



Duncan Falls Elementary (DFE)
397 Oak Street
Duncan Falls, Ohio 43734
740-674-5211

Roseville Elementary (RES)
35 Elm Street
Roseville, Ohio 43777
740-697-7216

PARENT HANDBOOK

Little Bolts Preschool operates preschool for students with disabilities and typically developing peer models ages 3 through 5 living in the Franklin Local School District. Our preschool participates in the Early Childhood Education Grant offered by the Ohio Department of Education and Workforce. Our participation in this grant allows Franklin Local Schools to offer preschool at zero cost to families. Children accepted into Little Bolts Preschool are accepted on a case by case basis. Priority is given to filling ECE Grant seats first with children who qualify via at least one of the ECE eligibility requirements listed below.

- Family household income must fall at or below 200% of the Federal Poverty Guidelines. All parents will be required to complete a Publicly Funded Child Care Application.
- Child was provided with Early Intervention services and had an Individualized Family Service Plan (IFSP) but no longer qualifies for special services, i.e. “Early Intervention Graduate” A Copy of the IFSP must be provided by the parent/guardian or requested from Early Intervention agency.
- Child qualifies for Special Education services and has an Individual Education Plan (IEP)

Children who do not qualify for an ECE seat may be accepted if there are seats available after all students who qualify have been placed in classrooms.

*Children that are age-eligible to attend kindergarten in the Franklin Local School District may not attend Little Bolts Preschool.

Preschool classes are offered up to 5 days a week for students ages 3,4 and 5. Little Bolts Preschool follows the Franklin Local School District Calendar for days not in session. Little Bolts Preschool will have additional days off for preschool screening and staff development. Please refer to the Little Bolts Calendar you will receive for days specific to your preschool child.

Little Bolts Preschool DOES NOT accept any Open Enrollment students. You must live within the Franklin Local School District in order to apply for our program.

**Special Education Team decisions may supersede this rule in unique circumstances.*

LITTLE BOLTS PRESCHOOL STAFF

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Mrs. Kara Harris, Director of Special Services
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Mrs. Jamie Stemm, Preschool Coordinator
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Duncan Falls Elementary	Roseville Elementary School
<u>Teachers</u>	
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<p>Mrs. Derrianne Hamill Mrs. Jamie Dady Mrs. Ashley Sprankle</p>	<p>Mrs. Jennifer Nesselroad Mrs. Stacy Shook Mrs. Kayla Kelly</p>

Philosophy

It is the Philosophy of the Little Bolts Preschool Program that ALL children learn in a vibrant and engaging environment that nurtures curiosity through imagination and play, fosters social-emotional development, and prepares them for future academic success.

Mission

A safe, inclusive and enriching environment that builds a foundation for life-long learning

Vision

A community where ALL children feel loved, valued, and encouraged to develop to their fullest potential

Admission, IEP Services and Withdrawal

All children are enrolled as typically developing peer models upon the completion and submission of required paperwork. Children that are demonstrating delays or have a medical diagnosis (with documentation), will meet with preschool special education staff to discuss the child's level of functioning. The child's parent or guardian must provide or complete a variety of required paperwork, which will become a part of your child's school record. This includes (but is not limited to) a parent questionnaire, Final Forms, immunization record, physical examination completed by a physician, copy of birth certificate, custody papers (if applicable), permission to release your child to certain adults other than parent, permission to have child's name on the class roster and permission to have the child's picture taken.

Children qualify for Preschool Special Education Services based on developmental need. After evaluation and IEP development, services will begin, as stated in the IEP. Early Childhood Special Education services must be available to children; however, it is not mandatory that children who qualify must participate. The services are voluntary, and families may choose whether or not to participate and may withdraw at any time. If parents withdraw the child, they must contact the Director of Special Services and complete the appropriate paperwork. A copy of the child's records will be forwarded to another school district, if applicable.

Arrival/Dismissal

Please note that arrival and dismissal procedures are subject to change.

Always call the office or send a note if your child is going home a different way other than he/she normally does. Please call the office with transportation changes early in the day before 2:00 p.m. Safety is our #1 priority! We ask that you are patient and remain in your vehicle at drop-off for quick departure.

Students that participate in parent pickup each child will be issued 2 car tags. Tags need to hang from rearview mirrors for quick identification. If you, or the person designated to pick your child up, does not have a car tag, they will be sent to the main office. Please contact your child's teacher if you need additional hang tags.

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<p><u>Parent Drop off is at 8:45am:</u></p> <ul style="list-style-type: none"> • AM parent drop-off line is located in the back of the building. • Please use the first driveway for AM drop-off. Please pull all the way forward to the sign past the gate. • A staff member will come to the car and direct you. • Several cars may unload at the same time by the yellow barriers. • For safety reasons, children need to depart from the passenger side (closest to the fence) and walk between the fence and the yellow barriers. • PLEASE make sure students are ready to quickly exit the vehicle on the passenger side. This will help our line move efficiently. • Parents/adults will NOT be permitted to enter the building through the back door. All visitors must use the main entrance and sign-in in the office. • At exactly 9:00 am parent drop-off doors will be closed and students will then need to enter through the main entrance and be signed in. Students are tardy after 9:00 am. • Please do not pass another car or pull around another car that is stopped to unload. • Please wait until the line moves to exit. <p>Safety is our #1 priority!</p>	<p><u>Parent Drop off is at 8:45am:</u></p> <ul style="list-style-type: none"> • Doors will not open before 8:45am • The parent drop-off line is located on the side of the building. This is NOT the school age drop off line! If you have school age children you can drop those children off first at the school age doors and then swing around to drop off @ 8:45 am. • Please pull all the way forward to the sign. • A staff member will be at the preschool door at 8:45 a.m. and students may enter. • Cars will unload one at a time at the designated area. • Parents are responsible for unloading their child from the car. Staff are not permitted to unbuckle and unload children from the vehicle. • Please do not pass another car or pull around another car that is stopped to unload. Please wait until the line moves to exit. <p>Safety is our #1 priority!</p> <ul style="list-style-type: none"> • At exactly 9:00 am parent drop-off doors will be closed, and students will then need to enter through the main entrance and be signed in. Students are tardy after 9:00 am. • Parents/adults will NOT be permitted to enter the building through the side door. All visitors must use the main entrance and sign-in in the office. • A staff member will come to the office to pick up the student. Parents are not permitted to deliver their late child to the classroom.

PM Parent Pick-Up 3:15pm:

Parent pick-up for preschool is at 3:15p.m. in the back of the building. Students will be dismissed from the doors located in the back of the building.

Students will be dismissed at 3:15 pm.

- Pick up person must be a licensed driver and vehicle must be equipped with proper child safety seating. Driver will be asked to go to the main office and provide identification before a child is released to them without a car tag

Please use this pick-up procedure.

- The parent pick-up line is located in the same location as AM drop-off.
- PLEASE make sure students are seated on the driver side of the car. This will help our line move efficiently.
- Staff are not permitted to buckle children into car seats. We do understand you may need to exit your vehicle to safely buckle your child into his/her seat.
- Parent pick up closes at 3:25. At that time, all students will be sent to the office.
- Students need to follow appropriate behavior expectations while waiting in line and while walking to/from cars.
- Please do not pass another car or pull around another car that is stopped to load. Please wait until the line moves to exit.

PM Parent Pick-Up 3:00pm

Students will be dismissed at 3:00p.m. at the side doors. Please have your hanging car tag visible for staff to match your child to their car tag.

Children will not be released to vehicles without their car tag. Pick up person must be a licensed driver and vehicle must be equipped with proper child safety seating. Driver will be asked to go to the main office and provide identification before a child is released to them without a car tag.

Please use this pick-up procedure.

- The parent pick-up line is located in the same location as AM drop-off.
- Please pull all the way forward to the door.
- Students will be dismissed at 3:00p.m.
- A staff member will be outside to check car tags, and direct you. Please do not pull forward at any time unless a teacher directs you.
- Staff are not permitted to load children into cars or buckle children into car seats. We do understand you may need to exit your vehicle to safely buckle your child into his/her seat.
- Parent pick up closes at 3:30. At that time, all students will be sent to the office.
- Students need to follow appropriate behavior expectations while waiting in line and while walking to/from cars.
- Please do not pass another car or pull around another car that is stopped to load.
- Please wait until the line moves to exit.

For families that need to pick up children in additional grade levels, you will need to use the pick-up procedures for grades K-5 that take place at the back of the building.

Parent Pick-Up DFE 12:00 pm (Half Day Class) – no busing available for half day class pick up

- Pick up will be in the front of the school building at the front door closest to the office. If you are facing the front of the building, these are the doors farthest to the right. Pick up person must be a licensed driver and vehicle must be equipped with proper child safety seating.
- Please pull all the way forward to the doors with your car facing the playground. The first car in line will in line with the office doors facing towards the playground.
- A staff member will be outside to check car tags, and direct you. Please do not pull forward at any time unless a teacher directs you.
- Staff are not permitted to load children into cars or buckle children into car seats. We do understand you may need to exit your vehicle to safely buckle your child into his/her seat.
- Please do not pass another car or pull around another car that is stopped to load. Please
- wait until the line moves to exit.

HEALTH AND COMMUNICABLE DISEASE POLICY

Every child must have a health examination within 30 days of enrollment. All immunizations must be up to date for admission to the program.

Required immunizations can be waived if there are medical reasons. A physician's statement is required. Objections to immunizations based upon religious grounds are valid with a written statement signed by the parent or guardian.

All staff has completed pediatrics first aid, communicable disease, and recognition of child abuse and neglect in-service training required by the Ohio Department of Education. The Center follows the Ohio Department of Health "Communicable Disease Chart" for appropriate management of suspected illness. A chart is located in the office and each classroom. The instructional assistants will complete health checks on each child arriving at school. The instructional aide will check to see if the child is free from symptoms of communicable illness including fever, eyes that are red or containing discharge, skin rashes, or the presence of lice.

The following precautions are taken for children suspected of having a communicable disease:

1. The preschool shall immediately notify the parent or guardian of the child's condition when a child has been observed with signs or symptoms of illness.
2. Any child who is suspected of having a communicable disease is isolated and waits in the designated isolation area.
3. A child with a communicable disease is only permitted to return to preschool after symptom and fever free for at least 24 hours.
4. We isolate a mildly ill child and care for him/her until the parent, parent designee or guardian can arrive.
5. Signs or symptoms of illness for IMMEDIATE isolation and discharge:
 - a. Temperature of 100 degrees Fahrenheit taken by auxiliary method when in combination with other signs of illness;
 - b. Diarrhea (more than one abnormally loose stool within a twenty-four-hour period);
 - c. Severe coughing causing child to become red or blue in the face or make a whooping sound;
 - d. Difficult or rapid breathing;
 - e. Yellowish skin or eyes;
 - f. Conjunctivitis (pink eye);
 - g. Untreated infected skin patches;
 - h. Unusually dark urine and/or grey or white stool;
 - i. Stiff neck;
 - j. Evidence of lice, scabies or parasitic infestation.

A child with any of the following signs or symptoms of illness shall be immediately isolated from other children:

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

Decisions regarding whether the child should be discharged immediately or at some other time during the day shall be determined by the administration, teaching staff, and/or school nurse. The child, while isolated at the program, shall be carefully watched for symptoms a-j.

6. If your child becomes ill during school, he/she will be isolated from the other children. Parents (or emergency contact) will be notified and must pick their child up IMMEDIATELY. We ask all parents to complete the Emergency Medical Authorization Form for transportation of each child in case of serious accident or illness. This is on Final Forms.

7. A child who is isolated uses a cot that is sanitized before and after use. All linens and blankets used by an ill child are laundered before being used by another child. The child is closely monitored until the parent, parent designee, or guardian arrives.

9. No medication, vitamins, or special diets are administered unless instructions to do so are written, signed and dated by a health professional and prescribed for a specific child. An Authorization for Medication form can be obtained from your child's teacher. Forms will be kept with the child's medication in the school nurse's office. Prescription medication must be in its original prescription container. This includes over the counter medication such as Tylenol, cough medicine, etc. Over the counter medication cannot be given to children without health professionals and parent authorization. The school nurse will document when the medicine is given to the child.

Illness and Communicable Disease

Frequent illness is a normal part of childhood – in fact, it's perfectly normal for your child to come down with respiratory and/or stomach bugs six to eight times each year! At school or daycare, young kids may spread germs more easily because they don't know how to cough or sneeze while covering their mouths. It is very important that you recognize when your child is too sick for school. If you have to give your child over the counter medication in order to come to school they are too sick for school.

SYMPTOM:	Stay home if:	Go back to school:
COUGH AND OTHER SYMPTOMS	Your child feels too sick for regular activities.	Your child is back to him/her normal self without use of medication to reduce fever, cough, or pain.
EYE DISCHARGE	There is drainage from the eye, irritated red, or watery.	The amount of pus or redness decreases using antibiotic eye drops for 24 hours, or the doctor gives the okay to return.
FEVER	Your child has a fever of over 100 degrees.	Body temperature returns to normal for 24 hours without the use of medication.

HEADACHE	Child has throbbing, pain with moodiness, fatigue and sensitivity to light.	Your child is back to him/her normal self, without the use of medication.
RASH	Redness and itchiness affect large areas on a child's body.	The rash is gone or the doctor gives the okay to return.
SORE THROAT	Your child feels too sick for regular activities, and the child cannot come to school without the use of medication.	Your child is back to his/her normal self without use of medication to reduce fever or eliminate throat pain, or the doctor gives the okay to return.
EARACHE or EAR DRAINAGE	Pain with moodiness, fatigue.	Your child is back to his/her normal self without the use of pain medication, or the doctor gives the okay to return.
DIARRHEA	Frequent or loose stools	Diarrhea has to stop without the use of medication for 24 hours
VOMITING	Throwing up	Vomiting has to stop without the use of medication for 24 hours

If your child is experiencing any of the above symptoms, please keep him or her home from school or reschedule your home visit. If he/she gets sick at school, you will be notified and asked to pick him/her up as soon as possible. **Children need to be fever free without the use of medication for 24 hours before attending school, including vomiting and diarrhea.**

If your child is determined to have a contagious disease, please notify your child's teacher immediately. You may be asked to provide a doctor's statement before your child comes back to school.

Child Medical Exam Form

Health screening benefits the overall health of the child. It is through checkups and tests that physicians can identify potential health problems. Many childhood health problems can be corrected before they become a health problem that the child carries into adulthood. Through health screening, healthy eating and regular physical activity you can help your child learn healthy living habits which can last a lifetime.

Children must submit completed medical form to attend preschool. Failure to return this form could jeopardize your child's spot in the program.

Immunizations

All children attending preschool class **must** be immunized unless written opposition to this is on file.

In some rare cases, a child may be admitted to a preschool special education program if they are in the process of completing the required immunizations. In the process the child already has the minimum of 1 DTP, 1 Polio, and the MMR, and must complete their immunizations in a medically sound but timely manner (Law 33.13.571). Failure to do so could result in expulsion from the center-based program.

Attendance

It is very important for all students to attend their scheduled class regularly. If for any reason your child needs to miss a day of scheduled class time, please **call the office** to inform staff of the absence or message your child's teacher on REMIND.

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Little Bolts Preschool continuously has a list of children waiting for spots to participate in our program. Students with ongoing attendance concerns, such as those who miss 72 hours or more in a school year without medical excuses, may forfeit their spot in the preschool program in order to allow other children willing to attend regularly a chance to attend.

Bad Weather

Families will receive a message from the district Remind Application regarding weather related announcements, delays or cancellations.

Child Abuse

Ohio law mandates the reporting of suspected child abuse or neglect to the local Children's Services Department. We know that children are active and accidents happen. If your child has a bruise or injury, please make your child's teacher aware of the cause.

Curriculum

Little Bolts Preschool strives to meet the following curricular components:

- ❖ aligning activities with Ohio's Early Learning and Development Standards and the Early Learning Program Guidelines;
- ❖ addressing all areas of development;
- ❖ responding to and building upon children's interests and ideas;
- ❖ providing opportunities for children to make choices and follow through on plans and develop problem-solving approaches;
- ❖ integrating learning throughout daily activities and routines;
- ❖ incorporating time for children to be actively involved in indoor and outdoor activities;
- ❖ offering small group activities as well as individual activities;
- ❖ offering nutritious meals and nutrition related activities;
- ❖ offering active times and quiet times including naptime;
- ❖ providing developmentally appropriate materials;
- ❖ highly valuing the role of teacher as facilitator and play partner;
- ❖ highly valuing children's, teacher's and specialist's active involvement as "floor time" partners;
- ❖ highly valuing playfulness;
- ❖ highly valuing the child as initiator;
- ❖ continually assessing children's progress and responding to their needs through adaptation and daily lesson plans;
- ❖ offering activities (itinerant and center-based options) or interest centers (center-based option) that include:
 - creativity, pretend play, making and building, science and cooking,
 - rhythm and music, social problem solving, sensory exploration, making friends, large muscle activities, literary experiences, small muscle activities, cultural experiences

Developmentally Appropriate

Developmentally Appropriate Practice (DAP) is an approach to teaching grounded in the research on how young children develop and learn and in what is known about effective early education. Its framework is designed to promote young children's optimal learning and development. Curriculum selected by CCSPP involves teachers meeting young children where they are, both as individuals and as part of a group; and helping each child meet challenging and achievable learning goals.

Frog Street

Frog Street supports intentional and integrated pre-kindergarten instruction with the engaging tools that help children develop oral language, emergent literacy, and social-emotional skills. Hands-on materials and literature build language, content-area knowledge, and a love of reading.

Heggerty Phonemic Awareness Curriculum

The pre-kindergarten version of these lessons (purple book) uses nursery rhymes to introduce three and four-year-old students to language play. The lessons include the same ten daily phonemic awareness skills as the kindergarten and primary versions. By the end of preschool

your child will begin to build a repertoire of classic nursery rhymes as they learn to enjoy language play!

Creative Curriculum

The Creative Curriculum for Preschool empowers children to be confident, creative, and caring learners through play-based, hands-on investigations—a research-based approach that incorporates language, literacy, and mathematics throughout the day.

Teachtown Encore

Inclusive early childhood is about creating spaces where children feel like they belong, and can make progress towards developmental milestones in key learning domains at a pace that matches their own readiness.

Handwriting Without Tears

The Handwriting Without Tears curriculum draws from years of innovation and research to provide developmentally appropriate, multisensory strategies for early writing. The program follows research of how children learn best and includes materials that address all styles of learning.

The Curriculum, the Individualized Education Program, Play and Your Child

The curriculum components and Individualized Education Program (IEP) objectives are embedded in play-based activities that are both children initiated and teacher facilitated. These activities are aligned with Ohio's Early Learning and Development Standards and The Early Learning Program Guidelines. Extended periods of active involvement in play is encouraged. Ongoing observation and play partnering by the teacher guides facilitation and expansion of children's interests and ideas. Children learn best through play and play is encouraged, facilitated and taught in a naturalistic manner.

Documentation of Accidents/Incidents

Staff members will document accidents and incidents that occur at LBP using an Accident/Incident Report. If the injury is serious, parents will be contacted before pick-up and parents will be given a report the same day as the incident.

Eligibility

Little Bolts Preschool is a recipient of the Early Childhood Education (ECE) Grant. This grant provides funding and tuition assistance to 56 students. Eligibility is determined based on federal poverty guidelines and family income, Early Intervention participation and Students with Disabilities status.

Children that need additional educational support or are referred with a suspected disability will meet with the Response to Intervention (RTI) team. The team includes parents, teachers, and preschool supervisor. The team will discuss interventions and strategies to support the development of the student. Data will be collected to determine if further evaluation is required.

Those students are evaluated, with parent permission and participation, to determine if they qualify for early childhood special education services.

Parents receive a booklet (A Guide to Parent Rights in Special Education) that describe resources, educational process information, in addition to parent and school rights and responsibilities in children's education.

The evaluation of preschool children typically occurs in a play-based format and involves the child, parent, teacher and any specialist that may be appropriate. The evaluation not only provides eligibility information but forms the basis for the Individualized Education Program (IEP). Children learn best through play, and they reveal what they know through play. Assessment may include one or more of the following: observation of your child at play, interview with you or his/her teacher, checklists or questionnaires for parent or teacher to complete, testing by the specialists, a review of records or other activities that would help us plan for your child's education.

Field Trips

From time to time children may participate in a field trip. Parents must provide written permission, when needed, and provide transportation. If school transportation is provided parents are not permitted to ride on buses due to limited space. Some trips may require that parents must accompany their child on the trip. Step-Up to Quality requires the preschool program to host family engagement activities throughout the school year. Many parent chaperoned field trips can meet this requirement.

Guidance and Discipline

With positive techniques, staff members will encourage children to learn self-discipline and practice a variety of social problem-solving strategies. Techniques could include modeling, redirection, verbal prompts, self-talk, planned ignoring, share responsibility for developing simple classroom or play rules, frequent review of established rules, quiet discussion, reminding children to "use your words", facilitating peer mediation, time away from the group so the child can "pull himself together", holding the child calmly without anger in an effort to help him regain control, consultation with parents for insight and suggestions, consultation with the school psychologist and/or behavior specialist and other staff to map out a course of action to help the child practice appropriate problem solving strategies. Corporal punishment is not used.

According to Preschool Licensing Rules (ORC Section 3301-37-10)

- There will be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting.
- No discipline will be delegated to any other child.
- No physical restraints will 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 will be placed in a locked room or confined in an enclosed area such as a closet, a box, or similar cubicle.

- No child will be subjected to profane language threats, derogatory remarks about himself or his family, or other verbal abuse.
- Discipline will not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
- Techniques of discipline will not humiliate shame or frighten a child.
- Discipline will not include withholding food, rest, or toilet use.
- Separation, when used as discipline, will be brief in duration and appropriate to the child's age and developmental ability, and the child will be within sight and hearing of a preschool staff member in a safe, lighted, and well-ventilated space.
- The center will not abuse or neglect children and will protect children from abuse and neglect while in attendance in the preschool program

Aggressive or Disruptive Behavior in Children

We are committed to making our environment as safe as possible for your child. Our program provides an environment that encourages and promotes cooperative interaction, respect for others and non-aggressive problem-solving between children. Behaviors such as biting, tantrums, defiance, sharing conflicts, or physical aggression may occasionally occur in young children. These types of undesirable behaviors can sometimes occur before an adult can intervene, despite our best efforts and it occurring right next to a supervising teacher or staff member.

Aggressive Behavior includes, but is not limited to: biting, hitting, pushing, sharing conflicts, other physical aggression or in any way provoking an altercation. In older children this may include verbal abuse or inappropriate language.

Disruptive behavior includes, but is not limited to: when a child requires extensive one-on-one teacher behavioral intervention, is disrespectful to adults, has recurring tantrums, willfully does not listen or follow instruction, is frequently unkind to classmates, or regularly disrupts the atmosphere in the classroom.

We will be working with you to prepare your child to participate, cooperate and to be a responsible member of the group. In the event that a child's behavior places the child or other children in danger or interferes with the focus of the classroom, our policy includes, but is not limited to, the following:

- When necessary, we speak to a child with a firm but caring voice. At times, it may be necessary to remove the child from the rest of the group.
- If a child is brought to the office due to their behavior and cannot return to the classroom for the safety of the other children, the child's own welfare, or the inability of the classroom to function without disruption, the child must be picked up within one hour of the phone call notifying the parent of the need to pick up their child.
- Staff will document in writing a record of the behavior and send a follow up email informing parents of child's behavior which is persistently disruptive and is not alleviated by individualized guidance techniques.
- If negative behavior persists, a member of the preschool team staff will notify the parents that an intervention meeting has been requested.
- The preschool team will meet with parents, discuss possible courses of action, then a plan will be designed and agreed upon by the preschool staff and the parents. The plan may include, but is not limited to, assistance from the school district's Behavioral

Specialist or Nationwide Children's Hospital's *Helping Ohio Preschoolers Excel* program.

Helping Ohio Preschoolers Excel (previously known as the Ohio Preschool Expulsion Prevention Partnership)

Helping Ohio Preschoolers Excel, through Nationwide Children's Hospital, is an evidence-informed, statewide program that connects early learning professionals to long-term support, enhancing their capacity and self-efficacy while creating nurturing learning environments.

This FREE program offers a range of valuable resources, including:

- Rapid Response Consultation
- Social Emotional Resources
- Professional Development
- Linkages to Community Resources

The program will:

- Connect with Little Bolts Preschool program to provide support within 48 hours of our request
- Help reduce the risk of expulsion for children in early learning environments by providing support, training and other resources to early learning professionals
- Provide tools and resources for managing behaviors that challenge through observation, modeling specific strategies and information on specific topics
- Offer coaching, information and resources to address a wide range of needs, including behavior management, developmental milestones and family engagement

Little Bolts Preschool will utilize the assistance of Helping Ohio Preschoolers Excel in extreme behavioral circumstances when all other strategies have been exhausted. It is expected, as part of this process, that parents will be partners in all aspects of the behavior management program, including observations, counseling services, modeling strategies, trainings, etc.

Peer Models

All of our preschool classrooms consist of students with special needs and peer models. Research overwhelmingly supports the benefits of an inclusive setting for both students with disabilities and peer role models (typical students). Students with special needs benefit from exposure to peer models. Children learn through observation and the practicing and modeling of peer behaviors. As children with special needs observe and interact, the peer models are providing a model of age-appropriate skills in social, behavior, play, speech, language and motor development.

Peers serve as models of age-appropriate skills for children demonstrating delays in their development. For this reason, it is critical that peers demonstrate the skills listed below:

- Meet age criteria
- Be completely toilet trained (pull-ups not allowed)
- Separate relatively easily from parents
- Able to follow rules and routines
- Play with a variety of toys appropriately
- Able to play beside and/or with other children while sharing the same bin of toys
- Verbally interact with peers in play situations

Please note, should a child enrolled as a peer model demonstrate a pattern of difficulty upholding their role of displaying age-appropriate behavior skills (hitting, biting, kicking, tantrums, etc.), a meeting will be requested to discuss options, including but not limited to forfeiture of preschool spot as a peer model.

Individualized Education Program (IEP)

An Individualized Education Program (IEP) will be developed for each child who qualifies for specially designed instruction. Parents, teachers and specialists work together to develop individual learning goals and objectives for each child. Parents are a vital part of the IEP team and are encouraged to be actively involved in the process.

Inspections

All Little Bolts Preschool classes are licensed through the Ohio Department of Children and Youth. The most recent classroom inspection reports may be viewed within your child's classroom. If at any time you have any questions or concerns about the preschool program, feel free to contact the Preschool Coordinator, Jamie Stemm or the Director of Special Services, Kara Harris. We strive to provide high quality, educational experiences for ALL of the students in our program.

Lunch

We are pleased to offer free “universal breakfast and lunch” for every student, each school day of the year, regardless of income. Giving students breakfast and lunch prepares them for each day's learning opportunities. We understand that high performing schools pay attention to the whole child to improve the quality of life for our students and community members.

Families that choose to pack student lunches need to make sure they are providing a well-balanced meal. Children need to have a variety of choices that represent the food pyramid (healthy grains, fruits, vegetables, and healthy protein). Children are not permitted to bring soda or tea. If children's lunches are not balanced meals and representatives of the food groups staff may not permit them to eat the lunch and have them get lunch from the cafeteria.

Medical Emergency Procedures

The Emergency Medical Authorizations Form (Final Forms) containing parent directions and permissions will be required for enrollment. In the event of an emergency, the parents will be notified immediately and the Final Forms instructions will be followed. Final Forms can be edited at any time by logging into your parent account and editing your current information. Final Forms should be updated every school year.

Medication

If medications must be given during school hours, an Authorization for Medication form signed by the physician must be brought with the medication. This statement must include the child's name, address, school, classroom, name of medication, dosage, time to be given, date administration is to begin and cease, any adverse reactions, and any special instructions. This medication must be in the original container. This form can be obtained from your child's teacher. The form will be kept in the school nurse's office with the child's medication.

Nap/Rest Time

A cot will be available for each child who remains more than five consecutive hours in the program. Parents are asked to send in a small blanket. Cots will be labeled and shall be for the exclusive use of each child between sanitation procedures. Cots will be thoroughly cleaned with an appropriate germicidal detergent. We will periodically ask that you take home blankets for cleaning.

Parents

Parents are a child's first and most powerful teacher. We as teachers and specialists are available to be your partner as you encourage your child's growth and development. Parents and teachers make a terrific team! We encourage you to participate in the many family engagement activities we have planned throughout the year.

Parent Communication

Parent communication is a two-way street. Parental cooperation greatly helps the staff in knowing how best to serve your child. Our preschool staff shall make every attempt to involve parents or guardians in all aspects of programming and services being received by their child.

Written progress reports will be sent home 3 times per year. Teachers will hold fall and spring parent teacher conferences. Please refer to your Little Bolts Preschool calendar for specific dates. If at any time you wish to have a conference with your child's teacher or another staff member, please contact your child's teacher.

Teachers also use the Remind Application to send pictures, newsletters, and classroom updates.

****Please understand that your child's teacher and other preschool staff are very busy during the school day attending to your child's learning. The preschool staff are often away from their phones and computers and are not available to return emails and REMIND messages during the school day, except perhaps during their planning periods. In the event of an emergency during the school day, you can contact the school office and they can get messages to your child's teacher or other staff members. Otherwise, if you need to contact a staff member, you may email them or send them a message through the REMIND app and they will get back to you as soon as they are not teaching children. Thank you for being understanding.**

Classroom Aides/One-On-One Aides

Aides are an extremely valuable support system in each of our preschool classrooms. They provide essential support for the classroom teachers, assist with a wide range of tasks that enhance the learning environment and support children's learning. Some of the aides also serve particular student's individual needs, help with classroom management and prepare materials for daily activities. Each preschool classroom will have classroom aides in it and the number per classroom will be determined based on student need. It is also not unusual for classroom aides to rotate to different preschool classrooms and different individual students throughout the school year. We believe this helps in developing independence skills and exposure to different adult role models.

We understand that there are many times parents will have direct contact with classroom and one-on-one aides during parent pick-up/drop-off times, etc., where it is natural to relay important information about your child. PLEASE understand that classroom and one-on-one aides are not able to communicate with you in regards to specific educational or behavioral information about your child. If you need to relay important information about your child to the preschool or ask questions about your child, please reach out to your child's teacher via email or the REMIND app. Classroom and One-On-One Aides are not permitted to be the "middle man" between parents and teachers. Thank you for your understanding on this matter.

Preschool Services for Students with Disabilities

The Franklin Local School District does offer a continuum of services for its students in need of special services. The Little Bolts Preschool Staff will meet together as a team, along with a child's parents, to determine their placement in the program based on the child's least restrictive environment.

Itinerant Teacher Services

The Early Childhood Intervention Specialist works with the child and the family in their current setting (home, nursery school, Head Start, etc.) or in a play-group setting. The services include, but are not limited to, referral, direct teaching, consultation with others who work with the child, provision of materials and activities, assessments and observations.

Center-Based Classes

Small consistent groups of children meet on a regular basis to participate in developmentally appropriate preschool activities in various preschool classroom makeups. Children attend a center-based class at least 10 hours per week. Home progress reports are provided a minimum of 4 times per year.

Physical Therapy, Occupational Therapy, and Speech and Language Therapy

These services are provided on a regular basis when appropriate and determined by the child's individualized education plan.

Psychology Services

These services can be provided when needed.

Nursing Services

These services can be provided when necessary.

Snacks/Parties

Everyday preschoolers are provided with a healthy snack between breakfast and lunch. Teachers will communicate with families if and when they would like them to send in snacks. A notice will be sent communicating what type of pre-packaged healthy snacks they can send when it is their turn to provide snacks. Food services may also provide snacks for preschool students on some days.

Families that would like to send in snack items for birthday parties or celebrations during the year must provide **pre-packaged items/store purchased items**.

Transitions

When children are ready to go to kindergarten, to another program, change educational setting or add another program to the day, it is critical that those changes go smoothly for both parents and children. Your child's teacher will help you with those transitions both formally and informally (visitations, transition plans, sharing records, making recommendations, meetings, transition ETR reports, etc.)

Transportation

Preschool Special Education Programs are provided to meet the needs of children with disabilities, ages 3 through 5. A free appropriate public education (FAPE) is available to each eligible child residing in the school district by the child's third birthday. Related services include developmental, corrective and other supportive services necessary to assist a child in benefiting from special education. These services may include transportation. For typically developing peers, the local school district is not required to provide transportation; however, at this time the district chooses to provide transportation.

Visitation Policy and Divorce or Guardianship Situations

Under Ohio Law (Revised Code sections 5104.011 and 3109.051(I)), any nonresidential parent who has visitation rights with a child is entitled to visit the center during its hours of operation for the purposes of contacting their children, evaluating the care provided by the center, evaluating the premises of the center, or for other purposes approved by the director, unless limited or prohibited by court or written agreement of the parents. It is the responsibility of the residential parent or guardian to present Little Bolts Preschool with any order or written agreement which limits or prohibits access to your child during center hours. Once a court order limiting or prohibiting visitation is presented to Little Bolts Preschool, the order will be honored until a subsequent order is presented.

If you are divorced, legally separated or are subject to a dissolution of marriage decree and do not present to Little Bolts Preschool, upon enrollment of your child, a court order or written agreement limiting or prohibiting visitation during preschool hours, you are confirming to us, and it will be presumed, that the nonresidential parent has visitation rights with your child which have no specific limitations regarding preschool visitation.

With respect to removing a child from the program, only the residential parent may remove a child from Little Bolts Preschool at any time during preschool hours unless the residential parent has granted specific permission for other release or unless a court order is presented permitting the nonresidential parent, or person other than a guardian, to remove the child. It is the responsibility of the residential parent or guardian to make sure that the nonresidential parent is informed of the visitation policy.

PARENT HANDBOOK

DR. KACEY COTTRILL, SUPERINTENDENT
360 Cedar Street
Duncan Falls, Ohio 43734

Signature Form

I, _____, parent/guardian of _____,
have read and understand the information contained in the Franklin Local Schools Little
Bolts Preschool Parent Handbook.

Parent Signature

Date

***Tear this page off and return
it with the other enrollment forms.***