



2019-20

Preschool Handbook

Early Childhood Program

Delshire Elementary, 471-1766

J. F. Dulles Elementary, 574-3443



TABLE OF CONTENTS

<u>Page</u>	<u>Topic</u>
3	<u>PROGRAM PHILOSOPHY</u>
3	<u>GOALS</u>
4	<u>ARRIVAL AND DISMISSAL</u>
4	<u>CURRICULUM</u>
6	<u>MANAGEMENT/DISCIPLINE POLICY</u>
7	<u>PRESCHOOL PROGRAM SCHEDULE EXAMPLE</u>
7	<u>SAFETY OF CHILDREN</u>
8	<u>FIELD TRIP GUIDELINES</u>
8	<u>SHARING INFORMATION</u>
8	<u>PARENT INVOLVEMENT</u>
9	<u>ACUITY</u>
9	<u>CLASS SIZE</u>
9	<u>ELIGIBILITY/TUITION and FEES</u>
9	<u>ATTENDANCE</u>
9	<u>TRANSPORTATION</u>
10	<u>SCHOOL CLOSING INFORMATION</u>
10	<u>MEDICAL EMERGENCY PLAN</u>
10	<u>MEDICAL POLICY</u>
11	<u>GENERAL GUIDELINES FOR KEEPING CHILDREN HOME FROM SCHOOL DUE TO</u>
11	<u>ILLNESS/COMMUNICABLE DISEASE PREVENTION POLICIES</u>
12	<u>POLICY ON CHILD ABUSE AND NEGLECT</u>
13	<u>CODE OF ETHICS</u>
13	<u>ADMISSION POLICIES</u>
14	<u>RECORDS TRANSFER POLICY</u>
14	<u>TRANSITION POLICY AND SUPPORTS</u>
15	<u>TRANSITION POLICY AND SUPPORTS</u>

PROGRAM PHILOSOPHY

Our philosophy is based upon developmentally appropriate practices and the individual needs of the children. Programming is planned to meet each child's social, emotional, cognitive, and physical needs as the child passes through predictable and sequential stages of development. The child-directed, teacher supported exploration and learning experience are designed so that each child can construct knowledge at their own developmental level and pace. Trust, social interaction, and play are the foundations on which children develop problem solving skills, language, and self esteem.

We recognize the importance of working closely with families and acknowledge family involvement as an essential and vital component of the total learning progress. We encourage family members to be active participants in the classroom as much as possible. Communication between home and school is the key to a great education. We view parents as partners in education; the more we work together the more your child can grow during their preschool years. Together we can create a foundation for lifelong learning for your child.

Our multi-age preschool programs follow a sequential learning curriculum throughout the integrated program which allows all children, typically developing and children with disabilities, to gain a broader perspective of the real world. Children engage in a variety of opportunities and experiences that interact with peers in the environment. This curriculum is an organized framework that guides developmentally appropriate practices in the learning environment and encompasses the developmental domains; social, emotional, cognitive, physical, to foster a child's success through active learning. It also delineates the process through which children achieve goals and describes what teachers do to help children achieve these goals.

GOALS

The primary goals of the Early Childhood Program are to:

- Provide an environment that respects children
- Provide a wide variety of multi age, multi level materials and activities
- Offer opportunities for children's active exploration of their environment through play
- Facilitate and encourage the construction of knowledge within an integrated curriculum.
- Model and promote opportunities for small and large motor activities that stimulate cognition, communication, self help skills, pre-academics, social and emotional development
- Maintain confidentiality surrounding children and their families
- Create, build and strengthen the relationship between family and school
- Foster development of self-esteem
- Support and promote positive relationships with peers and adults



ARRIVAL AND DISMISSAL

The Oak Hills Early Childhood program is located at J.F. Dulles and Delshire Elementary Schools . Each site offers two sessions per day. Dulles morning preschool is from 8:50 a.m. to 11:35 a.m. Afternoon preschool at JFD is from 12:45 p.m. to 3:30 p.m. Delshire's morning preschool begins at 8:15 a.m. and ends at 11a.m. The afternoon preschool at Delshire is from 12:15 p.m. to 3 p.m. Please have your child to school on time and picked up promptly.

	AM	PM
Delshire	8:15-11:00	12:15-3:00
J.F. Dulles	8:50-11:35	12:45-3:30

CURRICULUM

A developmentally appropriate curriculum is implemented in the early childhood classrooms. The Oak Hills Local School District uses *Creative Curriculum for Preschool*, in alignment with the Ohio Department of Education Early Learning Content Standards. This curriculum is an organized framework that guides developmentally appropriate practices in the learning environment. The emphasis in daily activities and centers is based upon the developmental domains including social, emotional, cognitive, and physical to foster a child's success through active learning. The curriculum also delineates the process through which children achieve goals and describes what teachers do to help children achieve these goals. The preschool teachers demonstrate responsibility for their obligations to their students, families, and community.

Developmentally appropriate curriculum is based on the following principles:

- Curriculum for young children is comprehensive-addressing all aspects of development through a program that is both age and individually appropriate.
- The curriculum addresses social emotional, cognitive, language and physical development.
- Goals, processes, content, and learning experiences are based on established developmental norms.
- The curriculum allows for expansion or contractions of goals, content, and learning experiences to meet the individual needs of children.
- The child's individual and cultural background, including developmental history, is an important determinant of curriculum goals for that child

Assessment and curriculum development are both an ongoing and integrated process. The child is an active learner throughout the day.

- The curriculum provides opportunities for children to pursue their own interests and curiosities and to make appropriate choices.
- Learning is integrated throughout the preschool day.



- The curriculum stresses processes and content that incorporate skills development.
- Content selection is based on criteria that include interest (both developmental and cultural) appropriateness, and potential for enhancing life.
- Curriculum stresses thinking and problem solving.
- Themes are used as a framework for organizing and integrating the content.

The learning environment promotes conceptual development in all children.

- The physical development includes materials and equipment to meet the diverse learning needs of the children.
- Play materials encourage children to engage in manipulation and exploration, transform from pretend to real, and collaborate with others in developing play themes.
- Play materials avoid stereotypical play themes; rather they encourage children to explore a variety of roles and themes. Materials provide multi-ethnic, multicultural, and non-stereotypical emphasis.



MANAGEMENT/DISCIPLINE POLICY

All preschool staff members and persons interacting with students will adhere to the following behavior management/discipline policy.

The goal of discipline is to help children build their own self-control and ultimately direct their own behavior. We recognize the important role self-esteem plays in this process and strive to enhance each child's positive feelings of self. Each child's emotional needs and feelings are respected within the classroom setting.

Clear and reasonable ground rules are established for each child's safety and to protect the rights of all children. The rules are few in number and are frequently discussed in the classroom. When ground rules are broken, they are clearly and firmly restated. When rules are followed, students are rewarded with praise and recognition. When a child is in a conflict situation, he or she is encouraged to verbalize his or her anger or concerns. When a child infringes on the rights of another, the other child is encouraged to talk about how he or she feels. Problem-solving techniques are encouraged in the classroom during which time the teacher often acts as a facilitator, helping young children express their feelings and generate solutions. When appropriate, redirection and separation from the problem can occur. Children are taught to become part of the solution rather than part of the problem to promote restoration and preservation of self and others.

Classroom environments are structured to encourage positive behavior; redirection of children occurs in a positive manner, keeping in mind the child's interests and motives. Teacher intervention in potential problem situations is well timed and logical consequences of behaviors are implemented. Physical punishment is never used. If behavior problems persist, an individual behavior management program will be developed with parent participation. Ongoing discussions will occur to review possible solutions and alternatives.

The following restrictions will be followed based on the Ohio Administrative Code (3301-31-10).

There shall be no cruel, harsh, corporal punishment or any unusual punishment such as, but not limited to; punching, pinching, shaking, spanking, or biting (PS 37-10-C1).

No discipline shall be delegated to any other child (PS 37-10-C2).

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 (PS 37-10-C3).

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 (PS 37-10-C4).

No child shall be subjected to profane language, threats, and derogatory remarks about himself or his family, or other verbal abuse (PS 37-10-C5).

Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents (PS 37-10-C6).

Techniques of discipline shall not humiliate, shame, or frighten a child (PS 37-10-C7).

Discipline shall not include withholding food, rest, or toilet use (PS 37-10-C8).

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 (PS 37-10-C9).

The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program (PS 37-10-C10).



PRESCHOOL PROGRAM SCHEDULE EXAMPLE

AM Class

8:50 a.m.	Arrival
9:00 a.m.	Cubby, Hand wash, Centers
9:30 a.m.	Large Group/ "Circle"
10:30 a.m.	Seatwork, Recess
11:00 a.m.	Music, Story, Pack-up
11:35 a.m.	Dismissal

PM Class

12:45 p.m.	Arrival
12:55 p.m.	Cubby, Hand wash, Centers
1:30 p.m.	Large Group/ "Circle"
2:30 p.m.	Seatwork, Recess
3:00 p.m.	Music, Story, Pack-up
3:30 p.m.	Dismissal

Center time includes: manipulatives, blocks, books, pretend play, sensory table, writing table, art and special activities, small group activities, puzzles, math, listening center, easel, workstations and snack. Related Service personnel (Speech, OT and PT) work on individual student needs in one on one and small group settings during this time.

SAFETY OF CHILDREN

- A faculty member will supervise children at all times throughout the school day.
- The outside play area will be supervised so that all children are visible to a member of the teaching staff. Children are supervised entering and exiting the school building.
- Written notification from the parent/guardian is required when a change (time/driver) occurs in your child's regular transportation plan.
- A monthly fire drill will be held in the school building.
- Emergency plans are posted in the classrooms in the event of a fire or tornado.
- To obtain a copy of the inspection report of your program, please contact Delshire Elementary School at 471-1766 or J. F. Dulles Elementary School at 574-3443.
- A faculty member trained in first aid and recognition of communicable diseases is available at all times. A first aid kit is always on site, as well as the building health room aide.
- A registered nurse acts as a consultant to the school program as needed.



FIELD TRIP GUIDELINES

In the event of a field trip, the following precautions will be taken to ensure each child's safety:

- A first aid box, which meets Ohio licensing rules, will be available.
 - A faculty member trained in first aid will be present.
 - Children will have identification without their names, but with the school's name and phone number.
 - Parents/Guardians/Caregivers are encouraged to participate to maximize success of the field trip.
- Field trip forms must be signed by the parent/guardian for permission

SHARING INFORMATION

Your children are often affected by events and changes in their environment. Children may not be able to express their feelings or relay significant information. In order to help your child deal with changes, please keep us informed of any events including:

- Illness or hospitalization of family members
- Pregnancies or births
- Deaths of family members or close friends
- Changes in family structure in the home
- Plans for moving
- Extra stimulation such as visitors or celebrations
- Change of address or phone number

PARENT INVOLVEMENT

We believe parent participation is a vital component of a child's school experience. Parents provide valuable input that helps to ensure a successful transition between home and school. Parents are encouraged to become actively involved in the preschool setting.

- A parent questionnaire, completed at the entry of the program, provides important information about each child.
- Home visits are offered for parents and teachers to have the opportunity to exchange information and interact with children on an individual basis. Home visits may be scheduled before the school year, and throughout the school year.
- Parents are welcome to come observe and visit classrooms. Please inform your child's teacher and stop in the office to sign in and obtain a visitor's badge.
- Parent conferences are held twice a year. Additional conferences may be scheduled at your request.
- Parents may contact the district Parent Mentor, Julie Dunford, at District Office, 598-2945.



ACUITY

A team teaching model is implemented in the classroom. The education team includes a special education/early childhood teacher and a teaching assistant. Related Service personnel working in the classroom may include; Sign Language Interpreter, Speech and Language Pathologist, Audiologist, Occupational Therapist, Physical Therapist, Itinerant teacher and School Psychologist.

CLASS SIZE

The maximum number of children enrolled per session is 16. Each class may consist of up to 8 children with disabilities and 8 typically developing children. Each session is a multi-age grouping, serving children ages three through six. The Oak Hills program offers a continuum of services including; 8:8 classrooms, a specialized social communications unit and services on an itinerant basis.

ELIGIBILITY/TUITION and FEES

Children with disabilities must be placed in the program through a multi-factored evaluation by an Oak Hills local school district screening team. Eligibility is determined by the rules for the Education of Preschool Children with Disabilities served by Public Schools and the Ohio Operating Standards.

Typically developing children are eligible for enrollment in the program if they will be three years of age by the first day of preschool of that school year. They should be potty trained and strong language models.

Typical students pay tuition to attend preschool. Tuition for the 2019-20 school year is \$200.00 per month for each month of instruction (August 2019-May 2020). Tuition is due payable to the Oak Hills Local School District by the 1st of the month each month. **There is a yearly instructional fee of \$85.00 for all students, both typical students and children with disabilities.** Past due accounts will be notified in writing from the building administrator regarding procedures for withdrawal due to non-payment. Please contact Karen Floyd, preschool assistant, at 574-3443 with any questions regarding payment.

ATTENDANCE

Classes meet Mondays, Tuesdays, Thursdays and Fridays during the school calendar year. We believe that regular attendance is important for your child's optimal growth and development. The daily schedule is carefully planned to provide varied experiences for your child. It is helpful to the staff for parents/guardians to notify the school's absence line and teacher for illness and absence.

TRANSPORTATION

Some children arrive at school by means of school district transportation. If your child is not attending class on a given day, it is your responsibility to notify the transportation department at 598-2950.



SCHOOL CLOSING INFORMATION

Announcements about school delays or closings in icy or snowy weather are carried on local radio and television stations. Every effort will be made to have the decision finalized by 6:00 AM.

Classes will follow the normal schedule unless otherwise noted. If you hear no announcement about the school district by name, you may assume that the schools are open.

Two-hour delays mean that morning preschool and kindergarten are cancelled. Check the district website at

<http://www.ohlsd.org>

MEDICAL EMERGENCY PLAN

Each child is required to have a current emergency card and an emergency medical authorization form on file. These forms must be completed and returned by the first day of school. Any child without these forms will not be permitted to attend class.

In the event of an emergency, the following procedures will be taken:

- Parents will be contacted immediately unless the situation is life threatening. In this case, 911 will be called first.
- If efforts to reach the parents are unsuccessful, the faculty will follow instructions listed on the emergency medical form.

MEDICAL POLICY

The Ohio Department of Education Rules for Preschool Programs requires that each child have on file:

- A medical form completed by a licensed physician prior to the date of admission and annually from the date of examination.
- A physician's and dentist's authorization and written instructions to administer prescription medication to the child enrolled in the program.
- Immunization records as required by section 3313-67 of the Ohio Revised Code, which record shall include immunizations required by section 3313.671 of the revised code.

Students enrolled in the Oak Hills Local School District Early Childhood Program must have all paperwork completed, signed and verified by your child's teacher BEFORE your child may begin class. The State of Ohio requires teachers to have this paperwork in order for the program to be licensed. Classrooms are visited twice yearly for licensure inspections.



GENERAL GUIDELINES FOR KEEPING CHILDREN HOME FROM SCHOOL DUE TO ILLNESS/COMMUNICABLE DISEASE PREVENTION POLICIES

It is sometimes difficult to decide when and how long to keep an ill child home from school. The timing of the absence is often important in order to decrease the spread of disease to others and to prevent your child from acquiring any other illness while his or her resistance is lowered. The following guidelines represent the common childhood illnesses and nursing recommendations.

Chicken Pox: A skin rash consisting of small blisters that leaves scabs. A fever may or may not accompany the blistering condition. Students who are diagnosed with this affliction should remain home until all blisters are scabbed over, usually five to seven days.

Common cold: Irritate throat, watery discharge from the nose and eyes, sneezing, body chills and general body discomfort are common symptoms. Student should remain home if the symptoms are serious enough to interfere with the student's ability to learn. Medical care should be obtained if symptoms persist seven to ten days, fever develops, or nasal discharge becomes yellow or green.

Fever: If a student's temperature is 99.5 Fahrenheit or greater, he or she should remain home from school until any related symptoms are gone and the student is fever free for 24 hours.

Flu: Abrupt onset of fever, chills, headaches and sore muscles may be indication of the flu. Common symptoms of the flu include runny nose, sore throat and cough. Students should remain home until all symptoms subside and the child is fever free for 24 hours.

Pain: If a student complains or behavior indicates that he or she is experiencing persistent pain, her or she should be evaluated by a physician before coming back to school.

Pink Eye: Redness and swelling of the membranes of the eye, burning, and itching of the eye, matter discharging from the eye, or crust on the eyelids can be symptoms of pink eye. Students with pink eye should remain home from school until they have received 24 hours of antibiotic therapy and discharge from the eyes has stopped.

Skin Rashes: such rashes of unknown origin should be evaluated by a physician before a student is sent to school

Strep Throat and Scarlet Fever: Strep throat can begin with fever, sore throat, pus spots on the back of the throat, and or tender swollen glands of the neck. With scarlet fever there are all symptoms of strep throat as well as a strawberry appearance to the tongue and skin. High fever, nausea and vomiting may also occur. A student should remain home until receiving at least 24 hours of antibiotic therapy and fever free for 24 hours.

Vomiting, Diarrhea/Viral Infections (intestinal): Symptoms include stomach ache, cramping, nausea, vomiting and/or diarrhea, fever, headache and body aches. Students should remain home with symptoms for a full 24 hours. If the student is afflicted with these symptoms overnight, please keep your child home the following school day.

Head Lice: Lice are small, grayish tan, wingless insects that lay eggs called nits. Nits firmly attach to the hair shafts close to the scalp. Following lice infestation, students may return to school after receiving treatment with a pediculicide shampoo, and all nits have been removed.

Impetigo: Blister like lesions, which later develop into crusted pus-like sores. Students with these symptoms should remain home from school until receiving 48 hours of antibiotic therapy and sores are no longer draining.



The school nurse or health room aide will examine students during the school day if symptoms appear and the school team deems necessary.

The Oak Hills School District requires preschool teachers to complete on-line classes the signs and symptoms of illness and proper hand washing along with effective disinfectant procedures. The preschool follows the guidelines of the Hamilton County Department of Health and has proper hand washing techniques posted in restrooms throughout the preschool. The teachers also participate in a three year rotation of classes regarding communicable disease prevention, first aid and prevention of child abuse.

If a child becomes ill at school, the child will be sent to the school nurse and kept isolated until parents are contacted are able to retrieve the child.

Procedures for notifying a mildly ill child who does not have a fever will be based on whether or not a child feels well enough to participate in class. If a child does not feel well enough to participate, the child's parents will be notified by the school nurse and procedure for an ill child will be followed.

The procedure for notifying parents of exposure to chickenpox, lice, and pink eye will be through a letter sent by the school administration describing the conditions, symptoms and expectations for treatment.

POLICY ON CHILD ABUSE AND NEGLECT

In compliance with Section 2151.421 of the Ohio Revised Code(ORC), any employee of the Oak Hills Local School District who is acting in his or her official or professional capacity, and who knows or suspects that a child under 18 years of age or a physically or mentally handicapped child under 21 years of age has suffered any wound, injury, disability or condition of a nature that reasonably indicates abuse or neglect of the child shall immediately report that knowledge to Child Protective Services at 241- KIDS or the local law enforcement department where the child reside. Following the initial oral report to the above mentioned authorities, the employee shall immediately report to the principal/administrator of the building in which the employee is located or in which the child is enrolled.

Any report made as a result of the policy and the Ohio Revised Code, section 2151.42 shall be maintained as confidential and available only to the person initiating the complaint, the principal/administrator, the superintendent, the Board of Education and legally constituted authorities entitled to said report pursuant to section 2151.421 of the Ohio Revised Code.

ORC 2151.421 provides immunity from civil and/or criminal liability for reports and child abuse and neglect. Failure to report suspected child abuse and neglect shall be subject to ORC 2151.99.



CODE OF ETHICS

General Statements

We are committed to supporting each child's optimal social, emotional, intellectual, and physical development within a safe, healthy, and enriched environment.

We will respect racial, ethnic, religious, cultural, and socioeconomic differences of all children, parents and others with whom we work.

We will maintain confidentiality in our dealings with children, families, and colleagues.

We will avoid misrepresentation of our professional skills, qualifications, and affiliations.

We have the right and obligation to share in the maintenance of the ethics of our profession.

Families

We will respect families' rights to make decisions for their children, and will uphold their beliefs and practices whenever possible.

We will be aware that not only the family, but also other people and experiences influence the development and attitudes of the children in our care.

When conflicts arise between parent and early childhood educator concerning generally accepted professional and/or developmental practices, we will make every attempt to clarify the issues for the parent through education and communication.

ADMISSION POLICIES

Admissions protocol for typically developing preschool children:

Admissions for children who are typically developing is based on an application process that begins in early March. If typical slots are available, children are admitted once all registration paperwork has been turned into the preschool director. This paperwork includes copies of birth certificate, copy of parent driver's license and a copy of proof of residency. Also, a registration card and intake questionnaire must be filled out completely. Children will be admitted as their packets are turned in according to chronological order. Returning students will receive preference for the upcoming school year.

Admissions protocol for children with special needs:

As children turn age 3 and become eligible for services administered by the school district, they will enter the preschool special needs screening process. The screening team will observe and assess children if there is a suspect of a disability. After multiple observations, the team will determine if a child is eligible for services. The team will compile an Evaluation Team Report (ETR) and decide if a student qualifies for services based on the measures and observations noted in an ETR. The child's least restrictive environment will be of the utmost importance in the process of delivering special education services. This ranges from itinerant services, phonology class to the four day a week preschool program.



RECORDS TRANSFER POLICY

Procedure for obtaining family consent of child's current records:

Student records are maintained at the building of enrollment. Upon enrollment, if students attended another early childhood preschool setting, parents will complete a "REQUEST FOR TRANSFER OF EDUCATIONAL RECORDS" form with the school secretary.

Procedure for obtaining family consent to release children's records to a new setting:

At the time of withdrawal from an Oak Hills Local Preschool, parents must complete an Oak Hill's "REQUEST FOR TRANSFER OF SCHOOL RECORDS" form in order to transfer records to a receiving school. If a child is moving from an Oak Hills Early Childhood Preschool Program to an Oak Hills Elementary School for Kindergarten, preschool files will automatically be transferred when parents register their child for Kindergarten. Parents are still required to complete the Kindergarten Registration Process for all students enrolling to an Oak Hills Elementary School.

TRANSITION POLICY AND SUPPORTS

Transition into Preschool Classroom:

Parents complete the registration process with the preschool supervisor. Parents will be notified when the registration process is complete based on a review of all required enrollment documents. Upon enrollment, the assigned classroom teacher will contact the parent(s) to schedule a classroom visit. At the time of the classroom visit, the teacher and parents will review the daily schedule, preschool classroom routines, classroom expectations, and discuss helpful transition activities to implement to support the child transition into the new environment.

Transition between Classrooms:

The Oak Hills Preschool Program serves students within multi-age classrooms, therefore it is likely that your child will not transfer between classrooms. On occasion, students may transfer between classrooms due to the needs of the child, (i.e., special education team decisions) or due to classroom assignment decisions made at the start of a new school year. At that time, parents are notified of the change via letter and phone contact. The incoming and outgoing teacher are involved in the transition planning process by meeting with the family to discuss the transition needs of the child. The transition is documented on an "Individual Transition Form". The new classroom teacher will contact the parent(s) to schedule a classroom visit. At the time of the classroom visit, the teacher and parents will review the daily schedule, preschool classroom routines, classroom expectations, and discuss helpful transition activities to implement to support the child transition into the new environment.

Transition to Kindergarten:

The process to transition your child in becoming "Kindergarten Ready" is an exciting step in a child's educational career! In order to prepare students and families, opportunities to support this transition are specifically implemented. The Oak Hills Local School District offers several parent-teacher conference opportunities that will be communicated to families in order to meet and discuss the transition process. Goals for your child to support



their transition to Kindergarten will be outlined at the parent-teacher conference. Communication will also be shared to families about special events to support the transition such as: Kindergarten Registration, Kindergarten Parent Preview Night, and the Oak Hills Preschool to Kindergarten Night Session. The preschool classroom will also visit the preschool and have visits from the Oak Hills Kindergarten teacher in order to share information about expectations, activities, and experiences to help support the transition. At the end of the year, the preschool teacher will provide all families with an “end of the year” activities packet to support your child over the summer.

