

Preschool Handbook



2025-2026

Hillsboro City
Schools

MESSAGE TO PARENTS

We would like to welcome you and your child to our Early Childhood Education Program! Hillsboro City Schools operates three general education preschool classrooms, with morning and afternoon classes available to serve students who live in our district. In each classroom, we have students who are typically developing and students with special needs. All students are provided developmentally appropriate practices, and we strive to have students ready for achievement in Kindergarten. Each of our classrooms have a teacher and a paraprofessional, enabling the staff to accommodate the individualized needs of each child. Those preschoolers who qualify may receive speech therapy, physical therapy, occupational therapy, and related services, as needed.

We support therapy services at Hillsboro HeadStart Center, Hills and Dales Preschool, Hillsboro Christian Academy Preschool and St. Mary's Preschool. Students with special needs must have a multi-factored evaluation to determine if they are eligible for Special Education services. The preschool staff may test such things as the child's cognitive skills, social emotional/behavioral skills, visual perception, motor functioning, adaptive skills, and/or communication skills to determine eligibility.

We encourage parental participation in our program and look forward to hearing from you. We hope you find the information contained in this program handbook to be helpful. If you need more information or have specific questions, please feel free to contact a member of the preschool staff.

CREATING A LEARNING ENVIRONMENT FOR YOUNG CHILDREN

Effective preschool classrooms are places where children feel well cared for and safe. They are places where children are valued as individuals and where their needs for attention, approval and affection are supported. They are also places where children can be helped to acquire a strong foundation in the knowledge and skills needed for school success.

- Young children need teachers who welcome all children to their classrooms, including children from various cultures, children whose first language is not English, and children who have disabilities.
- Young children need teachers who take time to work with them individually, in small groups, and sometimes with the entire class to help them develop their cognitive and social skills, their language abilities, and their interest in learning new things about the world.
- Young children need instruction to develop the thinking, language, and early literacy skills needed for continued school success.

Effective preschool teachers and child-care providers:

- Know when children can figure out new ideas and concepts on their own and when it is important to explain things to them step-by-step.
- Encourage children to participate in classroom activities and to honor classroom rules.
- Listen to what the children say and expand upon their language, building their vocabulary and background knowledge.
- Know when to teach directly, when to provide time for exploration and discovery, when to practice skills, and when to encourage creativity.
- Plan activities that have a purpose and that challenge children.
- Know how to help children learn to work together and to resolve their conflicts.
- Encourage children to respect each other's time and personal belongings.
- Provide many opportunities for conversations between and among children and with adults.
- Know how to establish and maintain order in a classroom, but in a manner that permits children to learn how to participate in and enjoy learning.
- Arrange the classroom in a way that enhances their work with children and how the children spend their time.

PROGRAM PHILOSOPHY

Hillsboro City Schools Preschool philosophy is based on the belief that all students can learn, and that learning results from the dynamic interaction between children's emerging cognitive and affective systems and their environments. We believe:

- Every child can learn and children can learn in different ways.
- Play is an integral part of learning.
- Children learn by taking risks.
- Learning is a lifelong process.
- Parents are an integral part of their child's education.
- Success fosters positive self-esteem which promotes learning.

PROGRAM GOALS

The goals of the Hillsboro City Schools Preschool are:

- Enhance and facilitate development in all domains: Cognitive, Language, Affective and Physical
- Develop attitudes that encourage life-long learning such as curiosity, initiative, persistence and self-confidence as a learner
- Develop thinking and problem solving abilities
- Provide developmentally appropriate learning opportunities aligned to Ohio's Early Learning Content Standards & Indicators

CURRICULUM

The preschool will follow the curriculum program adopted by the Hillsboro City School District. The curriculum aligns with Ohio's Early Learning Content Standards and Indicators, as well as the Science of Reading. The Principles are based on sound developmentally appropriate practices for organizing and operating preschool programs. Each teacher will be allowed the freedom to choose themes and/or books to use in teaching these standards and showing documentation in lesson plans. Since the program serves children ages three through five, the documentation, assessments, and progress reports reflect how children at each level learn the required information. On a daily basis, students participate in "hands on" learning to facilitate practicing the required standards and indicators in language arts, math, science, social studies and motor development.

ADMISSIONS

Typically developing students must be at least three years of age and not of compulsory school age for admission into the preschool program. Students with disabilities transitioning from Part C programs may enter after their third birthday.

The program does not discriminate in the enrollment of children on the basis of race, color, handicap, religion, sex, or national origin.

Students with Special Needs:

- The preschool special education rule, 3301-51-11 has been revised to clarify developmental delay. Below are three scenarios for eligibility:
 - A child is eligible under the disability categories that apply for ages 3 through 21. Disability categories are:
 - Deaf-Blindness
 - Visual Impairments
 - Deafness (hearing impaired)
 - Speech and Language Impairments
 - Orthopedic Impairments
 - Emotional Disturbance (SBH)
 - Cognitive Disabilities
 - Specific Learning Disabilities
 - Autism
 - Traumatic Brain Injury (TBI)
 - Other Health Impaired (Major)
 - Other Health Impaired (Minor)
 - Developmental Delay as defined in paragraph C (6) of this rule

OR - A child is determined eligible under one of the following disability categories and the team decides to use the term developmental delay instead of the category label if:

- Cognitive Disability
- Speech/Language Impairment
- Emotional Disturbance
- Specific Learning Disability

ADMISSIONS (Continued)

OR - A child is determined eligible as a preschool child with a disability due to a developmental delay as defined in 3305-51-01 and 3301-51-11. (Ohio's Operational Standards)

- Eligibility for special education has two parts:
 - Documentation of deficit functioning in the area(s) of suspected disability
 - Determination that the deficit(s) have an adverse effect on the child's normal development and functioning.

- To determine if a child with special needs is eligible for the preschool program, the parent needs to contact the Special Education Supervisor/Preschool Administrator at (937) 393-3132. Once the contact is made, a screening can be arranged to determine if the district suspects a disability. When the district suspects a disability, an evaluation planning meeting will occur within 30 days. An Evaluation Team Meeting will occur within 60 days, with an IEP written within 90 days.
- If the child is eligible for preschool services and there are no slots available in the preschool, other placement options will be discussed at the IEP meeting.

Typically Developing Students:

- **Students must be toilet trained in order to attend our preschool.**
- Parents need to contact the Special Education Secretary at 937-393-3132, ext. 5104, if they are interested in submitting their child's name to be placed on our waiting list.
- Names on the waiting list are accepted all year long and will be considered in the order they are received.

ENROLLMENT FORMS

Prior to the student's first day of preschool, the following documents must be received:

- Hillsboro City Schools Final Forms, enrollment documentation
- ECE grant application
- Child Medical Statement Form (signed by physician)
- Immunization Record
- Child's Dental Form (signed by dentist)
- Step Up to Quality Survey

We require you to submit your child's information in the Final Forms online system. You will need to complete a parent account and enroll your child in Hillsboro's Final Forms system at: <https://hillsboro-oh.finalforms.com/>

Or go to the Hillsboro City School District website:

<https://www.hcs-k12.org/> and click on Final Forms under Quick Links.

Final forms will require you to upload the following documents:

- Child's Birth Certificate
- Social Security Card
- Parent/Guardian's I.D. (Driver's License/State I.D.)
- Current Utility Bill (proof of residence)
- Child's Immunization Record
- Custody Documents (if applicable)

TUITION

Standard monthly tuition will be \$100.00 per month (September - May). Eligibility for free tuition is determined by completing the ECE grant application in our Final Forms system and providing financial documentation. **The tuition amount will remain the same regardless of school cancellations due to inclement weather and/or student absences.**

Tuition calculations may be reviewed at any time during the year if family income or size changes.

Tuition payments are due no later than the 15th of the month. Payments can be made by cash or check to the elementary office or sent with your child in an envelope addressed

to the preschool teacher. Payments that are consistently late may jeopardize your child's placement in preschool.

SCHOOL HOURS, ATTENDANCE & TRANSPORTATION

Our program will run **Monday - Thursday** each week. The morning session runs from 8:30 - 11:45 a.m. The afternoon session runs from 12:25 - 3:40 p.m. Children should not enter the building prior to 8:30 a.m. as staff is not available. If you are transporting your child, please escort them to the preschool staff at the drop off site. Transportation is provided to and from school if the child is on a regular bus route or as specified in the child's IEP. The transportation selection form is completed during the Final Forms process. As per policy, only those adults who are designated on the "Child Release Form" are permitted to pick up the child from school. If you are more than 10 minutes late to pick up your child, they will be taken to the front office. Preschool is a very busy place. Please do not arrive early or pick your child up late. The teacher and assistant have many things to do, which may require one or both of them to be out of the room before class begins and after the students are scheduled to leave. **When it is necessary to change transportation in the event of an emergency, the school must have a written note from the parent.** This note can be faxed or hand-delivered to the school office.

Attendance:

- Each time a student is absent from school or late to school, it is the parent's responsibility to call the school before 9:00 a.m. (A.M. session) or 1:00 p.m. (P.M. session) to provide an acceptable excuse for the absence. If no call is received, we are required, as part of the child abduction law, to call the student's home or parent's work to confirm the student's absence.
- To be considered an excused absence, a call or follow-up note must be received. If a pattern of unexcused absences develops, the preschool administrator and child's teacher will meet to determine the child's continuation in the program.
- A student is considered tardy if they arrive after 8:55 a.m. (A.M. session) or 12:55 p.m. (P.M. session). Once tardy, students must be signed in at the elementary office.
- If a student needs to leave prior to the scheduled dismissal time, they must be signed out at the elementary office.
- Please note that extended absences may result in dismissal from our preschool program.

PRESCHOOL DAILY SCHEDULE

A.M. Session

8:40 Pick up students
8:50 Wash hands/Breakfast

9:15 Morning Work
9:25 Circle Time
9:35 Large Group
10:00 Centers
11:00 Clean Up
11:05 Story Time
11:20 Music and Movement
11:25 Pack up to go home
11:30 Recess
11:45 Go Home (from outside)

P.M. Session

12:25 Pick up students
12:50 Write names/pick jobs
Wash Hands/Bathroom
12:55 Circle Time
1:05 Large Group
1:30 Center Time
2:30 Clean Up
2:35 Snack
2:50 Story Time
3:05 Recess
3:15 Pack up to go home
3:20 Pick-ups Leave
3:30 Bus Riders Leave

SNACKS/MEALS

We do not provide lunch for our half-day program since we are in operation for only 3.25 hours per session. However, those students attending the morning program are provided a free breakfast. Snacks are provided daily for the afternoon students by Hillsboro City Schools. If your child requires special nutritional needs, please let his/her teacher know.

WEATHER/EMERGENCY CLOSINGS

Severe weather or emergency situations may require school delays or closings. This information will be broadcasted through the One Call System and over school website and social media (Facebook).

If the school has a delay, there will be no morning preschool. In the event of an early dismissal, there will not be any afternoon preschool.

WHAT TO BRING AND WEAR

Clothing:

Children are engaged in hand-on activities throughout the day. These activities involve the use of sand, water, paints, glue and other messy materials. Many times, the children sit or play on the floor. Even though aprons are worn for many activities, sleeves and pants still get wet and dirty. Please do not send your child to school in his/her best clothes. Expect whatever your child wears to school to get dirty.

Footwear:

Please be mindful of what shoes your child wears to school. Mulch, pebbles, dirt, pavement and grass are the most common materials that cover the ground in our activity areas. For your child's safety, please do not send your child to school with footwear such as flip-flops, backless shoes, sandals or shoes that may allow materials to interfere, causing discomfort or possible harm.

Extra Clothing:

Please provide a complete change of clothing that can remain at school in case of spills or accidents. Please send these items in a large zip lock bag labeled with your child's name.

Personal Items:

Bringing toys or other items from home often contributes to disruption of the school environment. The school cannot be responsible for lost or damaged items. Please do not allow your child to bring toys from home to school. In the past, favorite books which can be shared with classmates have been very popular. Children may be asked to bring personal items to school for show and tell time. Please keep toy guns, toys with small parts, or toys with sharp edges at home. The safety of your child is a primary concern of the preschool staff. A book bag, labeled with his/her name, to take papers and projects home, is a required item for preschool. **Please label personal items, including jackets and coats, with your child's name.**

FIELD TRIPS

Parents will be asked to sign permission slips when children take field trips. The parent's signature acknowledges that the parent is aware that the child will be away from school and is aware of the purpose and nature of the field trip. The parent has a right to deny participation. Only students whose parents have signed permission slips will be permitted to participate in such activities.

NOTICE OF SCREENING

Health and developmental screenings of all children are required to occur within 60 business days of entrance into our preschool program. These screenings will be conducted by the school nurse or designee at your child's preschool program site.

The health screenings may include the following:

- Vision
- Hearing
- Height and Weight

Developmental screenings will be conducted using the assessment tool Brigance III. This will include global areas of development and possibly a speech/language screening for your child and will be conducted by your child's classroom teacher, therapist or other trained designee at his/her preschool program site.

These general screenings are required by the Ohio Department of Education's Office of Early Learning and School Readiness as a compliance standard for all children enrolled in ODE approved and licensed preschool programs. All developmental screenings are conducted by individuals trained to administer, score and use the instrument properly. The results of the health and developmental screenings are documented and shared with families. Families are informed of any missing health information.

In the event that your child fails in an area of the developmental screening, they will be rescreened within 6 weeks. Parents will be informed of any concerns that the teacher or therapist may have and a discussion may occur regarding a process of referral and recommendation of any services that may be warranted. If you have any concerns regarding your child's health or development, please discuss these with his/her classroom teacher at parent/teacher conferences or home visits.

VISION

One out of every 20 preschoolers has a vision problem. It is important for your child's vision to be checked. As a service to your family, Hillsboro City Schools Preschool Program provides a free annual vision screening for all its enrollees. The school nurse will be conducting the screening and was trained by Prevent Blindness Ohio and Ohio Department of Education. The screening will take place in the fall unless your child enrolls later in the school year, then it will take place within a month of enrollment. The vision screening will consist of the following tests:

- Observation: Any appearance, frequent behavior or complaints by the child that is heard or observed by the staff.
- Distance visual acuity test: A screening test to help determine how well a child sees small objects at a distance.
- Stereopsis test: A screening to help determine how well a child's eyes are working together.

The screening does not take the place of an eye exam by an eye doctor. Screenings are designed to detect those children who are at high risk for a vision problem.

Please contact Katie Greer, District School Nurse, at 937-393-3132, ext. 5115 with any questions.

MANAGEMENT OF COMMUNICABLE DISEASES & ILLNESS

Management of communicable diseases which at a minimum meets the requirements of rule 3301-37-11 of the Administrative Code.

In each building in which a program is operated has readily available at all times at least one preschool staff member who has completed a course approved by the state department of health (www.odh.ohio.gov):

- First aid; and
- Prevention, recognition and management of communicable diseases

In 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 a child abuse recognition and prevention course based on an approved curriculum. Consistent with requirements as established by section 3319-073 of the Revised Code, such staff shall complete at least four hours of in-service training in child abuse recognition and prevention with two years of employment and every five years thereafter.

A preschool staff member will complete a health check on each preschool child upon arrival at school. Teachers will check to see that the child is free from symptoms of communicable illnesses including fever, eyes that are red or containing discharge, skin rashes, or the presence of nits or lice.

ILLNESS: Parents should keep children home if they have any of the following:

- Fever - temperature of over 100 degrees Fahrenheit taken by axillary (underarm) method
- Undiagnosed skin rash other than a localized diaper rash
- Earache, sore throat, frequent cough, red/watery eyes, excessive nasal discharge, yellowish skin, or evidence of lice
- Diarrhea or vomiting

Children must be picked up by their parents or emergency contact person in the following cases:

- **Evidence of diarrhea.** Diarrhea is potentially contagious and requires children to be isolated from the group and removed from school until 24 hours after the last incident. Diarrhea is defined as more than one abnormally loose stool within a 24 hour period. If there is evidence of diarrhea while the child is at school, the child will have to be removed from the school.
- **Vomiting.** After a single incidence of vomiting, the child must be removed from school.
- **Fever.** A child may not be in school with a fever over 100 degrees fahrenheit, (taken by axillary method), or if the child may have had a fever and medicine not been given. The child may not be in school until 24 hours after the fever has subsided. (To identify a fever, the child's temperature will be taken twice within a one-half hour period).
- **Severe Cough.** Coughing which causes the child to become red or blue in the face or to make a whooping sound.
- **Strep Throat.** Children may return to school after being on antibiotics for 24-48 hours and have not had a fever for at least 24 hours. The Department of Health recommends 48 hours.
- **Bronchitis.** Children diagnosed with bronchitis must be on antibiotics for at least 24 hours before returning to school and show evidence of decreasing symptoms of the bronchitis.
- **Difficult or rapid breathing.**
- **Yellowish skin or eyes.**
- **Conjunctivitis (pink eye).** Children with conjunctivitis must be on antibiotics for at least 24 hours before returning to school.
- **Untreated infected skin patch(es).**
- **Stiff neck.**
- **Unusually dark urine and/or gray or white stool.**
- **Presence of lice or nits.**

If your child becomes ill during school, he or she will be isolated from the other children. Parents (or emergency contact) will be notified and must pick up their child immediately. We ask all parents to sign the Emergency Transportation Authorization for each child in case of serious accident or illness.

Children with any of the previously mentioned symptoms must be kept at home. Please notify the school of the illness of your child, especially when your child has a contagious condition so parents of other children who may have been exposed to the condition can be notified. Children who have been hospitalized must submit a doctor's release when returning to school. Any time a child returns from an absence, a note needs to be sent stating the child's name, date of absence, reason for absence and parent signature as per the Hillsboro City Schools attendance policy.

MEDICATION

Prescription Medications:

- Prescription medication to be taken at school should remain in the original container and must be labeled with a pharmacy label, which includes the student's name, the date, the name of the medication and the time and intervals the medication is to be taken.
- The prescription drug form is to be completed by the doctor before any medication will be given to your child. The completed form and the medication is to be brought to the clinic by a parent or an adult designated by the parent and given to an appointed school official. The parent or guardian must submit a revised physician's form if any of the information changes.

Non-prescription Medications:

- Before any non-prescribed medication may be administered, the Board of Education requires parents to complete the Parent Request Form for school personnel to administer non-prescription medication at school, which includes a waiver of any liability of the District for the administration of the medication.
- Any student in grades PS-12 may have non-prescription medication administered by authorized school personnel when the parent request form is on file in the clinic. Non-prescription medication must be in its original, unopened container and is to be delivered to the clinic by a parent or an adult a parent designates.
- Because non-prescription medication manufacturers recommend consulting with your physician for proper dosing, school personnel will not be held liable for improper dosing by following a parent's dosage request. School personnel will not administer a dosage that exceeds the maximum manufacturer's dosage without a physician's order.

HEAD LICE POLICY/PROCEDURES

Transmission of head lice is a particular problem in schools due to the large number of children in close proximity. The key to control is prompt identification and treatment of infested individuals. Successful treatment requires a coordinated approach that involves the use of medicated products together with measures that are intended to eliminate the current infestation and prevent a repeat episode. Therefore, the schools will provide parents and/or guardians with instructions on the treatment of head lice when a case is reported. These instructions will be on file in the school nurse's office at each school building.

The Hillsboro City Schools Guidelines developed in conjunction with the Highland County Health Department for head lice control are as follows:

After a student is identified as having live lice, a parent/guardian will be called to pick up the student at the school office. If a parent/guardian is unable to be contacted, the student will be sent back to the classroom with a note from the school nurse about proper care and procedure. The student should be treated for lice with the proper solution and have all lice removed from the hair before returning to school. A student will not be readmitted to school until free from live lice. After lice removal, a student must be brought to the school nurse's office by a parent/guardian to receive clearance from the school nurse or appointed personnel before being readmitted to school. If live lice are found, the parent will take the child home. Three days of absence, for head lice, will be excused. If, in a school year period, a student has more than three (3) occurrences of head lice, upon the fourth occurrence, unless there are extenuating circumstances, Children's Services will be contacted for assistance in resolving the problem(s) with notification of the parent/guardian.

HEALTHCHEK

Healthchek is Ohio's Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) service package. **These are comprehensive and preventative services for babies, kids and young adults under the age of 21 who are covered by Medicaid.** Healthchek services are required by the federal government. These services include a comprehensive health and developmental history to assess physical and mental health, screenings for potential health problems - including vision, hearing and dental screenings. Healthchek also covers: necessary lab tests, vaccines, blood lead screening, and health education and nutritional advice.

Providers may take referrals to other health providers for more specialized care. Healthchek services are also available to individuals covered by a Medicaid managed care plan or who are on a Medicaid home and community-based waiver.

Additional services:

If a screening reveals a medical condition, Ohio Medicaid can be billed for any necessary follow-up services provided to treat the child's medical condition.

Any doctor who accepts Medicaid can provide Healthchek services. Individuals can ask their doctors for Healthchek services at their next appointment. Sometimes, a provider may refer a patient for specialized care. Some services may need prior approval.

Healthchek services are a part of the benefit package every managed care plan offers its members. Managed care plans and county Healthchek coordinators work together to ensure Healthchek services are available.

For a list of Healthchek Coordinators, visit: <http://medicaid.ohio.gov/Healthchek>

Report Cards

Each child's developmental and academic progress shall be received and reported to the parent on a quarterly basis.

DISCIPLINE

We believe that positive, supportive relationships are important during a child's early years. Therefore, constructive, developmentally appropriate child guidance and management techniques are to be used at all times. These techniques shall include such measures as redirection, separation from the problem situations, talking with the child about the situation and praise for appropriate behavior will be used in our preschool setting. The following methods of discipline shall apply to all persons on the premises and shall be as follows:

- There shall be no cruel, harsh, corporal punishment 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, such as a protective hug, so that the child may regain control.
- No child shall be placed in a locked room or confined in an enclosed area such as a closet, box or similar cube.
- No child shall be subjected to profane language, threats or derogatory remarks about themselves or their family or any 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.
- 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 them from abuse and neglect while in attendance in the preschool program.

BEHAVIOR MANAGEMENT/INTERVENTIONS

Our preschool staff makes every effort to prevent behavioral problems although difficult situations may still occur in the classroom. Verbal problem solving through discussion and modeling is frequently utilized as a means of reasoning through a disagreement.

Adaptations and variations are made in presenting curriculum and materials, to offer motivating, more understandable and more hands-on methods of learning concepts.

Individual modifications in group settings are often beneficial for some children in creating a safe space or area with limited stimulation for learning. Other modifications are used as the teacher sees appropriate for each child, with his or her individual needs, to make the most productive environment for learning.

When modifications in curriculum and environment do not help a child attend or participate in learning activities and negative behaviors persist, staff will use a system of progressive limit setting and behavior management interventions to help children learn to gain control of their actions and emotions, while practicing more appropriate and acceptable ways to deal with conflicts. One intervention may not be successful with every child, and if an intervention does not consistently appear to work, another approach or intervention will need to be utilized. Behavior plans may be written for some children.

The staff will use the following approaches to help students work through their emotions and behaviors. All of these approaches are well recognized interventions that are positive and non-punitive.

- **Rewarding positive behavior:** This strategy is used to reduce negative behaviors and increase positive behaviors through verbal praise, attention, acknowledgement, recognition and responsibilities. Undesirable behavior is decreased while students become involved in the process and rewards of learning. The ultimate goal is for a child to internalize the satisfaction, pleasure and enjoyment when involved in their own learning. The rewarding feeling of learning is known as intrinsic motivation.
- **Positive Discipline:** Positive Discipline is an approach which embraces the initiative shown by a child when he attempts new activities or responsibilities. The confidence the teacher has in the child's abilities is related to the child, and they learn confidence in themselves, with guided limits, compassion and understanding.

- **Positive Behavior with Charting:** This method is more concrete for certain young learners. It may involve individual chartings, giving the child a graphic representation of his or her positive actions or behaviors. This can take many forms: a series of spots to fill with stickers, a racetrack to mark until reaching the finish line, a jar to fill with tokens. One important feature is that the method, whichever is chosen, would be kept from the view of all peers. The child is not in competition with others, but with himself. In this method, the reward can be concrete and tangible, such as a toy or choice prize, or it may be participation in a special activity or responsibility.
- **Social Scripting:** This intervention will help solve problems between children who are having difficulty interacting or sharing and cannot find the words to express their feelings. Students are given verbal cues to help deal with certain social situations. For example, giving the child words to say, such as "Tell Johnny, "I don't like it when you take my toys."
- **Planned Ignoring:** This strategy is used to ignore negative behaviors so they are not being reinforced. The staff will utilize this strategy unless ignoring becomes unsafe for the child or other children.
- **Modeling:** Demonstrating appropriate behavior and desired behaviors. The teacher or aide praises and reinforces good behaviors when the child copies the modeled behaviors, and negative behaviors are thus reduced.
- **Natural and Logical Consequences:** Using this strategy allows the child to be responsible for his or her own actions and allows the child to connect his/her behavior more clearly to the environment. For example, a child will pick up toys after throwing them down.
- **Activity Replacement:** Staff redirects a child to another activity to replace a negative situation with a more positive one. In some situations this may mean controlling an activity that presents a danger or problem for a child. For example, one would not allow the child to play outside after they have attempted to run away.

- **Separation from the Group:** If a child's behavior threatens the safety and well-being of others, is disruptive and affects the learning of others, or if the child is particularly out of control, separation may be necessary. This break from the group gives the child an opportunity to regain self-control and time to examine his or her behavior. Separation takes place in the room and under the supervision of a staff member. Separation is brief in duration, never more than 3-5 minutes. During separation, staff and children are encouraged to remove attention from the child. The child can rejoin the group when he or she is ready or after a specified time. The teacher readily discusses the choices the child is making with him or her in a positive manner, and encourages the child to choose more productive and positive behaviors. Once the child has rejoined the group and is demonstrating positive behaviors or interactions, the teacher recognizes him or her with praise and positive attention. Staff will document all separations from the group and notify the parent if frequent separations are beginning to occur. Separation is never to be in an isolated environment, must occur in the classroom and only for a short duration with the ultimate goal for the child to return to the group activity as quickly as possible.
- **Crisis Intervention:** A child who is out of control and in danger of harming themselves or someone else, may need to be therapeutically held (staff gently wraps his/her arms around the child and holds them close) or removed from the classroom to regain control. Physical intervention is only to be used as a last resort, after all other methods have been attempted, and when there is a clear and present danger to the child, other children or staff. Staff members utilizing a therapeutic hold must receive training and demonstrate competencies regarding crisis intervention prior to using the technique. It is essential that anyone using a therapeutic hold be trained in nonviolent crisis intervention so as to provide that child with the best non-threatening intervention possible and to reduce staff injuries. Staff members are encouraged to explain to the other children in the room, as well as other adults, what is happening during a crisis intervention. Any physical interventions/therapeutic hold must be documented and reported to the child's caregiver. Documentation must include a written description of the situation and behavior that led up to the decision to use physical intervention, outcome of the intervention, preventative measures that may be used in the future to avoid such intervention, and parent contact.

TRANSITION POLICIES

Step Up to Quality guidelines for a 4 and 5 STAR rating require that the program must have written transition policies and procedures that include developmentally appropriate strategies for the age group(s) served. These policies and procedures must clearly describe strategies for supporting transitions into, within and out of the program for both children and families.

The following are examples of strategies:

- When children transition into a program, they and their families have multiple opportunities to visit. Families attend a formal orientation session.
- When children transition within the program, teachers in both the old and new classrooms meet with families. They discuss the child's growth and development, new classroom expectations, schedules and procedures. The teachers and family jointly develop a transition schedule.
- When children transition out of the program, teachers help them say goodbye to staff and friends. They also give families files and work samples to share with the new programs.

Hillsboro City Schools is focused on providing meaningful transition activities into and out of the preschool classroom. Teachers will meet with you twice per year to discuss and update transition activities for your child to be more successful in their educational environment. If you are unable to meet, a phone conference is available to discuss preschool transition activities. Teachers complete a checklist of activities throughout the year and your signature is required for two meetings that show that you participated in discussing and planning your child's transition. Below is a list of potential transition activities that you and your child may participate in during their preschool education.

Transition Activities to Preschool:

- Help Me Grow Transition Planning Conference: Agencies collaborate to plan appropriate assessment and transition to Preschool (if applicable).
- Visit to Preschool Classroom (prior to starting school)
- Interview with Parent(s) regarding student's present level of functioning. (ASQ-SE)
- Back to School Night

- Newsletters/Flyers to assist parents with preschool activities and curriculum
- Preschool Packet and School Forms
- Discussion and Planning regarding transportation (if applicable)
- Letter to Parents regarding Student's School Supplies

Transition to Kindergarten:

- Ongoing Academic and Social Skill Development and Assessment using Preschool Standards
- Progress Reports given to Parents (Quarterly)
- Visits to Kindergarten Classrooms (Tours and meeting teachers)
- Parent teacher Conferences (Fall and Spring, or as requested by parent)
- First Day of Kindergarten Book (activities related to transition to Kindergarten at the end of the school year)
- Transition ETR or Review of IEP (if applicable)
- Kindergarten Readiness Packet for summer
- Parent Trainings (flyers, newsletters, and pamphlets of training opportunities)

WITHDRAWAL AND TRANSFER POLICY

If for any reason it is necessary to withdraw your child from preschool, please inform the teacher at your earliest convenience. You will be provided with the appropriate form to fill out at that time.

Should you need information transferred to another school, you can make a request upon withdrawing your student and completing the withdrawal form. All documents will be given to the parent and/or new school per parent request.

Student records are confidential and are protected by the "Privacy Act". Only the school staff and the child's natural parents or legal guardians have access to the records. Directory information on the child is not protected by the "Privacy Act". Directory information includes name, address, phone number, age, etc. Parents may request that the school not release this information. Parents requesting access to their child's records must be granted access within a reasonable period of time. Parents have the right to

receive copies of their child's records. The school may charge the cost of duplicating the records. Parents have the right to a response from school officials to reasonable requests for explanations and interpretations of those records. Parents have the right to an opportunity for a hearing to challenge the content of those records.

PARENT INVOLVEMENT/PARTICIPATION POLICY

We believe that parents should play an integral part in the preschool child's educational experiences. Parents have both the right and responsibility to be involved in their child's care and education.

Teachers are available to meet with parents on most Fridays by appointment. A minimum of (2) conferences will be scheduled throughout the year and you may request additional meetings any time you feel the need, or as questions and concerns arise. (If transportation to a scheduled conference is a problem, please let the preschool teacher know and other arrangements will be made.)

In an effort to limit disruptions in the classroom, please call your child's teacher after school or on Friday. If you have a schedule change or an emergency, please notify the office and they will transfer your call to the teacher. Voicemail is available in each classroom. At times, the teacher and children are not in the room. District voice mail has an alert feature and a red light will flash on the phone if you leave a message.

Parents who wish to volunteer in the classroom must follow district policy for a BCI check. If you have a special interest or talent to share with the class, please feel free to let the teacher know so that he/she can make proper arrangements. The children also love to have parents come to class to read a book or share a craft. Please contact the teacher one week in advance so your presentation can be planned into the daily schedule.

Parents will be given the opportunity to participate in training opportunities that will educate and inform parents of activities and practices that will help improve child development in the home. Parents are encouraged to participate in other training opportunities throughout the region. Teachers will send home flyers, announcements and pamphlets in your child's folder. Other opportunities for parent and family engagement

include art shows, family nights, special programs, parent programs for Mother's and Father's Day, school carnivals, fundraisers and other school sponsored or PTO sponsored activities. Your child's teacher will have important information pertaining to these events should you have further questions.

Class rosters, including names and phone numbers for parents of children attending the preschool are available to families upon request. **Note:** *If you do not wish your name or phone number to be included on the parent roster, please inform the preschool teacher.*

PARENT TEACHER ORGANIZATION

Parents are also encouraged to take part in Parent Teacher Organizations that are active in each attendance area. If you would like to participate in the elementary school's PTO, please contact our office at (937) 393-3132 for further information.

COMPLAINTS

If you are unhappy with the services that your child receives at Hillsboro City Schools Preschool Program, please contact the Special Education Director/Preschool Administrator at (937) 393-3132 or The Office of Early Learning and School Readiness at 1-877-644-6338.

INSPECTION REPORTS

Inspection Reports can be obtained from the Preschool Administrator.



**HILLSBORO PRESCHOOL
RECEIPT OF HANDBOOK
25/26 School Year**

Child's Name (please print):

Parent/Guardian Name (please print):

Please Initial:

_____ I have read and agree to the due dates and amount of the tuition.

_____ I have read and understand the absence policy for the Hillsboro Preschool.

I hereby certify that I have read and agree to the guidelines outlined in the Hillsboro City Schools Preschool Handbook.

Parent/Guardian Signature

Date