

# The Preschool at Sylvania Northview

A PARTNERSHIP OF



## Parent's Policy & Procedures Handbook

Monday - Friday, 7:00am - 4:00pm

Northview High School  
5403 Silica Dr. Sylvania, OH 43560

419.885.2451 ext. 5149

wpk@scsonline.org

### Administration and Faculty

Ryan Eickholt	Career Tech Education & Training Teacher/Preschool Director
Catherine Hughes	Administrator of Preschools, Sylvania Community Services
Ashleá Shetterly	Lead Assistant Teacher, Sylvania Community Services
Kimberly Elrod	Assistant Teacher, Sylvania Community Services
Cameron Hewson	Assistant Teacher, Sylvania Community Services
Tricia Beckstead	Preschool General Education Teacher, Sylvania Schools Preschool Intervention Specialist, Sylvania Schools
Jane Macino	Preschool Paraprofessional, Sylvania Schools
Pat Antonelli	Career Tech Paraprofessional, Sylvania Schools



sylvaniacommunityservices.org  
419.885.4126  
Fax: 419.882.1639  
4747 N. Holland Sylvania Rd. Sylvania, OH 43560  
Monday - Friday, 8:00am - 4:30pm

## INTRODUCTION

The Preschool at Sylvania Northview High School is located at 5403 Silica Drive, Sylvania, Ohio. The preschool can best be entered by the double doors at the north end of the building. It is open during the school year, August to May.

The preschool is licensed by the Ohio Department of Education and operated through a partnership of Sylvania Schools Career Tech Education and Training Program, Sylvania Schools Preschool Special Education Program, and Sylvania Community Services (SCS). This setting includes both typical peers (16) and students with disabilities (8). The program provides laboratory training for Level 1 students enrolled in the Career Tech Education and Training Program. Career Tech Level I students work in the laboratory (preschool) two and a half hours each morning Monday through Thursday. These Level I students are supervised / guided by the education and training teacher and preschool staff.

Children in the program are involved in a variety of developmentally appropriate experiences including art, music and movement, outdoor play, free choice time, literature, and pre-math and pre-science activities. Activities are offered within a flexible structure, planned for the total growth and development of the child. The curriculum is aligned with the Ohio Early Learning and Development Standards.

## PROGRAM PHILOSOPHY

This preschool program is based on the understanding that children learn (construct knowledge) through experimenting, exploring and interacting with their environment. Since thinking occurs before verbal language (talking), children are presented with a rich variety of materials to encourage them to touch, smell, taste, hear and see and thereby learn. Children's language is continually encouraged as teachers communicate with children, taking turns with them to talk about their activities they are involved in at the time.

The environment is set up in "centers" or "play areas". It is considered the "third teacher". The teacher designs the environment (classroom space) to promote choice and active learning, within a framework that has the potential for sparking all kinds of language, social, affective, motor, literacy, math and cognitive learning. There are several centers located throughout each classroom—e.g.: dramatic play, creative art, texture table (sand/water/etc.), blocks, manipulatives, reading, and writing. The child is invited to make choices about where and with what she/

he would like to play. Given this structure, a child uses her/his natural curiosity to select activities that are appealing and motivating. Play is the young child's 'work'.

Although there is an established routine in each classroom, the materials and activities change on a regular basis to encourage meaningful play and learning. These activities provide children with key experiences such as sorting, measuring, comparing, listening and experimenting with writing materials. Instruction is individualized; each activity is 'multi-leveled' so that all children may participate and be challenged at their appropriate level. There is also daily opportunity for young children to use their small and large muscles in active time periods, as they become involved in building, cutting, painting, pasting, navigating an obstacle course, playing ball, riding a tricycle, climbing, running and jumping to name a few. In addition, a portion of the daily schedule is spent in small group time that builds group interaction skills, attention and listening skills.

This natural, child-centered approach to learning provides a child with the intrinsic motivation to continue to learn about new and interesting things. Assisted by the adults, the child will be encouraged to plan and complete an activity before selecting another. This skill is fundamental to further learning and continuing developmental growth.

## PROGRAM GOALS

We recognize that you are your child's first teacher and most important person. With this in mind, the program's goals are:

- To facilitate the growth and development of your child's emotional, social, intellectual, and physical development
- To aid you in the education and development of your child
- To stimulate children to be problem solvers
- To assist children in developing positive social relationships with a diverse group of children
- To develop positive parent-child-staff relationships

## CURRICULUM

*\*Board Adoption 8/06 in accordance with "Rules for Preschool Programs / Chapter 3301-37".*

In response to Amended Substitute House Bill 94 of 2001, the Ohio Department of Education's (ODE's) Office of Early Childhood and the Office of Curriculum and Instruction collaborated to develop *Ohio's Early Learning Content Standards*. In 2012, these standards were revised

and are now called *The Early Learning and Development Standards*. These standards describe essential concepts and skills for young children to acquire from infancy through age 5. They serve as a framework for designing and implementing meaningful curricula and intentional learning experiences within all preschool and child care settings.

Preschool programs in accordance with “Rules for Preschool Programs/Chapter 3301-37” must adopt a curriculum that is aligned to *The Early Learning and Development Standards* and assess (twice yearly) students’ progress towards achieving those outcomes. Hence, the preschool program has adopted the *Creative Curriculum*. This curriculum includes an assessment / evaluation system with associated curricula. The Creative Curriculum is aligned with *The Early Learning and Development Standards*.

A key piece to any curriculum is assessment. Assessment needs to be ongoing and to inform instruction. The *Creative Curriculum* guides the teachers in their daily planning. Initial assessment is conducted within the first 60 calendar days of school each year. In addition to the *Creative Curriculum*, supporting documents from the National Association for the Education of Young Children (NAEYC) and the *Preschool Guidelines* provide the framework for instruction. The curriculum supports active learning where multiple skills (e.g. motor, communication, social, cognitive, etc.) can be addressed in routine, planned or child-initiated activities.

Other tools are also used to assist teachers in making curricular decisions.

1. The Handwriting Without Tears curriculum has also been adopted to support the students acquisition of pre-writing – formal writing skills. This same curriculum is used with students in our early elementary grades.
2. The Second Step Curriculum facilitates development of children’s social-emotional and self-regulation skills through the use of puppets, books, music and visual aids.
3. Ages and Stages Questionnaire: used to monitor a child’s progress in all areas of a child’s development. This is done through a parent interview.

Parents are provided written updates on their child’s progress in the curriculum twice yearly, typically fall and spring. For students with disabilities, one of these reports may be done in conjunction with the child’s IEP meeting.

## ATTENDANCE

As with any learning situation, the most progress takes place when the child attends regularly. If your child has a medical appointment, is ill, or will not be coming to school for any other reason, please leave a message on the Northview Preschool extension (419 824-8570 ext. 5149). Please leave the following information: date of absence, your child’s name, and the reason for absence.

## BIRTHDAYS

Special treats are welcome on your child’s birthday. If you choose to provide a birthday treat, please note that it will be sent home to be eaten at parental discretion. All food brought into the classroom must be prepackaged and store bought due to potential dietary restrictions and the safety of our children. Please communicate with your child’s teacher for specific needs in your child’s class.

## CALENDAR

The preschool follows the Sylvania Schools calendar. A calendar reflecting school days and holidays is at the back of this handbook.

## CHANGE OF ADDRESS, PHONE AND EMERGENCY NUMBERS

It is important for us to have correct and complete information for your child. Let us know immediately if there are changes.

## CLASS ROSTERS

With your written permission, a roster of the name and telephone number of each child and the child’s parents, custodians or guardians will be available to you. This list is for parent use only; it will not be given to any other person other than a parent.

## CLOTHING FOR SCHOOL

Many of our daily activities are messy; please keep this in mind when choosing your child’s clothing. It is also important to allow your child maximum independence by choosing zippers and fasteners that are easily manageable during toileting and active play. Tennis shoes are the best footwear for preschoolers, no open toed shoes or sandals. We also request a complete change of clothing be kept at school in the event your child needs a change. Please mark all extra clothing with your child’s name.

## CONFERENCES

Parent/teacher conferences are scheduled 2 times per year (late fall/spring). At this time your child's developmental progress will be shared. A written progress report is provided to each parent. With signed parental consent, your child's written progress report will be released to their expected kindergarten upon completion of preschool. Additional conferences may be scheduled as needed. Please contact your child's teacher to arrange for additional conferences.

## CUMULATIVE RECORDS

All records are maintained in the Director's office. It is necessary to maintain personal information on the child and the family. Information is available only to appropriate school personnel, and accessible to the child's parents or legal guardian in accordance with the law, yet guarded with confidentiality. The Sylvania Northview Preschool and SCS maintains the following records on each child:

1. Name and date of birth
2. Name, address and telephone number of parent(s)
3. Names, addresses and telephone numbers of two persons to contact in an emergency if the parent cannot be located
4. Names of person(s) to whom the child can be released
5. Parent authorization for transportation related to the program
6. Entrance and withdrawal dates
7. General data concerning child
8. Emergency/medical information
9. Immunization records
10. Attendance records
11. Progress reports
12. Form-request for roster information for circulation to program participants
13. Photo release permission

## CUSTODY PAPERS

These papers need to be on file at the time of enrollment. If there is a change once the child is enrolled, the papers need to be brought to the director of the preschool program.

## DISCIPLINE

A preschool staff member in charge of a child or a group of children is responsible for the child's/children's discipline in accordance with the board adopted policy below.

### *Board Adoption 8/06*

Overall, the key to effective discipline is effective prevention. Discipline means 'guidance', and as such, it begins with establishing relationships. As facilitators of learning, adults in the preschool program develop and form relationships that provide a warm, caring and positive environment where children are treated with dignity and respect. Relationships are built between not only the adult and the child, but also between children and between the materials they explore in their environment.

When positive relationships are established and when the setting is accepting, yet challenging, children learn appropriate behaviors and develop positive feelings about themselves and their accomplishments. The teachers, as facilitators, set up the classroom environment to promote the construction of knowledge (learning) by the children. The environment is an invitation to exploration and discovery, with only items to be explored within the reach of children. This, in turn validates the children's feelings and accomplishments, empowering them to take risks, to discover and to become more independent.

It is also important that the expectations for each child be appropriate to their developmental level. A child's developmental level does not always match his/her chronological age. The Ohio Department of Education provides guidance regarding appropriate expectations for young children with the publications of NAEYC Association for the Education of Young Children): "Developmentally Appropriate Practice" and "Connections: An Early Childhood Education Curriculum Framework for Continuity". When expectations are appropriate for the developmental level of the child, he/she will feel secure and be able to take risks, to explore, and to integrate new learnings.

### **SPECIFIC STRATEGIES USED BY STAFF:**

- Presenting choices to the child; encouraging the child to explore materials and activities and providing the necessary "wait time" for them to respond.
- Providing children with clear, concise directions, using visual cues (e.g. pictures/gestures) to aid in their understanding.

- Redirecting or providing alternatives to the child through verbal and physical reassurances can help to encourage better attention; more exploration and communication. Often ignoring minor disruptions and anticipating a child's behavior can prevent further escalation.
- Putting the child's feelings into words for him; modeling the language to be used with peers and adults.
- Providing physical outlets, such as movement or rest break, for children who need assistance in calming.
- Becoming the child's playmate to gain verbal interaction, problem solving and affective interaction by exposing and encouraging (and not forcing) children to engage in activities. Intrinsic motivation will be fostered; the use of extrinsic reinforcers (e.g. candy/treats) will not be used.
- Developing a behavior intervention plan (as a team/ including the parents) if necessary.
- Keeping emotions low
- Refraining from over using the word "no"; rather state what the child can do ("Feet on the floor" vs. "No! Get off the table."; "Hands in your lap." vs. "Don't touch Johnnie."). Save "NO" for instances when a child is in danger or putting others in danger.
- Using non - evaluative statements with the children. Commenting on what you see the child accomplishing vs. evaluating the effectiveness of the accomplishment (e.g. "You zipped your coat." vs. "Good job!"/"I see red and green lines." vs. "I like your picture.").
- Logical and natural consequences are utilized, such as cleaning after a spill, without negative comment.
- Using a "calming space" for a child who needs time to regain composure and focus. This is a time for the child to reflect, to take a "break". This is NOT a punitive measure; rather the goal is for the child to calm, regain his/her composure and to rejoin activities.
- There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to: punching, pinching, shaking, spanking, or biting.
- No discipline shall be delegated to any other child.
- No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control.
- No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box or similar cubicle.
- No child shall be subjected to profane language, threats, derogatory remarks about him / herself or family, or other verbal abuse.
- Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
- Techniques of discipline shall not humiliate, shame, or frighten a child.
- Discipline shall not include withholding food, rest, or toilet use.
- 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.
- The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.

Physical punishment for problematic behaviors is not used. In the event a child should endanger him/herself or others, families may be called to remove the child from class.

The above policy applies to all persons on the premises and is restricted as follows, per Ohio State law, 3301-37-10:

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**CONSCIOUS DISCIPLINE®**

Conscious Discipline® is a comprehensive classroom management program and a social-emotional curriculum, created by Dr. Becky Bailey. It is based on current brain research, child development information, and developmentally appropriate practices. Conscious Discipline operates on a basis of creating physical and psychological safety for children. Research shows that the brain functions optimally in a safe, stimulating environment, which is a principle at the program’s core.

Conscious Discipline® has been specifically designed to make changes in the lives of adults first. The adults, in turn, change the lives of children. As adults begin to change their attitudes and behaviors, so will the children in their care. Adults cannot teach the behaviors and skills that they do not possess themselves. Conscious Discipline® is a way of organizing schools and classrooms around the concept of a School Family. Connection, belonging, and contribution within the School Family create cooperation among children. Students are intrinsically motivated to be helpful, responsible, and caring classroom citizens. Conscious Discipline is specifically designed to teach the following:

- Anger management
- Helpfulness (pro-social skills)
- Assertiveness
- Impulse Control
- Cooperation
- Empathy
- Problem Solving

Real-life conflict and challenging situations serve as a character education curriculum. Conflict is viewed as a teaching opportunity and adults are empowered to transform it into a valuable lesson. Character education is part of everyday life, not an activity that occurs separately.

Conscious Discipline moves beyond positive discipline by helping adults become conscious of themselves, increasing effectiveness, and fostering a reflective, thinking mind by strengthening the frontal lobe of the brain. The frontal lobe of the brain is the “CEO” of the brain and allows impulse control, problem-solving, and proactive

strategies during difficult situations. Consciousness allows adults to teach by example by modeling calmness, respect, and responsibility.

**CONSCIOUS DISCIPLINE STRATEGIES INCLUDE:**

- Noticing Language- “What we focus on we get more of” - Using images of what we want children to do helps develop inner speech
- “You (describe what the child did) so (describe how it contributed to others). That was helpful”
- “John, you picked up the pencil on the floor so no one would slip on it. That was helpful”
- Using the language of helpfulness helps children become aware of their contributions and self-worth.
- I Love You Rituals such as Greeting Rituals, Wish Well Rituals. Absent Child Rituals, and Goodbye Rituals - help create authentic connections and build relationships
- Kindness Tree - catching children being kind and adding leaves to the tree acknowledging kind acts.
- Friends and Family Board - link the home family and school family, help students get to know one another, learn they belong to school family in addition to personal family
- Assertiveness Language - teaches the child the intent, tone, and words to use when saying no to behaviors that are hurtful and yes to helpful, supportive actions; teaches respect and encourages personal power. For example, “I don’t like it when you push me. Please ask me to move”.
- Meaningful Jobs - teaches every member of the school family has responsibility for helping keep the classroom and school family safe by being kind and helpful to each other
- Safe Place - a learning center for teaching emotional control, uses I Calm with active breathing, I Feel statements, and I Choose calming activities.

**WHAT IS POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS?**

<http://education.ohio.gov/Topics/Student-Supports/PBIS-Resources>

As described on the Ohio Department of Education website, Positive Behavioral Interventions and Supports (PBIS) is defined as “a framework that guides school teams in the selection, integration and implementation of evidence-based practices for improving academic, social and behavior outcomes for all students. The PBIS process emphasizes four integrated elements: data for decision

making, evidence based interventions and practices that support varying student needs (multi-tiered), systems that efficiently and effectively support implementation of these practices, and continual progress monitoring to ensure outcomes are met.”

Using a combination of the Second Step and Conscious Discipline programs, teachers create lessons to purposefully teach desired behaviors to preschoolers. These lessons can also be extended to your home. If you would like more information about how that works, please reach out to your child’s teacher. In order to monitor progress and focus on the areas that need the most attention, our preschool team will be collecting and reviewing data about behaviors in order to guide appropriate interventions.

## EMERGENCY DRILLS

The students participate in monthly fire drills to ensure a quick and safe means of building evacuation. Children proceed from their rooms to the nearest exit with the help of the preschool staff. Procedures have been inspected and approved by the Sylvania Fire Department.

Storm drills are also rehearsed with the students April through June. Children are taught to seek shelter and to protect themselves with the assistance of the adults in the classroom. Emergency evacuation and building lock down drills are also practiced in accordance with Sylvania School’s district policy.

## EMERGENCY MEDICAL AUTHORIZATION FORMS

By state law, an Emergency Medical Authorization Card must be completed prior to your child’s first day of school. Please complete this card in detail. In a medical emergency, this card will be used to contact you. It is important that you let the school know if there are changes during the year.

## ENROLLMENT PROCEDURES/FEEES

### ENROLLMENT PROCEDURES

1. Parents submit an application to Sylvania Community Services. Children will be accepted according to the date of application and age. Priority will be given to those enrolled the previous year and siblings of already enrolled students.
2. The following forms will be required before a child can begin preschool: A. Medical Examination – signed by physician.

- B. Emergency Medical Form
- C. Parent Roster Statement
- D. Cumulative Record
- E. School History Record

3. When the class is full, a waiting list will be established. Parents will be notified should an opening occur.

### PROGRAM FEES

All program fees will be paid to Sylvania Community Services.

### EARLY/LATE POLICY

For early/late drop-off/pick-up (before 7:00am. or after 4:00pm,) a charge of \$2.00 for every minute that the child arrives before opening and/or remains after closing time will be assessed and paid to the caregiver. The late charge will be billed to the child’s invoice.

## FACILITIES AND EQUIPMENT

The preschool is located at Northview High School, 5403 Silica Drive, Sylvania, Ohio. The preschool room measures 45 x 35 feet. We also have a kitchen, bathroom and large outdoor play area. The work areas for the high school education and training students are in adjoining rooms.

All equipment and toys are carefully selected to encourage physical, social-emotional, and intellectual development. All materials are developmentally appropriate for preschool children. Specific areas of the preschool include: art, manipulatives, blocks, dramatic play, science, math, writing, reading, woodworking, sensory, and snack. Materials are rotated on a regular basis in support of the curricular area of focus. Materials / toys are cleaned on a regular basis. Unsafe and /or broken toys are disposed of and replaced if needed.

## FIELD TRIPS

Teachers may plan field trips that support the children’s “area of study”. You will be notified about each upcoming trip and your permission will be requested. Field trips can be beneficial for children, but they are optional, and are the parent’s decision. Both walking and bus field trips may occur. If transportation is done by bus, parents are asked to drive themselves separately, meeting the class at the designated site.

## HEALTH PROCEDURES • MANAGEMENT OF COMMUNICABLE DISEASE • MEDICAL EMERGENCIES

Employees must perform a daily symptom assessment of each child as soon as they arrive. The purpose of this daily symptom assessment is to slow the spread of disease by excluding children and staff that have signs of an illness. Our staff will make a visual inspection of your child for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue and confirm that the child is not experiencing coughing or shortness of breath.

Hand washing is the most effective measure to prevent the spread of disease. All children and staff wash hands thoroughly before handling or eating food; after toileting or wiping noses; and after changing diapers. As much as possible, children are encouraged to manage their own hand washing, by keeping step stools, soap and towels within reach; and observing adults using good hand washing techniques.

Personnel qualified to train staff in "Communicable Disease" will instruct staff in signs and symptoms of illness and in hand-washing and disinfection procedures. In addition, staff having a certificate of completion for "Communicable Disease Training" as outlined in the Preschool Program Licensing Rules, will have met the requirements of this rule.

Parents and/or guardians will be notified by phone when signs or symptoms of illness appear. In addition, a child with any of the following signs or symptoms of illness shall be immediately isolated and discharged to his parent or guardian:

- Diarrhea (more than one abnormally loose stool within 24 hours)
- Severe coughing, causing the child to become red or blue in the face or make whooping sound
- Difficult or rapid breathing
- Yellowish skin or eyes
- Conjunctivitis (pink eye)
- Temperature of 100F (under the arm) along with other signs of illness
- Untreated infected skin patch(es)
- Unusually dark urine and /or gray or white stool; or
- Stiff neck; or
- Evidence of lice, scabies, or other parasitic infestation

A child with any of the following signs or symptoms of illness shall be immediately isolated from other children. Decisions regarding whether the child should be discharged immediately or at some other time during the day shall be determined by the program director and the parent or guardian.

The child, while isolated at the program, shall be carefully watched for symptoms listed above as well as the following:

- Unusual spots or rashes;
- Sore throat or difficulty in swallowing;
- Elevated temperature; or
- Vomiting

A child isolated due to suspected communicable disease shall be:

- Cared for in a room or portion of a room not being used in the preschool program;
- Within sight and hearing of an adult at all times. No Child shall ever be left alone or unsupervised;
- Made comfortable and provided with a cot.
- Observed carefully for worsening condition; and
- Discharged to parent, guardian or person designated by the parent or guardian as soon as practical.

Note: All linens and blankets used by the ill child will be laundered before being used by another child. After use, the cot will be disinfected / cleaned in accordance with Preschool Program Licensing Rules.

**If a child is sent home due to illness, the child may be readmitted when free of fever for 24 hours without the use of medication and/or the threat of contagion is over. Symptoms of the illness must disappear, and the child must feel well. Do NOT send your child sick to school. A child cannot benefit fully from instruction if they are not feeling well. In addition, they are spreading germs to others.**

If a child is "mildly ill", (i.e. experiencing minor common cold symptoms or a child who does not feel well enough to participate in activities; but not exhibiting any of the symptoms described in previous paragraphs of this section) he / she will be monitored and if his /her condition worsens, parent will be notified.

If your child has been exposed to a diagnosed communicable disease, you will be notified in writing.



In cases of injuries that need a doctor's care, the parents will be notified immediately. First aid treatment will be confined to cleaning with water, applying ice, and bandaging only. If the situation warrants, paramedics will be called. **Note: all school personnel are prohibited from administering medical treatment of any kind unless a medical authorization form is on file.**

Please make sure that the program has up-to-date emergency phone numbers and information. Persons listed as alternate contacts when parents are not available will be contacted in the order listed on the child's emergency card.

### **ACCIDENTS OR INJURIES WHILE AT SCHOOL**

If a child is injured at school an incident report will be filled out by staff member supervising at the time. The parent will sign and receive a copy of the form and the other copy will be kept on file at the center. If a child is injured seriously all attempts will be made to reach the parents or emergency contact. Emergency medical procedures will be followed in accordance with Sylvania Schools Board policy.

### **ADMINISTERING MEDICATION, FOOD SUPPLEMENT, MODIFIED DIET OR FLUORIDE SUPPLEMENT**

Prior to administration of any medication, food supplement, modified diet or fluoride supplement, written instructions of a licensed physician or licensed dentist must be on file. In addition, written consent of a parent is required. Contact the program director for the required form.

If at all possible, it is suggested that medications be given at home. However, if it is not possible and medications are needed at school, medications must arrive at school in their original labeled container. A staff member will administer medications and a written log including dosage, date and time of administration will be kept on file.

### **HEALTHY LIFESTYLES FOR YOUNG CHILDREN**

As you may know, active movement is critical to childhood development particularly during the ages of 0 to 7 years, as it helps to both establish and strengthen fundamental nerve pathways which will later be the foundation for higher academic success. Further, brain-based research shows that passive recreation (i.e. Game Boys, computers, video games, T.V. and the like) actually hampers with this pathway development, and in some cases, may interfere with the brain's ability to maintain attention to less visually stimulating environments (i.e. school, dinner or family time at home, church, etc.). Therefore, the message for healthy brain development – MOVE, MOVE, MOVE!!! Whether the movement is through a structured activity such as swimming lessons or simply walking around

the block pulling a wagon, it is vital for your child to have as much active movement as possible throughout his/her day. Other ideas include: playing on playground equipment, digging in the garden or sand, jumping jacks, riding a tricycle or bike, wheelbarrow walks (or animal walks), jumping on a trampoline, doing jobs around the house (sweep, vacuuming, carrying items, putting groceries away), and drawing on the sidewalk using big movements to name just a few.

### **IMMUNIZATIONS**

State law requires that each child remain up-to-date with his/her immunizations or have special consideration by the child's physician. A record of the immunizations must be on file prior to the child's first day of school.

### **YEARLY MEDICAL STATEMENT**

State licensing rules require parents to provide, prior to the date of admission or not later than thirty days after date of admission, and 13 months from the date of examination thereafter, a report from a licensed physician affirming that the child is in suitable condition for enrollment in the program. A form will be provided for you. In accordance with Preschool Licensing Rules, failure to have an updated medical statement on file will result in your child **NOT** being able to attend school.

## **HOURS OF SCHOOL**

The early childhood program is open Monday thru Friday from 7:00am to 4:00pm for children enrolled through Sylvania Community Services.

## **INTERVENTION POLICY**

Northview Preschool is committed to providing all enrolled children a safe environment that fosters positive self-concept development. At times negative behavior that creates an unsafe situation will involve further intervention beyond our discipline policy.

The following interventions may be used:

1. Redirection, separation from problem situations as stated in our discipline policy as well as parent/guardian contact.
2. Conference with parent/guardian to discuss behavior situation.

3. Referral to Intervention Assistance Specialist from Sylvania Schools or child's home school upon parent permission. Behavior plan developed with assistance from the intervention team.
4. If we are not able to meet the child's needs after reasonable accommodations are made, a meeting will be held with parents to discuss other alternatives.

*As always, safety and your child's welfare is our main concern.*

## LICENSING

In accordance with state law, each preschool classroom is licensed through the Ohio Department of Education. The license is posted just inside the preschool classroom. Onsite visits (licensing inspections) by a representative of the Ohio Department of Education occurs a minimum of once during the school year to insure that the health and safety needs of the children are being met. A copy of the most recent licensing compliance report is posted near the site license. Parents can request a copy of inspection reports from your child's teacher.

If parents need to file a complaint regarding the implementation of the Rules for Preschool Programs, Chapter 3301-37; they should call the Ohio Department of Education, Office of Early Learning and School Readiness or the Ombudsman at 614-466-0224.

## NAPPING

In accordance with the Ohio Department of Education Preschool Program Licensing Rules, all children enrolled in the full day program are required to have a nap/rest period. Each child is assigned their own cot and is used exclusively by that child. Cots are cleaned regularly using a germicidal detergent and before assignment for use by another child.

This nap/rest period does not exceed 1.5 hours in length. For the first portion of nap time / rest period (approx. 30 minutes), quiet activities are provided for the non-nappers. These non-nappers then proceed to the playground or gym for large motor activities while their peers sleep.

Your child should bring a blanket to school for nap time. He/she is also welcome to bring a "snuggle" item if needed. Please make sure all items are clearly marked with your child's name. Blankets are to be taken home at the end of each week for cleaning by the parent.

## NUTRITION

### SNACK

Snacks at school are not only a nutritious need for young children, but also serve to provide instructional goals of independence, communication, and social interaction. Food and beverages are provided in accordance with Preschool Licensing Requirements and the district's Wellness Policy. A variety of foods are offered to the children. They are encouraged to taste new foods. Never are they forced to taste or eat any food or drink offered. If a child is on a special diet, or has food restrictions, written instructions from a physician must be given to the director.

A morning and afternoon snack is provided daily.

### BREAKFAST

Students who arrive in the early morning are welcome to eat breakfast at school. Parents may pack breakfast for their child or if you prefer you may purchase a breakfast at school. Purchased food choices include: milk, bagels, cold cereal and fruit. If you choose to pack your child's breakfast, please keep nutrition in mind and we ask that no donuts, cookies or other sugary foods be sent.

### LUNCH

Each child needs to bring a cold packed lunch with them. Please include an ice pack. The regulations define nutritious lunch as "One food from the meat/meat equivalent group, the bread/grains group, the dairy group, and two foods from the fruit or vegetable group." The Center will provide milk with your child's packed lunch. Sack lunches from home need to constitute at least 1/3 of the child's RDA's or we are required to supplement their lunch; therefore a lunch supplement charge will apply. In addition, a complete lunch will be provided in an emergency situation in case a child does not bring one from home. When used, a service charge will be added to your SCS child care bill.

Note: due to choking hazard, the following foods are **NOT** permitted / served in the preschool program: **HOT DOGS, POPCORN, GRAPES and NUTS**. Please do **NOT** pack these items for your child.

## OUTDOOR PLAY

Children engage in outdoor play as weather permits. Please dress your child in comfortable and appropriate clothes for the weather. Hats, mittens and boots are needed during the colder months (please mark all items of clothing with your child's name -this includes all coats and jackets).

## PARENTS

You too are important! Please be assured that any and all of your concerns will be respected and recognized for the important role they play in your child's development. Throughout the school year, parent education opportunities will be available to you.

They may include the following:

- Classroom time with your child
- Participation in conferences
- Participation in special activities or events
- Participation in parent workshops

## PARKING

If you are staying for an extended period of time, it is asked that you park in the front of the school.

## PERMISSION FOR PICTURES/PHOTOS

Teachers often use the children's pictures in the classroom to support classroom instruction / enhance learning experiences. Occasionally, newspapers or organizations write stories and use pictures to provide information to the community about our preschool program. Each year, you will be asked to complete a form, either granting or denying permission.

## SCHOOL DELAYS AND CLOSINGS

When weather conditions necessitate the delay or cancellation of school, every attempt is made to announce this decision through the media by 6:00am. Please check the district website, listen to the radio or listen to television stations for school delay or closing announcements. Announcements will use our official title- Sylvania Schools. Please do not call the school office.

In the event there is a two hour delay (due to poor weather conditions), the early childhood program will open at 9:00 am. When it has been announced that the opening of school will be delayed, it would be wise to stay tuned to the station because there is always a possibility that a second announcement might need to be made, stating that Sylvania Schools have closed.

### INCLEMENT WEATHER

We follow the Sylvania School district's weather delays and closings. In the event there is a two hour delay (due to poor weather conditions) the preschool will open at 9:00am.

## SUPPLIES

Each child is in need of the following:

- Backpack large enough to hold a 3-Ring Binder
- Change of clothing (pants, shorts, underwear, shirt and socks-labeled with the child's name) to keep at school
- 4x6 Family photo (no frame)
- Lunch box
- 3-Ring Binder
- 1 box of tissues

## TRANSPORTATION

Parents are responsible for arranging transportation or carpools to and from school for their child. Children should arrive no earlier than 6:55am and be picked up promptly at 4:00pm. Arrival and Departure routines will occur following these procedures:

### ARRIVAL:

1. Ring the doorbell located on the right hand side of the outside entrance (near the hill)
2. A preschool staff member will let your child in
3. You will sign your child in using the Procure app
4. Note: High school students are **NEVER ALLOWED** to let in a preschool child or open the door to a parent.

### DISMISSAL:

This procedure will be similar to arrival. Family members will be required to

1. Ring the doorbell located on the right hand side of the outside entrance (near the hill)
2. A preschool staff member will come to the door and confirm who the family member is picking up - Note: If someone other than a parent is to pick up the child, **we must have written permission from the parent.** This person will be required to show a photo I.D.
3. The staff member will return to the room to assist the child in packing up their belongings.
4. The staff member will then walk the child to their family member
5. You will sign your child out using the Procure app

If someone other than a parent is to pick up the child, we must have written permission from the parent. This person will be required to show a photo I.D.

## VISITORS

Parents are welcome in the classroom **ANY TIME**. We encourage you to observe or participate in your child's classroom experience. A Visitor Form as well as a Non-Conviction Statement must be on file prior to visiting (please contact your child's teacher for these forms). For safety reasons, family members are required to enter the school using the front entrance and sign in at the main office. If you would like to volunteer on a regular basis in your child's class, please contact your child's teacher.

## WITHDRAWING FROM SCHOOL

If it becomes necessary to withdraw your child from school, because of a family move, health or other circumstances, please contact the program director.

## 2023-2024 NORTHVIEW PRESCHOOL CALENDAR

Thursday	August 17	"Meet the Teacher"	
Monday	August 21	Preschool Begins	
Monday	September 4	Labor Day	NO SCHOOL
Monday	October 9	Teacher Work Day	NO SCHOOL
Thursday	October 26	Parent-Teacher Conferences	
Friday	October 27	Parent-Teacher Conferences	
Wednesday - Friday	November 22-24	Thanksgiving Break	NO SCHOOL
Monday - Friday	December 25 - January 5	Winter Break	NO SCHOOL
Monday	January 15	MLK Day	NO SCHOOL
Monday	February 19	Presidents' Day	NO SCHOOL
Monday - Friday	March 25 -29	Spring Break	NO SCHOOL
Monday	April 8	Solar Eclipse	NO SCHOOL
Early May	Parent-Teacher Conferences		
Monday	May 27	Memorial Day	NO SCHOOL
Tuesday	May 28	Ice Cream Social	
Thursday	May 30	Last Day of Preschool	