

Wickliffe Preschool

Family Handbook

2025-2026



Inspiring Students to Learn, Lead and Serve

The Campus of Wickliffe

2255 Rockefeller Road

Wickliffe, Ohio 44092

www.wickliffeschools.org

Ms. Kelly Bearer, Principal/Director of Preschool

[In compliance with OAC 5801-37-04 & 5801-37-07(B)]

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Student Absence Reporting	440-810-8001 (Option 2)
Main Office	440-810-8001 (Option o)
Main Office FAX	440-970-3064
Transportation	440-943-7739
Board of Education Offices	440-943-6900

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In accordance with OAC 5180-37-03 (G), a copy of this *Family Handbook* is provided each year to every family of a preschool child attending our preschool program.

Early Childhood PHILOSOPHY **[OAC 5180-37-03 (A)]**

Children begin learning the day they are born; the first five years are the foundation for each child's future success in school and in life. Children are innately curious about their world and full of wonder, making preschool a crucial time of learning. At Wickliffe Schools Preschool, we provide a language-rich, play-based learning environment so all children have the opportunity for optimal growth and development. Our philosophy addresses the needs, interests, and abilities of each individual child through quiet and active play.

Early childhood education at Wickliffe fosters independence and creativity in all areas of learning so that young children may know the true joy of discovery learning. In accordance with the Office of Early Learning and School Readiness guidelines, our preschool provides a safe, nurturing and balanced approach in which children have daily opportunities to grow socially, cognitively, physically, and emotionally. Through this planned and meticulously prepared environment, our preschool offers a broad spectrum of experiences that spark the imaginations of children and alert them to the vast possibilities their world presents. Exploring together provides an opportunity for children to understand their own needs, as well as the needs of others.

Our teaching staff accepts all children as valuable and unique individuals. Therefore, an important goal for all teachers is to help the children develop a healthy self-concept to feed their confidence and excitement about their learning. When children are happy and confident, they are better able to accept and appreciate the uniqueness of others.

We believe children with special needs and disabilities should be integrated with their typically developing peers. A child with a disability is first a child and has the same needs as every other child. All children are more alike than they are different; we, therefore, strive to meet each preschool child's individual needs – socially, cognitively, physically, and emotionally. A balance between free choice and structure fosters responsibility, intrinsic discipline, and confidence. Our Early Childhood Program applies the same positive learning principles to all children in the program.

Wickliffe City Schools does not discriminate on the basis of race, color, religion, national origin, sex, or handicap in education programs or activities.

Early Childhood PROGRAM & GOALS

[OAC 5180-37-03 (B)]

[OAC 5180-37-07 (D3)]

Wickliffe City School District has adopted The Creative Curriculum for use in our preschool program as it meets the intellectual, physical, social, and emotional needs of preschool children. The following goals for our preschool children have been identified and are supported by The Creative Curriculum. Our students will . . .

- Develop positive self-image, self-esteem and self-confidence, all of which help children evolve into their ideal self. This process is active, dynamic, and malleable.
- Develop a curiosity about the world, confidence as a learner, creativity, imagination, and intrinsic motivation - all of which will blossom based on children's individual interests.
- Develop relationships of mutual respect and trust with both adults and peers.
- Use language to communicate effectively and to facilitate thinking and learning.
- Be provided structured opportunities for pretend play, drama, dance and movement, music, art, and construction to assist with appropriate representation of ideas and feelings.
- Construct an understanding of the relationships among objects, people and events, such as classifying, ordering, numbers, space and time.
- Construct knowledge of the physical world, manipulate objects for desired effects, and understand cause and effect relationships.
- Develop and progress in all Ohio's Early Learning and Development Standards.
- Develop thinking and problem-solving skills.
- Be provided opportunities through center-based play to develop social skills, such as cooperating, helping, and negotiating.
- Develop self-control through modeling and encouragement of expected behaviors.

Benefits of Integration

Both disabled and non-disabled children benefit from an integrated education. The Individuals with Disabilities Act mandates that children with disabilities be included with their peers as much as possible. The following are benefits of an integrated model of education, which our preschool embraces:

- Children with disabilities have an opportunity to observe, interact with, and imitate peers who provide developmentally appropriate models of behavior.
- Typically developing children and their families develop more positive attitudes toward people with disabilities.
- All children benefit from a diverse and stimulating environment provided in an integrated setting.
- Integration can help widen the normalcy range within a given group and avoid children being labeled.

Curriculum, Screening & Assessment

[OAC 3301-37-03]

[OAC 3301-37-07 (D)(3)]

Our adopted curriculum is The Creative Curriculum (6th edition) by *Teaching Strategies*. The Creative Curriculum is a hands-on, multi-modal curriculum that integrates multisensory activities for children in meaningful ways.

The Creative Curriculum is aligned with Ohio's Early Learning and Development Standards. The Essential Domains of School Readiness include:

- Social and Emotional Development
- Physical Well-Being and Motor Development
- Approaches Toward Learning
- Language and Literacy Development
- Cognition and General Knowledge (including Mathematics, Science and Social Studies)

All classrooms also use Heggerty Early Pre-Kindergarten and/or Pre-Kindergarten Curriculum which focuses on Phonological Awareness skills as practiced through daily routines [Science of Reading].

Screenings: Teachers in all classrooms complete developmental screenings annually, within 30 days prior to or 60 days after the first day of school, using the Ages and Stages Questionnaire (ASQ) and Brigance, as appropriate. All results are reviewed with parents prior to and/or during fall conferences. [OAC 5180-37-03 (F)]

Hearing and Vision screenings will be completed by the school nurses within 30 days of the child enrolling in our program. Notices will be sent home and families will receive the screening results as well as information on any concerns identified.

Ohio's Early Learning Assessment (ELA) is a tool for teachers of preschool age children to learn about the current level of each child's skills, knowledge and behaviors in the areas of Social Foundations, Language and Literacy, Mathematics, Science, Social Studies, Physical Well-Being and Motor Development, as well as the Fine Arts. This assessment requires teachers to observe children during the natural course of the child's day and report results in the fall and spring. The ELA is an ongoing process of observations performed by the teacher to gather information on how a child is developing over time. ***Teachers will share ELA results with families twice per year (after fall and spring administration).***

Information from the screeners, the ELA and classroom assessments are used to establish learning goals. Teachers then design the learning environment and create lessons and activities that support the learning and development of each child.

Information from screeners and assessments are kept confidential, though ELA scores are reported to the state.

Wickliffe Preschool's philosophy encompasses the following Guiding Principles:

1. Each child is unique.
2. Relationships matter.
3. Play is important to learning.
4. Areas of learning and development are integrated.
5. Children learn best with a whole-child approach.
6. Development and learning are deeply rooted in family, home, early learning programs and community.
7. Children develop on a continuum.
8. Each child has the right to equitable learning opportunities.

For more information, please review:

<https://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards>

Ohio Department of Children and Youth (DCY) Compliance

[OAC 5180-37-07 (A & B)]

[OAC 5180-37-03 (G)]

Wickliffe Preschool complies with all Ohio Department of Children and Youth (DCY) rules and regulations, as required. Site reviewers visit our program at least twice per year to ensure compliance and issue compliance reports to the program director and our Superintendent. All DCY inspection reports for the program are posted in a conspicuous area near our preschool license in each classroom.

The program is further guided by written policies of the Wickliffe Board of Education, which are consistent with applicable statutory requirements contained in the Ohio Revised Code and rules adopted by the State board of education. <https://www.wickliffeschools.org/BoardPolicyHandbook.aspx>

Additionally, our program's license and inspection reports are available upon request. The phone number for the Wickliffe preschool program is 440-810.8001. All complaints and reports concerning the operation of programs regulated by DCY may be reported to them at 844.234.5437. [OAC 5180-37-03 (G)].

Enrollment

[OAC 3301-37-07 (D)(5)]

Space is limited in our preschool program; parents are required to contact Kelly Pfundstein in our Registration Department to check availability and to receive information about our registration process.

Preschool registration for ages 3 to 5 is fully an online process. Students MUST be fully registered and all required documents submitted in order to be considered; completing the registration process does not guarantee enrollment into the program, but in order to be considered, the registration must be complete.

All school-based programs operate under strict state enrollment requirements; therefore, completing the registration process does not guarantee enrollment in our program.

Children are placed in classrooms based on the needs of each child. If you choose to withdraw your child for any reason, please notify the school office as soon as possible as we always have a wait list.

As required by the Ohio Department of Children and Youth (DCY), all children will receive a standardized developmental *screener* including all required learning domains.

The State of Ohio requires that all students maintain a physical/developmental exam within 13 months of their previous exam in order to attend preschool.

Cumulative Records [OAC 5180-37-08 & 5180-37-07 (D)(2)]

Cumulative records for all students meet the requirements of the Ohio Administrative Code.

Tuition

All typically developing children will pay a tuition fee for the preschool program. The tuition for the school year is \$990, which is paid in monthly installments of \$110. Payments are made online through Wickliffe City Schools Infinite Campus Portal ~ Fees Tab. Tuition must be paid by credit or debit card monthly to remain in the program.

The enrollment deposit of \$110 is applied to May tuition.

Student Records & Family Educational Rights & Privacy Act (FERPA) **[OAC 5180-37-08 (E)]**

FERPA [20 USC1232g] provides parents certain rights with respect to their children's education records. Their rights include:

- The right to inspect & review the student's educational records within 45 days of the day on which the school receives a request for access. Parents should submit to the principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent of the time and place where the records may be inspected.

- The right to request the amendment of the student’s education records that the parent believes is inaccurate. They should write to the principal, clearly identify the part of the record they want changed, and specify why it is inaccurate.

The exception to disclosure of student information without consent is the release of “directory information”. The district will make the information listed below as directory information available upon a legitimate request unless a parent/guardian or student 18 years or older notifies the school in writing by September 15 of each school year that (s)he will not permit distribution of the following information. Under Ohio state law, directory information includes the following: student name, address, telephone listing, date and place of birth, electronic email address, photograph, participation in recognized activities & sports, major field of study, dates of attendance, grade level, degrees, honors, and awards received, date of graduation, awards receive, and the most recent educational agency or institution attended.

TRANSITION POLICIES and PROCEDURES **(OAC 3301-37-07 B)**

Wickliffe Preschool has established a process of procedures and activities to assist students and their families through the transition process. The following policies and procedures are implemented when a child is transitioning 1. into our preschool special education program, 2. into the preschool program (new and returning students), 2. within the preschool program (from one classroom to another), and 3. out of the program to another preschool program or to kindergarten.

Special Education Transition Process:

The Wickliffe City School District offers the required referral process for children between ages 3-5 for whom the family has a developmental concern in the areas of communication, cognitive, social emotional/behavioral, motor, and/or adaptive skills.

1. Initial meeting takes place with the preschool team and the family to further discuss concerns and gather information about their child’s growth and development. The following information is utilized to determine next steps:
 - Brigance
 - ASQ-3 (Ages & Stages Questionnaire)
 - Parent referral
2. It is then determined by the team, including the parent, if they are suspecting the child has a disability. If so, a Multi-Factored Evaluation specific to the team’s concerns is conducted.
3. When possible, children are also observed in their previous/current setting; specific information regarding the child is gathered from previous staff members. If that is not possible, children are observed in our classrooms or in the child’s home.
4. At the team meeting to review the results of the Multi-Factored Evaluation, a determination is made as to whether the child is eligible for special education services.
5. If the team determines that the child is eligible to receive specially designed instruction, an Individualized Education Program (IEP) is developed.

6. Children and families attend classroom orientation and transition during Peer Screenings.
 - Parents meet with the principal
 - Students meet with the classroom teachers and educational aides

See attached documents:

- ETR → IEP Explanation
- Ohio ETR Process (Flow Chart)

Beginning of the Year Transition Process (Students NEW to Program):

1. New families and children to our preschool are highly encouraged to tour the program with the program Intervention Specialists/Teachers.
2. Potential peers are invited to small group Peer Model Screening Sessions during the spring months, where members of the preschool team observe them using the **Brigance Screening Tool**. Families are contacted as soon as screenings are complete regarding their child's acceptance into the Early Childhood Program as a peer model. If there are any developmental concerns, they are discussed with families.
3. Classroom welcome letters are mailed to new and returning families in early June for Spring registrants and in early August for late registrants or provided at a student's IEP meeting.
4. Children and families attend classroom orientation appointments where the following occurs:
 - Children and families explore the classroom together;
 - Teachers provide and review the Family Handbook, classroom specific information and share resources to help children transition into the classroom;
 - *If a child is enrolled after the start of the year, his/her parent must participate in a classroom orientation meeting prior to the child's first day of school;*
 - A play-based assessment will occur;
 - Families will be able to sign up for the classroom communication app; and
 - Family ensures all required documents are provided for enrollment.

Appropriate documents will be provided to families and they can also find all enrollment requirements and documentation at: <https://www.wickliffeschools.org/StudentRegistration.aspx>

Process for Transitioning Typical Peers WITHIN the Wickliffe Preschool Program:

Transitions within the Wickliffe Preschool Program (*from classroom to classroom*) are rare. In the event that we do have a child move within the program, we access the following supports:

1. Whenever possible, the child is observed in previous setting and specific information regarding child is gathered from previous staff members;
2. Supports are based upon the results of the transition meeting with the family or the IEP meeting;
3. If appropriate, children will visit the new classroom for short periods of time prior to the placement change.
4. If appropriate or necessary, current families/classmates are made aware of the impending transition.
5. Personal items are transferred to the new classroom (*i.e.*, pictures, portfolios, etc.).
6. Child begins in the new classroom setting.

Process for Transitioning Children With IEPs WITHIN the Wickliffe Preschool Program:

1. Gather IEP Team.
2. Discuss individual strengths and areas of need.
3. Review IEP.
4. When possible, the new teacher attends the IEP meeting.
5. Discuss questions and concerns that may be anticipated by the school team and families.

Process for Transitioning from Wickliffe Preschool Program into ANOTHER Preschool Program:

1. A Consent for Records Release is completed and records are forwarded to receiving staff with parent permission.
2. Initiate phone call to receiving staff at the new setting.
3. Encourage family to plan a visit prior to the first day in the new setting; facilitate this, if necessary.
4. Personal materials are sent home.

Process for Transitioning General Education Children from the Wickliffe Preschool Program into Kindergarten:

1. At the end of the school year prior to entering kindergarten, all children visit the kindergarten classrooms for approximately 30 minutes. During this time, children are able to explore the classroom, materials, participate in an activity and talk with kindergarteners and the teacher.
2. Individual support(s) will be discussed with each transitioning student's family during the spring transition meetings for children transitioning with an IEP.
3. Families are encouraged to enroll their children in kindergarten for the following year beginning in early spring of the child's final year in preschool.
4. In the spring, children and families are invited to attend Kindergarten Kickoff.
5. In August, children and families attend kindergarten orientation.

The following is forwarded to the assigned kindergarten teacher:

1. ETR and IEP, if currently in place
2. Functional Behavior Assessment and Behavior Intervention Plan, if currently in place

Below is the website for WCSD School-Age Student Registration:

<https://www.wickliffeschools.org/StudentRegistration.aspx> (kindergarten)

Please be assured that the Wickliffe Preschool staff has helped many students and families with separation and transition difficulties. If families express concern to Wickliffe Preschool staff, appropriate activities and practices will be developed and put in place to ease the transition to kindergarten. It is of the utmost importance to the preschool team that all of our students have smooth transitions to set them up for success academically, socially, and emotionally.

Days and Hours of Operation

There is NO preschool on FRIDAYS. School is in session Monday through Thursday and preschool hours are as follows:

AM Session: 7:50 AM – 10:30 AM

PM Session: 11:30 AM – 2:05 PM

Please remember that preschool children are only in session for a few hours per day and class begins and ends promptly at the times listed above in order to keep AM and PM classroom schedules consistent and timely. ***We would appreciate respect for and adherence to this time schedule for the benefit of all children by dropping off and picking up in a punctual fashion.***

School Closing Information

Wickliffe Preschool follows the Wickliffe City Schools schedule. Preschool is closed when the district is closed or as needed due to inclement weather or other unforeseen circumstances.

Arrival and Dismissal

- AM Preschool drop off is the Lower School car line and AM pick up is at the designated preschool doors.
- PM drop off is at the designated preschool doors and pick up is the Lower School car line.
- AM walkers are to be delivered to the main entrance for AM preschool and picked up at the designated preschool doors.
- PM walkers are to be dropped off at the designated preschool doors and picked up at the main entrance doors. A parent is required to be waiting by 10:30 AM for AM preschool and 1:50 PM for PM preschool.
- A preschool staff member will accompany all children to and from the appropriate locations.

If your child has an Individualized Education Program (IEP) and is using district provided transportation, they will be escorted from and to the bus at the beginning and end of each AM and PM session by a staff member.

Both parents' right to pick up: Under the laws of the state of Ohio, both parents have the right to pick up their child unless a court document restricts that right. The enrolling parent, who chooses not to include the child's other parent on the authorized pick-up list, must provide the district with an official court document (*e.g.*, current restraining order, sole custody decree, divorce decree stating sole custody).

Authorized list for pick-up: Persons on the authorized pick up list must be at least 18 years of age and *be able to supply an Ohio state identification card. **It is the responsibility of the parent or guardian to make sure the preschool staff is aware of all changes in arrival and dismissal for their child.***

Attendance

When your child is unable to attend preschool, please report the absence by calling the attendance line listed on page 1 of this Handbook and leaving a message or by sending your child's teacher a message. In addition, parents of children who receive district transportation are responsible for calling the *Wickliffe Department of Transportation* at the phone number listed on Page 1. ***Calls should be made prior to your child's pick up time at the start of school for each day your child is absent.***

Early and/or Emergency Release

In accordance with Ohio state regulations, children are released only to a custodial parent, guardian, or person authorized by the custodial person. If a person other than those noted will pick up your child, a telephone call must be placed to the school office or by sending your child's teacher a message identifying the authorized person. ***The school office will require a state of Ohio photo identification card from the person picking up the child.*** Please be sure to relay this policy to the person picking up your child.

Supervising Grounds, Play Areas, and Other Facilities

[ORC 3301.56 and OAC 5180-37-07 (D)(4)]

Wickliffe Preschool is fortunate to have a facility that allows for indoor and outdoor gross motor activities. As a safety measure, children should wear soft sole, non-skid shoes that will not slip off. When weather permits, every effort will be made to spend the gross motor portion of the day outdoors. In colder weather, children will need a warm coat, boots, gloves/mittens, hat and scarf. *All grounds, play areas, and other facilities/areas scheduled for use by children are supervised by preschool staff and/or the Director of Wickliffe Preschool.*

Health and safety procedures, in accordance with ORC 3301.56 are adhered to in addition to all requirements under OAC 5180-37-07 (D)(4).

Extra Clothing

Please provide a change of clothing for your preschool child (socks, underwear, shirt, and pants). Please place the change of clothing in a large plastic bag labeled with your child's *full name, teacher's name, and whether they are an AM and PM student.* The clothing will be kept in the child's backpack for emergency use. Parents will be alerted when clothing needs replaced.

Backpack

Every child will need a backpack large enough to accommodate a standard size folder and your child's extra clothing, as stated above. Please check your child's backpack **DAILY** for notes/information from the school or teacher, newsletters, and/or schoolwork and art projects.

Snack

[OAC 5180-37-09 (C)(4)]

Nutritious grain-based snacks will be collected in advance from parents on a voluntary basis to help meet students' dietary needs. Each day, in addition to the grain selection, the district will provide students with a school-supplied fruit option. Detailed information about nutritious snack options and procedures will be shared with all parents. Families are asked to send their child with a water bottle each day, which can be refilled in the classroom. Even if parents do not provide or contribute snacks, ALL students will be provided a snack each day they are in attendance.

Please note: Our school is a peanut- and tree nut-free environment. Be sure to confirm with classroom teachers that all snacks comply with these guidelines.

For questions about safe snack options, please contact our school nurse at (440) 801-8001.

Special Events and Field Trips

[OAC 5180-37-07 (D)(8)]

Special Events and Field Trips

Throughout the school year, we will celebrate special occasions with classroom parties, field trips, or visits from special guests. Parents will receive advance notice of these events through written communication.

We also welcome parents who wish to share a special talent, hobby, or area of expertise (e.g., music, art, science) with the class. If you are interested in participating in classroom activities in this way, please contact your child's teacher to discuss how your contribution can be integrated into the curriculum.

Field Trips

Preschool staff may schedule field trips at various times during the year. Families will be informed in advance of each trip's date, time, location, and educational purpose. A separate, signed permission slip is required for each individual field trip.

Please note: Children who do not participate in a scheduled field trip may not attend preschool on that day, as all staff members are required to accompany the class.

Transportation arrangements will vary depending on the destination and nature of the field trip. Specific transportation details—including whether travel will be by car or bus—will be outlined in the permission slip provided.

Parent Participation

Parents are encouraged to be a part of their child's classroom experience. This participation may be in the form of providing assistance for a special project, helping with a field trip, or providing materials and/or supplies for a special activity. Volunteers are required by Board Policy to obtain an FBI/BCI fingerprint and background check (by appointment ONLY; please call the Wickliffe City Board Office at 440-943-6900). Please discuss volunteering opportunities with your child's teacher prior to a background check.

Developmental Progress Review & Conferences

[OAC 5180-37-03 (F)]

Conferences are scheduled twice per year (fall and spring). Developmental progress shall be reviewed and reported to parents during fall and spring conferences and IEP meetings.

A notice will be sent home prior to conference dates and a sign-up will be available. Parents of children who have an Individualized Education Program (IEP) will receive invitations prior to IEP meeting dates and progress reports regarding goals will be reported to parents quarterly.

Class Rosters

[OAC 5180-37-07 (D)(5)]

A roster will be prepared at least once annually for each group of children in our preschool program, which includes the name and telephone number of the child and of the child's parent or guardian. A similar roster of ALL children in the program will be prepared at least once annually. Each roster will be furnished by the school, if requested by a parent or guardian.. *The roster will NOT be provided to any person other than a parent or guardian.*

A signed statement will be secured from each parent or guardian indicating whether such individual desires to be included in rosters prepared in accordance with this section. Parents may decline to have their name and phone number included, which must be done ***in writing and signed/dated by the custodial individual.***

Class Sizes and Adult to Student Ratios and Typical Daily Classroom Schedule

Each class has children ranging in ages between 3 and 5 years. Our preschool program follows all Ohio Department of Children and Youth (DCY) guidelines and regulations for class sizes and adult to student ratios.

Below is an ***example/guideline*** of a typical preschool day:

- Arrival and toileting
- Carpet Time: greeting, academic songs, calendar
- Learning centers: individual and small group work with choice of activities including art, writing center, dramatic play, manipulative play, science, math, reading centers, and construction materials
- Clean up, toileting, hand washing
- Snack
- Gross Motor: indoor/outdoor play, music or creative movement
- Carpet Time: read aloud
- Dismissal: prepare for dismissal (*independence is encouraged and fostered during putting on coat/boots, packing backpacks, etc.*)

***A schedule of activities is also posted in each classroom that may vary from day to day from the above guidelines.**

Positive Behavior Interventions & Supports (PBIS)

[OAC 5180-37-07 (D)(6)]
[OAC 5180-37-10 & OAC 3301-35-15]

Our classroom schedule and curriculum is structured to encourage learning, self-confidence, and appropriate feelings. Children are never punished physically or verbally. The rules for behavior are simple, positive, developmentally appropriate, and clearly stated.

Our classrooms follow school-wide Positive Behavioral Interventions and Supports (PBIS). PBIS is an approach schools can use to improve school safety and promote positive behavior. It also helps schools decide how to respond to a child who misbehaves.

At its heart, PBIS calls on schools to teach children appropriate and expected behavior, just as they would teach about any other subject, like reading or math. PBIS recognizes that children can only meet behavior expectations if they are aware of those expectations. The hallmark of a school using PBIS is that everyone enforces appropriate behaviors throughout the school day in all areas and students understand the expectations.

PBIS has a few important guiding principles:

- Every child can learn appropriate behavior
- Stepping in early can prevent more serious behavior problems from developing
- Each child is different and schools need to provide many types of behavior supports
- How schools teach behavior should be based on research and science
- Following a child's behavioral progress is important
- Schools must gather and use data to make decisions about behavior problems

Keep in mind that PBIS is not a treatment or therapy. It is a framework for teachers, administrators and parents to follow. It is also important to know that when a school uses PBIS, it is used for all students, which includes students with an Individualized Education Plan (IEP).

All staff members employ the least intrusive, most positive strategies to reduce and/or decrease behaviors of concern. Our staff avoids negatives, threats, or bribes and physical punishment is **never** used under **any** circumstance. The Wickliffe Preschool's ultimate goal is to encourage positive self-worth and self-control for children in order to create intrinsic motivation.

Our preschool subscribes to constructive, developmentally appropriate child guidance and development techniques that are to be used at all times and shall include such measures as redirection, separation from problem situations, speaking with the child about the situation, and positive reinforcement for appropriate behavior.

Discipline (required notification) [OAC 5180-37-10 (A-F)]

The center's actual methods of discipline shall apply to all persons on the premises. In addition to the restrictions outlined in rule [3301-35-15](#) Standards for the Implementation of Positive Behavior Intervention Supports and the Use of Restraint and Seclusion of the Administrative Code, the following apply:

- There shall be no cruel, harsh, corporal or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting.
- No discipline shall be delegated to any other child.
- No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, so the child may regain control.
- No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box, or a similar cubicle.
- No child shall be subjected to profane language, threats, derogatory remarks about himself or his family, or other verbal abuse.
- Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
- Techniques of discipline shall not humiliate, shame, or frighten a child.
- Discipline shall not include withholding food, rest, or toilet use, and food shall not be used as a reward for behavior.

- Separation, when used as discipline, shall be brief in duration and appropriate to the child's age and developmental ability, and the child shall be within sight and hearing of a preschool staff member in a safe, lighted, and well-ventilated space.
- The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.
- A staff member who suspects that a child has been abused or neglected is to immediately notify the public children services agency and a serious incident report is to be completed and submitted to the department in accordance with section [2151.421](#) of the Revised Code.
- The center shall communicate and consult with the parent prior to implementing a specific behavior management plan. This plan will be consistent with OAC 5180-37-10 and in writing and signed by the parent.
- All preschool staff members shall receive a copy of the center's discipline policy for review upon employment.

Prohibited Practices

The District does not engage in practices prohibited by state law.

Restraint

Physical restraint may not be used as a form of punishment or discipline, or as a substitute for other less restrictive means of assisting a student in regaining control. The use of prone restraint is prohibited. Restraint may be used only as specified by Board policy JP.

Seclusion

Seclusion may not be used as a form of punishment or discipline, for staff convenience or as a substitute for other less restrictive means of assisting a student in regaining control. Seclusion may be used only as specified by Board Policy JP.

Repeated Dangerous Behaviors

The District conducts Functional Behavioral Assessments (FBAs) for students who repeatedly engage in dangerous behavior that leads to instances of restraint and/or seclusion to identify students' needs and more effective ways of addressing those needs. Behavioral Intervention Plans (BIPs) that incorporate appropriate positive behavioral interventions are created when necessary.

Training and Professional Development

The District trains an appropriate number of personnel in each building in crisis management and de-escalation techniques. The District maintains written or electronic documentation of provided training and lists of participants in each training session. All student personnel, as defined by OAC 3301-35-15 are trained annually on the BOE's and the District's policies and procedures regarding restraint and seclusion.

School Safety and Visitors

[OAC 5180-37-07 (E)]

We enforce the Ohio law that requires ALL visitors to sign in at the office upon entering the school and before visiting any classroom areas. Any visitor found in the building without signing in will be immediately sent to the office and reported to the principal.

The following procedures must be followed to ensure security for all our students:

- All visitors **MUST** enter the building through the main door. A security system will be activated at all times. All visitors will have to be identified and admitted by the office staff;
- Upon entering the office, visitors must sign in and receive a visitor's or volunteer's badge before going to another area of the school. **Visitors/volunteers must sign out and return the badge when leaving;**
- Parents/guardians are permitted unlimited access to the school during its hours of operation to contact his or her child, but are required to report to the main office to sign in [OAC 5180-37-7 (E)] *Parents/guardians are not permitted to navigate the building unaccompanied and prior arrangements must be made with the administration;* and
- Children/students who do not attend Wickliffe Schools must follow the building guidelines.

School Safety Drills

The state of Ohio requires that schools have at least one school safety drill per year; however, additional practice drills may take place. The purpose of lockdown/ALICE drills is to ensure student and staff safety. When an announcement is made that the school is conducting a safety drill, students should follow the directions of the supervising teacher or staff member. If remaining in the classroom for a lockdown situation, students and/or staff should not open the classroom door for anyone for any reason until an administrator or law enforcement official has cleared the building.

Fire Drills

At the sound of the fire alarm, everyone in the building is to leave the building by following the directions of staff. All doors and windows should be closed and lights turned off before leaving any room.

During a fire drill, students must observe the following regulations:

- Leave quietly and stay with the group, even when outside the building, so that attendance can be taken;
- Face away from the building until the first bell is sounded;
- Then, face the building and wait for the second bell before re-entering the building; and
- Always follow the directions and instructions of the teacher or adult staff member in charge.

Tornado Drills

When a tornado drill is signaled or a public address announcement is made, teachers or other staff members will provide specific instructions to students as to where to go and how to crouch, and will also stay with students until the “all clear” signal is given.

During a tornado drill, students must observe the following regulations:

- Remain quiet;
- Carefully follow the instructions of staff members or teachers;
- Report to an assigned hallway and crouch down facing the wall; and
- Remain crouched until the “all clear” signal is given.

McKinney-Vento Homeless Act [42 USC 11431 et seq.]

[OAC 5180-37-08 (F)]

The purpose of the McKinney-Vento Homeless Act is to ensure that all children and youth have equal access to the same free and appropriate public education, as non-homeless children and youth. The local liaison is the primary contact between homeless families, school, and LEA staff, shelter workers, and other service providers and is the key to ensuring homeless children and youths receive the services they need.

If your family lives in any of the following situations, *your school-age children may qualify for certain rights and protections under the federal McKinney-Vento Act:*

- In a shelter,
- In a motel or campground due to the lack of an alternative adequate accommodation,
- In a car, park, abandoned building, or bus or train station, and/or
- Doubled up with other people due to loss of housing or economic hardship.

Your eligible children have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school (where you are living), OR continue attending the school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference and is feasible.
- Receive transportation to and from the school of origin, if you request this.
- Received educational services comparable to those provided to other students, according to your child's needs.

Wickliffe City Schools Local Liaison for McKinney-Vento

Kristi Silvestro, 440.810.8196 or kristi.silvestrol@wickliffecsd.org

Medical or Dental Emergency

[OAC 5180-37-07 (D)]

In the event of a medical or dental emergency, the preschool staff will immediately take the following steps:

- First aid immediately administered by trained staff;
- Contact made with the school nurse who will contact the rescue squad, if appropriate;
- Notify the school principal or head of school;
- Parents/guardians will be notified by the school nurse of the accident or injury and inform them that an ambulance has been contacted;
- One staff member will accompany the child with the child's records in the ambulance; and
- Parents/guardians will be requested to meet the child and staff member at the emergency treatment center specified by the rescue squad.

A written description of the school's safety policies has been explained and distributed to all staff. In addition, emergency phone numbers and procedures are posted in each classroom.

Health/Policies

[OAC 5180-37-07 (D)(4)]

Wickliffe City Schools Preschool Program adheres to and is in compliance with all sections of OAC 5180-37-07 (D).

Children are required to be up to date on all immunizations. A medical certificate verifying immunizations must be furnished by your family physician and a copy kept on record by our school nurse. A PHYSICAL EXAMINATION BY A PHYSICIAN IS REQUIRED EACH YEAR FOR PRESCHOOL STUDENTS AND A MEDICAL STATEMENT PROVIDING THIS INFORMATION MUST BE FILED WITH THE SCHOOL NURSE EACH YEAR.

IMMUNIZATIONS [OAC 5180-37-07 (D)(4)(a)]

Each student should have the immunizations required by law, or have an authorized waiver. If a student does not have immunizations or a waiver, **administration may remove the student or require compliance with a set deadline.** This is for the safety of all students and in accordance with state law. Any questions about immunizations or waivers should be directed to the school nurse.

A staff member and/or teacher will be available to observe all children upon arrival each day. An ill child will be isolated, but under the direct supervision of a staff member or the school nurse, until a parent or guardian picks up the child. A child shall be discharged from school when the following symptoms occur:

[OAC 5180-37-11 (B)(C)]

- Diarrhea (more than one occurrence)
- Vomiting (one occurrence)
- Severe coughing (whooping, red/blue face)

- Difficult or rapid breathing
- Yellow skin or eyes
- Symptoms of conjunctivitis (pink eye)
- Infected skin patches/rash
- Dark urine/gray or white stool
- Stiff neck
- 100 degree or higher temperature
- Evidence of lice infestation

When the above symptoms occur at school, a parent or guardian will be notified to pick up their child and this must be done timely for the health of all staff and students. The child may return to school when they are **symptom-free for 24 hours without the aid of fever-reducing or other medication.** Parents/guardians are requested to keep the health needs of all the children in mind and to refrain from sending their child(ren) to school when these symptoms occur at home.

HEALTH GUIDELINES

Please check your child for any signs or symptoms of illness before sending them to school. If your child has a rash, temperature, sore throat, earache, diarrhea, or stomach ache, **they MUST be kept home.** This is for the health of your child and other children in the school. All cases of communicable diseases must be reported to the clinic. Please notify the clinic if your student develops a chronic illness or has specific life-threatening allergies (bee stings, peanut/tree nut, etc.).

FIRST AID/COMMUNICABLE DISEASE

CHILD ABUSE RECOGNITION AND TRAININGS

[OAC 5180-37-07 (D)(7) & OAC 5180-37-11]

A fully supplied first aid kit is located in each preschool classroom and taken on field trips. A Communicable Disease Chart is located in the preschool area and in the clinic. Parents will be notified of exposure to communicable disease (*i.e.*, conjunctivitis, chicken pox, etc.).

The administrator and all school employees are mandatory reporters and required to report all suspected cases of child abuse or neglect to the Lake County Department of Job and Family Services.

Within each building in which a program is operated there shall be readily available at all times at least one preschool staff member who has completed the course approved by the State Department of Health (www.odh.ohio.gov) in first aid, prevention, recognition, and management of communicable diseases, and child abuse recognition and prevention courses based on an approved curriculum. **All** preschool staff shall complete (and keep current) approved courses in the following areas:

- Child Abuse Recognition and Prevention
- First Aid and CPR
- Prevention, Recognition, and Management of Communicable Diseases

Families will be notified of a child's condition when a child has been observed with signs or symptoms of an illness.

SCHOOL NURSE

Our clinic employs both a registered nurse and a licensed practical nurse, who are both on duty full time. They administer first aid and tend to the care of students who become ill during school hours, ensuring that the health and safety of our preschool children are safeguarded by an organized program of school health services designed to identify child health problems and to coordinate school and community health resources for children.

The school nurse, or a preschool staff member, shall immediately notify the parent or guardian of a child's condition (suspected communicable disease, injury or incident) when a child has been observed with signs or symptoms of illness; a log will be maintained of all injury or incident reports. **[OAC 5180-37-07 (D)(4)(a)]**

ADMINISTRATION OF MEDICINE [OAC 5180-37-07 (D)(4)(d)]

Am. Senate Bill 262 requires the Board of Education to adopt a policy on the administration of medication to students that is prescribed by a physician. The Board designates the school nurse to administer such medication, with the building principal, or the principal's designee to serve as an alternate in the absence of the school nurse.

Medication that is prescribed by a physician for a student will not be administered unless: Written permission from the parent/guardian of the student requesting the school district comply with the physician's order for the medication. A form for the physician to complete is available upon request (from the office, the school nurse, or the district website).

A statement signed by the physician that prescribes the medication for the student must accompany the medication and must include the following:

- Name and address of child
- Name of drug, dosage, times or intervals it is to be administered
- Date administration of the drug is to begin and cease
- Special instructions for administration and storage of drug
- Any severe adverse reactions that should be reported to the physician and a phone number at which the physician can be reached in an emergency

Medication must be received in the original prescription container in which it was dispensed by the pharmacist with the student's name, medication name, dosage, and prescribing physician's name. It is recommended that only the amount of medication that will be dispensed in school be sent to school. Parents must bring the medication forms to school.

Non-prescription medication such as cough syrup, Tylenol, topical products and lotions, etc., **WILL NOT BE** administered at school unless the *guidelines for prescription medication are followed (see above)*. **If the policy is not followed**, the student will not be given the medication. **[OAC 5180-37-07 (D)(4)]**

LOOK-ALIKE DRUG BILL REQUIREMENT

Wickliffe Preschool will enforce House Bill 535 amending Section 2929.01 and enacted Section 2925.37, O.R.C. to prohibit making, selling, and possessing counterfeit drugs and related tools. At the minimum, the school student code states that the possession of a counterfeit controlled substance is grounds for suspension/expulsion from school.

EMERGENCY MEDICAL AUTHORIZATION FORM [OAC 5180-37-07 (D)(4)(a)]

The Emergency Medical Authorization Form must be completed in **online registration** at the time of enrollment and each year for the Yearly Update. This form acts as the link between school and home in time of emergency. It contains information that the school nurse must have to properly administer aid and emergency care for your child. If there are any specific instructions regarding your child, please indicate those on the emergency form. ***A family dentist MUST BE PROVIDED.***

In the event of serious injury or illness and if the element of time is of primary concern, your child will be sent to the nearest hospital by the rescue squad first and notification to you will immediately follow.

PLEASE NOTIFY THE SCHOOL OFFICE AND YOUR CHILD'S TEACHER IMMEDIATELY IF YOUR PHONE NUMBER(S), ADDRESS or EMAIL CHANGE, SO YOU CAN BE REACHED IF NECESSARY!

Medical: If your child has any physical, medical, or mental defects or limitations (temporary or permanent), it should be noted on their Medical Record Sheet upon admission to the Wickliffe Preschool.

Any condition that must exclude or alter physical education regulations or recess requires a written excuse from your child's physician. A physician's excuse is valid no longer than one school year.

HEALTHCHEK

Healthchek is Ohio's Early and Periodic Screening, Diagnostic, and Treatment service package. These are comprehensive and preventative services for babies, children, and young adults under the age of 21 who are covered by Ohio Medicaid.

For more information, please visit: <http://medicaid.ohio.gov/Healthchek>

Preschool Contact Information

If you have further questions about our program, please feel free to contact any of the following people who are involved with the Wickliffe Schools Preschool Program:

CONTACT (follow prompts for all 8001 lines)	Phone #
Ms. Kelly Bearer, Principal/Director of Preschool	440.810.8124
Dr. Marylou Ezzo, Director of Pupil Services	440.943.5617
Mrs. Kelly Pfundstein, Attendance & Registration	440.810.8001
Mrs. Maria Matiyasic, Secretary	440.810.8001
Ms. Ashlee D'Amico, Preschool Intervention Specialist/Teacher	440.810.8001
Mrs. Nicolette Cooper, Preschool Intervention Specialist/Teacher	440.810.8001
Registered Nurse/Clinic	440.810.8001

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Mr. Michael Chokshi, Superintendent

michael.chokshi@wickliffecsd.org