



Preschool

PARENT HANDBOOK



CONTACT INFORMATION

Preschool

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1349 East 79th Street, Cleveland, OH 44103
Room 112 and 208
216.838.0110

Special Education Preschool

East Professional Center
1349 East 79th Street, Cleveland, OH 44103
216.838.1963

Help Me Grow 216.838.1964

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EarlyChildhood@ClevelandMetroSchools.org

OUR VISION

It is the vision of the Cleveland Metropolitan School District that every student in grades Preschool-3 will be successful in a rigorous instructional program. The program addresses the language and cognitive development of students in addition to addressing the social, emotional and physical needs of every child.

Our mission is to create a rich and stimulating, child-centered environment in every classroom. Parents can expect to find developmentally-appropriate teaching strategies in a center-based setting in every one of our Preschool-3 classrooms.

As we continually strive to optimize the conditions for learning for CMSD's youngest learners, each student is valued for his or her unique experiences and learning style, as we work toward our ultimate goal of helping them become successful independent learners.



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Dear Families,

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

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

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

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

Yours in education,

Preschool Staff



OHIO DEPARTMENT OF EDUCATION LICENSING REQUIREMENTS

The CMSD Preschool Program is licensed through the Ohio Department of Education, which monitors each classroom at least twice during the school year with an announced and unannounced visit. Each classroom must comply with the *Rules for Preschool Programs, Chapter 3301-37, State of Ohio Revised Code*. The Preschool Program license, a copy of the most recent compliance report and corrective action plan, if applicable, are to be posted in the classroom. Copies of the Rules for Preschool Regulations are located in the classroom and the office. These documents are available upon request. All complaints and reports concerning the operation of the programs regulated by this Administrative Code may be reported to the Department Ombudsman or the Office of Early Learning and School Readiness. The names and phone numbers of both parties are posted in a conspicuous place near the posted program license.

Class Options/Class Size/Child-Staff Ratio

PRESCHOOL

State preschool regulations require a child/staff ratio of 14:1 and a maximum group size of 28 children per room. However, research indicates that small group sizes and lower child/staff ratios are strong predictors of compliance with indicators or quality such as positive interactions among staff, children and developmentally appropriate curriculum. Consequently, the CMSD preschool class size will not exceed 20 children with a teacher and an educational aide.

SPECIAL EDUCATION PRESCHOOL

Cleveland Metropolitan School District has many different options for Preschool Special Education classes. We offer half-day, full-day, autism and integrated classroom settings throughout the District. State preschool regulations require a child/staff ratio of 6:1 or two adults to 12 preschool children with disabilities. Each Preschool Special Education classroom may include up to six typically developing peers. Typical peers are not considered part of the official Preschool Special Education roster, but are welcome to participate in the Preschool Program.

Parent Roster

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

Student Records

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



PROGRAM SERVICES

All children enrolled in the Preschool Program will receive the following services:

1. Academic instruction appropriate to your child's needs and development. This instruction will be aligned to the Early Learning Content Standards adopted by the State Board of Education, as well as the Scope and Sequence developed through the Academic Office.
2. Assessments that will measure each child's progress in the areas of social, emotional, physical, cognitive and language development.
3. A speech/language and hearing screening. (Parents will receive reports of those screenings and referrals to community agencies if needed.)
4. A vision screening by the school nurse or the Cleveland Sight Center. (Parents will receive reports of the screening and referral to community agencies if needed.)
5. The assistance and services of a social worker or psychologist will be available upon the teacher's and/or parent's request.
6. Families in the Head Start program will receive additional services.
7. Ohio Dept. Of Education-required assessments that measure each child's progress in language, social-emotional development and early learning outcomes, e.g. problem-solving. These include: Ages and Stages Questionnaire/Social-Emotional (ASQ/S-E), Early Childhood Outcomes (ECO), Splash Into Preschool Assessments and the State Early Learning Assessment
8. Services indicated on your child's Individual Education Program (IEP)

Preschool Team

The Preschool Team will consist of the following:

- Principal or Designee
- Curriculum Manager, Preschool Education
- Teacher and Teacher Assistant
- Speech/Language Pathologist
- Psychologist

Teacher In-Service

Teacher In-Service Days are scheduled for teachers throughout the school year for professional development. Children do not attend school on these days; dates will be given to you by the teacher.

Individual Education Plan (IEP) Team

The Individual Education Plan (IEP) Team consists of the following:

- Parent or Guardian
- District Representative - Preschool Special Education Manager or Administrator
- Early Childhood Intervention Specialist
- Instructional Assistant
- Related Services Personnel
- Nurse, if indicated

STEP UP TO QUALITY

Step Up To Quality is a rating system that awards one to five stars to learning and development programs that go above and beyond minimum licensing standards. Star-rated programs lay the foundation for children's learning and development, and build skills that are important for success in school and in life. Programs with star ratings:

- have highly trained teachers.
- develop children's school readiness skills.
- are committed to continuous improvement.
- value relationships with families and communities.

Research confirms that the first five years of a child's life has a direct impact on how children develop emotional well-being, in addition to learning and social skills. For these reasons, the Ohio Department of Job and Family Services and the Ohio Department of Education are committed to improving early childhood opportunities for all children in the state. Cleveland Metropolitan School District has five star programs, and continues to add more each year.



PROGRAM DESCRIPTION

The Preschool Program is designed to:

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

PROGRAM STANDARDS

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

These standards follow five domains:

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

3. **Approaches Toward Learning** — Approaches Toward Learning centers on the foundational behaviors, dispositions and attitudes that children bring to social interactions and learning experiences. It includes children’s initiative and curiosity, and their motivation to participate in new and varied experiences and challenges. These behaviors are fundamental to children’s ability to take advantage of learning opportunities, and to set, plan and achieve goals for themselves. This domain also includes children’s level of attention, engagement and persistence as they do a variety of tasks. These factors are consistent predictors of academic success (Duncan et al., 2007). Finally, children’s creativity, innovative thinking and flexibility of thought allow them to think about or use materials in unconventional ways, and to express thoughts, ideas and feelings in a variety of media.
4. **Language and Literacy Development** — The standards for language and literacy reflect knowledge and skills fundamental to children’s learning of language, reading and writing. Young children’s language competencies pertain to their growing abilities to communicate effectively with adults and peers, to express themselves through language and to use growing vocabularies and increasingly sophisticated language structures. Early literacy skills include children’s developing concepts of print, comprehension of age-appropriate text, phonological awareness and letter recognition. Research has identified early skills of language and literacy as important predictors for children’s school readiness, and their later capacity to learn academic knowledge (National Early Literacy Panel, 2008).
5. **Cognition and General Knowledge** — This domain includes those cognitive processes that enable all other learning to take place, as well as children’s knowledge of the social and physical world. This domain is organized in the strand “Cognitive Skills” and into the concepts and skills of its subdomains: mathematics, social studies and science.



PROGRAM CURRICULUM

Preschool curriculum is guided by the Ohio Department of Education’s Early Learning Content Standards. These standards follow four themes of early childhood education.

- All children are born ready to learn. Current brain research suggests that we often underestimate what young children can do. Although humans learn throughout their lifetime, they will never have the capability to learn as much as they do in the early years. Students will be assessed with the Ages and Stages Questionnaire (ASQ) within 45 days of attending our program to assess their development.
- Environments matter. The Early Childhood Environment Rating Scale (ECERS) and Literacy Environment Checklists are used to evaluate effective classrooms that promote reading and writing.
- Communication is critical. Children learn to communicate effectively with others through language, writing and expressive arts. It is important that children are read to on a daily basis.
- Relationships are influential. The relationships that children have with adults and peers at a young age are the building blocks of healthy development needed to successfully function in our society. At Head Start sites, the Classroom Assessment Scoring System (CLASS) is used to evaluate teacher-student interactions.

CLEVELAND METROPOLITAN SCHOOL DISTRICT’S PRESCHOOL ADOPTED CURRICULUM

- Houghton/Mifflin – Splash Into Pre-K
- PATHS-Social/Emotional

SKILL DEVELOPMENT

Developmental skills are based on the Ohio Early Learning Content Standards for preschool students published by the Ohio Department of Education. Children’s experiences in the Preschool Program will include skills in these areas:

SOCIAL

- Learns to dress independently – zips, buttons, snaps, ties (shoes)
- Follows simple directions
- Selects an activity without help
- Shares toys and materials
- Cleans up after an activity

BODY AWARENESS

- Identifies and names body parts (head, mouth, shoulders, eyes, ears, elbows, nose, hair, wrist, ankles, neck, knees, legs, arms, fingers, feet, toes and waist)

LARGE MOTOR SKILLS

- Learns to hop, skip, jump and run
- Learns to handle scissors
- Develops eye/hand coordination

LANGUAGE

- Uses and recognizes full names
- Speaks using complete sentences
- Names objects and uses words to describe them by size, shape, color and use
- Begins to understand relationships (i.e. long/short hair, big/little, tall/short, soft/hard, rough/smooth, slow/fast, smooth/bumpy, here/there)
- Classifies (groups) objects and pictures
- Follows a series of three directions
- Relates experiences in the group
- Retells a story
- Understands position words (i.e. under, over, top, down, bottom, above, below, in, out, beside, behind and in front)
- Identifies and names shapes (circle, square, rectangle and triangle)
- Recognizes and names colors (red, orange, yellow, green, blue, purple, brown, black and white)
- Relates feelings and understands the terms happy, sad, angry, afraid

ENROLLMENT ELIGIBILITY

Preschool Program Eligibility

Children must:

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

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

Special Education Eligibility

To be eligible for the Special Education Preschool Program, children must:

- reside in the Cleveland Metropolitan School District (CMSD)
- be a minimum of three years of age
- have been identified as eligible for Preschool Special Education services through an evaluation conducted by CMSD or another school district OR
- register as a typical peer:
Special Education Preschool Office
1349 East 79th St.
216.838.1963

Intake Meeting Procedures

A family member must represent your child at this meeting. The parent or guardian must provide the following information:

1. Proof of address (i.e. utility bill or public agency identification card)
2. Birth certificate or baptismal certificate
3. Medical examination form signed and dated by the physician. The physical exam must have occurred within the last 12 months. Child's medical exam must be updated every 13 months from the date of the examination. No child will be admitted without a current physical
4. Dental examination form signed and dated by the physician
5. Immunization record that is current and up-to-date
6. Guardianship papers if applicable

Non-Discriminatory Statement

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

Daily Sign-In and Sign-Out Procedures

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

An **adult** must sign in their child at the beginning of the day. An **adult** must sign out their child at the end of the day. Children will not be released to anyone other than parents or guardians or those listed on the Child Release Information form. If someone not listed on the form will be picking up your child, the teacher must be notified. If the teacher is not notified, your child will not be released until you have been reached by phone to confirm that your child may go home with the new individual. Adults picking up your child will be asked to show identification.



ENROLLMENT ELIGIBILITY

(continued)

Transfers

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

Withdrawals

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

Half-Day Policy

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

The Preschool Programs are full day. Our goal is to meet the developmental needs of your child. There are occasions when your child may need a half-day or less of school. A conference will be held with the teacher and the parent or guardian to determine the length of the school day that is best for your child.

Your child will continue on a limited day until it has been determined by the teacher and the Preschool Team that he or she is ready to remain in school for a full day. Weekly progress reports will be provided to the parent or guardian.

ATTENDANCE POLICY

- Children are to come to school on time every day.
- Children must be picked up at dismissal on time every day.
- Children must be signed in and signed out every day by an adult. (No nicknames or initials are allowed.)
- If you are going to be late, you must call the school and explain your emergency.
- **Children who are consistently late to school more than twice a week will be excluded from the program.**
- **Children who are consistently picked up late more than twice a week will be excluded from the program.**
- When your child is ill, notify his or her teacher. Upon returning to school, your child must bring a written excuse for the absence.
- If your child has an irregular attendance pattern, or is absent for a week without notification, the teacher will make two (2) attempts to reach you by phone. If there is no response to the calls, your child will be excluded from the program.
- If your child is left after school and we are unable to reach someone from your emergency list to pick them up, the principal will determine if authorities, e.g., the local police will be called. Should this situation occur, you must have a conference with the teacher and/or social worker and the principal or his or her designee.
- You must sign the Attendance Policy Form after reading it and discussing the information with the preschool teacher.

Notification of Absence

Parents or guardians must notify the school and the teacher when your child is absent. Upon returning to school, your child is to bring a written excuse for the absence.

Number and/or Address Changes

It is the parent's or guardian's responsibility to inform the school office **and** the classroom teacher **to any changes to address, phone number and emergency numbers or work location** so that in the event of an emergency or illness you can be reached in a timely manner.

PARENT OR GUARDIAN INVOLVEMENT

Visitation Policy

Parents or guardians of enrolled children in the Preschool Program are welcome to visit the classroom at any time. Upon entering the school building, parents or guardians must sign in at the school office and adhere to school policy.

Parent or Guardian Participation

- Each parent or guardian may feel free to contact the teacher, school principal and/or the Preschool Office when assistance is needed for concerns related to the Preschool Program.
- Parents or guardians will be asked to provide information about their child during the intake process. They will need to attend an orientation meeting prior to their child beginning school.
- Parents or guardians will be asked to attend scheduled conferences at least twice during the school year to discuss their child's progress. Teachers or parents or guardians may hold an informal conference when deemed necessary by either party.
- Parents or guardians are asked to check their child's backpack or folder each day. Important information such as permission slips will be sent home via backpack or folder. Failure to return requested paperwork in a timely manner may result in your child being excluded from an activity if permission is not received.
- Parents or guardians may volunteer in their child's classroom. Preschool classrooms buzz with activity and provide many opportunities for you to get involved. Speak with the teacher if you have time to lend a hand.
- Parents or guardians may participate in the School Parent Organization (SPO) or other school parent meetings.
- Parents or guardians may volunteer to participate on field trips.

“At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.”

— Jane D. Hull
former Governor of Arizona
and education advocate

Support Outside of the Classroom:

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

- listening to what your child has to say.
- reading to your child every day.
- taking your child to interesting places such as the zoo, farm, parks, supermarket, airport, beach and the library.
- providing opportunities for language development by having your child talk about his or her experiences.
- appreciating his or her efforts with the use of creative materials.
- establishing an early bedtime.
- teaching your child to dress/undress himself or herself independently.
- limiting and carefully monitoring TV programs.
- seeing that your child attends school regularly and on time.
- labeling boots, raincoats and other clothing that your child may need to remove at school.
- helping your child to complete homework sent home by the teacher and returning it on time.
- keeping your child home when he or she is ill.
- notifying the teacher of any situation that may have an adverse effect on your child's behavior.



GUIDANCE AND CLASSROOM MANAGEMENT

Sensible and consistent limits need to be set in any group to help children feel safe, secure and comfortable. Children need to feel confident that CMSD will protect them when the need arises. This policy applies to all staff and parents.

Classroom Management

Basic classroom rules will be established with the children's input. Rules will be relatively few in number and will deal with matters of importance for group and individual well-being. Limits will be consistently enforced. Areas, such as safety, fairness, respect for individual and group rights and needs, care of equipment and materials will be considered.

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

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

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

Discipline

Any method of discipline shall be restricted as follows:

1. There will be no cruel, harsh or corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking or biting.
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 gain 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 herself or his or her family or other verbal abuse.
6. Discipline shall not be imposed on a child for failure to eat, failure to sleep or 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, will be restricted to one minute apart from the class for every year of age of your child. For a four-year old child that means your child could be given time-out for a maximum of four minutes. Your child will be within sight and hearing of a preschool staff member in a safe, lighted and well-ventilated space.
10. The staff shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the Preschool Program.

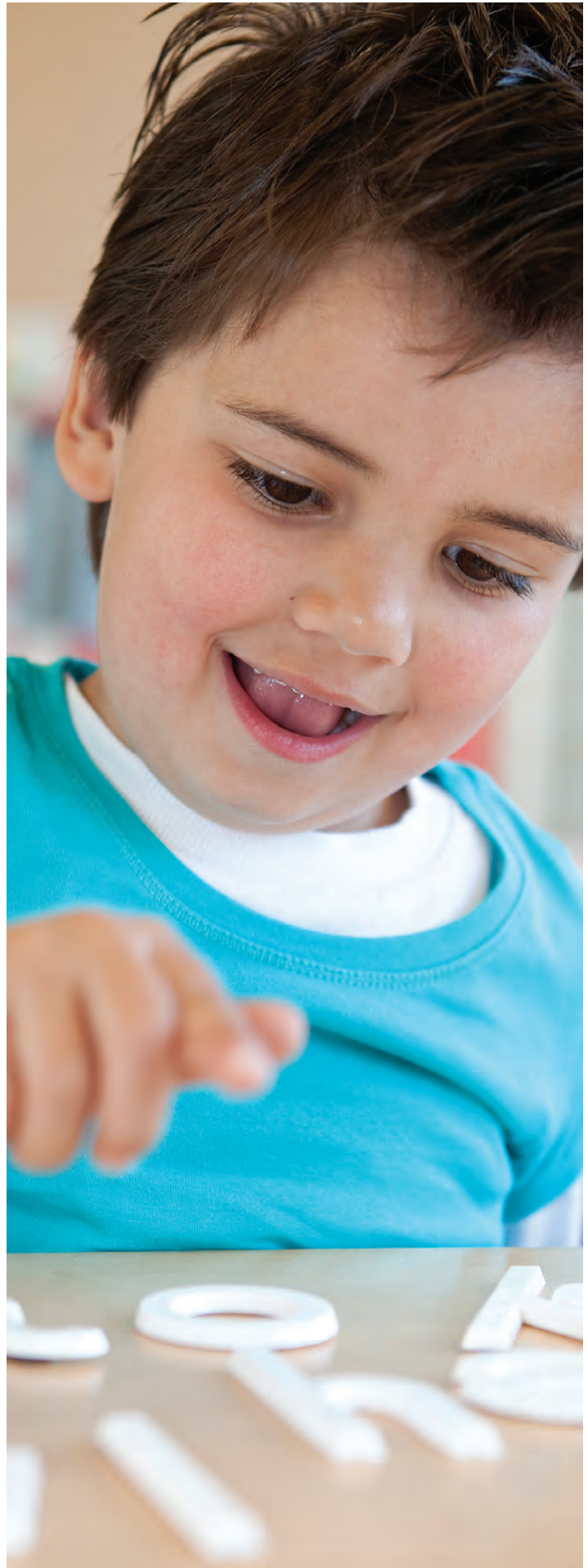
MEDICAL AND COMMUNICABLE DISEASE POLICY

Medical Examination

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

Management of Communicable Disease

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



MEDICAL AND COMMUNICABLE DISEASE POLICY

(continued)

Signs or Symptoms of Illness

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

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

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

- (a) unusual spots or rashes
- (b) sore throat or difficulty in swallowing
- (c) elevated temperature
- (d) vomiting

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

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

HEALTH AND SAFETY

Immunization Requirements

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

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

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

Miles-Broadway Health Center

9127 Miles Avenue
216.664.7487

McCafferty Health Center

4242 Lorain Avenue
216.664.6603

J. Glen Smith Health Center

11100 St. Clair Avenue
216.664.2704

Administering Medication

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

Students requiring prescription medication during the period when they are under the direct supervision of the principal shall be permitted to administer to himself or herself in the presence of a school employee, provided that the following documents on the next page have been received:



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

The following exceptions shall be permitted:

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

Child Abuse Reporting and Prevention

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

Toileting Policy

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

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



HEALTH AND SAFETY

(continued)

Safety

1. General

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

2. Field Trips

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

Procedures for Medically Fragile Children

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

Emergency Procedures

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

School Arrival and Departure

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

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

SPECIAL EDUCATION PRESCHOOL ONLY

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



Healthchek Services for Children Younger than Age 21

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

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

Healthchek covers 10 check-ups in the first two years of life and annual check-ups thereafter, and offers a comprehensive physical examination that includes:

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

If your child is enrolled in Ohio Medicaid, Healthchek services are available. If you (the parent) are younger than age 21 and are also enrolled, you can receive Healthchek services, too.

Call 800.324.8680 for more information.



PRESCHOOL TRANSITION POLICY

The Cleveland Metropolitan School District has a strong commitment to preschool education, and has taken steps to ensure that all 3 and 4-year-olds receive quality instruction in a District classroom or community site. The District has designed a plan to serve as a guide for schools to ensure that the first classroom experience is positive and rich for your child. The team of teachers at each school will complete a “Cleveland Metropolitan School District Early Learning Transition Plan” annually.

Activities for Transition to Preschool

The District provides free screening and evaluation to any child for whom the parent, teacher, community agency has concerns in any area of development—speech or language, cognition, social emotional behavior, fine or gross motor skills. Children who qualify for **Special Education Preschool Program** services transition into classrooms throughout the year.

1. Children transitioning from Help Me Grow have a transition meeting 3-6 months before their 3rd birthday.
2. The District screens all typical children for inclusion into integrated classrooms to make sure they are good “preschool partners.”
3. Parents are given information and phone numbers for community-based programs in their neighborhood.
4. All typical students are screened one time per year to identify any areas of concern.
5. Parents are invited to the school before your child arrives to complete paperwork and to get acquainted with the classroom. They are given a schedule of the week and know what to expect of the new classroom experience. Parents share important information about their child with the teacher so that the transition will go smoothly. Each teacher is encouraged to meet with each child and his or her parents or guardians.
6. Several Districtwide events take place throughout the spring and summer in preparation for the transition into the Preschool Programs. Schools are encouraged to hold “meet & greet” events as well as ice cream socials and/or family picnics.

7. Schools facilitate open house events for incoming preschool students prior to the start of each school year. Sample school day schedules, procedures and policies will be shared with the parents or guardians and children.
8. Each teacher meets with the parents or guardians to complete the Cleveland Metropolitan School District transition into preschool plan. Parents or guardians help to create goals for their child.

Transition from Preschool to Kindergarten

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

1. Parents are encouraged to register their children for kindergarten before school lets out in the summer. The March into Kindergarten website may be shared with parents or guardians (MarchIntoKindergarten.com).
2. Families are encouraged to become familiar with schools in their neighborhood and attend events as early as the year before entry into kindergarten.
3. Parents are given a checklist of kindergarten readiness skills and are familiarized with how preschool is preparing their student for kindergarten success.
4. Parents are encouraged to plan activities for the summer to ensure readiness for kindergarten.
5. Preschool and kindergarten teachers meet and plan together for incoming students.
6. Parent are invited to attend a kindergarten open house in the spring where they can see classrooms, meet teachers and make informed choices.
7. Teachers plan a variety of activities to prepare students for kindergarten—books, visits, shared experiences.
8. Students are given opportunities to experience kindergarten-type activities.



9. Parents and teachers complete the strengths-based Cleveland Metropolitan School District Transition into Kindergarten Plan.
10. Students with special needs will move to another school for specific programming. Parents will be given information in advance and have opportunities to visit classrooms.
11. Transition students will have a promotion ceremony with their families.
12. All kindergarten teachers will schedule classroom phase-in activities at the start of each school year.





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