

Clear Fork Valley
Local Schools
Preschool Program
Handbook

2023-2024

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CLEAR FORK VALLEY PRESCHOOL PHILOSOPHY

Welcome to Clear Fork Valley Preschool Program. We are so glad you have decided to share your child with us. We are looking forward to an exciting year together, filled with growth and learning.

This is an integrated play based preschool program which means we work with children while they are at play. One of the most important things to know and understand about children is that they learn by playing. In preschool, your child will have new experiences and lots of fun playing, while working on his or her needs. What we consider “child’s play” is actually very hard work for them. The skills they are learning today, as very young children are the foundation for what they need to know and do in their future. For example, the child painting at the easel is practicing fine motor skills and eye-hand coordination needed for learning how to use a pencil and how to write.

At our program, children with special needs are integrated with children who are typically developing. We call these children typical peers/typically developing. We believe the integrated program is richer for both the special needs child and the typically developing child. Benefit of this system include: the child with special needs is treated as any other child; building self-esteem and acceptance; having typical peer models for the children with special needs; parents of and children with special needs learn at an early age that having differences is okay; the parents of both types of learners can learn, give support and communicate with one another.

Program Goals

1. To provide a rich, safe learning environment for children
2. To help children’s emotional and social development and encourage self-confidence, self-expression, self-discipline, and curiosity.
3. To expand the children’s ability to think, reason, and communicate.
4. To offer children a wide and varied experiences which will broaden their horizons and their understanding of the world in which they live.
5. To give children frequent chances to succeed. Such chances may erase patterns of frustration and reduce the fear of failure.
6. To develop a climate of confidence for the child; which will make them want to learn.
7. To increase children’s ability to get along with others.
8. To offer educational experiences to assist parents in increasing their knowledge and improving the skills necessary for effective parenting.
9. To foster positive relationships and support with community agencies and other Early Childhood providers.
10. To provide support to families and increase their awareness of additional community resources.

CLEAR FORK VALLEY PRESCHOOL OPERATING HOURS:

Preschool Classroom Hours
Monday-Thursday
8:00 a.m. – 10:45 a.m.
11:45 p.m. – 2:30 p.m.

Preschool Office Hours
Monday-Friday
7:35 a.m. – 3:30 p.m.

PROGRAM:

Clear Fork offers preschool services to children from three (3) to five (5) years of age, both for children with special needs, as well as typically developing children. Preschool classes are generally offered half-day with both morning and afternoon classes available. Generally, there are placements available for eight children with special needs and up to eight typical children, all learning in one classroom.

The preschool provides an integrated early childhood setting in which children of various backgrounds and special needs engage in developmentally appropriate activities and practices. Play serves as a vital learning activity. Self-esteem, socialization, and appreciation of differences are valued outcomes.

Classrooms are divided into interest centers, such as art, dramatic play, block building, puzzles and games, sand and water tables, etc. The materials and activities at each interest center are individualized for the children. Busy and quiet activities alternate and time is set aside for the children to meet as a group with the teacher for planned circle activities. Self-help activities are addressed. Through play and self-initiated learning, the children refine the motor, thinking, and language skills necessary for success in school.

The preschool generally follows the regular school calendar. Please note the calendar enclosed.

All classes are licensed and inspected by the Ohio Department of Education. Inspection reports are posted in each classroom. Parents may obtain copies of inspection reports from the classroom staff or the Preschool Supervisor.

The classrooms are located at Butler Elementary, 125 College Street, Butler, Ohio 44822. The class meets Monday through Thursday with AM and PM sessions available.

Fridays are used by the educational team to schedule home visits and parent conferences, to attend workshops, to complete paperwork, and to prepare the classroom environment.

Itinerant Services:

Some special needs children may receive itinerant services. These services are typically one time per week in the home or another childcare setting. The child's IEP team makes recommendations regarding this service.

PRESCHOOL OBJECTIVES:

1. To provide preschool age children with a learning environment and varied experiences, this will help them develop socially, intellectually, physically, and emotionally in a manner appropriate to their age and stage of development toward the overall goal of social competence.
 - a. The program is based on identification of the individual needs of children. This allows realistic goals to be set.

2. To involve parents in educational activities of the program to enhance their role as the principle influence of their child's education and development.
 - a. Active recruitment of parents will take place during the enrollment process, parent orientation, parent-teacher conferences and other parent meetings throughout the year. This emphasizes to parents the importance of their parenting role and how valuable and necessary they are to the preschool program.

3. To assist parents as they gain knowledge, understanding, skills, and experiences in child development.
 - a. Information and ideas are shared through parents' active involvement in the classroom, teacher presentations and conferences with parents. Parents are invited to attend specific workshops provided for them. Topics will include: child growth and development, shapes, number concepts, prewriting and pre-reading skills.

4. To identify and reinforce home experiences which have happened in the home that parents can utilize as educational activities for their children.
 - a. We encourage our teachers to make home visits. This will allow teachers the opportunities to share classroom experiences and educational activities with parents that also may be used within the home environment.

PRESCHOOL CURRICULUM:

Educators use the term curriculum to describe their plans for teaching children and arranging the classroom. A curriculum is a prepared plan of what and how to teach. It describes the methods that teachers use to organize the space and materials in the classroom, manage class time, and interact with children. The curriculum for a child will include large group goals and activities, small group activities, and individual goals and activities. The curriculum also includes the adaptations and accommodations necessary to support the range of skill levels within each classroom.

Curriculum goals are aligned with the early learning content standards, organized around principles of child development, based on research which helps educators understand how children learn, and, when implemented, will benefit all children.

The CORE Curriculum® for Preschool is a comprehensive scientifically based early childhood curriculum that has been shown to improve cognitive and social/emotional outcomes in young children.

The CORE Curriculum is based on the latest research on how children learn best and has been shown through experimental and quasi-experimental studies to improve classroom quality and promote the school readiness of preschool children.

Our curriculum identifies goals in all areas of development:

- **Social:** to help children feel comfortable in school, trust their new environment, make friends, and feel they are part of the group.
- **Emotional:** to help children experience pride and confidence, develop independence and self-control, and have a positive attitude toward life.
- **Cognitive:** to help children become confident learners by letting them try out their ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions, and use words to describe their ideas, observations, and feelings.
- **Physical:** to help children increase their large and small muscle skills and feel confident about what their bodies can do.

Further information on CORE Curriculum can be found at: <http://www.coreknowledge.org/>

GENERAL INFORMATION:

Annually, all families will be asked to update important information on file regarding your child. This includes Emergency Medical, Permission, Transportation, Child Release, and other miscellaneous forms. These forms must be filled out and returned to the school as quickly as possible. Please let your child's teacher know immediately of any changes in address, phone number, physicians, emergency phone numbers, etc., that occur throughout the year. It is very important that we always have a working phone number where someone may be reached in case of emergency.

ENROLLMENT:

The following forms are required to complete the enrollment process:

1. Birth certificate (verification of birth)
2. Completed Enrollment packet
3. Physical/Shot Records within 30 days of enrollment
4. Social Security Card
5. Proof of Residency
6. Any custody papers

Upon receipt of the paperwork needed for enrollment, we will finalize the placement of your child in a preschool setting.

FEES:

Typical Partner Tuition

The yearly fee for typical partners is **\$900.00**. Payments may be made monthly in increments of **\$100.00**. Monthly payments are due on the 4th of the month. If the payment is not received after the 5th of the month your child may lose their spot in the program. The treasurer's office oversees payments/billing and you may contact them regarding questions at 419-886-3855.

Application Fee:

There is a **\$20.00** application fee, due with the enrollment packet. This is an annual fee.

PARENT PARTICIPATION:

Clear Fork Valley Preschool encourages parents to volunteer. Parents are always welcome to share their hobbies or talents in the classroom. When one spends time with your child at school, one is demonstrating interest and commitment to the child's education.

PARENT CONFERENCES:

Conferences with parents about their child's educational growth and social development will be held at least twice during the school year. Your child's teacher will schedule these during the conference times listed on the school calendar. Additional conferences may be scheduled at the request of the parent or teacher. End of the year IEP's for some children will be held in May.

PARENT INVOLVEMENT ACTIVITIES:

Clear Fork Valley Preschool teachers will publish a monthly parent involvement activity letter that will be sent home in your child's book bag. This letter will provide a specific activity to complete with your child using their creativity and imagination. Special parent activities will be planned throughout the school year. Notices of these events will be sent home with your child.

COMMUNICATION:

Parent-teacher communication is vital to a successful preschool program. Our preschool teachers communicate daily with parents through DOJO. If you have not joined your teacher's DOJO group, please do so. Important information is shared regularly and will keep you informed. In addition, joining our principal's DOJO and Remind group will keep you updated on all the school activities.

NOTICES SENT HOME:

Sending a book bag (with your child's name written on it) each day will help ensure that children's work and important messages from the teacher get to you safely.

EMERGENCIES:

In case of sudden illness or serious accident, a parent will be notified immediately. Please be sure that the emergency number is current **at all times!** A child may not attend preschool without current emergency numbers. If a parent or family doctor cannot be located when a severe emergency develops, the child will be taken to the hospital emergency room by either car or ambulance. The Clear Fork Valley Local School District will not assume responsibility for the payment of hospital, doctor, or ambulance fees.

FOR YOUR CHILD'S PROTECTION:

When not riding the school bus, we will only release your child to you or persons who are designated by you on your child's enrollment form. If you desire someone other than these designated persons to pick up your child, you must notify the school in advance. Morning session begins at 8:00 a.m. and is over at 10:45 a.m. Afternoon session begins at 11:45 p.m. and is over at 2:30 p.m. **Children may not arrive more than 5 minutes early and must be picked up promptly.**

PRESCHOOL ATTENDANCE:

Good attendance is very important. It helps your child develop and grow.

If a student becomes ill, he/she must remain at home. If a student becomes ill while at school, you will be contacted. If you are called to pick up your son or daughter due to illness, please do so immediately. The school is not set up to comfortably care for your sick child.

In order to comply with the Missing Child Act, the procedures outlines below must be followed in case of absences:

1. Please call 419-883-3451 each day your son or daughter is absent and explain why he/she is absent (cold, flu, overslept, etc.). If we do not hear from you within the first half hour of your child's class time, we will be calling you concerning his/her absence.
2. If your son or daughter comes late, please check in at the office prior to going to the classroom.

3. Teachers will not release a child to anyone other than those identified on the Emergency Medical Form. If you want someone other than those identified to pick up your child, we must have a written note from you. The individual will need to show proof of identification (i.e. picture identification such as a driver's license).

Your assistance in carrying out these procedures will help us in keeping your child safe.

Management of Communicable Diseases

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

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

A child with any of the following signs or symptoms of illness shall be isolated and discharged to their parent or guardian:

- A. Diarrhea (more than one abnormally loose stool within a twenty-four hour period) and until no more diarrhea for 24 hours.
- B. Severe coughing, causing the child to become red or blue in the face or make a whooping sound.
- C. Difficult or rapid breathing.
- D. Yellowish skin or eyes
- E. Pinkeye
- F. Temperature of one hundred (100) degrees Fahrenheit taken by axillary (armpit) method when in combination with other signs of illness shall remain home until no fever for 24 hours without fever reducing medications.
- G. Untreated skin patches.
- H. Unusually dark urine and/or gray or white stool.
- I. Stiff neck
- J. Evidence of lice or scabies- children may return to school after the student has been treated with lice shampoo and is free of lice. The parent will need to make arrangements with the school nurse to be checked before returning to school. If the parent or guardian detects head lice at home, the child should not be sent to preschool.
- K. Seizures- will be evaluated on an individual basis. Some students experience daily seizures with no interference in programming. If seizures happen near the end of the day, parents will be called for pick up. The nurse and staff shall follow the doctor's order prescribed for seizure intervention. If there is no doctor's order for seizure intervention, 911 shall be called at the nurse's discretion for student with known seizures. If there is no history of seizures, 911 shall be called immediately.

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

- A. Unusual spots or rashes
- B. Sore throat or difficulty swallowing. May be sent home if child has a sore throat. May require student to see a doctor and provide a doctor's release to return to class. If antibiotic is prescribed, must be on antibiotic for at least 24 hours.
- C. Elevated temperature (Over 99 degrees F).
- D. Vomiting. The child will be sent home and remain home until the vomiting has stopped for 24 hours.

A child isolated due to a suspected communicable disease shall be cared for in a room or portion of a room not being used in the preschool program.

A child isolated due to suspected communicable disease shall be within sight and hearing of an adult at all times. No child shall ever be left alone or unsupervised.

A child isolated due to suspected communicable disease shall be made comfortable and provided a play to lie down. All linens and blankets used by the ill child shall be laundered before being used by another child. After use the area will be disinfected with an appropriate germicidal agent, or, if soiled by blood, feces, vomit, or other body fluids, the area shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent.

A child isolated due to suspected communicable disease shall be observed carefully for worsening condition. The child isolated due to suspected communicable disease shall be discharged to parent or guardian as soon as it is practical.

Screenings

We support the belief that school health services help to protect and improve the health of children, thus aiding their growth and development and enabling them to benefit from school experiences. Health screenings for vision, hearing, and normal growth and development will be done periodically.

Physical Examinations and Special Evaluations

You are responsible for providing a copy of your child's physical, vaccination record, and results of specialists' consultations. These are to be given/forwarded to the preschool teacher. **All preschool students are required to have a medical examination every year.**

Immunizations

Students are required to have up-to-date and complete immunizations. The recommendations from the Ohio Department of Health for the average three-year-old are:

- 4 – DTP or DTaP for Diphtheria, Tetanus, and Pertussis (whooping cough). A fifth dose of the vaccine is due at ages 4-6 years.
- 3 – Hep-B for Hepatitis B
- 4 – HIB for Haemophilus Influenza, Type B (3 are acceptable if given as Pedvax HIB or Comvax with Hep-B)
- 3 – OPV or IPV for Polio. The fourth dose is due at ages 4-6 years.
- 1 – MMR for Measles, Mumps, and Rubella (German Measles). The second dose of MMR vaccine is recommended routinely at age 4-6.
- 1 – Varicella (Chickenpox)

The recommended immunizations may be waived only under the following circumstances:

1. A medical contradiction exists (this must be verified by a signed physician's statement)
2. Religious or philosophical objections exist (a signed statement from the parents is required).
3. The waiver form must be updated yearly.

Written proof of immunizations, or waiver, must be provided for the school records. If your child has only begun a vaccination series due to a delay, or lack of, he or she may be admitted with documentation from your doctor/health department. This should be discussed with the nurse.

Health Care Plan & Dietary Restrictions

Some children have ongoing medical needs, which need to be coordinated with you and your child's physician. It is important that we know if your child takes medication, has allergies, dietary restrictions, or other special issues. Your child's team, including the nurse, may develop a Health Care Plan. This plan is typically in place prior to your child's first day of school and updated annually or more if needed.

Medications

For those students requiring medications during the course of the school day, the following procedures shall be followed:

- Parents/guardians shall provide a physician's orders and signed written permission before medication, in any form, will be administered by the nurse. In certain situations, staff may be trained to administer medications.
- If permission is not provided, NO medication will be given.

- Parents/guardians are responsible for seeing that medications are brought to the preschool and given to the school nurse/secretary.
- No more than one (1) month's supply of oral medication can be brought and stored at school.
- Each medication shall be in its original container displaying the following essential information: Student's name, type of medication, Doctor's name, administered time, and dosage.
- There must be a separate container for each medication, and each container must be clearly marked.
- Parents/guardians are responsible for picking up the child's medication at the end of the program year. Medications not picked up will be destroyed after 30 days from the end of the year.

Emergency Drills

The state requires emergency evacuation drills to be conducted on a regular basis. A fire drill is held monthly, tornado drills are conducted during the spring months, and lock down drills are conducted monthly.

Evacuation procedures are posted near the doorway of year classroom. At the beginning of each school year, and periodically thereafter, staff are instructed in these emergency drill procedures.

Lost & Found

To ensure the safe keeping of the personal belongings of each student, we encourage that the student's name be printed on each item. This will assist in the location of lost or misplaced items. A lost and found will be maintained by the school building or classroom for the things which are not marked and for which the owner cannot be identified. Any items which remain unclaimed will be disposed of at the end of the school year.

Crisis Plan

Increasing concerns for your child's safety while at school have increased the need for parents/visitors to sign in/out, doors sometimes being locked and staff identification. Please follow building procedures.

Badges

At Butler Elementary, visitors have a "visitor" badge while they are in the building. All visitors sign in/out at the office.

Emergency Closing

Snow days or other emergencies will be announced with regular school closings. If Clear Fork School district is closed there will be no preschool. Listen to WMAN, WVNO, or WSWR for announcement of closing.

Any delay, closing, cancellation, or emergency early dismissal information for Clear Fork Schools is sent out via text message or email via remind or twitter.

To sign up for Clear Fork Preschool Reminds, text the number 81010 and in the message box type @28faa9. You may also follow Butler Elementary on Twitter @ButlerCFVLS.

Also, please sign up for your classroom teacher's DOJO account. They will also announce two hour delays and school closings in this manner.

For sporting events, concerns, etc. cancellations are posted at the building level.

When an early dismissal occurs due to weather or another unforeseen emergency, your child's teacher will try to contact you. A radio announcement will be made. Please be sure to keep your child's teacher informed of any changes in contact phone numbers during the school year. If weather is questionable, listen to your radio or television for important announcements.

Procedure for 2-hour delays:

Preschool 2-hour delay schedule:

AM Class: 10:00-11:45 **NO BUSSING**

PM Class: 12:45-2:30 **Bussing provided at 2:30 only**

CLOTHING:

Children should be dressed in comfortable clothing that can get dirty. We encourage children to participate fully in all activities and it is extremely difficult to stay clean when working with paint, glue, clay, sand... Teachers make every effort to have the children wear smocks, but this is not assurance that your child's clothes will be paint or glue free. Please do not ask teachers to change your child's clothes for "messy" activities. Children should be dressed for any activity when they come to school.

1. **Shoes:** Students should wear closed-toed shoes. Sandals and open-toed shoes worn on the playground may lead to unnecessary cuts and scrapes. Weather permitting, the children have the opportunity to play outside daily.
2. **Backpack/Tote Bag:** Students learn personal responsibilities by carrying items then have made or notes from their teacher home in their backpacks.
3. **Change of Clothes:** Students need a complete change of clothes to be kept at school in case of emergency (shirt, pants/shorts, underwear, socks)

TOYS:

We request that you do not allow your child to bring toys to school, as these are often the source of conflict between students. Personnel cannot be responsible for lost or damaged items. Toys such as guns, knives or other weapons, which could be considered dangerous, have no place in the classroom and are never allowed at school. Individual teachers may allow a child's special toy for security reasons. Please talk to your child's teacher regarding this issue.

CLEAR FORK TRANSPORTATION (BUS) RULES

It is the intent of the Board of Education that students be transported as efficiently and safely as possible. The following rules will help accomplish the purpose:

1. While riding the school bus you are on school property – all school student handbook rules apply to you and the CODE OF STUDENT CONDUCT in accordance with the O.R.C. 3313.66.
2. While riding the school bus the driver has complete authority.
3. Students shall meet the bus promptly at the assigned stop. Drivers will not wait when students are late arriving at the bus stop. Only delays due to weather or mechanical trouble shall cause deviation from the time schedule.
4. Drivers may assign seats to bus students. No student will take a seat other than the one assigned to him/her unless reassigned by the driver.
5. Normal conversation is permitted while riding the bus. Here is a list of other common sense bus rules:
 - Keep arms inside the bus
 - Keep entire body out of the aisle
 - Use quiet, appropriate language
 - Do not throw articles
 - Do not take items that do not belong to you
 - Be respectful and in your seats at all times
6. Eating food/drinks is not permitted while riding the bus and students shall refrain from littering the floor with paper or other items or from causing damage to the bus by marking on or tearing seats or other surfaces.
7. No student shall be permitted to disembark from the bus at a place other than the normal stop for that person except when written permission is furnished from the parent to the office and a bus pass is issued to be given to the driver.
8. Students must follow bus pick up / drop off procedures (next page).
9. Continued disorderly conduct or persistent refusals to submit to the authority of the driver will result in the loss of the privilege to be transported by bus to and from school.

WAITING FOR THE BUS

1. Be careful going to your bus stop.
2. Be at your stop 5 minutes before the bus schedule time.

3. Wait for the bus ten feet back from the roadway in a place of safety on the residence side of the road.

IT IS OF THE UTMOST IMPORTANCE THAT ALL PARTIES INVOLVED IN ANY DISCIPLINARY ACTION BE AWARE THAT THE STUDENT IS ON SCHOOL PROPERTY WHEN RIDING THE BUS AND THE PARENTS ARE LIABLE FOR ANY AND ALL PHYSICAL DAMAGE CAUSED BY THE STUDENT. DEPENDING ON THE SEVERITY OF THE STUDENT'S ACTION(S), OTHER DISCIPLINE ACTION MAY BE TAKEN (I.E. school suspension, etc...).

BUS PICK-UP PROCEDURES

FOR STUDENTS WHO CROSS IN FRONT OF THE BUS:

1. Wait in designated place of safety. Make eye contact with the driver.
2. Watch for the bus driver's HAND in the window.
3. Students do not cross until the driver's HAND is dropped.
4. Check traffic before crossing.
5. STAY FAR IN FRONT OF THE BUS SO THE DRIVER CAN SEE YOU AND YOU CAN SEE THE DRIVER!!! (At least 10 feet or steps).
6. If THE HORN HONKS, IT MEANS WARNING - DANGER. Check for traffic, then the driver.

FOR STUDENTS SAME SIDE PICK UP:

1. Stay away from the bus and at your designated place of safety until the red lights are on and you see the door is open.
2. Make eye contact with the driver and watch for the bus driver's HAND. When the driver signals with their hand, check for traffic, enter the bus, and be seated.

BUS DROP-OFF PROCEDURES

FOR STUDENTS CROSSING THE ROAD:

1. All students will remain seated until the bus is STOPPED.
2. Upon exiting the bus, walk 10 feet or steps in front of the bus along the roadside until you clearly see the driver and the driver sees you. Watch the drivers hand in the window.
3. When the driver drops their hand, go to the middle of the road – STOP.
4. Check for traffic both ways, IF CLEAR – CROSS to the designated place of safety.
5. IF THE HORN HONKS, IT MEANS WARNING – DANGER. CHECK FOR TRAFFIC AGAIN. If it is clear watch the driver for instructions, then cross and go to the designated place of safety.

RIGHT SIDE OF ROAD DROP OFF:

1. All students will remain seated until the bus is STOPPED.
2. Check for traffic, then walk to the designated place of safety and remain there until the bus leaves.

NO bus passes will be permitted.

FIELD TRIPS

For the safety of the students, they are required to ride the bus on field trips. Parents/Guardians are not permitted to transport their child to and from field trips without prior permission from the building administrator or in the event of an emergency.

CLEAR FORK TRANSPORTATION

ELEMENTARY DISCIPLINE PLAN

BUS DRIVER:

Incident 1 - Verbal Warning

Incident 2 - Bus write-up to building administration

ADMINISTRATOR:

Write up 1 - Building consequence

Write up 2 - 3 days off

Write up 3 - 5 days off

Write up 4 - 10 days off

CAR RIDERS:

Arrival

It is very important that your child arrives at school on time. Teachers are available to greet each child individually and help them settle into the day's activities. When children arrive late, the teachers are involved in activities with other children and the child who arrived late may feel that school has started without them. We ask that you do not bring your child before the designated time because the teachers are busy preparing the classroom and setting up the day's activities.

Dismissal

It is equally important to pick-up your child promptly. Children become aware of daily schedules very early in the school year and anticipate their parents' or babysitter's return. Waiting is difficult for children at any age, but especially for young children. Please make every effort to be on time. A child left waiting after all the other children have been picked up is often greatly distressed.

A.M. PRESCHOOL

DROP OFF

1. Preschool students may be dropped off at 7:55 in front of Butler Elementary.
2. Please enter the driveway and stay in the left lane.
3. Preschool staff will come to your car to retrieve your child. It would be helpful to have them on the right side of the vehicle and unbuckled.

PICK UP

1. Preschool student pick-up is at 10:45 in front of Butler Elementary.
2. Please enter the driveway and stay in the right lane.
3. Preschool staff will bring your child to the car. If your child is unable to buckle themselves, please pull forward and out of the pick-up line BEFORE assisting them.

P.M. PRESCHOOL

DROP OFF

1. Preschool students may be dropped off at 11:45 in front of Butler Elementary.
2. Please enter the driveway and stay in the right lane.
3. Preschool staff will come to your car to retrieve your child. It would be helpful to have them on the right side of the vehicle and unbuckled.

PICK UP

1. Preschool student pick-up is at 2:30 in front of Butler Elementary.
2. Please enter the driveway and stay in the left lane.
3. Preschool staff will bring your child to the car. If your child is unable to buckle themselves, please pull forward and out of the pick-up line BEFORE assisting them.

Bus transportation is only available for children with special needs.

If you have any questions regarding transportation, please contact your child's teacher. He or she will assist you.

If there is an issue with parents picking up their child late on a consistent basis, the following actions are subject but not limited to the following:

- Warnings
- Fines
- Dismissal from the program

McKinney-Vento Education Homeless Assistance Act

If your family lives in any of the following situations:

- In a shelter, motel, or campground
- On the street
- In an abandoned building, trailer, or other inadequate accommodations
- Doubled-up with friends or relatives because you cannot find or afford housing

Then you have certain rights or protections under the McKinney-Vento Homeless Education Act. The act was written so that all school-aged students, including homeless students, would have the basic right to admission into schools and equal educational opportunities. For more information please contact the Superintendent at 419-886-3855.

OMBUDSMAN:

An ombudsman is a public office appointed to investigate parent's complaints or serious concerns with policy at the school level. The following is the Clear Fork Valley Preschool Plan for parent's concerns:

1. The classroom teacher
2. The Supervisor, 419-883-3451
3. The Superintendent of Clear Fork Valley Local Schools, 419-886-3855
4. Clear Fork Valley Local Board of Education, 419-886-3855
5. Ohio Department of Education, 614-466-0224

BEHAVIOR MANAGEMENT POLICY

Purpose

Clear Fork Valley Preschool wants to encourage cooperative behavior in young children. We consistently reinforce positive behavior and encourage a spirit of learning. Any attempts to learn or help others are strongly reinforced, and we encourage parents to take an interest in children's efforts to learn.

We believe that children expect and want limits. The Special Services Preschool staff uses basic guidelines and adult supervision to manage the behavior of young children. A child is expected to respect the following rules:

1. A child may not harm other children, teachers or paraprofessionals.
2. A child may not endanger him/herself.
3. A child may not damage equipment or property.
4. A child may not consistently disrupt educational activities.
5. A child may not use offensive language.

General Intervention Strategies

Within the school environment, Clear Fork Valley Preschool use a variety of teaching strategies throughout the day, which act to increase or decrease behaviors. The staffs' first goal is to prevent inappropriate behaviors from occurring by giving the child more choices in his/her setting and by providing interesting and meaningful activities in their learning environment. Secondly, the preschool staff wants to develop and maintain appropriate behaviors by using positive approaches.

The Clear Fork Valley Preschool'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.

If a child is uncooperative, the following steps will be followed:

1. Teachers encourage acceptable behavior.
2. Redirect unacceptable behaviors.
3. Removal from the group may also be employed as necessary for the individual child.
4. Complete removal from the classroom setting (with supervision); or the child may be taken to the office for isolation. Personal physical restraints, at the discretion of trained staff, may be utilized.
5. The parent will be called and notified of the problem if necessary. If the immediate situation calms, the child may return to the classroom. If he/she is unable to collect him/herself, the parent will be required to pick up the child and his/her day will end. If the child usually rides the bus but is unable to control him/herself, the parent will be required to pick the child up at school.
6. If a child is consistently unable to remain in the classroom, the parent will be asked to attend classes with their child.
7. The parent will work with teacher and other staff to devise an intervention plan to modify behavior. Intervention personnel may include:
 - a. Teacher and parent
 - b. Psychologist/Preschool Supervisor
 - c. Director of Special Services.
 - d. Mansfield/Richland Health Department
 - e. Children's Services
 - f. Gateway referral

If you have any questions or concerns about Clear Fork Valley Preschool behavior management guidelines, please consult with the classroom teacher or preschool supervisor.

SUPPORT STAFF

Who are all those grown-ups in the classroom and what do they do?

All staff work together as a team to provide a positive educational environment and program for each child.

Instructor

1. Organizes the classroom environment.
2. Plans the curriculum content including early literature, reading readiness, early math, science/nature and social development.
3. Develops activities that will address the goals and objectives of the child with special needs and includes them in the daily activities for all of the children.
4. Communicates with parents on an on-going basis.
5. Evaluates, monitors, and documents progress of all children in curriculum content areas, readiness, and social skills.
6. Communicates with parents, classroom staff, and support staff to ensure all are working together on the same goals.
7. Serves as team leader for educational team.

Instructor Assistant

1. Follows lesson plans and daily schedule to help teach all of the children.
2. Assists in carrying out the daily classroom activities.
3. Monitors and documents the specific goals and objectives for each of the children with special needs.
4. Prepares materials, helps to organize and maintain classroom environment to enhance learning and ensure safety.
5. Serves as a member of the educational team.

Speech/Language Pathologist (SLP)

1. Evaluates
 - a. Speech skills (sounds, vocal quality, fluency)
 - b. Receptive language skills (what the child understands, such as his/her ability to answer questions and follow directions.
 - c. Expressive language skills (the complexity and appropriateness of what the child says; i.e., relating to a story, number and type of words child uses, grammar)
2. Determines appropriateness of augmentative or alternative communication system (i.e., use of gestures/signs, picture communication books, electronic communication system).
3. Implements goals and objectives to increase communication skills as needed.
4. Provides ideas and insights to integrate speech-language goals objectives within the classroom.
5. Attends individual planning meetings as appropriate.
6. Serves as a member of the educational team.

Physical Therapist (PT)

1. Evaluates gross motor (large muscle) functioning of the legs, arms, trunk, etc.
 - a. Range of motion- movement of a part of the body
 - b. Muscle tone- the readiness of a muscle to contract
 - c. Transitional skills- moving from one position to another (e.g., floor to standing position).
2. Provides ideas and insights to integrate gross motor goals and objectives within the classroom.
3. Implements goals and objectives to increase motor functioning and improve functional skills within the classroom, gym, community, and playground setting.
4. Attends individual planning meetings as appropriate.
5. Serves as a member of the educational team.

Occupational Therapist (OT)

1. Evaluates fine motor (small muscle) functioning of the body (e.g., hands and fingers for writing and cutting) and sensory integration.
 - a. Perceptual skills – A child’s apprehending or processing stimuli using various senses (e.g., visual perceptual skills)
 - b. Self-help skills (e.g., dressing, fastening, feeding)
2. Provides ideas and insights to integrate fine motor goals and objectives within the classroom.
3. Implements goals and objectives to increase motor functioning and improve functional skills within the classroom and other natural preschool environments.
4. Attends individual planning meetings as appropriate.
5. Serves as a member of the educational team.

Registered Nurse

1. Evaluates health service needs.
2. Develops, plans, instructs staff in appropriate procedures (e.g., individual student information and observational skills).
3. Works with physician(s) to coordinate medical needs (e.g., medications, treatments as prescribed, return to school).
4. Conducts hearing and vision screenings and makes referrals as necessary.
5. Attends individual planning meetings as appropriate.
6. Serves as a member of the team.

School Psychologist

1. Evaluates
 - a. Behavior
 - b. Adaptive Skills
 - c. Academic Skills
 - d. Intellectual Skills
2. Determines appropriateness of behavior plans or interventions provided in the classroom.

3. Provides ideas and insights to integrate behavior modifications within the classroom.
4. Attends individual planning meetings as appropriate.
5. Serves as a member of the educational team.

Visitors/Practicum Students/Student Teachers/Volunteers

Schools receive a large number of visitors throughout the school year. At various times, staff from other schools, members of professional organizations, students of colleges and universities, as well as high school groups, express a desire to tour our facilities. We try to conduct visits and tours so that the process of educating students is virtually undisturbed, and we still offer an opportunity for others to learn about our program. Please call the school office to make arrangements for group visits. Please allow sufficient time for scheduling. All visitors are required to sign in at the school office when they enter the building.

Throughout the school year, we may have a number of students from educational agencies in the area in order to complete a practicum, or student teaching requirement.

Volunteers play an important role in the educational programming throughout the entire preschool program. Volunteers are used in a variety of ways and are obtained from many areas of the community.

If you or anyone you know is interested in volunteering at the preschool, contact our office at 419-883-3451. If you assist on a field trip, the teacher will have you complete a volunteer form, in case of emergency situation.

How do parents and staff communicate information or concerns?

Parents are encouraged to visit the program and join the fun! Please become involved with your child in their preschool program. Your help and support are necessary for your child to feel comfortable and safe.

Talk with the staff so you can work out a schedule that you are comfortable with and that is in the best interests of your child. You can be as involved as you want to be!

Good communication between parents and staff is very important to the well-being of your child. Please read carefully all information sent home. It is very important that you read the newsletters, calendars, memos, etc., in order to be advised of upcoming activities. You will receive a weekly newsletter and monthly calendar from your child's preschool teacher. If your child is injured, you will receive a copy of the Incident Report and possibly a phone call depending on the nature of the injury.

We urge you to communicate your concerns openly and honestly with us.

Often a friendly, informal conversation or notes can prevent later problems or misunderstandings. Please give us an opportunity to know how you are feeling and what we can do to resolve any problem that might arise.

How do I learn about my child's progress? (Preschooler with a Disability)

1. Progress Reports
 - a. The team works together on a particular set of goals and objectives, which are part of your child's IEP.
 - b. Data is recorded and observations are made on a continual basis.
 - c. The results are written and presented to you in the form of a progress update every 9 weeks.
2. Parent-Teacher Conferences
 - a. Scheduled in the Fall and Spring to discuss progress
3. Preschool grade card
 - a. Completed three times per year
4. Yearly IEP team meeting
5. Additional conferences may be scheduled by you or another team member whenever a need arises.

How do I learn about my child's progress? (Typically Developing)

1. Parent-Teacher Conferences
 - a. Scheduled in the Fall and Spring to discuss progress.
2. Preschool grade card
 - a. Completed three times per year
3. You may schedule a conference with your child's teacher when needed.