

**2025/2026 SCHOOL YEAR**  
**Buckeye Valley Local Schools**  
**Barons Early Learning Program Handbook**



**For Parents of the Buckeye Valley School District**



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## **Introduction**

Dear Parents:

Welcome to the Buckeye Valley School District Barons Early Learning Program. This handbook will help you understand the procedures and policies of our Barons Early Learning Program. We expect to provide your child with a quality education, and we look forward to working with you. If you have any questions, please talk with your child's teacher or the special education staff. Thank you for joining us on our journey to a great school year full of excellent teaching and learning.

Sincerely,  
Buckeye Valley Barons Early Learning Program Staff

## **Buckeye Valley Local Schools Mission**

The mission of Buckeye Valley Local Schools is: Engaging and inspiring individuals in an ever-changing, diverse society.

## **Buckeye Valley Local Schools Vision**

Where Tradition Meets Innovation.

## **Buckeye Valley Barons Early Learning Program Philosophy**

Buckeye Valley Early Barons Learning Program is a child-centered program devoted to meeting each child's unique needs. We believe it is important to provide a safe and nurturing setting in which to foster each child's individual cognitive, speech and language, social, emotional, self-help and motor development. Children learn best through play. Learning is encouraged through selected play activities that are developmentally appropriate for each child. Our highly qualified teachers serve as facilitators to guide children in their interactions with the varied learning opportunities. We strongly believe that family involvement is critical to a child's growth. Parents are partners in the development and provision of learning situations. Our overall goal is to develop the whole child and to foster a child's self-worth and independence.

## **Goals of our Program**

1. To encourage creativity, allowing each child to develop a positive image.
2. To encourage independence and self-direction by helping children learn to make their own decisions.
3. To provide opportunities for each child to establish positive relationships with peers and adults.
4. To provide opportunities for each child to learn at their developmental level in order to be ready for kindergarten.
5. To provide a warm and supportive environment for children to grow, feel safe in, and develop individually at their level.

6. To provide an appropriate and meaningful play experience that contributes to the development of the whole child. Explicitly focusing on developmental needs, interests and abilities.
7. To provide and build essential foundations for future academic success in the following areas but not limited to: Science; Math; Language; Literacy; and Social Studies
8. To establish partnerships with families and community agencies in order to help parents participate in the education of their child.

## Program Description

Our preschool programs offer a continuum of services. We offer the following services in the different settings:

- Special Education Preschool Classroom: Taught by a licensed special education early childhood teacher. The goal is to have 49% of the population as peer models.
- Related Service Class: Co-taught by licensed special education early childhood teacher and a related services specialist. These services take place in the preschool classroom, 1 time a week for 90 minutes a session. During this time, the student's specialized instruction will occur in this 90 minute session.
- Itinerant Services: Taught by a licensed special education early childhood teacher in the location other than the district's center-based classrooms. These services can take place in the community setting or the child's home.

### About the Classrooms:

- Morning classes are offered four days a week (Tu - Fr) from 9:00 a.m. - 11:30 a.m. This class typically includes our younger children ages 3-4 years old.
- Afternoon classes are offered four days a week (Tu - Fr) from 1:00 p.m. - 3:30 p. m. This class typically includes our older students 4-5 years old.

### Ratios:

Dependent upon your child's classroom, the teacher to child ratio may vary depending upon the number of special needs students and peer models. For our current classroom options, the ratio would be 2:16 (adult to student). It is our goal to have all our peer models spots filled for all classrooms/sessions. This means up to 8 peer models each session with up to 8 special needs students each session.

## Barons Early Learning Peer Program:

Buckeye Valley Local Schools Barons Early Learning Program serves children with typically developing skills in the same classroom with our special needs Barons Early Learning Program children. Typically developing peers serve as a model to stimulate development of skills in our children with special needs. These skills may include social interaction, speech and language, motor, play, and general learning. Please note, typically developing peers MUST be age 3 by August 1 of the enrollment year. We highly encourage our peers to be potty trained; however, this is not a requirement.

## Tuition

Tuition for peer models is \$180 per month due by the first day of each month payable to **“Buckeye Valley Local Schools”**. Payment can be dropped off at Buckeye Valley West Elementary (Charlene Nauman, secretary), or at Buckeye Valley East Elementary (Kim Hamilton, secretary). Payment can also be dropped off at or mailed to the Buckeye Valley Central Office – Attn: Kelly Ziegler, Buckeye Valley Treasurer. Lastly, you may pay your tuition fees via the online system that the district uses. This can be found in PowerSchool.

**\*Payment must be received no later than the 1st of each month. If payment is not received by the 10<sup>th</sup> of the month, the child will not be able to attend the Early Learning Program until payment is made. The district reserves the right to un-enroll children who have three months of late payments, with spots being given to children on the waiting list (if applicable).**

## Barons Early Learning Program Address and Hours

### Barons Early Learning Program Addresses:

#### Buckeye Valley West Elementary

4340 St. Rt. 257 South  
Ostrander, OH 43061

#### Buckeye Valley East Elementary

522 E. High Street  
Ashley, Ohio 43003

### Barons Early Learning Program Hours:

#### Normal:

AM class: Tuesday - Friday  
Drop off: 9:00 a.m.  
Tardy: 9:05 a.m.  
Dismissal: 11:30 a.m.

PM class: Tuesday - Friday  
Drop off: 1:00 p.m.  
Tardy: 1:05 p.m.  
Dismissal: 3:30 p.m.

#### Two-Hour Delay:

AM class: Tuesday - Friday  
Drop off: 11:00 a.m.  
Tardy: 11:05 a.m.  
Dismissal: 12:45 p.m.

PM class: Tuesday - Friday  
Drop off: 1:45 p.m.  
Tardy: 1:50 p.m.  
Dismissal: 3:30 p.m.

#### One-Hour Delay:

AM class: Tuesday - Friday  
Drop off: 10:00 a.m.  
Tardy: 10:05 a.m.  
Dismissal: 11:30 a.m.

PM class: Tuesday - Friday  
Drop off: 1:00 p.m.  
Tardy: 1:05 p.m.  
Dismissal: 3:30 p.m.

## School Delays or Closing Due to Weather

When inclement weather or other school emergencies necessitate school delays or closures, the district will use the automated calling system, district website, and social media to communicate with families. When this occurs, the delayed starting time of school will be announced on the local radio and television stations, or you can locate them in the program address & hours section on the handbook (page 4).

Our primary contact list, along with locations on the dial, includes:

FM Radio Q-FM-06 Television WOCC (Ch. 3)

WBNS (Ch. 10)

WCOL (1230)

WSNY (94.7) WCMH (Ch. 4)

AM Radio WTVN (610)

WNCI (97.9) WSYX (Ch. 6)

WBNS (1460)

## Licensing Compliance

The Department of Education and Workforce (DEW )conducts site reviews at least one time per school year. Copies of the current license and compliance reports are posted within the program. The DEW processes any complaints regarding violations of licensing rules and regulations. The DEW's phone number is 614-466-0224. This is also the number you may call to report any suspected violations of the license code.

## Step Up to Quality (SUTQ)

The Buckeye Valley Local Schools Barons Early Learning Programs were awarded a Gold Rating by the Department of Education and Workforce and the Department of Children and Youth.. This Gold Rating is the highest rating awarded to an early childhood program.

**What is SUTQ?** SUTQ is Ohio's quality rating and improvement system for early learning and development programs, using a three-tiered system (Bronze, Silver, and Gold) to recognize programs that meet and exceed quality standards.

## Barons Early Learning Program Team

| Position:                     | Buckeye Valley West: |  | Buckeye Valley East: |  |
|-------------------------------|----------------------|--|----------------------|--|
| Teacher (Class #1)            | Jasmin Dass-Lammers  | <a href="mailto:jdasslammers@mybvls.org">jdasslammers@mybvls.org</a> | Maya Kurzenknabe     | <a href="mailto:mkurzenknabe@mybvls.org">mkurzenknabe@mybvls.org</a> |
| Teacher Assistant             | Megan James          | <a href="mailto:mjames@mybvls.org">mjames@mybvls.org</a>             | Tina Darst           | <a href="mailto:tdarst@mybvls.org">tdarst@mybvls.org</a>             |
| Teacher (Class #2)            | Ashley Curtis        | <a href="mailto:acurtis@mybvls.org">acurtis@mybvls.org</a>           | Jessica Dean         | <a href="mailto:jdean@mybvls.org">jdean@mybvls.org</a>               |
| Teacher Assistant             | Gwen Stayner         | <a href="mailto:gstayner@mybvls.org">gstayner@mybvls.org</a>         | Louise Canterbury    | <a href="mailto:ecanterbury@mybvls.org">ecanterbury@mybvls.org</a>   |
| Occupational Therapist        | Heather Krantz       | <a href="mailto:hkrantz@mybvls.org">hkrantz@mybvls.org</a>           | Lisa Millard         | <a href="mailto:lmillard@mybvls.org">lmillard@mybvls.org</a>         |
| Physical Therapist            | Julie Hobbs          | <a href="mailto:jhobbs@mybvls.org">jhobbs@mybvls.org</a>             | Julie Hobbs          | <a href="mailto:jhobbs@mybvls.org">jhobbs@mybvls.org</a>             |
| Principal                     | Josh Martin          | <a href="mailto:jmartin@mybvls.org">jmartin@mybvls.org</a>           | Leah Ann Childers    | <a href="mailto:lchilders@mybvls.org">lchilders@mybvls.org</a>       |
| Assistant Principal           | Barb Gall            | <a href="mailto:bgall@mybvls.org">bgall@mybvls.org</a>               | Scott Thomas         | <a href="mailto:stomas@mybvls.org">stomas@mybvls.org</a>             |
| Director of Student Services  | LeAnna Ford          | <a href="mailto:lford@mybvls.org">lford@mybvls.org</a>               | LeAnna Ford          | <a href="mailto:lford@mybvls.org">lford@mybvls.org</a>               |
| School Psychologist           | Kierra Cieslik       | <a href="mailto:kcieslik@mybvls.org">kcieslik@mybvls.org</a>         | Kierra Cieslik       | <a href="mailto:kcieslik@mybvls.org">kcieslik@mybvls.org</a>         |
| Secretary                     | Charlene Nauman      | <a href="mailto:cnauman@mybvls.org">cnauman@mybvls.org</a>           | Kim Hamilton         | <a href="mailto:khamilton@mybvls.org">khamilton@mybvls.org</a>       |
| Secretary Aide                | Kim Carrizales       | <a href="mailto:kcarrizales@mybvls.org">kcarrizales@mybvls.org</a>   | Erin Oroszi          | <a href="mailto:eoroszi@mybvls.org">eoroszi@mybvls.org</a>           |
| Speech and Language Therapist | Kim McClincy         | <a href="mailto:kmclincy@mybvls.org">kmclincy@mybvls.org</a>         | Kim McClincy         | <a href="mailto:kmclincy@mybvls.org">kmclincy@mybvls.org</a>         |
|                               |                      |  | Amy Keller           | <a href="mailto:akeller@mybvls.org">akeller@mybvls.org</a>           |

## Program Schedule:

All classrooms will maintain the same components, but scheduling may vary from class to class:

### Arrival

Developmental Play - Free choice time in the following center areas:

|               |               |                |
|---------------|---------------|----------------|
| Manipulatives | Block Area    | Sensory Table  |
| Puzzles       | Dramatic Play | Computer       |
| Reading Area  | Art Area      | Writing Center |

Circle/Group Time - Sharing stories, singing songs, calendar talk, learning about readiness concepts such as colors, shapes, counting, patterns, and following directions.

Learning Centers - Free choice time in the above listed center areas as well as small group teacher-guided and/or directed activities.

Outside (weather permitting)

Snack time

Dismissal

## Curriculum:

Pre-K On My Way is a research-based curriculum with best practices in early childhood education that support children's development in literacy, language, math, and all learning domains. The comprehensive curriculum offers differentiation strategies and provides teachers with developmentally appropriate activities for preschool-age children.

Pre-K On My Way is a curriculum that engages children with authentic books and purposeful play to develop a lifelong love of learning.

## Screenings:

### **Ages & Stages Questionnaire:**

The Preschool program provides a developmental screening for all peer models at the beginning of the school year or within 60 days of entering the program. The Ages and Stages Questionnaire (ASQ) is reliable and valid, looking at strengths and trouble spots and incorporating parents' expert knowledge about their children. Scores beneath the cutoff points indicate a need for further assessment; scores near the cutoff points call for discussion and monitoring, and scores above the cutoff suggest the child is on track developmentally. Parents will be given the resources for completing the ASQ on their child, or a teaching staff member will complete it. Screening results will be shared, and follow-up or further assessment suggestions will be provided.

### **Child Find Obligations:**

Buckeye Valley Local Schools (BVLS) holds monthly child-check screenings for children ages 3-5. These screens are designed to meet the child find requirements outlined by the Federal and State Law.

During this process, your child's cognitive/academic, motor, communication, adaptive behavior and social-emotional development will all be screened. The results of the screening will provide our highly

qualified staff with information into your child's chronological development. You will be informed about your child's screening as to whether or not further evaluation is required.

If you have concerns for your child's development and your child is a peer model in our program, please contact student services to determine if your child should attend a free, child-check screening.

## Reporting Student Progress

We will have several opportunities to share your child's achievements throughout the school year. Our Barons Early Learning Program reports student progress using our curriculum based assessment 3 times per year (beginning, middle, and end of the year). Parent-Teacher Conferences are held in the fall and spring and can be called at any time during the year per parent, teacher, or related service staff request. Additionally, written progress reports are sent home each quarter for students that have been identified under the Individuals with Disabilities Education Act (IDEA).

## Transition

Our hope is to make the transition to a preschool program and from a preschool program to a school age program a positive, successful experience for the child and his/her family. We understand the anxiety involved when your child moves from one school setting to another. Concerns may range from whom the new teacher will be to whether the new program will meet the needs of your child. We will make every effort to communicate and collaborate to answer any questions and prepare you and your child for the transition.

Below is the information that involves all transitions to and from preschool:

- Peer Model transition
- EI to PreK transition
- Transition between preschool classrooms/sessions
- PreK -to- K transition

Transition Plans will be completed for the transition situations that are described above. Parent input for these transition plans will be gathered during the following: Transition Planning Conferences (TPCs- are for students that exit Help Me Grow) during parent teacher conferences and other communication efforts with parents.

### Types of Transitions & the Process:

- Peer Model transition into Preschool:
  - Parents complete an application on the school district website.
  - Once the application is completed, parents are informed if their child has been chosen for the peer model spot by the end of April.
  - Parents are emailed a preschool packet with the necessary forms that are required upon entry into the program as well as the financial agreement
  - Parents and children are invited in for back to school night in order to meet the teacher, see the classroom, and explore the preschool environment

- El to PreK Transition:
  - Initial contact with family occurs at the Transition Planning Conference (TPC). Evaluation process is discussed as well as program options. Attendees include Help Me Grow Staff, family, and district representatives.
  - Upon the child's determination of eligibility and development of IEP, a Transition Plan will be discussed to identify any activities that need to occur. These could include classroom visits, modified attendance schedule, etc. Participants in the development of the transition plan include ETR and IEP team members.
- Switch between PreK Classrooms or AM/PM Times:
  - Discussion occurs between teacher and parents regarding potential classroom change or change between AM/PM slots.
  - If transitioning into another room, there can be a scheduled visitation in a new setting for parent and/or child.
  - Once transition has been determined, complete the Transition Plan to identify any additional activities that need to occur. These could include additional classroom visits, closure activities with the current classroom, etc. Participants involved in the development of the transition plan includes the sending and receiving teachers, parents, and any other team members that can provide input for successful transition of students.
- PreK to K Transition:
  - Transitions are determined based upon student age (if mandatory) or parent choice (if not mandatory kindergarten age). Discussions occur no later than winter parent-teacher conferences.
  - A transition plan will be reviewed at conferences or sent home via email, US mail, or backpack to document parents' expectations/concerns and to identify activities to support the student for the upcoming school year.
  - Transition plan will identify both district-sponsored transition activities as well as individualized transition activities. Individualized activities may include school and classroom visits, development of individualized social stories, modified schedules, inclusion in kindergarten activities near the end of preschool year, etc.
  - Revisions of the transition plan may be necessary later in spring if a transition evaluation needs to be completed. Participants in revisions of plan will include sending and receiving teachers, additional representatives from receiving buildings as deemed appropriate, parents, and any other individuals who can support the transition.
  - Parents will be reminded that they need to contact the district enrollment office in order to register their child for Kindergarten for the following school year.
  - Parents are also given the date and time of the Kindergarten Information Night. This night allows all parents of incoming Kindergarten students to meet the Kindergarten team as well as the other school team that will work with their child. Tuition for Peer Models

## Snack Policy

Snack time is an integral part of our Early Learning Program day. At this time, we are teaching the children to share, take turns, and become more independent in the area of self-help. Snack time is also a great opportunity for children to develop their language skills as they converse with their peers.

Snack assignments vary based on the Early Learning Program classroom. Each individual classroom teacher will provide guidelines regarding the snack policy, specifically in the event that there are exceptions to the snack policy due to individual student allergy concerns.

Listed below are some snack suggestions:

- applesauce
- Goldfish crackers
- pretzels
- yogurt tubes
- pudding cups
- string cheese
- cheese and crackers
- animal crackers
- fresh fruit
- veggies with dip
- popcorn

Please reserve sweet treats such as doughnuts, cookies, popsicles, etc. for special occasions such as birthdays or classroom parties.

If you are unable to provide snacks for any reason, please contact your child's classroom teacher.

## How Parents Can Help

Parents are their child's first and most important teachers. Collaboration is the best way to develop your child's skills. You could:

- Volunteer in the classroom
- Attend Open House-Scheduled at the beginning of each year. Families are encouraged to attend and share this special time with their children.
- Parent/Teacher Conferences ~ conferences are scheduled twice during the school year.

## Emergency Procedures

**Fire Drills:** Fire drills conducted in an orderly manner are a necessary part of the school program. Students will leave the building by following the "fire exit" instructions posted in their classroom.

**Tornado Procedures:** Students are assigned to a safe and protected area during a tornado warning. Drills will be held to facilitate this procedure and specific safety instructions will be given.

**Active Intruder Drills:** Lock-down drills will be conducted periodically as a part of the school safety program. Parents/visitors are requested to cooperate in the school's effort in the operation.

## Riding the Bus

Buckeye Valley Local Schools does not normally provide transportation to peer model preschool students. Requests for peer model transportation may be considered on an individual basis. If there is currently an elementary sibling for which a stop already exists at the same pick up or drop off location, the peer model preschool student may apply for this exception. These requests need to be submitted via email to the Transportation Supervisor and Assistant Superintendent for consideration. Approval for this will also depend on seating available on the assigned bus. If your request has been approved, please allow 48 hours before transportation will begin. You will be informed by the Transportation Supervisor in regards to this request via email.

Please note, peer model preschool transportation DOES NOT include the mid day drop off (morning students) or mid day pick up (afternoon students), as that will be the responsibility of the students' parents or guardians. Peer model preschool pick up (for morning students) and drop off (afternoon students) will occur on the regular elementary school bus runs which means your child will be on the bus with students grades K-5. Peer model preschool students will be required to follow all bus rider rules.

Please note, all special needs preschool students have the option to receive transportation as a related service. This will be discussed at the IEP meeting as to whether the parent(s) are requesting this.

Please read the following guidelines:

- Please note the number of the bus your child rides and the name of the bus driver.
- Please help the bus driver to stay on schedule by having your child ready when the bus arrives. Times may vary somewhat due to traffic or other unplanned happenings.
- Please remember to call Transportation 740-363-5867 if your child is not going to school or text your bus driver. Even five minutes before the bus arrives is not too late to call.
- Please do not give verbal messages to the bus driver to pass on to the teacher. This type of information should be written down and put in your child's book bag or sent via email. You can also call the office and have them deliver the message.
- Please make sure that a responsible adult helps your child on and off the bus. The driver is not permitted to let your child off the bus without an adult present.
- Please remember that if you are changing addresses for pick-up and drop-off locations, you must provide transportation with ample notification in order for the change. Generally, the rule is to provide at least 3-4 days for the change to take place.
- Please talk to your child about good bus manners:
  - Buckle up
  - Stay in your seat
  - Be nice to the other people on the bus
  - Use a quiet voice on the bus
  - Listen carefully to what the bus driver tells you

Assistant Superintendent:      Jeremy Froehlich ~ jfroehlich@mybvls.org  
Transportation Supervisor:      Dodi Andrews ~ dandrews@mybvls.org

## Communication

Parent communication is essential to your children's education as it bridges the gap between school and home. To keep parents informed, the staff will send monthly newsletters. Newsletters will summarize classroom events and curriculum goals and highlight school-wide events (e.g., announced fire drills, school assemblies, PTO events). Teachers will also be communicating with families through email. Parents are encouraged to check their email daily for further information regarding their child and classroom information.

If you have a concern that you feel needs to be addressed, we highly encourage you to reach out to your child's classroom teacher. Open communication is the key to understanding. Therefore, please do not hesitate to email, schedule time for a phone call, or schedule an in-person or virtual meeting.

## Barons Early Learning Program Dress Code

Children will do many different things during the school day and need to wear appropriate clothes that they can manage themselves as well as sturdy shoes that will allow them to work and play comfortably and safely. ***Early Learning Program children are required to follow each individual school's dress code that can be accessed in the corresponding building handbook.***

### **SUGGESTED DAILY ATTIRE:**

- Gym Shoes for daily motor activities (tennis shoes, shoes with a back)
  - \*\*open toe and flip flop shoes are strongly discouraged due to playground safety issues
  - Play Clothes (we will get dirty – all clothing should be washable)
- (Please note that during motor activities we are often on the floor and move in a variety of body positions. We suggest that your child wear shorts/pants daily)

**WEATHER CONSIDERATIONS:** Motor and various activities may be outdoors if it is dry and the temperature is not below 20 degrees in actual temperature or with the wind chill factor. Please send your child with a warm jacket, hats, gloves, and boots if the weather is cold or snowy.

## Attendance

Daily attendance is necessary. Students benefit most from our program when they can be part of the classroom every day. Reasons for excused absences from school include: personal illness, illness in the family, family emergency, and observance of a religious holiday. When a student is absent from school, the parents need to call the school. If no call is received and your child is absent, the school secretary will make every attempt to contact the parents at home or at work. If your student is tardy or needs to leave school early, he/she must be signed in or out with the building secretary.

In the event of a planned absence, parents need to send a note to school at least three days before the absence indicating the dates your child will be gone and the reason for the absence. Check with your child's teacher to find out what will be covered during the child's absence.

## Visitors

Visitors, particularly parents, are welcome at school. In order to properly monitor the safety of our students and staff, each visitor must report to the school office with a valid ID to obtain a Visitor's Pass. Any visitor found in the building without a visitor/volunteer badge will be asked to return to the office. If parents wish to confer with a member of the staff, they should call for an appointment prior to coming to the school, in order to prevent any inconvenience to parents/staff or disruption of the learning process. Students may not bring visitors to school without first obtaining permission from the building principal.

## Abuse and/or Neglect

Teachers, administrators, and other professionals who may come into contact with students are required to report cases of suspected child abuse or neglect. A report will be made immediately to the County Children's Services Board in the county in which the suspected abuse or neglect is occurring or has occurred. The principal/director shall be made aware of suspected abuse or neglect.

## Immunizations

State legislation requires that the parents/guardians submit written evidence within fourteen (14) days after school registration that their child has had all the required immunizations for him/her to remain in school. If, after the end of the fourteen (14) day grace period, the parent/guardian has not submitted written evidence of compliance, the student shall be excluded from school until such evidence is submitted. During the period of exclusion, the student's absence will be recorded as unexcused and a referral to Children's Services may occur. Per Ohio Revised Code 3701.13 and 3313.671, the required immunizations are:

### **Early Learning Program Only:**

- 4 DPT
- 3 Polio
- 1 MMR
- 3-4 HIB
- 3 Hepatitis B's

\*Early Learning Program students must also present a current physical/medical statement. Each medical form is valid for one year based upon the student's date of examination.

Immunization clinics are provided by local health departments for a nominal fee. No child is denied services for inability to pay. All children must be accompanied by a parent or guardian. Please bring your child's shot records with you to your appointment.

DELAWARE GENERAL HEALTH DISTRICT: (740) 203-2040  
<https://www.delawarehealth.org/content.cfm?article=child-clinics>

COLUMBUS HEALTH DEPARTMENT: (614) 645-7945  
[www.publichealth.columbus.gov](http://www.publichealth.columbus.gov)

FRANKLIN COUNTY BOARD OF HEALTH: (614) 462-3635  
<http://myfcph.org/imm.php>

## School Forms

The school forms are required to be completed and submitted on-line. It is vital that these forms are completed within 30 days of your child starting the program. Required online forms are as follows:

- Student Registration Form: This provides some personal information about your child.
- Parental permission for "Release and Publication of Student's Photograph/Image".
- Student Network/Internet Use Agreement: This form allows your child to use technology available in the classroom.
- Emergency Medical Authorization: This form enables parents to authorize emergency treatment for children when parents cannot be reached.
- \*Immunizations: Please note, immunization of all students must be in compliance with the Ohio Revised Code. Failure to provide written evidence of immunization is cause for exclusion from school per the Ohio Department of Health.
- Preschool Poverty Letter
- \*Child Medical Statement for Child Care: This form is completed and signed by your child's medical doctor and includes a statement that they are in suitable condition to participate in group care. It also requests your child's current up-to-date immunizations. **This information must be current and within the last year.**
- Parent consent/acknowledgement of the following: Parent PreK handbook, sharing contact information for your child, and field trip consent.

**\*Please note, these forms are required within the 1st 30 days of your child's acceptance into our program. If we do not have them within 30 days, your child will not be allowed to return until these forms have been received. Once you have been notified of this, if the documents are not received within the next 30 days, your child will be removed from the peer model list and their peer model spot will be filled by another student.**

## Illness and Emergency Procedures

During the school year, there may be changes in addresses and telephone numbers. If there is a change, please notify your child's teacher and ensure that you are making any and all changes official in Final Forms. Completed emergency information is REQUIRED, and only those persons listed as an emergency contact in Final Forms may pick up students.

Students who become ill during the school day should report to the clinic. The school personnel will attempt to notify the parents/guardians or person listed as an emergency contact to make arrangements for the student to go home. We assume no responsibility for treatment of sickness beyond emergency first aid. In all cases of illness or injury, it is expected a parent/guardian or the emergency contact person will pick up the student as soon as possible after being called. If a student needs to be transported by an emergency vehicle, the emergency squad official will determine to which hospital the student will be transported.

Basic First Aid:

All staff members are trained in first aid to provide appropriate care. In the course of normal supervised play, children occasionally get injured. Our staff will administer basic first aid in case of a minor injury or accident. All injuries or illness not requiring immediate parental notification will be documented in a child incident report and provided to the parent.

## **Contagious Situations/Communicable Diseases**

If a child has been ill, he/she should be fever-free, without the aid of fever-reducing medication, for 24 hours before returning to school. A child with any of the following signs or symptoms of illness shall be immediately isolated and discharged to his parent or guardian:

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

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

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

Any removal will be only for the contagious period as specified in the school's administrative guidelines.

## **Medication Administration**

Medication shall not be given without consent by the parent. All medication must be received in its original pharmacy container for dispensing to the student. The school cannot accept medications brought in plastic containers, baggies or improperly labeled bottles.

A completed Medication Administration Record (MAR) form must be filed in order for any medication to be administered; form is available at the school office or on the BV website. Prescription medications are to have the signature of both the physician and the parent/guardian. (See Sample Form-parent/guardian signature).

Only the student's medication shall be given to that student. No student shall receive medication, prescription and/or non-prescription, provided by a parent/guardian and intended for use by another student.

Liquid medication must be received and dispensed in a liquid medication administration cup or spoon with visible measuring lines that indicate the dosage dispensed.

No medication, prescription or non-prescription, may be carried by the student except for emergency medications.

## Healthcheck

Healthcheck is Ohio's Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program. It is a service package for babies, kids, and young adults younger than age 21 who are enrolled on Ohio Medicaid.

The purpose of Healthcheck is to discover and treat health problems early. If a potential health problem is found, further diagnosis and treatment are covered by Medicaid.

Per ODE, Healthcheck covers ten check-ups in the first two years of life and annual check-ups thereafter and offers a comprehensive physical examination that includes:

- medical history
- complete unclothed exam (with parent approval)
- developmental screening (to assess if child's physical and mental abilities are age appropriate)
- vision screening
- dental screening
- hearing assessment
- immunization assessment (making sure child receives them on time)
- lead screening; and
- other services or screenings as needed

If your child is enrolled in Ohio Medicaid, Healthcheck services are available to them.

For more information regarding Healthcheck, please refer to the Ohio Department of Medicaid Healthcheck Information Sheet that can be accessed at:

<http://medicaid.ohio.gov/Portals/0/Resources/Publications/Forms/ODM03528.doc>

## Personal Property at School

Parents are requested to mark their children's coats, rainwear, sweaters, hats, gloves, boots, lunch boxes, and backpacks so that they may be easily identified. The school has a Lost and Found that can be checked for any lost items. We recognize that children may have many personal items they choose to carry in their bags. The following are not permitted in classrooms or the buildings (unless notified by your classroom teacher):

- chewing gum, personal toys and games

## Positive Intervention and Behavioral Management

Early Learning Program classrooms in the Buckeye Valley School District follow a general management plan that is positive and proactive in preventing behavior problems and that follows the Ohio Early Learning Program Licensing Rules 3301-32-09 and 3301-37-10. An Early Learning Program staff member in charge of a child or a group of children shall be responsible for discipline. Constructive, developmentally appropriate child guidance and management techniques are used at all times and include such measures as redirection, separation from problem situations, talking with the child about the situation, and praise for appropriate behavior. Behavior management/discipline policies ensure the safety, physical, and emotional well-being of all individuals.

**Preventive techniques include, but are not limited to:**

- Positive reinforcement (increasing behavior by adding something to the environment that is perceived as positive to the child);
- Positive phrasing (telling a child what he/she can do instead of what he/she can't do: i.e. "Chairs are for sitting, not tipping.");
- Reflective listening (honoring and labeling a child's emotion: i.e. "It makes you sad when you can't play with that toy.");
- Modeling appropriate behavior (modeling desired behavior: i.e. teacher helps a child calm down by demonstrating deep breathing or taking a break);
- Helping children self-regulate by teaching prosocial skills such as sharing, turn-taking and expressing emotions in a positive manner.
- Modeling appropriate behaviors by:
  - showing respect for children's feelings
  - getting down at the child's level
  - Looking at the child directly in the eye (to tolerance) and giving them undivided attention
  - honoring and labeling children's emotions ("I see it makes you sad when you can't play with that toy").

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

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

All methods of discipline will fall within the guidelines set forth by Ohio Early Learning Program Licensing Rules 3301-32-09 and 3301-37-10 which state the following regarding methods of discipline utilized by all staff on premises:

- 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, and food shall not be used as a reward for behavior.

- 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 an Early Learning Program 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 Early Learning Program.

## **Conflict Resolution**

If you have concerns about our program, we would like to offer the following procedure for resolution.

1. Approach your child's teacher and/or specialist to resolve the concern to your satisfaction.
2. If you are unable to resolve the concern, please contact your building principal.
  - a. The building principal will work with you and the teacher to resolve any conflicts.
  - b. The building principal will share information with LeAnna Ford, Director of Student Services.
3. If you still have concerns after working through steps 1 and 2 above, feel free to contact LeAnna Ford at 740-363-6626 x3004 or by emailing at [lford@mybvls.org](mailto:lford@mybvls.org).

## **Confidentiality**

Our preschool program follows procedures consistent with the Family Education Rights and Privacy Acts of 1975. Records and files are available only to staff directly involved with your child, direct district personnel and others as permitted by the law. All other access requires written parental permission. If you wish to review your child's records, please contact the supervisor of the program to arrange a time. You may review and receive copies of any reports maintained. Each year, with your permission, we will make available a roster of children in your child's class with a parent's name and phone number. This is available to parents of enrollees only.