



Preschool

PARENT HANDBOOK



CONTACT INFORMATION

Preschool

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Special Education Preschool

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PROGRAM PHILOSOPHY

It is the philosophy of the Cleveland Metropolitan's School District preschool program that children's learning is enhanced through play and developmentally appropriate learning experiences. We believe joyful play encourages inquiry, discovery and problem solving which allows individual growth and development of a positive self-image. Our preschool programs provide a safe and nurturing environment that promotes a community of learners.

Our district also believes in preparing students for kindergarten with a strong foundation of early literacy and math skills. Our program implements an academic based curriculum and instruction that is designed to meet all students' individual needs. Our instructional day reflects the integration of the Ohio Department of Education's *Early Learning and Developmental Standards*: physical well-being and motor development, cognition and general knowledge, language and literacy development, approaches toward learning and social and emotional development.



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Dear Families,

We are happy to welcome you and your child to the Preschool Program. Our aim is to help each child develop to his or her maximum potential and to ensure that he or she is fully prepared to enter kindergarten with strong academic and social skills to be successful. This environment will provide a safe, healthy, nurturing and stimulating experience as your child takes the first step into learning in the Cleveland Metropolitan School District (CMSD).

We know that play is the central force in furthering that development. While children play, they are thinking, negotiating, taking risks, experimenting, exploring, making decisions, problem solving, socializing, inquiring, etc. Combining a strong academic curriculum with a strong emotional curriculum, we hope to prepare children for the learning that will take place in kindergarten and beyond, and create caring, kind, successful, productive members of society.

We urge you to participate fully in every aspect of the preschool experience and to utilize the services and programs at your school. Together, we will ensure the best possible education for our children.

This handbook is presented to you with the hope that it will provide you with helpful information about the operation and policies of CMSD's Preschool and Special Education Preschool Programs. Keep your handbook in a convenient place and refer to it often – it will be a valuable reference tool. Thank you for entrusting your child to us as we begin this exciting journey. Our best wishes for a happy and successful school year.

Yours in education,

Preschool Staff



PARENT / GUARDIAN INVOLVEMENT

Cleveland Metropolitan School District preschool program encourages and welcomes parent/guardian involvement. Our preschool classrooms buzz with activity and provide many opportunities for parents/guardians to get involved! Speak with your child's teacher to learn about ways you can help.

Visitation and Volunteer policy

- Parents/guardians are able to visit the classroom at any time.
- Upon entering the school building, parents or guardians must sign in at the school office and adhere to the school policies.
- Parents/guardians who would like to volunteer on a weekly basis will need to obtain a BCI/FBI background check.

Parents/Guardians as Partners in Education

- Parent/guardian may contact the classroom teacher, school principal and/or the preschool office regarding questions or assistance.
- Our preschool program welcomes parents/guardians to participate on field trips. Please share your interest to volunteer and the teacher will indicate the number of chaperones needed for each field trip.
- Parents/guardians are strongly encouraged to participate in the School Parent Organization (SPO) or other school parent meetings and events.
- Parents/guardians will be asked to provide information about their child during the intake process. They will need to attend an orientation meeting prior to their child beginning school.
- Parents/guardians will be asked to attend scheduled conferences at least twice during the school year to discuss their child's progress. Teachers or parents/guardians may hold an informal conference when deemed necessary by either party.
- Parents/guardians are asked to check their child's backpack or folder daily. Important information such as permission slips will be sent home via backpack or folder. Failure to return requested paperwork in a timely manner may result in your child being excluded from an activity if permission is not received.

Support Outside of the Classroom

Parents or Guardians may provide support outside of the classroom by:

- working on concepts/behaviors at home that the teacher indicates need support.
- encouraging your child to write and draw about their ideas, and experiences.
- encouraging your child to identify letters in the alphabet and their sounds everyday.
- encouraging your child to count objects and identify numbers everyday
- reading to your child **at least twice** every day.
- taking your child to interesting places such as the zoo, museums, farm, parks, supermarket, airport, beach and the library.
- promoting language development by having frequent conversations with your child about their experiences.
- consistently introduce new words and their meanings during conversations
- appreciating your child's use with creative materials.
- establishing an early bedtime routine so your child is ready to learn at school everyday.
- teaching your child to dress/undress himself or herself independently.
- limiting and carefully monitoring TV programs.
- ensuring your child attends school regularly and on time.
- labeling boots, raincoats and other clothing that your child may need to remove at school.
- helping your child complete homework sent home by the teacher and returning it on time.
- keeping your child home when he or she is sick.
- notifying the teacher of any situations that may have an adverse effect on your child's behavior.

PRESCHOOL ENROLLMENT

Preschool Program Eligibility

Children must:

- be four (4) years of age on or before September 30
- live within the Cleveland Metropolitan School District residential zone for kindergarten assignment

Note: children from outside the Cleveland Metropolitan School District residential zone that meet all other criteria, may qualify for enrollment at the Gender Academies or Tremont.

Intake Meeting Procedures

A family member/guardian must attend an intake meeting to provide the following information:

- Proof of address (i.e. utility bill or public agency identification card)
- Birth certificate or baptismal certificate
- A medical statement form signed and dated by the physician within the last 12 months. Children's medical exams must be updated every 13 months from the date of the examination. Children are not able to enroll without a current physical.
- A dental examination form signed and dated by the physician. A child may still be enrolled if they have not been to the dentist if proof of an appointment is provided (i.e. email, letter, appointment card, etc.) during intake process. If the parent/guardian does not submit dental paperwork within 30 days from enrollment the child will be excluded from the program.
- Copy of child's current immunizations record
- Guardianship papers, if applicable

Students who speak a language other than English or live in a household where another language is spoken must register at the Multilingual Multicultural Welcome Center, 3145 West 46th, Cleveland, Ohio 44102. Call 216.838-0140 or 216.838-6972 to schedule an appointment.

Non-Discriminatory Statement

It is unlawful for the Preschool Program to discriminate in the enrollment of children upon the basis of race, color, religion, sex or national origin.

Daily Sign-In and Sign-Out Procedures for General Education Preschool Classrooms

An adult, 18 years of age or older, must sign their child in at the beginning and end of each day. Children will not be released to anyone other than parents/guardians or those listed on the Child Release Information Form. If someone not listed on the Child Release Form is scheduled to pick up a child, the parent/guardian must notify the teacher by phone, email, or signed note before the child is released. Per The Ohio Department of Education's licensing regulations, anyone picking up children should be prepared to show identification at the request of the teacher or other building staff.

Transfers

Children who transfer into a new residential zone where a Preschool Program is located will receive immediate service if space is available. If there is no space available, the student will be given priority on the waiting list.

Withdrawals

- Children who move outside the Cleveland Metropolitan District will be withdrawn.
- Parents or guardians of children who have irregular attendance, or are absent for a week without notification, will be contacted by phone. After two (2) unsuccessful attempts to reach you by phone, your child **will be withdrawn** and the teacher will contact the Preschool Office.

CMSD Attendance Policy

- Children are to come to school ON TIME every day.
- Children must be picked up ON TIME every day.
- Children must be SIGNED IN and SIGNED OUT every day by an adult. (No nicknames or initials are allowed.)
- If a parent/guardian is going to be late, he/she must call the school and explain the emergency situation. Children who are consistently late to school (more than twice a week) will be removed from the program.
- Children who are consistently picked up late (more than twice a week) will be removed from the program.
- When your child is ill, his/her teacher must be notified. Upon returning to school, your child must return with a HANDWRITTEN excuse for the absence.



- If the child has an irregular attendance pattern or is absent for ONE week without notification, the teacher will make two attempts to reach the parent/guardian by phone. If there is no response to the phone calls the child will be removed from the program.
- If your child is left after school and the staff is unable to reach someone from the approved emergency list to pick up your child, the principal will determine if local police will be called. Should this situation occur, the parent/guardian MUST have a conference with the teacher and the principal or his/her designee.
- Anyone picking up a child from preschool must be over the age of 18 and have a driver's license or state ID to prove identification upon pickup.
- The parent/guardian must sign the Attendance Policy Form after reading and discussing the information with your child's preschool teacher.



PROGRAM DESCRIPTION AND OPTIONS

CMSD's preschool program is designed to:

- provide a safe, healthy, nurturing and stimulating physical environment.
- create an environment where each child can feel good about himself or herself.
- provide a pleasant introduction to school through successful personal, social and learning experiences.
- provide children with basic learning skills in a language-rich environment necessary for success in future learning.
- prepare children to enter kindergarten ready to learn with strong academic and social skills for success, including sharing, taking turns and getting along with others in a group setting.
- help children learn to express themselves effectively in socially acceptable ways.
- give children new experiences outside the home and beyond the classroom.
- help children and their families improve health and nutrition through education, screening and referrals.
- involve parents in each child's total educational experience by encouraging parent involvement and supporting each parent in their parenting role.
- encourage each child to assume responsibility and to develop independence.
- encourage listening skills appropriate to each child's age.
- establish and maintain strong parent and community involvement and support.

Full Day Preschool

Cleveland Metropolitan School District's general education full day preschool programs are staffed with a licensed early childhood teacher and an educational aide. Our full day program provides breakfast, lunch, and rest time. To ensure more individual attention and support for early learning and development, CMSD's child/staff ration is ten students to one adult, with a maximum class size of twenty students.

Full Day Co-Taught Preschool

Cleveland Metropolitan School District integrated programs consists of a licensed general education teacher, a licensed intervention specialists and an instructional assistant. Our integrated programs provides breakfast, lunch and rest time. The integrated programs can have up to eight special education students and twelve typically developing students. The special education students are between the ages of three to five years old. The special education students are identified through a multi-factored evaluation, which consists of a play-based assessment performed by the school team (school psychologist, special education teacher, speech pathologist, occupational therapist and/or physical therapist). The special education child/staff ratio is eight students to one adult.

Half-Day Special Education

Cleveland Metropolitan School District's half-day special education programs are for two and a half hours long and provide breakfast or lunch. This program consists of a licensed early intervention specialist and an instructional assistant. Our half-day program can take up to eight special education students.

Six and Six Full Day Special Education

Cleveland Metropolitan School District's six and six special education programs are for a full day and provide breakfast, lunch and rest time. The program consists of a licensed early intervention specialist and an instructional assistant. The six and six program can have up to six special education students and six preschool partners. Our preschool partners are typically developing student's ages three to five year old.

Autism

Cleveland Metropolitan School District's autism programs are for a full-day program and provide breakfast, lunch, and rest time. Our autism program consists of a licensed intervention specialist and an instructional assistant. This program can have up to six children with autism.

PROGRAM STANDARDS

The Preschool Program is also guided by the Ohio Department of Education's *Early Learning and Development Standards*. These standards describe key concepts and skills that young children develop during the birth-to-five-year period. Their purpose is to support the development and well-being of young children and to foster their learning. The standards promote the understanding of early learning and development, provide a comprehensive set of expectations for children's development and learning and guide the design and implementation of curriculum, assessment and instructional practices with young children.

These standards follow five domains:

- 1. Social and Emotional Development** — The standards for Social and Emotional Development involve behaviors that reflect children's emotional growth and their growing ability to successfully navigate their social worlds through interactions with teachers and peers. These standards include a focus on children's developing abilities to regulate attention, emotions, and behavior, and to establish positive relationships with familiar adults and with peers. Research indicates that early skills of social competence and self-regulation are foundational to children's long-term academic and social success (National Research Council, 2008).
- 2. Physical Well-Being and Motor Development** — Physical Well-Being and Motor Development standards address motor skills and health practices that are essential for children's overall development. These skills include the ability to use large and small muscles to produce movements, to touch, grasp and manipulate objects, and to engage in physical activity. These standards also describe the development of health practices that become part of children's daily routines and healthy habits, such as nutrition and self-help. These skills and behaviors play an important role in children's physical well-being and set children on a path leading toward a healthy lifestyle. Healthy children are more likely to attend school, be physically active and learn more effectively (Bluemenshine and others, 2008).
- 3. Approaches Toward Learning** — Approaches Toward Learning centers on the foundational behaviors, dispositions and attitudes that children bring to social interactions and learning experiences. It includes children's initiative and curiosity, and their motivation to participate in new and varied experiences and challenges. These behaviors are fundamental to children's ability to take

advantage of learning opportunities, and to set, plan and achieve goals for themselves. This domain also includes children's level of attention, engagement and persistence as they do a variety of tasks. These factors are consistent predictors of academic success (Duncan et al., 2007). Finally, children's creativity, innovative thinking and flexibility of thought allow them to think about or use materials in unconventional ways, and to express thoughts, ideas and feelings in a variety of media.

- 4. Language and Literacy Development** — The standards for language and literacy reflect knowledge and skills fundamental to children's learning of language, reading and writing. Young children's language competencies pertain to their growing abilities to communicate effectively with adults and peers, to express themselves through language and to use growing vocabularies and increasingly sophisticated language structures. Early literacy skills include children's developing concepts of print, comprehension of age-appropriate text, phonological awareness and letter recognition. Research has identified early skills of language and literacy as important predictors for children's school readiness, and their later capacity to learn academic knowledge (National Early Literacy Panel, 2008).
- 5. Cognition and General Knowledge** — This domain includes those cognitive processes that enable all other learning to take place, as well as children's knowledge of the social and physical world. This domain is organized in the strand "Cognitive Skills" and into the concepts and skills of its subdomains: mathematics, social studies and science.



CURRICULUM

Preschool Instructional Day and Framework

CMSD's has created a preschool instructional day and framework that guides the classroom instruction and teaching strategies. Our instructional framework includes modeled, shared and independent practice. Modeled instruction allows time for teachers to intentionally teach skills through interactive read-alouds, circle time and mini lessons. During shared practice time, the teacher provides more support with the students work in small groups during interactive reading, writing, or strategy groups. Students always have daily opportunities to independently practice skills during purposeful play, inquiry and learning centers. Throughout the instructional day, teachers are observing and assessing student learning to determine individual differentiated educational needs.

PK On My Way

Our preschool programs use Scholastic's PK On My Way curriculum. This curriculum is aligned to The Ohio Department of Education's state standards.

PK On My Way offers authentic and culturally diverse literature in both English and Spanish, as well as adaptations and tips for teaching three-year old students.

AEPS

Assessment Evaluation and Programming System, AEPS is a comprehensive, reliable system that is used to accurately assess children's current skill levels, target instruction, goal development, intervention and monitor child progress for children ages birth to age six.

Handwriting Without Tears

Handwriting without Tears uses fun, engaging and developmentally appropriate instruction to support students' handwriting skills. The Handwriting Without Tears® curriculum draws from years of innovation and research to provide developmentally appropriate, multisensory strategies for early writing. The program follows research of how children learn best and includes materials that address all styles of learning.

The PATHS® Curriculum

The PATHS® curriculum is a comprehensive program for promoting social and competencies and reducing aggression and behavior problems for preschool children while simultaneously enhancing the educational process in the classroom. The program assists educators and counselors in early education to create an environment that helps young children 3 to 6 years of age to develop better self-control, self-esteem, emotional awareness, basic problem-solving skills, social skills and friendships.



SKILL DEVELOPMENT

CMSD's preschool program is guided by the Ohio Department of Education's *Learning and Development Standards*. With modeling and support, children will work on the following skills throughout the school year:

Social AND Emotional Development

- Following two-step directions
- Following a routine and schedule
- Sharing and engaging in turn taking with other children during play
- Cleaning up materials
- Participating in pretend play with peers

Language and Literacy Skills

- Using language to express feelings and ideas, share information, problem solve, make predictions and to communicate wants and needs
- Using language to describe experiences
- Identifying common objects and explore word meaning (categories of objects, opposites)
- Engaging in conversation with peers and adults
- Asking and answering questions regarding stories, characters and topics from a story
- Producing and expanding on complete sentences
- Using new words acquired during conversations (vocabulary)
- Producing and recognizing rhyming words
- Emergent reading skills (holding a book, turning pages, pointing to pictures)
- Identifying capital and lower case letters in the alphabet and first name
- Recognizing familiar words and environmental print (Wal-Mart, McDonalds)
- Emergent writing skills: printing letters and drawing
- Cognition and General Knowledge
- Identifying and naming numerals 1-9
- Counting objects
- Sorting and classifying objects by attributes
- Recognizing colors and shapes

- Creating patterns
- Understanding position of objects (in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to)
- Engaging in simple investigation

Physical Well Being and Motor Development

- Running, hopping, skipping, throwing, catching
- Independently dressing (taking on and off a jacket, shoes, zippers and buttons)
- Independently eating (using utensils and opening food items)
- Drinking from an open cup without spilling
- Building with blocks
- Identifying body parts and functions
- Independently completing personal care tasks (hand washing, brushing teeth)
- Identifying safety rules

Approaches to Learning

- Completing tasks and activities
- Focusing on tasks
- Engaging in social play



ASSESSMENT AND SCREENING PROCESS

All students receive a social and emotional and developmental screening using the “Ages and Stages Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ: SE-2™) and “Ages and Stages Questionnaire,” Third Edition (ASQ-3). The results of these screenings are shared and reviewed with parents.

- All students are administered The Ohio Department of Education’s Early Learning Assessment (ELA) assessment tool at the beginning and end of the school year. The ELA indicates the student’s development in the areas of social foundations, language and literacy, mathematics, science, social studies, physical well-being, motor development and fine arts. The results of the ELA assessment are shared with parents.
- Special education students receive the Childhood Outcome Summary (COS) one time a year. The results of the student’s COS are shared with the parents.
- All students receive a speech/language, vision and hearing screening.



PROGRAM

CLASSROOM MANAGEMENT

The Cleveland Metropolitan School District Preschool Program is committed to providing a positive and supportive environment for children. Basic classroom rules will be established with the children's input. Rules will be relatively few in number and will deal with matters of importance for group and individual well-being. Limits will be consistently enforced. Areas, such as safety, fairness, respect for individual and group rights and needs, care of equipment and materials will be considered.

Adults in the classroom will model appropriate behavior and positive communication skills so that children will know the most appropriate way to handle potentially negative situations.

When a direct approach is called for, the sequence of action by the teacher will be:

- If a child is not aware of, or is not certain of, a behavior limit, the teacher will state the rule to your child and provide reasons for the rule so that the rule makes sense to your child. Redirection can help children find a more acceptable behavior or activity.
- If a child is ignoring a limit, a staff member will state it firmly and enforce the limit based on the consequence that has been established.
- When reasonable and firm reminders fail, your child will be removed from the situation. He or she will sit or be taken somewhere away from the group. Your child will always be in view of an adult until he or she feels ready to return to the group and observe the limits of the situation. The period of the situation will be short and determined by your child's readiness to cooperate.
- Should negative behavior continue, a parent conference will be requested.
- Parents must be cooperatively involved in order to accomplish the goals for their child. Further professional referrals may be made to the parents, if necessary.
- The program reserves the right to exclude a child based on health and safety issues, attendance and failure to adhere to program policies and regulations.

Discipline

Any method of discipline shall be restricted as follows:

- There will be no cruel, harsh or 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 in a protective hug, so the child may gain 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 herself or his or her family or other verbal abuse.
- Discipline shall not be imposed on a child for failure to eat, failure to sleep or 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, will be restricted to one minute apart from the class for every year of age of your child. For a four-year old child that means your child could be given time-out for a maximum of four minutes. Your child will be within sight and hearing of a preschool staff member in a safe, lighted and well-ventilated space.
- The staff shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the Preschool Program.
- Our preschool program implements a Positive Behavior Intervention Support system. This system is in place to reduce challenging behaviors, promote developmentally appropriate social and emotional skills and intervene when students need more support. The implementation of PBIS includes three tiers of support that are clearly defined, includes parent communication, provide research-based practices, and consist of a support team for the student, teacher and family. If a student's behavior leads to suspension, expulsion, removal and permanent exclusion, our program follows the Ohio Revised Code section 3313.661 policies.



PRESCHOOL LICENSING

CMSD's Preschool Program is licensed and monitored through the Ohio Department of Education. Our classrooms are required to comply with the Ohio Department of Education's Preschool Program Rules, Chapter 3301-37, of the Administrative Code. Programs receive at least one onsite inspection during a 12-month period. The inspections may be unannounced at the discretion of the department. Each classroom must post their license and a copy of their most recent compliance report. Visit Education.Ohio.gov for an online version of the Ohio Department of Education's Preschool Program Rules.

All complaints and reports concerning the operation of programs regulated by this chapter of the Administrative Code and sections 3301.52 to 3301.59 of the Revised Code may be reported to the office of early learning and school readiness. The name and phone numbers of both parties shall be posted in a conspicuous place.

Parent Roster

A parent roster is developed annually as required by state law. The roster contains each child's name, parent's or guardian's name and telephone number. If you do not wish to have your name on the roster, you may sign a waiver at the time of enrollment. A roster is available upon request from the preschool teacher.

Student Records

Each preschool site will maintain enrollment, health, attendance, child's progress, child's history and parent/guardian-teacher conference information for each child enrolled in the program. Records are confidential, but are available for review by the child's parent or guardian, Preschool Team and the Ohio Department of Education.

STEP UP TO QUALITY

Step Up To Quality (SUTQ) is Ohio's quality rating system for childcare programs. The Ohio Department of Job and Family Services (ODJFS) and the Ohio Department of Education (ODE) use a comprehensive, one- to five-star rating system to assess ODJFS- and ODE-licensed early childhood programs that choose to exceed minimum health and safety standards. Cleveland Metropolitan School District has five star programs, and continues to add more each year.

Achieving a Step Up To Quality Five-Star rating means that your child is in a program that has demonstrated a level of quality that meets all requirements and standards for the first three rating levels and is eligible to gain additional points needed to achieve a higher star rating. Below are some of the ways a program can provide increased quality at the five-star level.

Lower staff/child ratios — Teachers have more time to support your child's individual development and learning. This is important because 90% of brain development occurs by the time your child is six years old.

Administrator and teachers have higher education qualifications. — The administrator and most teachers have a bachelor's or master's degree and many years experience working with young children. These qualifications benefit your child's development and learning.

Administrator and teachers complete more than 20 hours of specialized training every two years. — The administrator and teaching staff are committed to expanding their education and skills to better support your child's development and learning.

Teachers develop lesson plans that support each child's growth. — Teachers plan intentional and purposeful activities and experiences that meet the needs, interests and abilities of children to support them at the appropriate stage of their development. These lessons and activities align with Ohio's Early Learning and Development Standards.

The program completes assessments to evaluate and improve the learning experience. — Regular assessments are done with your child to help keep track of their growth over time. This lets teachers adjust how they offer experiences to your child daily. Assessment results are shared with parents to help set goals for their children.

The program values its families and community. — Programs work with families and neighborhood organizations to provide more opportunities to extend and support their learning. The Cleveland community is very supportive of CMSD's efforts and there are many resources available for our families.



MEDICAL AND COMMUNICABLE DISEASE POLICY

Medical Examination

- A medical examination by a licensed physician is required for each child. The Medical Examination Form must be signed and dated by the physician certifying that your child is free from communicable disease, including tuberculosis. The medical form must also include a record of all immunizations required by state law.
- The physical examination must occur within 12 months prior to admission.
- If the physical expires (13 months from the date of examination) and it is not updated, your child will be excluded from class until the new examination is on file at the school.

Management of Communicable Disease

- In order to minimize the transmission of illness and infection, the Preschool Program will follow the policies and procedures set forward by the State of Ohio and reflected on the Ohio Department of Health's "Communicable Disease Chart." This chart is posted in each preschool classroom.
- All preschool personnel have been trained in the recognition, prevention and management of communicable diseases. A quick "health check" will be done as your child enters the classroom each day.
- A child with signs or symptoms of a communicable disease will be isolated immediately in a designated area of the classroom, but within sight and hearing of an adult.
- The school nurse or principal will be notified of all suspected communicable disease symptoms.
- Parents or guardians will be notified of the symptoms.
- Parents of the other children in the class will be notified of exposure to the communicable disease by letter or telephone so they can watch for symptoms in their own child.
- Research has shown that frequent hand washing is the best defense against the transmission of infection and disease. The preschool staff will encourage the children to wash their hands as often as possible to keep from spreading germs and infection.

Mildly Ill Procedures

- If a child is not feeling but does not have symptoms listed in the Signs and Systems of Illness, the child should rest in the classrooms. The teacher will inform the parents that the child is not feeling well. The parent can decide to pick the child up or have them stay in the classroom.

Signs or Symptoms of Illness

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

- Diarrhea (more than one abnormally loose stool within a 24-hour period)
- Severe coughing, causing your child to become red or blue in the face or to make a whooping sound
- Difficult or rapid breathing
- Yellowish skin or eyes
- Pink or red color in the white of the eye(s)
- Temperature of one hundred degrees Fahrenheit taken under the arm when in combination with other signs of illness
- Untreated infected skin patches (ringworm, etc.)
- Unusually dark urine and/or gray or white stool
- Stiff neck
- Evidence of lice, scabies or other parasitic infestation
- Sore throat or difficulty in swallowing
- vomiting

Decisions regarding whether your child should be discharged immediately or at some other time during the day shall be determined by the director and the parent or guardian. Your child, while isolated at the program, shall be carefully watched for symptoms listed in paragraph (B) (2) of this rule as well as the following:

- (a) unusual spots or rashes
- (b) elevated temperature

Any child sent home with diarrhea and vomiting should be symptom free for a 24-hour period before returning to school.

Please do not pre-medicate your child and send him or her to school sick. It is best for your child and for the other children in the class that he or she stays home until free from symptoms.

HEALTH AND SAFETY

Immunization Requirements

The State of Ohio Immunization Law requires that all pupils must have the following immunizations to attend school:

1. Diphtheria, Pertussis, Tetanus (DPT)4 doses required
2. Oral Poliomyellitis (OPV)3 doses required
3. Measles, Rubella (MMR)1 dose required on or after 1st birthday
4. Hepatitis B Vaccine (HBV)3 doses required (4 months from beginning to end of series)
5. TB Test (Mantoux) required for all students entering or re-entering the school district from outside of the country.
6. HIB.....3 or 4 doses (depending on type and age started)

Immunizations may be given through your private family physician or free at the following Cleveland health clinics (Monday through Friday).

Miles-Broadway Health Center

9127 Miles Avenue
216.664.7487

McCafferty Health Center

3466 St Rocco Ct., 1st floor
216.664.6603

J. Glen Smith Health Center

11100 St. Clair Avenue
216.664.2704

Administering Medication

The Preschool Program's procedure for administering medication, vitamins or fluoride supplements and the modification of diets are governed by CMSD's policy. With the exceptions noted below, no employee of the Cleveland Metropolitan School District shall, in the course of employment, administer any drug to a student.

Students requiring prescription medication during the period when they are under the direct supervision of the principal shall be permitted to administer to himself or herself in the

presence of a school employee, provided that the following documents on the next page have been received:

- A physician's statement verifying the necessity for the medication to be taken during school hours, and identifying the medication, dosage and the time interval at which it is to be taken; and
- A statement from the parent or guardian granting permission to take the medication and absolving the Cleveland Metropolitan School District and school personnel from any and all liability for damages or injury resulting directly or indirectly from the presence of medication in the school or its use by the student.

The following exceptions shall be permitted:

- The administration of medication to handicapped students shall comply with the provisions outlined in the Federal Education Act for All Handicapped Children of 1975.
- All dental disease prevention programs sponsored by the Ohio Department of Health that utilize prescription drugs for the prevention of dental disease and are conducted in accordance with the rules and regulations of the Ohio Department of Health shall be exempt from all requirements with this policy.

Child Abuse Reporting and Prevention

Preschool staff has completed a required course in child abuse reporting and prevention. They will, as required under Section 2151.421 of the Ohio Revised Code, report any suspected child abuse or neglect to the Child Abuse Hotline at 216.696.5437.

Toileting Policy

PRESCHOOL PROGRAM ONLY — does not apply to Special Education Preschool Program

All children must have mastered toileting. No diapers or pull-ups are to be worn. Toilet mastery can be defined as the control over one's bladder and bowels. Because we are not a licensed diapering facility, children must know how to change themselves in case of a toileting accident. If your child has an accident by means of a bowel movement, you will receive a call to come and change your child. Excessive accidents (more than once a week) may require evaluation by the staff and could result in your child's exclusion from the program.

HEALTH AND SAFETY

(continued)

Safety

General

- No child will be left alone unsupervised. He or she will always be within sight and hearing of an adult.
- There will be a posted plan for medical, dental, fire emergencies and weather alerts.
- There will be a monthly fire drill and procedures for rapid dismissals and tornado drills.
- At least one staff member trained in first aid and child abuse prevention will be available at all times the children are in attendance.
- No spray aerosols will be used when children are in attendance.
- Protective mats will be placed under climbing equipment.
- Electrical outlets will be covered when not in use.
- Spilled liquids or food will be wiped up immediately to prevent slippery spots on the floor.
- Glass objects, plastic garment bags, wire coat hangers or broken toys will be removed from the classroom.
- All chemicals and potentially dangerous materials will be kept out of reach of the children.

Field Trips

- Parents will be asked to give permission for each trip away from the school that requires transportation.
- State-approved staff-child ratios will be maintained.
- A first aid kit will be taken.
- Each child, when away from the school, will be identified with a tag including the school's name, address and telephone number.
- Each child's Emergency Information Form will be taken in case of an accident or illness.
- Parents will be asked to sign a blanket permission slip for routine walking trips.
- A staff person trained in first aid will always be present on the field trip.
- All buses and vans used for transportation will meet the Ohio Motor Vehicle Code.
- No child shall be transported in a private car by school personnel.

Procedures for Medically Fragile Children

- Children who are medically fragile (require tube feeding, respirator or have other significant physical and/or medical issues) are placed in a school with a full-time nurse or are accompanied by a one-on-one nurse.
- The District works with your child's parent or guardian and health care providers to ensure your child's safety at all times, and to provide continuity of care across environments (school, home, transportation).
- Ongoing communication between the parent and school team, including teacher and school nurse, is essential for high quality medical care.

Emergency Procedures

At the time of enrollment, parents will be requested to sign an Emergency Authorization Form for permission to transport your child in case of any emergency. When an accident or injury occurs, staff will complete an incident report and the parent or guardian is given a copy of that report the day of the injury. A copy will also be filed in the school office.

School Arrival and Departure

PRESCHOOL PROGRAM ONLY — does not apply to Special Education Preschool Program

- Parents or guardians are responsible for transporting their children to and from school. Each child must be signed in upon arrival and signed out before departure from school by an adult. No nicknames or initials may be used.
- Designated times and location for arrival and departure are determined by each school.
- Children will not be released to anyone other than parents or guardians, or those listed on your Child Release Information Form unless the parent notifies the teacher in writing.

SPECIAL EDUCATION PRESCHOOL ONLY

- This policy applies to children who ride the bus or are transported by the parent.
- **An adult must be present to put your child on and receive your child off the bus, OR** your child will be transported to a location designated by Children & Family Services.

Healthchek Services for Children Younger than Age 21

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

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

Healthchek covers 10 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, Healthchek services are available. If you (the parent) are younger than age 21 and are also enrolled, you can receive Healthchek services, too.

Call 800.324.8680 for more information.



PRESCHOOL TRANSITION POLICY

The Cleveland Metropolitan School District has a strong commitment to preschool education and for all students to receive high quality instruction. The Cleveland Metropolitan School District transition plan ensures that both parents/guardians and children have a positive preschool experience and are prepared to transition into kindergarten.

- Teachers complete a transition summary form on all students entering kindergarten.
- The Transition Summary Forms are shared with your child's kindergarten teacher. The Transition Summary Form serves to inform the kindergarten teacher on the best ways to support your child's learning in the classroom.

Activities for Transition Into Preschool

- Parents are invited to the school before your child arrives to complete paperwork and become acquainted with the teacher and classroom expectations. If the child enters the program mid-year, the preschool teacher will still schedule a time to meet with parent/guardian to discuss important information.
- When meeting with the teacher, parents/guardians are encouraged to share pertinent information about their child's personality and experiences. Sharing this information ensures the best support is provided for their transition into the new classroom environment.
- Several district wide events take place throughout the spring and summer in preparation for the transition into our preschool programs. Schools are encouraged to hold "meet & greet" events as well as ice cream socials and/or family picnic.

Transition from Preschool into Kindergarten

The transition to kindergarten is a process that can begin a year before your child is scheduled to enter. Research has shown that a successful transition to kindergarten is a key indicator for ensuring future academic success. The District will assist families as they prepare to change learning environments by building strong relationships between teachers, parents/guardians and students.

- Parents/guardians are encouraged to register their children for kindergarten before the last day of preschool. The "March into Kindergarten" website may be shared with parents or guardians (MarchIntoKindergarten.com).
- Families are encouraged to become familiar with schools in their neighborhood and attend events as early as the year before entry into kindergarten.
- Parents/guardians are given a checklist of kindergarten readiness skills and are familiarized with how preschool is preparing their student for kindergarten success.
- Parents/guardians are encouraged to plan activities for the summer to ensure readiness for kindergarten.
- Preschool and kindergarten teachers will plan activities together for incoming preschool students. Parents/guardians are highly encouraged to attend these events.
- Parents/guardians are invited to attend a kindergarten open house in the spring where they can see classrooms, meet teachers and make informed choices.
- Teachers will provide opportunities to interact with kindergarten students and participate kindergarten daily routines.
- Parents and teachers complete the strength-based Cleveland Metropolitan School District Transition into Kindergarten Summary.
- Students with special needs will move to another school for specific programming. Parents will be given information in advance and have opportunities to visit classrooms.
- Transition students will participate in a promotion ceremony with their families at the school.
- All kindergarten teachers will schedule classroom phase-in activities at the start of each school year.

Research has shown that a successful transition to kindergarten can be a key indicator for ensuring future academic success.

WHAT'S SPECIAL ABOUT SPECIAL EDUCATION?

Program Eligibility

To qualify for Preschool Special Education children must:

- be 3 years old.
- reside in the Cleveland Metropolitan School District.
- be identified as eligible for Special Education services through an evaluation conducted by CMSD or another school district, OR
- register as a typical peer, "Preschool Partner."
- enroll through the Special Education Preschool Office, Room 106:

1349 East 79th Street
Cleveland, OH 44103
216.838.1963

Enrollment

Below is a list of required documents to enroll your child for Preschool Special Education:

- proof of address
- birth certificate or birth letter
- up-to-date immunization record
- guardianship paperwork, if applicable
- medical exam
- dental exam

Program Options

The goal of special education/early intervention is to maximize a child's potential. In every case we strive to place children in programs where they will be most successful depending upon their needs. Children may be placed in:

- half day programs of 8 children, a teacher and assistant.
- full day Co-Taught classrooms of 20—12 typical, 8 special needs, 2 teachers and an assistant.



WHAT'S SPECIAL ABOUT SPECIAL EDUCATION?

(continued)

- full day 6/6 classrooms—6 special needs, 6 preschool partner, teacher and assistants.
- classrooms for children with autism, those needing intense behavior supports and language enrichment.
- community placement with itinerant support.

Preschool Curriculum

Special Education preschool follows the Splash curriculum provided by the district and used in all preschool classrooms. Also available is the AEPS (Assessment Evaluation and Programming System), which allows children to work where they are in their development and demonstrate progress in the areas of social communication, adaptive skills, gross motor, fine motor, cognition and social. This curriculum is linked to IEP goals and can define new goals as the child progresses. Children receive progress reports on their IEP goals every 9 weeks when report cards are distributed.

Special Education uses PATHS for social and emotional instruction.

Transportation

Transportation is provided to all children in special education as a programmatic service. Parents may decline this service at any time. Children are provided star seats or harnesses if necessary for their safety and the safety of others.

Autism Scholarship

The Autism Scholarship is available to children with an eligibility of autism and an IEP through the school district. Parents may apply to a program of choice through the Ohio Department of Education.

Visit Education.Ohio.gov to learn more.



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