



**Van Wert**  
Early Childhood Center  
Education • Innovation • Tradition



## LITTLE COUGAR CUBS

# VAN WERT CITY SCHOOLS PRESCHOOL PARENT HANDBOOK

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**TABLE OF CONTENTS**

<b>WELCOME - A Letter to Parents</b>	<b>3</b>
<b>OPEN DOOR POLICY</b>	<b>3</b>
<b>VAN WERT PRESCHOOL STAFF</b>	<b>4</b>
<b>VAN WERT CITY SCHOOLS</b>	<b>5</b>
<b>VAN WERT CITY SCHOOLS VISION STATEMENT</b>	<b>5</b>
<b>VAN WERT CITY SCHOOLS MISSION STATEMENT</b>	<b>5</b>
<b>VAN WERT CITY SCHOOLS SLOGAN</b>	<b>5</b>
<b>OUR SCHOOL</b>	<b>6</b>
<b>OUR PROGRAM</b>	<b>6</b>
<b>OUR PURPOSE</b>	<b>6</b>
<b>OUR PHILOSOPHY</b>	<b>6</b>
<b>LICENSING, STANDARDS, and CURRICULUM</b>	<b>7</b>
<b>PROGRAM LICENSING REQUIREMENTS</b>	<b>7</b>
<b>FAPE</b>	<b>7</b>
<b>STEP UP TO QUALITY</b>	<b>7</b>
<b>OHIO EARLY LEARNING AND DEVELOPMENT STANDARDS</b>	<b>8</b>
<b>THE CREATIVE CURRICULUM</b>	<b>8</b>
<b>LITERACY COLLABORATIVE FRAMEWORK</b>	<b>8</b>
<b>HEGGERTY PHONEMIC AWARENESS CURRICULUM</b>	<b>9</b>
<b>MATH</b>	<b>9</b>
<b>ENROLLMENT</b>	<b>10</b>
<b>ENROLLMENT INFORMATION</b>	<b>10</b>
<b>REGISTRATION FEE/INFORMATION</b>	<b>10</b>
<b>TUITION</b>	<b>10</b>
<b>MULTIPLE BIRTHS</b>	<b>11</b>
<b>TESTING</b>	<b>12</b>
<b>TEAM MEMBERS</b>	<b>12</b>

<b>CENTER BASED PRESCHOOL AND ITINERANT SERVICES</b>	<b>13</b>
<b>IEP/ETR</b>	<b>13</b>
<b>TRANSITIONS</b>	<b>14</b>
<b>TRANSITION FROM EARLY INTERVENTION SERVICES TO PRESCHOOL</b>	<b>14</b>
<b>TRANSITION FROM PRESCHOOL TO KINDERGARTEN</b>	<b>14</b>
<b>TRANSITION BETWEEN CLASSROOMS</b>	<b>15</b>
<b>EXTENDED SCHOOL YEAR</b>	<b>15</b>
<b>WITHDRAWAL PROCEDURES</b>	<b>15</b>
<b>DAILY PROGRAM</b>	<b>16</b>
<b>SCHEDULE</b>	<b>16</b>
<b>FIELD TRIPS</b>	<b>17</b>
<b>SCHOOL SUPPLIES</b>	<b>17</b>
<b>DELAYS AND CANCELLATIONS</b>	<b>17</b>
<b>TRANSPORTATION</b>	<b>17</b>
<b>ATTENDANCE, EARLY PICK-UP</b>	<b>17</b>
<b>CLOTHING</b>	<b>17</b>
<b>BIRTHDAYS AND HOLIDAY CELEBRATIONS</b>	<b>18</b>
<b>TOYS &amp; POSSESSIONS FROM HOME</b>	<b>18</b>
<b>HEALTH AND HYGIENE</b>	<b>19</b>
<b>SAFETY OF CHILDREN</b>	<b>19</b>
<b>DISCIPLINE POLICY</b>	<b>20</b>
<b>MANAGEMENT OF COMMUNICABLE DISEASE</b>	<b>21</b>
<b>REMOVAL OF SICK CHILD</b>	<b>21</b>
<b>MEDICATION AND SUPPLEMENTS</b>	<b>22</b>
<b>PARENTS</b>	<b>23</b>
<b>PARENT PARTICIPATION POLICY</b>	<b>23</b>
<b>BOXTOPS FOR EDUCATION</b>	<b>23</b>
<b>PARENT/TEACHER CONFERENCES</b>	<b>23</b>
<b>QUICK INFO PAGE</b>	<b>24</b>

## WELCOME - A Letter to Parents

Dear Parents/Guardians,

I would like to welcome you to the Van Wert Early Childhood Center. I am excited that your child will be joining us for their preschool experience.

Your child will be placed in one of our developmentally appropriate preschool classrooms. Our classrooms are fun, engaging places with a balance of child-directed and adult-directed learning activities. Preschool children learn best through play. Active learning occurs daily through play interactions in the following centers: Dramatic Play, Blocks, Math, Science, Art, Writing, Listening, Computer, Library, Sensory Table, and Manipulatives. They also will be challenged in adult-led Large Group Circle Time, Gross Motor Time in the Gym, and Table Time activities.

Your child's teacher is a highly qualified professional, who possesses a four year Bachelor's Degree in Education. Currently, all of our classroom teachers hold a Master's Degree in Education, with a specialization in Early Education of the Handicapped, or are enrolled in a Master's Degree program. They are all committed to providing the best possible learning experience to equip and prepare your child for kindergarten.

I view you, parents and caregivers, as the most important people in your child's life. Our goal is to work with you to develop your child's full potential. The preschool welcomes your visits, support, and participation in this endeavor.

This parent handbook contains important information for you to know about our program. I encourage you to carefully read this booklet, and to keep it on hand throughout the year. Please feel free to contact your child's teacher, or myself, with any questions or concerns you may have.

Sincerely,

***Mrs. Lori Bittner, ECC Principal***

**419-238-0384**

## OPEN DOOR POLICY

**You are always welcome to visit your child's classroom!**

**We encourage parents, grandparents, and caregivers to come spend time with us -- play during choice time, dig in the sand box, share lunch, or bring your own special talents to share.**

**Teachers want to include your family in our program.**

**VAN WERT PRESCHOOL STAFF***(to contact by phone, call the ECC office @ 419-238-0384)***ADMINISTRATIVE**

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Mrs. Jenny Yoh - Cafeteria

Mr. Greg Breese, Mr. Mike Ragan, &amp; Mrs. Ashley Saam - Bus Drivers

## **VAN WERT CITY SCHOOLS**

### **VAN WERT CITY SCHOOLS VISION STATEMENT**

*In partnership with our community, Van Wert City Schools will ensure that all students develop the knowledge, skills, and attributes they need to thrive in post-secondary education, careers, and civic life.*

### **VAN WERT CITY SCHOOLS MISSION STATEMENT**

*Van Wert City Schools will continue to be a source of Cougar Pride while providing each student a quality education through innovative methods and technology.*

### **VAN WERT CITY SCHOOLS SLOGAN**

***COUGAR PRIDE IN ALL WE DO***

### **COUGARS**

*We are **C**aring and compassionate*

*We seek **O**pportunities to be innovative thinkers and learners.*

*We are **U**nited in a desire to be collaborative with one another and our community.*

*We take **G**reat pride in the tradition and excellence of our schools.*

*We have an **A**ttitude that values determination, persistence and hard work.*

*We are trustworthy, **R**espectful, and responsible students and Citizens.*

***WE ARE VAN WERT CITY SCHOOLS!***

## OUR SCHOOL

### OUR PROGRAM

Preschool Special Education is designed for children who have been identified with at least one delay in the developmental areas of: communication, fine motor, gross motor, personal/social/adaptive behavior, and/or cognitive learning. The intent of the preschool classroom is to allow the child to grow in the area of the delay and to maximize their educational potential by providing educational instruction and optimal preschool experiences. Moreover, addressing the needs of children at an early age increases their chances for success during kindergarten, elementary, middle, and high school. Our program is set up to serve children with developmental delays and disabilities, and also to serve children who are typically developing. Our program is a center-based operation consisting of full days throughout the school year.

### OUR PURPOSE

The purpose of our developmental preschool is to provide a comfortable, enriching environment for children age 3 through transition to kindergarten. In this environment, we respect each child's unique and individual qualities. We strive to nurture development toward the child's full potential with our educational program, direct instruction, enriching experiences, and developmentally appropriate activities.

### OUR PHILOSOPHY

- ❖ Young children learn and construct knowledge through meaningful experiences. Learning is both individual and social, and takes place within a social/cultural context.
- ❖ Optimal development occurs in an environment where young children are encouraged to collaborate, discuss, analyze, and develop personal meaning through application of learning.
- ❖ Young children reach different levels of learning and development at different times. Learning in the early childhood years develops on a continuum.
- ❖ **PLAY** is an integral part of quality programs serving young children.
- ❖ Skills and concepts are developed and enhanced through child-initiated and teacher-initiated activities. Young children should be involved with the teacher in planning, implementing, and evaluating their learning experiences.
- ❖ Programs for young children must provide opportunities for individual activities and flexible groupings.
- ❖ The dignity, personal circumstances, and diversity of young children must be respected and affirmed.
- ❖ Families of young children are essential partners in the educational process.
- ❖ Developmentally appropriate assessment of learning is essential for planning and implementing appropriate curriculum, and celebrating young children's learning.
- ❖ Program practices for young children must reflect sound research on young children and learning.

## **LICENSING, STANDARDS, and CURRICULUM**

### **PROGRAM LICENSING REQUIREMENTS**

The program is guided by written policies of Van Wert City Schools that are consistent with the Preschool Licensing Rules, 2012 Operating Standards for Ohio's Schools serving Children with Disabilities (Ohio Revised Code Chapter 3301-31) and Procedures for the Education of Children with Disabilities. A copy of the Operating Standards and Procedures is available for viewing at the Van Wert Early Childhood Center during regular business hours.

The staff at the Van Wert Early Childhood Center request that you contact them immediately if you have any questions or concerns. If after contacting the Van Wert Early Childhood Center, your questions and concerns have not been addressed, you may contact Preschool Program Licensing at 877-644-6338 for "Any concerns regarding the classroom environment, teacher qualifications, health and safety conditions, the number of children, care of the children, or similar matters ... ". If your child has an IEP, and you have concerns regarding your parental rights or your child's program, you may call (toll free) 877-644-6338, and ask to speak with someone in Early Childhood.

### **FAPE**

FAPE refers to Free and Appropriate Education for all children. This law is part of the Individuals with Disability Education Act. It states that the education for children who have documented disabilities must be free to them. This is why children on Individual Education Plans (IEPs) do not pay a monthly tuition fee for their preschool experience.

### **STEP UP TO QUALITY**

Step Up To Quality is a mandatory quality rating system for the State of Ohio that recognizes and promotes early care and education programs that meet quality benchmarks over and above minimum state licensing standards. The steps are based on national research identifying the key benchmarks that lead to improved outcomes for children. These benchmarks include low child to staff ratios, classroom group size, accreditation, staff education, specialized training, improved workplace characteristics, and early childhood learning standards. We are assessed annually by a representative from ODE, specializing in Step Up To Quality. The Step Up To Quality standards are divided into four areas, or domains.

These domains are then divided up into subdomains, and the specific program standards for each subdomain is explained in each section. The four domains (with their subdomains) are:

#### Learning and Development

- Curriculum & Planning
- Child Screening & Assessment
- Interactions & Environments

#### Administrative & Leadership

- Staff Supports
- Program Administration
- Staff Management

#### Staff Qualifications & Professional Development

- Staff Education
- Professional Development

#### Family & Community Partnerships

- Transitions
- Communication & Engagement



## OHIO EARLY LEARNING AND DEVELOPMENT STANDARDS

Ohio's Early Learning and Development 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 and coherent set of expectations for children's development and learning, and guide the design and implementation of curriculum, assessment, and instructional practices with young children.

The standards present a continuum of learning and development from birth to age five in each of the domains. Because the infant/toddler years are marked by rapid developmental change, the standards are divided into three meaningful transitional periods: Infants (birth to around 8 months), Young Toddlers (6 to around 18 months), and Older Toddlers (16 to around 36 months). The standards during the preschool years describe those developmental skills and concepts children should know and be able to do at the end of their preschool experience. (From Ohio Department of Education)

The Ohio Early Learning and Development Standards are divided into the following developmental domains:

- Physical Well-being and Motor Development
- Cognition and General Knowledge
- Approaches Toward Learning
- Language and Literacy Development
- Social and Emotional Development

The Standards assist teachers in focusing on early learning and development in order to support and strengthen the developmental outcomes of the children they serve. Teachers use the guidelines to help guide curriculum and learning activities, as well as to document for families what their children are learning and how we are laying the foundation for their future learning.

## THE CREATIVE CURRICULUM

*The Creative Curriculum* is the Van Wert City Schools adopted curriculum for preschool which provides the foundation for, and enhances, our play-based, emergent school day. *The Creative Curriculum* has five basic components: a foundation of child development theories, the classroom learning environment, what children learn, the teacher's role, and parent's role.

For preschool-aged children, the Creative Curriculum applies these five components to 11 curriculum areas: Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Music and Movement, Cooking, Computers, and Outdoors. (From The Creative Curriculum)

## LITERACY COLLABORATIVE FRAMEWORK

The *Literacy Collaborative Framework* is our literacy and reading framework for all students Preschool through Grade 5 in the Van Wert City School District. In preschool, your child will be engaged in literacy activities through the components of Interactive Read Aloud, Shared Reading, Interactive Writing, and Writing About Reading. The preschool teachers are involved in professional development weekly with our building literacy coach.

## **HEGGERTY PHONEMIC AWARENESS CURRICULUM**

Phonemic Awareness is the basis for literacy and reading instruction. It is an auditory training process. It is the awareness of letters, the sounds that those letters make, and how those sounds are put together to make the words that we speak (and eventually write). The program we use to teach this concept to our children is the *Heggerty Phonemic Awareness: The Skills That They Need To Help Them Succeed!*.

## **MATH**

The preschool program uses the Ohio Early Learning and Development Standards to help determine instruction in the area of early numeracy.

## ENROLLMENT

### ENROLLMENT INFORMATION

All children must attend a required preschool screening prior to being accepted and placed in our preschool program. Preference is given to children who reside in the Van Wert City School District, but Open Enrollment is now available to families who choose our district's services. We screen in May and August each year to fill openings. We then have monthly screenings throughout the school year to fill any additional openings. After your child has attended an early childhood screening, results will indicate whether there is a need for further testing.

- If further testing is not necessary, your child may be a candidate to enroll as a typically developing peer in the preschool classroom. Students accepted as typically developing students in our program pay a nominal tuition fee for participating in the preschool program. State law requires that each classroom must include an equal number of typically developing peer role models and students identified with developmental delays.
- If further testing is needed, see the TESTING section on page 9.

### REGISTRATION FEE/INFORMATION

All students will be charged a Preschool Fee. This fee is due at the beginning of the school year. Checks can be made to Van Wert City Schools. The fee is based on a sliding fee scale.

Parents must also complete an enrollment packet. This packet includes an Emergency Authorization, Release of Information and Roster Release, Transportation Request, Current Medical and Dental Paperwork, as well as, Lead and Hemoglobin testing. All preschool students must have a yearly Medical and Dental exam, and the school must have a copy of these forms on file for your child to attend. In addition, you must also send in a copy of the child's Immunization Record, Birth Certificate, and Social Security Card. By state law, we must have a completed Emergency Authorization Form on file before your child's first day of school. Please complete the form in detail. In case of an emergency, the Emergency Authorization Form will be used to contact you.

Those children who have been identified as having a disability, by state law, are to have their eyes examined by an optometrist within 90 days of signing the initial Evaluation Team Report (ETR) form. The exam is solely a parent responsibility. Results are then sent to the Van Wert City Schools Special Education Office for record keeping.

### TUITION

Students accepted as typically developing peers in our program pay a monthly fee for participating in the preschool program. Tuition payment is due on the first day of each month. **Checks can be made out to Van Wert City Schools.**

**TUITION COST: There is a Sliding Fee Scale for all children. Please see Mrs. Bittner for details.**

Tuition must be paid whether your child attends class or not. If your child is sick and sent home, you still must pay for the day. **Your child's enrollment may be terminated if the account becomes 2 months delinquent.**

## MULTIPLE BIRTHS

It is the policy of the Van Wert Early Childhood Center to separate multiples (twins, triplets, etc.) in different preschool and kindergarten classrooms. While this decision can be met with apprehension on the part of parents, the administration and staff believe this could be best for children based on the following research.

In a study by Tully, Moffitt, Caspi, Taylor, Kierman, and Andreou; 2003, it was determined that separated twins “performed better” on cognitive (reading and math) and social-emotional measures than those of twins who were in the same classroom.

Other research by the Twins Trust and the Multiple Births Foundation give some of the following as a benefit to separating twins or multiples.

- If one child is more able, either socially or academically, than the other, separation can reduce the risk of comparisons and competition between the two.
- Multiples may display less disruptive behavior when they are separated versus when they are together.
- Multiples may find it easier to mix in with, and relate to, other children when they are separated, instead of becoming too dependent on each other if not separated.
- Twins can often strive to be the same. Separation can reduce the risk of a more able twin underachieving, or a less able twin struggling to keep up.
- Separation can reduce the likelihood of identical twins using their similarity to entertain other children or confuse teachers, therefore avoiding distraction and disruption.
- With male/female twins, the female twin tends to develop faster, which can sometimes lead to “mothering”. Separation can reduce the possibility of this occurrence, which can also help prevent the male twin’s relationship with his peers from being harmed.
- Separation can reduce the tendency of twins to become hyper-focused on their twin’s actions, allowing them to focus and concentrate more on their own learning.

Twins and other multiple births need space to develop their own personalities, as well as their own cognitive and social-emotional skills. They also need to develop their own friendships and relationships.

As a parent, if you have concerns with our policy of separating multiples, please reach out directly to school administration for a conversation about your children’s placement.

## TESTING

If further testing is recommended, parents/guardians will need to provide written permission for this process to begin. Possible developmental areas that may be assessed are:

- **motor skills** - movement and use of large and small muscles
- **cognitive skills** - reasoning and understanding concepts
- **language** - expressing and understanding what is said
- **adaptive** - interacting/adapting to various situations/persons
- **social/emotional** - relating to other children, adults, and surroundings

After the evaluation is complete, an Evaluation Team Report (ETR) meeting will be scheduled. All team members will be invited to this meeting. The team will then determine if the student meets the criteria to be eligible for developmental preschool and related services. The eligibility determinations set by the Ohio Department of Education are stated in A Guide to Parent Rights in Special Education.

If the student does meet the eligibility determination, a written Individualized Education Program (IEP) will be developed for your child.

## TEAM MEMBERS

Team members may include:

### Parent:

The parent is viewed as the most important team member, and parental involvement in each step of the process is crucial for your child's success.

### Preschool Teacher:

Your child's teacher is a qualified professional with a minimum of a Bachelor's Degree in Education. He/she must also possess an Early Education of the Handicapped certification. Teachers are trained to provide best practice in educational methods for facilitating learning for young children.

### Paraprofessional:

The classroom paraprofessional/assistant helps in all areas of the program. Both teachers and assistants further their education through workshops, college courses, etc.

### Speech Pathologists:

Speech therapy will be provided by a licensed Speech and Language Pathologist for children who have a delay in the language or articulation areas of development.

### Occupational Therapists:

Occupational therapy provides services to children who have delays with fine motor (small muscle) skills, such as writing and cutting. A qualified C.O.T.A. (Certified Occupational Therapy Assistant) may also provide services to your child.

### Physical Therapists:

Physical therapy provides services to children who have delays with gross motor (large muscle) skills, such as running, hopping, balancing, or jumping. A qualified P.T.A. (Physical Therapy Assistant) may also provide services to your child.

## CENTER BASED PRESCHOOL AND ITINERANT SERVICES

Programming for your child might be accomplished in a center-based preschool or through itinerant services. Center-based preschool is located at the Van Wert City Schools Early Childhood Center providing developmental preschool programming. Itinerant services may be provided at other preschool locations, at daycare, or in the home.

Your child's schedule of attendance is determined by you and the school staff. To ensure developmental progress, regular attendance is important.

If your child attends the center-based preschool, they will be assigned to an appropriate classroom. Each classroom will have a licensed teacher and a classroom assistant who will be responsible for your child. In addition, your child may receive therapy services from a licensed occupational therapist, physical therapist, speech therapist, or other related service personnel.

Complete **confidentiality** of information about your child's program will be strictly maintained. Only your child's teacher and other certified staff involved in your child's program will have access to your child's file. No information will be released without your written permission.

## IEP/ETR

An Individualized Education Program (IEP) is a written document for a child with a disability that is developed and implemented according to federal and state regulations. Parental input, in regards to their child's program needs, is central to the IEP process. This plan will outline and specify the services your child will receive, as well as who will be providing these services.

This plan includes:

- a description of your child's strengths and needs (*present levels of performance*)
- annual goals and short-term instructional objectives
- criteria and evaluation procedures linked to short-term objectives
- statements of specific special education and related services that will be provided, and the extent to which your child will participate in regular education classes
- when these services will start (*initiation*), how long the services will last (*anticipated duration*) and the amount of services (*frequency*)

The IEP meeting should be held at a mutually agreed upon time and place. School districts are required to invite parents to attend this meeting. The school district must document all attempts to contact the child's parents. If parents choose not to attend, the IEP meeting may be conducted without them.

If the team agrees with the IEP, then these IEP services will be initiated for your child. If an IEP agreement is not reached, then you will be notified about your rights in resolving the issues. Your child's educational status (placement program) will not be changed without notifying you. Parental permission is voluntary and can be revoked at any time.

Your child's IEP must be reviewed at least annually. However, your child's IEP may be reviewed at any time during the school year at your request, or at the school district's request. It is important to understand that your signature on your child's IEP at an annual review is **not** required as a condition for the district to provide your child with a free appropriate public education.

## TRANSITIONS

### TRANSITION FROM EARLY INTERVENTION SERVICES TO PRESCHOOL

Early Intervention services do not continue past three years of age. At three years of age, your local public school district is responsible for preschool educational services for children who qualify for special education.

Planning for transition starts at the child's IFSP (Individual Family Service Plan) meeting. Your service coordinator, the early intervention teacher or therapists who currently provide services to your child, public school representative(s), and an advocate (if invited by parents) may be involved in the transition process. You and the professionals make up the multidisciplinary, multi-agency team that will work together to ensure a smooth transition for your child. A developmental evaluation and/or other assessments will be completed on your child. The various assessments and program reports will be discussed during the Transition Planning meeting. These assessments need to be done before your child's third birthday. Once these are completed, your service coordinator will discuss the results with you.

**If your child is eligible** for continued services, a meeting will be scheduled to review the results, and to develop an IEP to determine what services your child will need during preschool the next year. This meeting will take place during the month of your child's third birthday.

**If your child is not eligible**, your service coordinator will discuss recommendations and plans to complete the transition process. You will receive a written notice regarding closure of your child's case. If you disagree with this decision, your service coordinator can inform you about the appeal process.

### TRANSITION FROM PRESCHOOL TO KINDERGARTEN

Children who are age appropriate for kindergarten will go through a transition process which includes an evaluation of all areas of qualification if they are currently on an IEP. Parents will be invited to participate in this process. There will also be activities planned by preschool and kindergarten staff to make the transition from the preschool wing to the kindergarten wing smooth and enjoyable for all children.

Van Wert City School District Policy for kindergarten entrance is Age 5 on or before August 1 of each year. Preschool children may remain in preschool as long as they do not turn 6 on or before December 1 of each year. If they do, they must go on to kindergarten.

## TRANSITION BETWEEN CLASSROOMS

A child may also be moved to a different classroom for other reasons, such as ***developmental needs***, ***parent concerns***, or ***available openings in another classroom***. Parents will be notified if a change will be made, and the reason for the switch.

If a parent or teacher of a child in any of our classrooms sees developmental concerns, the testing procedure can begin. (See *TESTING* section above.) If the child has developmental delays, the IEP process will begin and the child may be transferred to a different preschool classroom. There may be a need for Itinerant services before that transfer can occur. If there are no developmental delays, the child will remain in their current classroom.

If a child is enrolled as a typically developing student in a special education classroom, and the parents or teacher have concerns about his/her development, the testing procedure can be started. If the child has a delay, they will qualify as a student with special needs. At this time, they may or may not be able to stay in the same classroom, depending upon available openings. If there is not a delay, the child will remain as a typically developing student in their present classroom.

## EXTENDED SCHOOL YEAR

Extended school year services are special education and related services that are provided outside the adopted school year calendar. The child's educational team, which includes parents, may consider your child's need for extended school year services due to the interruption of instruction between school years. The provision of extended school year services is determined on an individual basis.

## WITHDRAWAL PROCEDURES

Please notify the school office if it becomes necessary to withdraw your child from preschool. If your child is presently served on an IEP, the school will schedule a time to meet with you. Prior Written Notice and the Procedural Safeguards information will be provided to the family. Also, the family will need to provide consent when they no longer wish to be served preschool special education services.

If you are moving to a different district of residence, the Van Wert Early Childhood Center will provide you with copies of all necessary paperwork in your child's file to provide to their new school district of residence. We will try to make the transition to your child's new school as smooth as possible for you and your child.



## DAILY PROGRAM

### SCHEDULE

The daily schedule is set to allow ample time for the children to participate in the various learning centers, eat snacks and lunch, use the restroom, explore the outdoors, and be part of a group of children working/playing together.

#### Times of Operation: 8:10-2:40

- **Drop Off:** Children will be dropped off by their parent or caregiver in the child's classroom. The drop off window is from **8:10 to 8:20**.
- **Pick Up:** Children will be brought to the lobby by their teacher for pick up by parents or caregivers. Pick up time is **2:40 to 2:50**.
- **Bus Riders:** Parents will be notified by their bus driver of approximate pick up and drop off times. A parent or caregiver must be VISIBLE for a child to be dropped off by the bus.
- **Free Play Time:** Time for creative, purposeful play is given each day. Children will be given the opportunity to plan their own play activities, and use realistic and play materials for learning opportunities.
- **Learning Center Time:** Children are free to choose a learning center activity, such as: role playing in the dramatic play center, experimenting in the science and nature center, working on puzzles in the manipulative center, painting in the creative art center, building in the block center, or experimenting with movement in the gross motor center.
- **Breakfast/Snack/Lunch Time:** Children learn self-help and social skills during breakfast, snack and lunch time. Breakfast and lunch menus will be sent home each month, and will be available on the website at [ecc.vwcs.net/Administration2/foodservice](http://ecc.vwcs.net/Administration2/foodservice).
  - Breakfast -- Breakfast is available to purchase on a daily basis. Cost is \$1.50 per day. Free and Reduced prices (30¢) apply.
  - Snack -- Daily snacks are provided for all children each day. Parents may be encouraged to bring special snacks throughout the year.
  - Lunch -- Hot lunch is provided for purchase each day by Van Wert City Schools. Cost is \$2.50 per day. Free and reduced prices (40¢) apply. Children may also choose to pack a lunch. Drinks can be brought or milk can be purchased daily for 50¢.
  - Special Considerations -- If the child requires formula for their nutrition, procedures shall be followed as provided in ORC 3301-37-09 D 1-7.

***When money is sent in for lunches and/or milk, please be sure to secure it in an envelope or plastic baggie with the child's name and teacher's name on it.***

- **Small Group Time:** Children join their teacher in their classroom for stories, language activities, music, math, science, and social studies lessons. Fine and gross motor activities are also part of this enjoyable time of the day.
- **Outdoor/Gym Time:** Outdoor/Gym (Gross Motor) time is planned daily so children can develop large muscle skills and express themselves freely. Staff will monitor weather conditions. Tennis shoes are needed daily. Please dress your child appropriately for outdoor play. Students restricted from outdoor play will require a physician's note.
- **Nap/Rest Period:** The nap/rest period shall not exceed one hour in the daily schedule. A quiet space and personal mat will be provided for each child to use for rest or nap.
- **Restroom Time:** Restroom breaks are given throughout the day. Group breaks may be taken at the restrooms in the hallway or in classrooms. Individual classroom restrooms are available as needed.

## FIELD TRIPS

Field trips will be planned by the school during the school year. Parents will be notified of each planned trip, and written permission will be necessary. Parental help may be requested for supervision of field trips.

## SCHOOL SUPPLIES

A yearly supply list will be provided by the preschool teacher.

## DELAYS AND CANCELLATIONS

When inclement weather forces the DELAY or CLOSING of our program, an announcement on local radio/TV will be broadcast. UNSCHEDULED EARLY DISMISSAL information will also be broadcast. (TV -- Fort Wayne or Lima stations // Radio -- Van Wert, Defiance, and Fort Wayne stations) Families can also register to receive a **text message** on their cell phone when there is a school weather concern. Go to: <https://www.vwcs.net/Content2/alerts-sign-up> and sign up on the link provided.

## TRANSPORTATION

Busing is offered to all preschool children in the program. Pick-up and drop-off locations must be within the boundaries of the Van Wert City School district. You must request busing by completing the blue transportation form. If you wish to change your busing, it must be done in writing by filling out a new transportation form in the school office. Please allow a week for the change to take place.

## ATTENDANCE, EARLY PICK-UP

Please call and notify the school (**419-238-0384**) if your child is going to be absent for any reason. A message can be left during nonschool hours. This is to let the school know that the child is safe with another adult.

If your child will be leaving school early, call or send in a note stating who will be picking up the child. Only an authorized adult may pick up a child either regularly or in an emergency. **The name of the person must be written on the “Policy Release Section on the Emergency Medical Form”, on the “Policy for Release” form, or written authorization must be provided to the office.** No child will be released without previous notification.

## CLOTHING

Children’s clothing should be washable. In order to help your child master self-care tasks of dressing and toileting, clothes should be easy to put on and take off.

- As a safety precaution, flip flop shoes should not be worn.
- Tennis shoes should be worn or sent in **DAILY** due to use of the gym every day.
- **Shorts** are permitted to be worn August, September, October, April and May, weather permitting.
- Provide a complete change of clothing (including long pants, shirt, socks and underwear) to use during the school year in case of need. Please remember to update for growth/seasonal changes!
- Diapers/Pull ups: If your child is not yet toilet trained, please send diapers, pull-ups, and wet wipes with his/her name marked on the bag and container. Diapering protocol is in adherence to ORC 3301-37-12 Sections A, B, and C. Potty chairs are not used as each classroom has its own child size toilet.

## **BIRTHDAYS AND HOLIDAY CELEBRATIONS**

Special treats can be brought to school for your child's birthday. Special days will be set aside to celebrate summer birthdays. Please check with your child's teacher for food allergies in the classroom before sending in a snack. **All birthday snacks must be prepackaged from the store or bakery, etc.**

Suggested snacks include:

- Cookies
- Pre-wrapped snacks such as Little Debbie treats
- Fruit snacks
- Rice Krispy treats
- Ice cream treats or popsicles

Teachers will inform parents when special snacks are needed for holiday celebrations.

## **TOYS & POSSESSIONS FROM HOME**

A child who is carrying and "protecting" ownership of his or her own toy is not available to use the classroom environment to its fullest. Therefore, toys should not be sent to school with preschool children, except for:

- show and tell
- transitional objects approved by the teachers

Toys excluded from preschool include:

- Violent toys, such as guns or other similar weapons, are not permitted.
- Spinner toys are prohibited.
- No electronic toys (iPads, tablets, cell phones, etc.) unless approved by the teacher/principal.

## HEALTH AND HYGIENE

### SAFETY OF CHILDREN

We are very committed to the safety of all our children. The following safety procedures are in effect at all times:

1. No child is left alone or unsupervised at any time.
2. A telephone is located in the classroom and is available for use in the event of an emergency.
3. Fire drills are held monthly, and the preschool staff and students practice threatening weather drills. A record of these drills is kept in the school office.
4. Fire emergency and weather alert plans, including diagrams showing evacuation routes, are posted in the classrooms.
5. All preschool staff members are trained in CPR, First Aid, Communicable Disease, and Child Abuse.
6. If your child has a serious accident or becomes injured while at preschool, a staff member will administer First Aid while another staff member contacts the local rescue squad and you. Remaining staff members will care for the other children. If you cannot be reached, only the people listed as emergency contacts on your child's Emergency Medical Form will be notified. A staff member will accompany your child to the hospital, if necessary.
7. In the event of a non-serious accident (superficial cuts, scrapes, bruises), staff will administer First Aid, if necessary, and alert you by phone, note, or verbally when you pick up your child.
8. When an accident or injury occurs, we will complete the incident report form provided by the school nurse. A copy of this form will be given to you and a copy will remain on file at the school for at least one year.
9. In accordance with Section SCHOOL POLICIES of Ohio Revised Code, all preschool staff are REQUIRED to report any suspicions of CHILD ABUSE or NEGLECT to the County Department Children's Services.
10. All staff members are aware of the safety rules for both indoor and outdoor activities, and the preschool and playground areas are surveyed continuously for possible safety hazards.
11. In the Winter Season, please remember to watch for slippery spots in the parking lot and driveway. Our dedicated staff does an excellent job of maintaining the grounds. However, we all know that conditions change often this time of year.

## DISCIPLINE POLICY

As facilitators of learning, adults in the preschool program provide a warm, caring, and accepting environment for children. When the setting is accepting yet challenging, children are more apt to learn good behaviors, and develop good feelings about themselves and their accomplishments.

Some discipline ideas used by the staff are: encourage the child to explore materials and activities, redirect the child through verbal and physical reassurances, present choices to the child, and if other avenues have been tried and are unsuccessful, then a time out is used. **Physical punishment for problem behaviors is not used.** If behavior or discipline is an ongoing concern, then you and your child's teacher may develop a plan to address the issue.

Our center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows:

1. There shall be no cruel, harsh, corporal punishment, or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting.
2. No discipline shall be delegated to any other child.
3. No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control.
4. No child shall be placed in a locked room, or confined in an enclosed area such as a closet, a box or a similar cubicle.
5. No child shall be subjected to profane language, threats, derogatory remarks about himself or his family, or other verbal abuse.
6. Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
7. Techniques of discipline shall not humiliate, shame, or frighten a child.
8. Discipline shall not include withholding food, rest, or toilet use.
9. Separation, when used as discipline, shall be brief in duration and appropriate to the child's age and developmental ability. The child shall be within sight and hearing of a preschool staff member in a safe, lighted, and well-ventilated space.
10. The center shall not abuse or neglect children, and shall protect children from abuse and neglect while in attendance in the preschool program.
11. All staff have been given a copy of the state law regarding Positive Behavior Intervention Supports (PBIS).

## MANAGEMENT OF COMMUNICABLE DISEASE

The program staff is trained and certified in First Aid, and in recognizing the signs and symptoms of communicable diseases. A Communicable Disease Chart is posted to help recognize illnesses.

Hand washing and disinfecting procedures are very important in the prevention of the spread of diseases. The children are also reminded to wash their hands on a regular basis.

As children arrive at the school, a staff member greets and observes each child for possible signs and symptoms of illness. A child should not come to school when ill and unable to benefit from the day. It is also important to prevent further infection. If your child is exhibiting any of the symptoms below, you will be asked to take the child home.

Some guidelines to consider when deciding whether to keep your child home include:

- A child with a fever should stay home for 24 hours after the fever has subsided.
- Typical symptoms of illness are sudden onset of rash or skin eruptions, yellow or greenish drainage from the nose (allergic discharge is clear and may persist), wet or hacking cough, vomiting or diarrhea, excessive or unusual tiredness, inexplicable change from a child's normal "feeling good" level of energy or mood, difficult or rapid breathing, yellowish skin or eyes, conjunctivitis (pink eye), unusually dark urine or gray/white stool, stiff neck, sore throat, vomiting, or evidence of lice, scabies, or other parasitic infection.
- If a child seems too sick to participate in ordinary routines, check with your pediatrician before school attendance is resumed.

***\*\*Communicable diseases and conditions, such as chicken pox, strep throat, conjunctivitis, lice, etc., should be reported to the school.\*\****

## REMOVAL OF SICK CHILD

When a child becomes ill at school, he/she will be kept under constant supervision, usually in the nurse's office. Every attempt will be made to notify parents/caregivers immediately so the child can be picked up at the school.

In situations where there is a question, medical expertise from the building nurse or Health Department will be sought. The decision to contact you will be made by your child's teacher and administrative staff based on the medical advice that has been received.

## **MEDICATION AND SUPPLEMENTS**

If at all possible, give medication to your child at home. However, if it needs to be given at school, a Prescription Authorization must be filled out prior to administering the medicine. A form is available upon request from the school nurse. This Prescription Authorization needs to include the name of the medication, the proper dosage, route to be given, the time, and the child's name in order to receive this medication. **This authorization must be signed by your doctor and you.** The medication **MUST** arrive at school in the original labeled container. Please give all medications to the bus driver/bus aide or your child's teacher.

If your child requires any food supplements or fluoride supplements, please try to give them to your child at home. However, if it needs to be given at school, please provide the school with the supplement in its original container.

## PARENTS

### PARENT PARTICIPATION POLICY

Our preschool becomes richer as our families become more involved. We encourage you to participate in your child's classroom. The following is a list of some of the many ways for parents to participate:

- Go on a field trip
- Volunteer to help with a family event
- Share an interest or talent with a classroom
- Attend a family event
- Read to your child's class
- Bring a special snack

There are many ways to be involved. See your child's teacher or someone in the office for more ideas!

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Working together to support your child's development depends on clear and frequent communication.

- Check your child's backpack daily for any notes sent home by the teachers or staff.
- A weekly newsletter will be sent home with each child to give specific information about activities in their individual classroom
- A monthly newsletter will be sent home with each child that will give specific information about activities involving the entire preschool.

Any parent of a child enrolled in the program shall be permitted limited access to the school during its hours of operation to contact his child, evaluate the care provided by the program, the premises, or for other purposes approved by the director/principal. Upon entering the premises, the parent shall report to the school office. (ORC 3301.37.07E)

### BOXTOPS FOR EDUCATION

The ECC collects BoxTops for Education. Send them into your child's classroom anytime throughout the school year. Money from BoxTops has been used for special events or awards for the children.

### PARENT/TEACHER CONFERENCES

Your child's teacher will give you the opportunity twice a year to schedule a parent conference:

- The November conference will be a traditional Parent/Teacher conference.
- The February conference will give you a chance to formally visit the classroom during the day and discuss your child's development in an informal setting.



## QUICK INFO PAGE

**School Phone number:** 419-238-0384

**Principal:** Mrs. Lori Bittner

**Secretary:** Mrs. Debbie Pollock

**District Website:** [vwcs.net](http://vwcs.net)

→ Sign up for text alerts for delays, cancellations and other ECC information

**Preschool Times of Operation:** 8:10 a.m. - 2:40 p.m.

**Drop off in the classroom:** 8:10 a.m. - 8:20 a.m.

**Pick up in the lobby:** 2:40 p.m. - 2:50 p.m.

**Food:**

**Lunch Price** -- \$2.50

**Reduced price** -- 40¢

**Milk/Juice** -- 50¢

**Breakfast** -- \$1.50

**Reduced price** -- 30¢

***\*\*Place money in an envelope or baggie with your child's name and teacher's name on the front.\*\****

**Tuition:**

→ There is a Sliding Fee Scale for all children.

→ Please see Mrs. Bittner for details.

→ All checks can be made out to: Van Wert City Schools