold weather, it is wise to send a sweater that may be kept at school. All items of clothing must be labeled to avoid confusion and loss. Additional underwear should be sent along with diapers (if needed).

Field Trip

Parents will provide written permission for field trips. Children will be accompanied by a teacher, assistant, and parent volunteers. First aid supplies, paperwork indicating emergency information, and a person trained in first aid shall be present on each field trip.



Child Abuse

Any suspected child abuse or neglect will be reported to the Delaware County Children's Services in compliance with Ohio Law.

Parental Involvement

As the most important people in a child's life, parents are encouraged to participate in learning experiences. Parent-teacher conferences, parent workshops, and socials are ways in which the family and school work together to fulfill the partnership in which we so strongly believe.

Visitors are welcome at school. In order to properly monitor the safety of students and staff, each visitor must enter through the main entrance and report to the school office to sign in and obtain a visitor's pass. Any visitor found in the building without a visitor/volunteer badge will be asked to return to the office. **During the 20/21 school year, visitors will be limited in the school buildings. Please confirm with the office staff if you would like to visit.**

If parents wish to confer with a member of the staff, they should call for an appointment prior to coming to the school, in order to prevent any inconvenience to parents/staff or disruption of the learning process.

PARENT(S) OR GUARDIAN(S) RESPONSIBILITIES

Support school personnel in their efforts to develop and maintain well-disciplined, safe schools.

Teach their children socially acceptable standards of behavior.

Teach their children to have respect for the law, for authority and for the property and person of others.

Teach their children how to be responsible for their own actions and to help their children grow and develop into self-disciplined community members.

Maintain an active interest in their child's schoolwork and activities. Require of their children prompt and regular attendance to school.

Attend parent/teacher conferences.

Encourage and expect daily reading, and check book bags daily.



PTO (Parent-Teacher Organization)

The Parent Teacher Organization encourages all parents to become active members. The PTO provides support in all aspects of our educational program. The meeting dates will be announced at the beginning of the school year.

Other opportunity for Parent's to participate:

Meet and Greet- held before opening of school

Parent/Teacher Conferences are offered following the district calendar and/or as needed or requested by the parent.

In addition, annual IEP conferences are held for special needs students.

Special Events/Celebrations check with your child's teacher for details on classroom celebrations for special days and other opportunities to volunteer.

Ongoing Communication through notebooks, folders, parent newsletters, messages and phone calls. Please check with your child's teacher for the best times of the day to call classroom staff directly. Messages can be left with the building secretary.

Parents will have opportunities to donate additional supplies or materials for special projects. Ask your child's teacher if there is a class wish list.

Classroom Roster

A class roster of parent/child names, addresses and phone numbers is available to the families in your child's class. It is your choice to be on the roster or not. Parents can be a great support and resource for each other. The roster can also provide contacts for families to get students together outside of school.

Classroom Visitations

We would love to share our classrooms with you; however, due to the needs of some of our students, visitors may be very distracting to some classes. To keep disruptions at a minimum, please use the following procedure:



- **Arrange a visit with your child's teacher in advance.**
- **Sign in with the building office and follow procedures for visitation.**
- **Please refrain from interrupting student routines.**
- **Please respect the confidentiality of other students.**

Behavior Management

Discipline Policy

Licensure Rule 3301-37-10 (Behavior Management/ Discipline} requires that all early childhood centers include methods of discipline that apply to all persons on the premises and shall be restricted in the following plan. These rules have been implemented in our preschool behavior management/discipline philosophy and guidelines and are part of the building's "positive" intervention plan for all preschool students. All parents and staff members receive a copy of the discipline policy.

Preschool Philosophy Regarding Discipline of Preschool Children

The Big Walnut Preschool Program believes that children of preschool age are to be disciplined by using constructive, developmentally appropriate child guidance and management techniques at all times to foster positive self-esteem and to provide a safe environment for all children. The staff at the preschool follows a general plan that is positive and proactive in preventing behavior problems.

Preventive techniques may include, but are not limited to:

- Positive reinforcement (increasing behavior by adding something to the environment that is perceived as positive to the child).
- Positive phrasing (telling a child what he/she can do instead of what he/she can't do; i.e., "We sit on the chair, not on the table.").
- Reflective listening (honoring and labeling a child's emotion; i.e., "It makes you sad when it is time to clean up.").
- Modeling appropriate behavior (modeling desired behavior; i.e., teacher helps a child calm down by demonstrating deep breathing or taking a break).

Interventions addressing a child's behavior may include, but are not limited to:

- Planned ignoring of undesired behavior (attending to a child doing the correct thing; i.e., "Mary is sitting quietly.").
- Verbal and nonverbal redirection (redirecting child to desired activity/teach alternative behavior).
- Proximity control or touch control (moving closer to a child who is having behavioral difficulty, touching his/her shoulder to redirect behavior).
- Limiting choices (limiting child's choices to 2, and following through).
- Taking a break or time away from activity (briefly asking a child to move away from the group until he/she is ready to rejoin and participate).

- Natural consequences (temporarily losing a motivator; i.e., child intentionally throws toy, child loses privilege that moment to play with toy).

Preschool Methods of Discipline of Preschool Children

Constructive, developmentally appropriate child guidance and management techniques are used at all times and include such measures as redirection, separation from problem situations, problem talking with the child about the situation and praise for appropriate behavior.

These discipline methods shall apply to all persons on the premises and shall be restricted as follows:

- There shall not be cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking and/or biting.
- No discipline shall be delegated to any other child.
- No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, 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 shall not humiliate shame or frighten a child.
- 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 staff shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.

Snacks at School

Each preschool classroom will have a daily healthy snack provided by the parents. During snack, a choice from two food groups (meat, bread, milk or fruit/vegetable) must be served. Due to some health concerns, we are requesting healthy snacks for the children. An example of a nutritious, healthy snack could include: carrot sticks, applesauce, yogurt, grapes, bananas, oranges, pudding, Jell-O, mandarin orange cups, fruit roll-ups, pretzels, goldfish crackers or any type of cheese cracker, string cheese or cheese slices, or any type of graham cracker. We prefer that cookies and cupcakes be limited to birthday celebrations. Drinks should be 100% fruit juice such as Juicy Juice or low-fat milk. We like to provide a variety of snacks so that the children will have the opportunity to try new things and also have something that he/she enjoys eating. A snack menu will be posted in the preschool classroom. Each classroom teacher will indicate to parents when snacks will need to be provided.

Staff

A state certified teacher and an educational assistant lead each class. Children with special needs receive additional support from a speech/language pathologist, a physical and occupational therapist as the child's IEP (Individualized Education Plan) requires within the classroom setting. Specific goals are developed for each child by the team, and staff may work with children individually or in groups. All children in the program benefit from interaction with the therapists as they work collaboratively with staff on overall program goals and objectives.

Supplies

At the beginning of the school year, your child may be asked to bring in supplies. Your child's teacher may send you a list after the beginning of school to indicate what is needed for preschool. If you have any questions, please contact your child's preschool teacher.

Student Records

An official student record is maintained in the Early Learning Center School office. The program shall maintain daily attendance records including admission and withdrawal. The following information will be compiled and kept on file for each preschool child:

- REGISTRATION FORM
- BIRTH CERTIFICATE
- RESIDENCY
- EMERGENCY MEDICAL AUTHORIZATION
- DEVELOPMENTAL HISTORY
- LEGAL DOCS (if applicable)
- MEDICAL STATEMENT
- IMMUNIZATION RECORD
- COMPUTER USE AGREEMENT
- FIELD TRIP PERMISSION
- COMMUNICATION GUIDELINE AGREEMENT
- HOMELESS STATUS
- PEER PROGRAM FINANCIAL AGREEMENT
- PERMISSION TO PICK UP
- PARENT ROSTER AGREEMENT
- FEDERAL POVERTY GUIDELINE

Preschool Licensing

The preschool program follows the prescribed rules and procedures set forth by the Ohio Department of Education, Office of Early Childhood Education. A copy of the rules, along with compliance and inspection reports from the health, building, and fire departments, is available upon request in writing to the Special Education Director. The Ohio Department of Education number is (614) 466-0224 for any person suspecting violations.

The Big Walnut Local Schools preschool program license is issued by the Ohio Department of Education and posted in the preschool classroom. Preschool receives two onsite inspections annually. The most recent compliance reports are displayed near the license in the preschool classroom.

The Big Walnut Local Schools preschool program observes and maintains the following staff/child ratios and group size:

Age Group 3-5 years

Staff/child Ratios

1:6

2:16

Maximum group size 16

Medications

The administration and staff realize many students are able to attend school regularly only through effective use of medication in the treatment of disability or illness. If possible, all medication should be given by the parent at home. If this is not possible, medications will be administered in accordance with all of the following:

The building principal will designate an appropriate person who will supervise and secure the proper storage and dispensation of the medication. The drug must be received in the container in which it was dispensed by the prescribing physician or licensed pharmacist.

Written permission must be received from the parent or guardian of the student, requesting that the school comply with the physician's orders.

Complaint Procedure

In the event a difference or problem cannot be resolved informally, the following complaint procedures are outlined by which a parent may seek resolution of a grievance.

STEP 1: The parent should call the classroom teacher and communicate the nature of the concern. Teachers are committed to working closely with parents, in an effort to increase academic success for preschool students.

STEP 2: If a satisfactory solution has not been reached with the classroom teacher within five (5) working days, the parent should call the principal and communicate the nature of the concern. Principals, parents, teachers and support staff will work together to address the concern and resolve the problem.

STEP 3: If a satisfactory solution has not been reached in Step 2 within five (5) working days, the parent may contact the Special Education Director in writing. The parent should complete a written complaint and submit it to the Special Education Director. On the written complaint form, the parent should include what facts and steps are needed in order to solve the concerns. The Special Education

Director will schedule a meeting with the family to discuss their concerns. The Special Education Director will respond back to the parent within one week.

Confidentiality

The preschool follows the procedures consistent with the Family Education Rights and Privacy Act. Records and files are available only to staff directly involved with your child, direct district personnel and others as permitted by the law. All other access requires written parent permission.

If you wish to review your child's records, please contact the Preschool Coordinator to arrange a time. You may review and receive copies of the reports maintained.

Each year, with your permission, we will make available a roster of children in your child's class with a parent's name, email and phone number. This is available to parents of enrollees only.

Safety and Health

No child will be left alone or unsupervised at any time.

The staff has access to a telephone at all times. Emergency medical procedures are posted near each telephone as well as in the classroom.

Fire and tornado drill plans are posted in each classroom. Plans for rapid dismissals and lock-down drills are available in individual buildings.

First-aid supplies are available in all preschool classrooms.

Staff members are trained in first aid, communicable disease, and child abuse recognition.

Medical and dental emergency plans are posted in each preschool classroom.

Each child must have completed annually a medical evaluation (including updated immunization record) and emergency medical authorization form. All required forms are kept in student files in the office.

Each classroom has hand-washing procedures posted in the classroom.

Specific procedures for toileting and use of universal precautions are outlined in the licensing manual in each classroom.

Fire and Tornado Procedures

Fire and weather emergency plans will be posted in the preschool classroom near the door.

Teachers will identify evacuation and alert plans to all classroom substitutes.

Teachers will be familiar with both primary and secondary fire evacuation routes.

Unannounced fire drills will be held monthly and a record will be maintained by the office.

Teachers will evacuate the children at the sound of the alarm and take attendance sheets.



School Delays and Closings

Preschool will follow the school district's delays and closing procedure when it becomes necessary to close the school due to weather conditions.

Big Walnut uses an emergency call system to notify parents of school delays, closings and other important information. Please visit our website at www.bwls.net and register under the "Eagle-i" button to receive important information through email, phone calls, and/or text messaging. Closings also be announced over local radio/television stations beginning early in the morning.



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When there is a delay, the preschool will follow a 1 hour delay procedure.

ONE HOUR DELAY

AM Session Start Time: 9:55 a.m. - 12:30 p.m.

PM Session Start Time: 1:40 p.m. - 3:15 p.m.

There may be times when it is necessary to DISMISS SCHOOL DURING THE DAY because of an emergency.

Parents are urged to make arrangements with a neighbor or friend so that their child will have a place to go if a parent/adult is not home.

You will receive an Emergency School Closing Form at the beginning of the school year. Please fill it out as soon as possible and return it to school with your Emergency Medical Form. We will use these forms in the event of a school closing. Please be sure to update these emergency phone numbers throughout the year as it becomes necessary.

Transitions

All children experience different transitions throughout their school day, as well as from year to year. Staff working with our preschool students are fully aware of the individual needs of each child and will provide reassurance during any transitions that the student may experience during their school day. Transitions include moving from one activity to the next within the classroom environment, moving to another location within the school environment, coming to and leaving from school, as well as graduating from preschool program and attending Kindergarten the following school year.

Strategies used within the classroom to support transitions:

- Timer
- Picture cues
- Familiar staff

Strategies used to support students and families with transitions:

- Opportunities for introductions of new staff
- Team meetings when necessary (including parents)
- Tour new classroom/school environment (move up day)
- Meet the Teacher/Open House

Community Partners

The Big Walnut Preschool Programs encourages community partner participation. All preschool classrooms set up and schedule opportunities for community agencies to be involved in the preschool child's learning. Below is a list of community agencies our preschools have partnered with. If you know of an agency or organization that would provide a valuable learning experience to our preschool children, please contact your child's classroom teacher.

BST&G Fire Department
Harlem Township Fire Department
Delaware County School Resource Officer
Sunbury Community Library
Connections Volunteer Center
COSI on Wheels
Columbus Children's Theater
Hidden Creek Farms
Goldfish Swim School

Developmental Screenings and Referral

All peer models in the preschool program will complete a comprehensive developmental screening within the first 60 days of entering the program. Our Developmental Screening tool is completed, with input from parents, to assess if there are any developmental concerns. If a concern is noted in any area, parents and staff will discuss further steps to determine if a formal evaluation will need to be completed.

If a referral is made for further evaluation, the school team will follow the referral/evaluation process timeline as outlined by the Ohio Department of Education.

Referral Request – School Psychologist will contact families within 30 days to discuss concerns and determine if an evaluation is needed

Planning Meeting/Consent to Evaluate – As soon as consent to Evaluate is attained, the district will complete the evaluation within 60 days.

Individualized Education Plan – After the completion of the Evaluation Team Report meeting, the team will schedule an IEP meeting within 30 days.