

CARROLLTON EXEMPTED VILLAGE SCHOOLS
205 Scio Road SW
CARROLLTON, OHIO 44615
Carrollton Elementary School (330) 627- 4592

PRESCHOOL PROGRAM

A Handbook for Parents, Community, and Professional Staff



Revised August 2022
Board Adopted Feb. 11, 2020

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This Preschool Handbook contains information concerning the rules and the regulation of the CEVSD Preschool Program.

After reviewing the information carefully, sign and return the bottom portion of this page within five (5) days.

If you have any questions, please contact the office at (330) 627-8067.

Thank you,

The Preschool Staff

I have read the preschool handbook and I agree to abide by all of the rules and the regulations of the CEVSD Preschool Program.

Parent/Guardian Signature

Date

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INTRODUCTION

Public school involvement in early childhood education is growing rapidly. Since July 22, 1991, the Ohio Department of Education has been responsible for licensing and monitoring all early childhood programs operated through public schools, county boards of Developmental Disabilities, and eligible chartered nonpublic schools under Am. Sub HB155. The department also licenses and monitors all eligible school age childcare programs that receive state or federal funds.

Licensed and monitored sites ensure that programs:

- * are located in safe, convenient facilities;
- * are developmentally appropriate;
- * are administered according to established rules, goals, objectives, and procedures;
- * are staffed by persons qualified to teach and nurture young children;
- * ensure that children are immunized; and
- * involve parents in their child's education

The licensing and monitoring process includes two site visits annually to each preschool or school age child care program; the reporting of noncompliance issues to superintendents and CEOs; and the aggregation of data for an annual report to the Governor and legislators.

Research supports the importance of early intervention and assessment of children's special needs, including those with disabilities and gifted children. Providing appropriate early learning programs significantly improves children's educational potential and can significantly decrease the need for later interventions. Because out-of-home early childhood programs play a growing role in children's lives, it is more important than ever that early learning services promote children's health, safety, and development.

The philosophy of the Carrollton Exempted Village School District's special needs preschool program is to provide quality education where preschool children can experience success and benefit from the individualized and integrated setting. It is our belief that preschool activities should be positive, enjoyable, and rewarding for young children and their families as their initial school years influence their future attitudes toward school.

PRESCHOOL LICENSURE COMPLIANCE

Each fall and spring, a representative from the Ohio Department of Education, Office of Early Childhood, visits the preschool in order to determine if the Carrollton Exempted Village School District's preschools are in compliance with the mandated rules and regulations. A copy of the final compliance report is posted on the preschool bulletin board.

All complaints and reports concerning the operation of programs regulated by this chapter of the Administrative Code and sections 3301.52 to 3301.59 of the Revised Code, may be reported to the Office of Early Learning and School Readiness. The phone number is 614/644-0224.

COMMON ABBREVIATIONS

ADA	Americans with Disabilities Act
ADHD	Attention Deficit/Hyperactivity Disorder
ADL	Activities of Daily Living
APE	Adapted Physical Education
CCBDD	Carroll County Board of Developmental Disabilities
COEDI	Children's Ohio Eligibility Determination Instrument
COTA	Certified Occupation Therapy Assistant
DAP	Developmentally Appropriate Practice
DJFS	Department of Jobs and Family Services
EI	Early Intervention
ETR	Evaluation Team Report
FAPE	Free Appropriate Public Education
HMG	Help Me Grow
IEP	Individual Education Plan (required for atypical preschool children)
IFSP	Individual Family Service Plan
LEA	Local Educational Agency
LRE	Least Restrictive Environment
DD	Developmental Disabilities
ODE	Ohio Department of Education
OTC	Over-The Counter Medication
OT	Occupational Therapist
PT	Physical Therapist

- PTA Physical Therapy Assistant
SLP Speech/Language Pathologist
SSI Supplemental Security Income

ENROLLMENT

Each individual child's program begins with the screening process by a qualified team. Assessment will be conducted in the areas of cognitive ability, hearing, pre academic skills, sensorimotor functioning, vision, communication and language skills, social-emotional/behavior functioning and adaptive behavior. Eligibility for the special needs preschool program is a child who is at least three years of age but not of compulsory school age and has a developmental delay as demonstrated by a documented deficit in one or more areas of development. Determination of eligibility for children with special needs shall be based on the Operating Standards for Ohio's Schools Serving Children with Disabilities. Individualized educational plans (IEPs) are written and carried out throughout the school year for the child by the teacher and specialists. The preschool program enrolls typically developing children for the purpose of establishing an integrated class setting. There is a tuition fee charged for participation in the program for typically developing children.

ENROLLMENT PACKET

The enrollment packet includes the following items:

1. Student Registration Form
2. Preschool Information
3. Dental Form
4. Medical Statement (Evaluation by a Physician) - completed annually
5. School Calendar
6. Welcome Letter for Typical and Atypical Children
7. Roster/Picture Release Form - completed annually
8. Transportation Form
9. Payment Plan for Typical Children

STUDENT RECORDS

The cumulative record of each child shall include but not be limited to:

1. Birth certificate
2. Immunization Records
3. Previous educational/medical records
4. Custody/Adoption papers

INFORMATION UPDATES

Information on all students must be kept current. Anytime a child moves, or has changes in telephone numbers,

emergency information, custody changes, medication changes, etc., the school must be notified immediately.

SCHOOL CALENDAR

The preschool program follows the preschool calendar (enclosed in packet). In case of bad weather, please listen to radio stations or watch the local T.V. stations. Emergency weather procedures will be sent home with the children in October. **No classes for preschool on 2-hour delay days.**

PROGRAM SCHEDULE

The preschool classes are half-day classes. The morning sessions are from 8:30-11:00a.m. The afternoon session is from 12:30-3:00p.m. If you have a need to pick up your child during the session time, please contact the school. No child will be released during the day to anyone but the legal guardian without prior authorization.

ATTENDANCE

The State of Ohio requires schools to address two areas of attendance, truancy and absenteeism. Habitual Truancy refers to a child who fails to attend school without a legitimate excuse. A child is habitually truant if they are absent from school without a legitimate excuse: 15 consecutive hours (5 days), 21 hours in 1 month (7 days), and 36 hours in 1 school year (12 days). The second area of attendance is Absenteeism: Excessive Absenteeism - 19 hours (6.3 days) month, 21 hours (7 days), and 32.5 hours (11 days) in a school year. Chronic Absenteeism : 5% or 46 hours (15.3 days) in a school year. Because of having a waiting list, if your child misses 5% or 46 hours (15.3 days) of preschool, he/she will be at risk of losing their spot unless proper documentation (i.e., medical excuses) have been submitted. The above hours are in reference to unexcused absences. An excused absence is when the school is supplied with proof of absence.

In the event your child is going to be absent, if applicable, call the transportation department first at 330-627-4044. Give your child's full name, address, and bus number and then call Carrollton Elementary at 330-627-4592.

WITHDRAWALS

In the event the child should move out of Carroll County, a withdrawal form and a release of information form should be signed in order to transfer records to the new school and keep the educational transition as uninterrupted as possible.

TRANSPORTATION

Transportation will be available to preschool for the morning session, from preschool for the afternoon session. Parents that choose to pick up or drop off, are asked to pick up their children after the morning session, no later than 11:00 a.m. and drop off their children for the afternoon session, no earlier than 12:30 p.m. This allows the preschool teachers the opportunity to talk with the parents and to discuss any concerns or questions parents might have.

FIRST DAY AND EXTRA CLOTHES

The first day of school is so important for parents and their child. We keep extra sets of clothes at school for occasional accidents. Parents may want to send one pair of underwear, pants, etc. the first day of school.

Potty Training

Students must be potty trained before entering preschool. The only exception is if the child has a medical

concern (documentation from a licensed physician must be provided).

MORNING BREAKFAST/AFTERNOON LUNCH AND BIRTHDAY TREATS

All preschoolers attending the AM session are offered a small breakfast free of charge. All preschoolers attending the PM session are offered a school lunch at a small fee, unless student qualifies for free/reduced lunch (applications are required to determine qualification). All preschool students may choose to bring in their own snack/lunch. For birthdays, special treats may be shared such as cookies or cupcakes that are store bought/prepackaged. Please be courteous of other students' allergies and coordinate with your child's teacher when planning to bring in special treats. **It is important that parents inform their child's teacher of any allergies their child may have.** This is a good way to teach our students the joy of sharing with others and it is always an important day for each of them.

ETR's AND IEP's

Children who turn three years old who have been screened for developmental delays or special needs are evaluated and monitored by the local school district. The school district personnel, as well as the Carrollton preschool staff, will complete a Evaluation Team Report (ETR) for each child as is required by law before a child may receive services under an Individualized Educational Plan (IEP). You have the right to be present during the evaluation. After the ETR meeting an IEP will be written which will address and define those needs identified from the evaluation. Parents have the right to question the special education services identified for your child. At the time of the initial referral, the parent will be given a copy of the procedural safeguards, which outline your rights as a parent.

The individualized education plan identifies the domain(s) in which the special needs child needs intervention or curriculum modification. These domains are cognitive, language-literacy, affective-communicative, physical-motor, and adaptive behavior domains. The appropriate skills for the child's level of learning are broken down under each domain and many of the skills within the domains will overlap.

PROGRESS REPORTS

Progress reports will be issued as the IEP indicates. Grade cards go home with all students each semester.

DISCIPLINE POLICY

The preschool staff will be creating a favorable climate for the children. Hopefully the time spent at preschool will be relaxing, fun, and enriching for all. Discipline is a part of this climate and is the ongoing process of helping children to develop inner controls so that they can manage their own behavior in a socially approved manner.

Setting limits gives the child the security of knowing that one's strong emotions will not lead the child to do things that will later be regretted. The child knows an adult will take the responsibility of stopping unacceptable behavior until the child is able to do so for him or herself.

Staff members will:

- * Explain all rules in a cheerful manner to make them understandable and acceptable to the child.
- * Be consistent, firm, and fair.
- * Enforce the rules in a positive, impersonal way.
- * Redirect an uncooperative child to another activity or redirect the entire activity into a more wholesome direction.

- * Encourage the shy child to stand up for him or herself and encourage the aggressive child to verbalize.
- * Help the children understand one another's actions.

Desirable behavior will be complimented or otherwise rewarded and undesirable behavior will be kept at a minimum by intervention before problems arise.

Staff members will not use physical restraint to confine a child by any means other than holding a child for a short period of time, such as a protective hug, so the child may regain control.

BEHAVIOR MANAGEMENT/DISCIPLINE

(A) A preschool staff member in charge of a child or a group of children shall be responsible for their discipline.

(B) The center shall have a written discipline policy describing the center's philosophy of discipline and the specific methods of discipline used at the center. This written policy shall be on file at the center for review. Constructive, developmentally appropriate child guidance and management techniques are to be used at all times and shall include such measures as redirection, separation from problem situations, talking with the child about the situation and praise for appropriate behavior.

(C) Behavior management/discipline policies and procedures shall ensure the safety, physical, and emotional well-being of all individuals on the premises.

(D) The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows:

- (1) There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting.
- (2) No discipline shall be delegated to any other child.
- (3) 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.
- (4) 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.
- (5) No child shall be subjected to profane language, threats, derogatory remarks about himself or his family or other verbal abuse.
- (6) Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
- (7) Techniques of discipline shall not humiliate, shame, or frighten a child.
- (8) Discipline shall not include withholding food, rest, or toilet use.
- (9) 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.
- (10) The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.

(E) The parent of a child enrolled in a center shall receive the center's written discipline policy.

(F) All preschool staff members shall receive a copy of the center's discipline policy for review upon employment.

CONFIDENTIALITY

Sometimes school personnel find themselves in an awkward position because of questions or concerns that are presented about other students. It is our responsibility to safeguard every child enrolled in our program. A parent or legal guardian has the right to discuss information related to the services directly provided to their own child, however, this information is not subject to discussion with other individuals, such as extended family members, other students or their families.

PARENTAL PARTICIPATION, INVOLVEMENT, AND VISITATION

*Home visits will be conducted before school begins.

*Parents will be invited to participate in IEP meetings.

*Periodic written communication will be sent home detailing classroom activities.

*Parents are welcome to visit their child's class when arrangements have been made with the teacher. Parents MUST have a BCI on file with Carrollton Elementary School. Prior arrangement with the teacher is requested to facilitate scheduling and to avoid disruption of the class on any given day. It is recommended that you wait until school has been in session for two to three weeks before visiting to allow everyone time to adjust to the schedule and establish a routine.

*Parents are encouraged to attend parent conferences which are scheduled twice a year.

PROGRAM PHILOSOPHY AND CURRICULUM

The philosophy of the CEVSD's preschool is to provide quality education where preschool children can experience success and benefit from the individualized and integrated setting. Our belief is that the preschool activities should be positive, enjoyable, and rewarding for young children and their families as their initial school years influence future activities.

The **Assessment, Evaluation, and Programming System (AEPS)** is a comprehensive curriculum, linked to an assessment system, that fully meets the criteria for appropriateness and effectiveness. It addresses teachers' need to know what to teach and why, and how children learn best. With this curriculum, teachers can respond to the individual needs and learning styles of all of their children. This curriculum specifies the literacy, math, science, social studies, arts, and technology content to be taught, based on published standards. It relates directly to the subject area curriculum used in elementary schools, so children's learning in preschool forms the basis of all of the learning that will follow. The curriculum and assessment systems are also inclusive of all children - those developing typically, children with disabilities, and English language learners. The educational program focuses on language acquisition, interactive play, fine and gross motor skills and academic skills such as letter and number identification, color recognition, and writing skills. The special needs preschool program is individualized and developmentally appropriate in its curriculum and activities.

As an additional supplement, the **Heggerty Phonic Awareness** curriculum is part of the daily preschool

schedule. The Pre-Kindergarten version includes eight phonemic awareness skills and two additional activities to develop letter name and sound recognition and language awareness activities that are taught daily. This curriculum provides students with engaging activities that teach early skills such as rhyming and onset fluency, basic skills of blending and segmenting sounds, and working with complex and advanced skills of adding and deleting phonemes, and the skills of substituting phonemes.

Power of Play

Years of research on children's learning and development document the many benefits of play for children's intellectual, social, emotional, physical, and language development. Children at play are actively involved in creating themes, exploring and establishing environments, solving problems and developing shared understandings.

Children play in many ways. They play independently, sometimes near each other but with each child engrossed in his own activity. They engage in what is called "parallel play", perhaps using each others' toys or even talking, but not coordinating their play. They also play cooperatively, organizing roles and scenarios for group play. As they get older, children are capable of more cooperative, coordinated play; however, all kinds of play are valuable.

As kids play with each other, they learn to see other children's points of view and begin to become more empathetic and caring. They come to understand customs and rules in their own culture and to appreciate those of others. They learn to use language in new ways to describe their play and to interact with others. And in play, children develop their muscles and coordination.

Adults support children's play by providing space, opportunity, and materials. We set up areas where kids can play without fear of damaging furniture or injuring themselves. We make sure that they have time to choose and to become engaged in their own play activities. When we provide them with simple, interesting materials, kids take it from there.

Play is fun. But it is also serious business that pays big dividends to its eager young investors.

Developmentally Appropriate Practice

Research and experience tell us that to be effective with young children, teaching practices need to be "developmentally appropriate." What this means is simply that educators need to think first about what young children are like and then create an environment and experiences that are in tune with children's characteristics. Early Childhood, after all, is a time of life quite different from adulthood, and even from the later school years. Children 3 - 6 learn far better through direct interactive experiences than through just listening to someone talk. They learn an extraordinary amount through play and exploration. The younger children are, the more of what they learn needs to be relevant and interesting on the day they learn it, not just in the context of some future learning.

Based on such knowledge about what children of this age are like, we design our program to fit them. It works a lot better than trying to redesign the children. A developmentally appropriate program like ours is age-appropriate. But that's not all. To make the program a good place for every child, we gear our classroom environment and activities to this community and the families involved. We're eager to learn as much as we can about each child's family, cultural background, past experience, and current circumstances. With this knowledge we work to create a program that fits the children and the families we serve.

Blocks

Blocks have been described as the most important material found in the preschool classroom. Blocks provide children with opportunities for growth through a wide variety of activities. They support and permit the child to choose to play alone or in a group. They are non-threatening and provide an excellent alternative material for children who feel uncomfortable with messy materials such as clay and finger paints. Blocks may also stimulate cognitive development by providing opportunities for problem-solving, exploring vertical, horizontal, and enclosed space. Block building promotes hand-eye coordination, balance, and the ability to focus in a close visual field.

Preliteracy Skills

In our classroom much time and attention is spent on "phonological awareness." Children become aware of rhyming and beginning and ending sounds in words. Children are encouraged to articulate their needs, wants, and feelings. Good children's literature is provided in the reading center as well as throughout the classroom in an attempt to connect the written word to all areas of the curriculum. A writing center offers opportunities to draw their ideas and practice prewriting skills, name writing and eventually other letter formation.

Mathematics

The mathematics approach used in the preschool program employs a manipulative, action-oriented curriculum. This approach involves the use of real materials, physically manipulated by the child. Sorting, ordering, counting, one-to-one correspondence are examples of activities in the preschool classroom.

Art

Art experiences for young children quite often allow them to make use of crayons or paint and paper. But they can also be the child's reaction to the sensory experience of touching, feeling, seeing, tasting, and listening. Art for young children should include sculpture, printing, and collage, using many different materials from the child's own world. The child will be given an opportunity to explore and to express himself through a variety of media, emphasizing the process over the finished product.

Science

With young children, science is continuous wondering, finding out, knowing, doing and making it all go together. Such an area might be outfitted with a water and/or sand table and a cupboard filled with jars, measuring cups, and other homelike materials. Science, like art, can help young children see the world from a different perspective.

Music and Movement

The exploration of sounds, rhythms, and body movements is very natural to young children. Early in infancy, children actively respond to sounds and rhythms. The experience of music and movement in the preschool environment permits the child to develop skills related to music, but it also provides a very popular opportunity for group interaction, teamwork, and an alternate means of emotional exploration and expression.

Housekeeping

Young children need a social environment where they can explore relationships with peers and use physical props to act out situations as they perceive them in the world around them. The housekeeping area offers many opportunities for dramatic, cooperative play.

Technology

In our technology age, young children can learn to comfortably use computers and tablets as tools for individual and group learning.

The daily routine is basically divided into the following segments:

Table Work - This is time devoted to working in a group on a variety of fine motor, cognitive, and listening skills.

Circle Time - This is a shared experience in which the teacher listens to the children and the children interact with one another. Language development is highly emphasized during this time through stories, games, music and other planned activities.

Snack Time - The children participate in making snacks during many of the sessions. Be sure to alert staff of any food allergies or special dietary considerations on the medical information sheet.

Free Time/Creative Play - The children choose the activities that interest them. They are free to move from one activity to another. Suggestions may be given to children who are having difficulty making a decision.

Individual Work - The child and the teacher work one to one on the areas in which he/she needs additional help.

Weekly/Monthly Units - This is also a part of your child's preschool experience. Your child will learn about and explore topics such as Community Helpers, Your Five Senses, My Family, etc.

LEARNING DOMAINS

Cognitive Domain

Cognitive means becoming acquainted with or coming to learn something new. This involves complex thinking processes that begin even before the child begins to talk. A good example would be, "Smile for mommy". The child takes a verbal direction and then responds with a smile. These thinking skills involve the use of all the areas of learning in order to solve problems, share ideas, consider alternative solutions and to develop skills of understanding, analysis, application, and evaluation.

Skills included under the Cognitive Domain:

- a. Expresses ideas and feelings
- b. Explores using all senses
- c. Makes decisions
- d. Identifies shapes and colors
- e. Identifies numbers to 10
- f. Counts objects to 10
- g. Identifies relationships (how objects are alike)
- h. Serialization (puts objects in order by size)
- i. Sequencing (strings beads, following a particular pattern)

Language-Literacy Domain

Language is the communication system we use to relate ideas and thoughts, share our innermost feelings, and inquire or ask questions. Language can take many forms, including: receptive (listening and responding), expressive (sharing or experience), or written (awareness of story sequence and recording ideas through pictures or words). We must also not overlook body language in the communication process. It is the use of gestures; such as, shrugging the shoulders or throwing the arms up, eye contact, and facial expressions. Under the Language-Literacy Domain, skills are covered that will help your child become a better communicator.

Skills included under the Language-Literacy Domain:

- a. Receptive:
Increases ability to discriminate and identify sounds
- b. Expressive:
Increases ability to produce a broad range of sounds
Increases length and complexity of utterances from simple sentences to stories
- c. Written:
Writes and recognizes his/her own first name
Uses a variety of art materials
Shows an interest in a variety of literature and listens attentively

Affective-Communicative (Social) Domain

The enhancement of identity and self-esteem of the child is accentuated under this domain. It is important today, with all the added stresses that children face, that they gain positive self-images and independence that can be expressed with confidence. This awareness of self will provide a base for decision making, cooperating in a group, and being empathetic toward others.

Skills included under the Affective-Communicative Domain:

- a. Understands and describes the body's parts and functions
- b. Describes self as belonging to a family, group
- c. Asks another for help when needed
- d. Engages in independent and group activities
- e. Listens to others
- f. Demonstrates awareness of own feelings
- g. Works cooperatively with peers

Physical Motor Domain

The physical motor domain includes skills that are related to the use and coordination of the body. The development of these skills is a lifelong process that involves use of the whole body (gross motor) and the use of the more specific body parts (fine motor).

Skills included under the Physical Motor Domain:

- a. Climbs stairs, first leading with the same leg, then alternating
- b. Picks up objects with fingers and palms
- c. Explores through touch
- d. Jumps with both feet, pushing off with arms

e. Throws objects with control at a target

Adaptive Behavior Domain (Self-Help Skills)

The adaptive behavior domain measures the child's ability to use the information and skills acquired in his or her environment. The primary developmental milestones in adaptive behavior are divided into two areas: self-care and personal responsibility. The self-care area involves a child's ability to perform the tasks associated with daily routines with increasing autonomy. The broad areas are eating, dressing, toileting, grooming, and preparing for sleep. The personal responsibility area involves a child's ability to assume responsibility for performing simple chores such as putting away toys, making a phone call, or making his or her bed. Also involved in this area are the child's ability to initiate play and other meaningful activities; to carry out tasks with minimal prompting; and to avoid common dangers and demonstrate care and caution.

EARLY LEARNING CONTENT STANDARDS

In response to Amended Substitute House Bill 94 of 2001, the Ohio Department of Education's (ODE) Office of Early Childhood and the Office of Curriculum and Instruction collaborated to convene Ohio stakeholders to develop early learning content standards for English language arts, mathematics, social studies and science. The early learning content standards describe essential concepts and skills for young children. Based on research, these achievable indicators emerge as the result of quality early learning experiences regardless of the setting. In addition, the early learning content indicators are aligned to the K-12 indicators, benchmarks and standards that result in a seamless educational framework for children pre-kindergarten through kindergarten and primary grades.

COMMUNITY SERVICES DIRECTORY

Department of Human Services:	330-627-2571
Health Department:	330-627-4866
Community Professional Services-	
Mental Health Counseling:	330-627-4313
Ohio Cooperative Extension Service-	
Timeout Parent Newsletter	330-627-4310
Family Information Network:	740-269-9188
Help Me Grow:	330-627-6555

TOLL-FREE HOTLINE NUMBERS

Home Energy Assistance:	1-800-282-0880
Department of Human Services:	1-800-282-1190
Medicare Information Services:	1-800-282-0530
Poison Control Center:	1-800-222-1222
Energy Credits Program:	1-800-282-4310
Lawyer Referral Service:	1-800-282-6500
Ohio Dept. of MR/DD	1-866-313-6733

FAMILY INFORMATION NETWORK

This is a statewide parent-to-parent information, support, and education network for families of children with or at risk for developmental delays, disabilities or chronic illnesses. A directory of services for Carroll County is available from them by calling the local chapter listed above.

Approved Means of Immunization as Required by Sections 3701.13, 3313.671 and 5104.011 of the Ohio Revised Code

IMMUNIZATIONS REQUIRED FOR SCHOOL ADMITTANCE

MEDICATION

Rule 3301-37-04 of the Ohio Administration code specifies the requirements for administering medication to children in preschool programs in public school or chartered non-public schools:

- A. The principal and his/her designees are all authorized to administer the medication at school when deemed necessary.
- B. The **“Permission Form for the Daily Consumption of Prescription Medication”** must be completed by your physician detailing the name of the drug, dosage and the time interval the medication is to be taken. A copy shall be on file in the main office or the nurse’s office.
- C. Written permission must be received from the parent or guardian of the pupil requesting that the school comply with the doctor’s orders.
- D. Medication must be brought to school in the original labeled container and only enough medicine for a five day supply.
- E. Liquid medication shall be the responsibility of the parent and will be administered only at the principal’s discretion.
- F. The Board of Education shall provide secure, lockable storage facilities in each building.

G. The school nurse will inform school personnel of potential benefits and side effects of the drug being administered.

H. The employee responsible for administering the medication shall keep a daily record.

Schools may not administer over-the-counter medicines unless the “**Request for Assistance in the Administration of Non-Prescribed Medication**” form is completed and signed by the parent. This form is good for only one week.

ILLNESS

If parents suspect that their child may be ill in the morning, they may want to keep their child at home and notify the school. In case of a child being ill at school, parents will be notified and may be asked to pick up their child early. Medication must be brought in by the parent or guardian and the correct school form completed and signed by the physician and parent for medication to be administered. When a child becomes ill at school, he/she is isolated from the other children and made as comfortable as possible until a parent arrives. To return to preschool after an illness, a child should have been fever-free for 24 hours.

Emergencies

Each student must have an emergency medical form on file. This form stipulates at least four (4) people to contact in case of an illness or an accident in addition to your doctor, dentist, and hospital of preference. It is very important to complete this form should we be unable to reach you in the event of an accident or emergency.

Too sick for school?

Winter is coming - and so are winter colds and other illnesses that attack young children. You don't want your child to miss school; but neither do you want to send a sick child to school and endanger him or her and other children as well. When *should* your child stay home from school? Here are a few guidelines you might wish to follow:

A runny nose, or "leaky faucet", is the way many children respond to pollen, dust, chalk, or simply a change of season. If it isn't a common cold, then it's an allergy and allergies aren't contagious. Don't keep the child home.

A bad cough or cold symptoms can indicate a severe cold, bronchitis, flu, or even pneumonia. Some children suffer one cold after another all winter long and a run-of-the-mill cold should not be a reason to miss school. But if your child is not acting "right", has difficulty breathing, or is becoming dehydrated, it could be serious. Check with your pediatrician right away.

Diarrhea and vomiting make children very uncomfortable, and being near a bathroom becomes a top priority. If your child has repeated episodes of diarrhea and vomiting, accompanied by fever, a rash, or general weakness, consult a doctor and keep your child out of school until the illness passes. However, a *single* episode of diarrhea or even vomiting, unaccompanied by any other symptoms, may not be reason enough for the child to miss school. BUT...please make sure we know how to reach you or another responsible adult during the day, in case diarrhea and/or vomiting recurs and your child needs emergency attention. (This is an important rule to follow *whenever* you send your child to school with any of the symptoms mentioned here.)

Fever is an important symptom. When it occurs along with a sore throat, an earache, nausea, listlessness, or a rash, your child may be carrying something very contagious. Always check your child for a fever in the evening. Fevers go down in the morning but will start to return and go up in the afternoon. Most pediatricians advise parents to keep children home during the course of a fever and for an *additional* 24 hours after the

fever has passed.

Strep throat and scarlet fever are two highly contagious conditions caused by a streptococcal (bacterial) infection which include a sore throat and high fever. Some 12 to 48 hours after the onset of scarlet fever, a rash will also appear. A child with strep throat or scarlet fever should be kept home and treated with antibiotics, as prescribed by a physician. After 24 hours on an antibiotic, a child is usually no longer contagious and may - with a doctor's permission - return to school.

Chicken pox, a viral disease, is not life-threatening to children, but is very uncomfortable and extremely contagious. If your child has a fever, is itching, and begins to sprout pink or red spots (with "watery" centers) on the back, chest, and/or face, the chances are good it's chicken pox. Please tell us if it is; it's important that schools know this information. Keep your child home for at least a week from the time you first noticed the symptoms or at least two days after the last spot has appeared, whichever period is longer.

Measles (or Rubella) is a viral infection that attacks a child's respiratory system, causing a dry, hacking cough, general weariness, inflamed eyes, and fever. If these symptoms appear, keep your child at home and consult your doctor right away to avert more serious complications. If it is confirmed as measles, please let us know so we may be alert to symptoms appearing among other children at school. The measles rash of tiny hard red bumps will next appear on the child's face, behind the ears, and down the body. Your doctor may advise you to keep your child home for several days *after* the rash has disappeared.

Conjunctivitis or pink eye is highly contagious and uncomfortable, so take heed when your child complains of an eye or eyes burning, itching, and producing a whitish discharge. Minor cases (caused by a virus) and severe cases (caused by bacteria) require treatment with prescription eyedroppers. It is recommended to keep your child home until your doctor says it's all right to return to school.

Ear infections are also contagious and, unless properly treated by a physician, can cause permanent hearing damage. Here again you should follow the 24-hour rule for fever and complete the antibiotic therapy.

Mites and lice, once brought into a home or school, can quickly produce an epidemic of wholesale itching and scratching. Mites are tiny insects in the same class as spiders and ticks; they irritate the skin and cause scabies. Lice are tiny parasites (like ticks) that thrive on the warm, damp scalps of children. Caution your child against sharing anyone else's comb, brush, or clothing, especially hats. If your child becomes a "host" to mites or lice, check with your doctor or the school nurse for the most effective way to disinfect your child, and all the child's clothing and bedding. If lice are found, your child will be excluded from school until they are treated and the school nurse has rechecked them. The school has a "No Nit" policy. If eggs are found, they must be removed before your child will be allowed back in the classroom.

If your child is diagnosed with a contagious illness, please notify the school immediately. We will notify the other parents in your child's classroom with a letter stating that a certain illness is going around and what the symptoms are. All medical information is confidential and will not be shared with anyone other than school professionals directly in contact with your child.

MANAGEMENT OF COMMUNICABLE DISEASE

(A) A person trained to recognize the common signs of communicable disease or other illness shall observe each child daily as he/she enters a group. A "person trained to recognize the common signs of communicable disease" means any person trained in prevention, recognition and management of communicable diseases as required by paragraph (D) of Rule 3301-37-07 of the Administrative Code.

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

(1) The program shall notify the parent or guardian of the child's condition immediately when a child has been observed with signs or symptoms of illness.

(2) A child with any of the following signs or symptoms of illness shall be immediately isolated and discharged to his parent or guardian:

- (a) Diarrhea (more than one abnormally loose stool within a twenty-four-hour period);
- (b) Severe coughing, causing the child to become red or blue in the face or to make a whooping sound;
- (c) Difficult or rapid breathing;
- (d) Yellowish skin or eyes;
- (e) Conjunctivitis;
- (f) Temperature of one hundred degrees Fahrenheit taken by the auxiliary method when in combination with other signs of illness;
- (g) Untreated infected skin patch(es);
- (h) Unusually dark urine and/or gray or white stool;
- (i) Stiff neck; or
- (j) Evidence of lice, scabies or other parasitic infestation.

(3) A child with any of the following signs or symptoms of illness shall be immediately isolated from other children. Decisions regarding whether the child should be discharged immediately or at some other time during the day shall be determined by the director and the parent or guardian. The child, while isolated at the program, shall be carefully watched for symptoms listed in paragraph (B) (2) of the Rule as well as the following;

- (a) Unusual spots or rashes;
- (b) Sore throat or difficulty in swallowing;
- (c) Elevated temperature;
- (d) Vomiting;

(4) Programs shall follow the Ohio Department of Health Child Day Care Communicable Disease Chart for appropriate management of suspected illnesses (see Appendix A).

(5) A child suspected of having a communicable disease shall be:

- (a) Cared for in a room or portion of a room not being used in the preschool program;
- (b) Within sight and hearing of an adult at all times. No child shall ever be left alone or unsupervised;
- (c) 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;
- (d) Observed carefully for signs of worsening condition; and

(e) Discharged to parent, guardian or person designated by the parent or guardian as soon as practical.

(C) Each program shall have a written policy concerning the management of communicable disease. The policy shall include, at a minimum:

(1) The program's means of training all preschool staff in signs and symptoms of illness and in hand-washing and disinfection procedures;

(2) Procedures for isolating and discharging an ill child and policy for readmitting such child;

(3) Procedures for notifying the parent or guardian immediately when a child is exhibiting signs or symptoms of illness or has been exposed to a communicable disease;

(4) Procedures regarding the care of a mildly ill child. "Mildly ill child" means a child who is experiencing minor common cold symptoms, but who is not exhibiting any of the symptoms specified in paragraph (B) of this rule; and

(5) Procedures for notifying all parents of enrolled children when children are exposed to a diagnosed communicable disease such as pink eye, ringworm, chicken pox or lice.

Swimming Policy

Preschool program with swimming and water play activities in bodies of water two or more feet in depth, shall:

(1) Have written permission from the parent or guardian of a child before the child shall be permitted to swim or otherwise participate in water play activities. The written permission shall be signed and dated and shall include the following:

- The child's name;
- A statement indicating whether or not the child is a swimmer; and
- That the parent or guardian grants permission for the child to participate in water activities.

(2) The program shall provide enough preschool staff members to meet the requirements of Rule 3301-37-04 of the Administrative Code at all times during swimming and water play activities.

- Swimming activities at sites other than the preschool program location:
- Preschool staff members shall always accompany and supervise children at swimming sites, including, but not limited to, public or private swimming pools, lakes, or rivers.
- Swimming sites removed from the program shall be approved and supervised by local authorities.
- Activities in bodies of water two or more feet in depth shall be supervised by persons who are currently certified as lifeguards or water safety instructors by the American Red Cross or an equivalent water safety program.
- The program shall provide enough preschool staff members to meet the requirements of Rule 3301-37-04 of the Administrative Code at all times during swimming and water play activities.

Preschool Policies and Guidelines for Carrollton Exempted Village School District

**In accordance with the Ohio Department of Education:
Ohio Operating Standards for Children with Disabilities,
Office of Early Learning and School Readiness,**

**Ohio Revised Code Preschool Licensure Rules
Ohio Administrative Code Child Day-Care Programs**

**Adopted February 11, 2020
Can be found on the CEVSD Website**

Tuition Fee

Tuition for preschool students is \$120.00/month. The only exemptions to this are as follows:

- A. Family household falls at or below the poverty level guidelines (2 forms of documentation must be provided)
- B. Students receiving special education services will be tuition free.
- C. If a student is being evaluated for a potential IEP, he/she will not pay tuition throughout the evaluation cycle. If the student does not qualify for special education services, tuition begins immediately after the ETR meeting, and the family must pay the monthly preschool tuition.

Checks are payable to Carrollton Board of Education

Selection of Typical Peer Group

The district will conduct a yearly lottery drawing in June to determine who will be eligible for placement into the program.

The district will maintain a list of students whose parent(s) have screened their child at a preschool screening.

The district will give priority to children who will be eligible for kindergarten the following school year. CEVSD current guidelines for kindergarten eligibility state that children must be five-years of age on or before August 1st of the enrolling school year.

Continued placement of a child in preschool will be determined by the staff/parent team.

All students should be potty trained at the start of the enrolling school year.

No more than 50% of the typical placements will be reserved for children of CEVSD staff.

