



**PUTMAN ELEMENTARY
PRESCHOOL
PROGRAM GUIDE**

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PHILOSOPHY

The philosophy of the Putman Elementary Preschool Program is based on the belief that each child is unique, with an individual pattern of growth and development, the Blanchester LSD preschool curriculum, materials, and staff are responsive to the needs, abilities, and interests of each child. Differing levels of ability and development are expected, accepted, and used to design appropriate learning activities. The preschool program is designed to meet the needs of young children, ages three to five. It provides experiences that enrich and enhance each child's creative, language, social, emotional, daily living, physical (both motor and physical), and cognitive development.

- Within the center's daily schedule, each child has opportunities to create, to explore the environment, to learn problem solving and personal interaction skills, and to grasp concepts through supervised play and other structured and unstructured activities.
- Children develop positive self-concept through a balance of teacher-directed and self-directed activities. Opportunities for individual work are provided through the use of playtime and group activities.
- Staff members serve as positive role models and provide care that is supportive, nurturing, warm, and responsive to each child's individual needs.
- Related services are provided by specialists either within the classroom or removed from the classroom as each child's needs require.
- Parents are respected as the primary and most important provider of care and nurturing. Preschool emphasizes and promotes parent-teacher partnerships in childcare and education.

SPECIAL EDUCATION PRESCHOOL

Each preschool unit consists of a morning and afternoon session. Each session consists of a maximum of 16 preschool children ages three to five years. Eight of the preschoolers will be children with handicaps, while up to eight additional students will be typically developing children. All classes are assigned a full time teacher and a full time teaching assistant. The Special Education Preschool classes are an interdisciplinary model. Teaching and therapy is provided through a team model. The team consists of the following:

- All preschool teachers hold a valid Ohio Teaching license; or a valid Ohio Special Education or Early Childhood License, with validation in Early Education of Handicapped Children (EEH). Continuing education is required on an annual basis.
- Speech Pathologists, Occupational Therapists, Physical Therapists, Audiologists and Supplemental Services Teacher for Visually and/or Hearing Impaired. Therapists all hold current licenses as mandated by their specific area and certificates issued by Ohio Department of Education in their respective areas.
- Teaching assistants all hold current teacher aide permits issued by the Ohio State Department of Education and the Paraprofessional Certification.

Requirements for participation in the preschool program are:

- 1- The child must be at least three years old but not school age, and
- 2- A child with developmental needs who is five years old before the thirtieth day of September may be served in a school-age special education program.

Other eligibility requirements exist when identifying children with developmental needs, and are listed in *Rules for the Education of Preschool Children with Disabilities Served by The Public Schools and County Boards of Mental Retardation and Developmental Disabilities* (Chapter 3301-31 of the Ohio Revised Code).

PRESCHOOL PARENT INVOLVEMENT and PARTICIPATION

Parents and teachers work together to determine what forms of learning experiences they desire for their children in preschool. A good preschool program enables people to work cooperatively to share talents, knowledge, and energy for the benefit of the children. Parental involvement is vital to the success of our program.

There are three areas in which a parent may contribute knowledge to benefit the overall preschool program:

- 1- Each child's parents serve as the most informed expert for their child. Preschool staff members hope each parent will share important knowledge about their child to enable the most individually tailored program possible.
- 2- Parents know the ways in which they want their child to learn and grow. Young children are learning constantly whether they are at preschool or at home. The cooperative effort of the staff, volunteers, and parents allow the child to grow and learn effectively.
- 3- Parents are active members of the local community. As a result of involvement, parents may know of community concerns or problems which need to be addressed. This additional knowledge is of benefit to the children and their families.

Parents are welcome to contact or visit the preschool site at any time to discuss ideas, ask questions, or share a concern. Except in the event of an emergency, please arrange an appointment with the preschool staff member. All visitors are required to sign in at the school office and obtain a visitor's badge before proceeding to the classroom.

Parents are informed and encouraged to attend various preschool functions such as PTO meetings, parent meetings, parent training sessions, special meetings, field trips, and other opportunities provided within each preschool classroom or in cooperation with the preschool. Also, parent volunteers are appreciated.

Parent-teacher conferences are scheduled throughout the school year (fall/spring) to address any concerns or update the child's progress. Either the school secretary or the teacher can make appointments with parents.

In our Preschool program, events and changes in their environment often affect young children. Children may not be able to express their feelings or relay significant information. In order to help your child deal with changes, please keep us informed of any events such as:

- Illness or hospitalization of family members
- Pregnancies and births
- Deaths of family members or close friends
- Changes in family structure within the home
- Plans for moving
- Extra stimulation such as visitors or celebrations
- Change of address or phone number

LICENSING

The Ohio Department of Early Learning and School Readiness conducts site visits to ensure that the preschool programs meet the criterion set out in Chapter 3301-37 of Ohio Operating Standards. Copies of compliance reports may be obtained from the preschool supervisor, 513-943-5011 and are posted in the classroom.

ENROLLMENT FORMS and DOCUMENTS

THE SCHOOL MUST HAVE THE FOLLOWING ITEMS ON FILE BEFORE YOUR CHILD CAN ATTEND THE PRESCHOOL PROGRAM:

- Emergency Medical/Registration Form
- Physician's permission to participate form and physical form
- Class roster permission and publicity release form
- Authorization for pick-up
- Birth certificate
- Proof of residency
- Immunization record
- Divorce agreement or other court document establishing custody, if needed
- Drivers license

FEES

Typically developing students will pay a monthly tuition fee of \$200 per month September – April (8 months = \$1,600). Payment is due the first full week of the month. If there is a circumstance making it impossible to pay tuition on time, please contact the office and we will work with you. Failure will result in child being removed from the program until tuition is paid.

Students who are identified with a disability attend preschool at no charge.

A snack fee of \$45.00 will be charged to all students. This fee will be collected in August.

ATTENDANCE PLAN

Good attendance is one of the most important factors in any child's education. A child's attitude and work ethic can be molded at a very young age. It is important to teach our children that being at school and being on time is worthwhile. Preschool will start one week after the rest of the school.

The Blanchester Local School District has established these attendance policies, which apply to all students, including preschool students:

- 1- When it is necessary that a student be absent, the student's parent or guardian is required to contact the school office between 8:00 and 10:00 a.m. on the day of the absence.
- 2- If the school does not hear from the parent or guardian, we will attempt to contact you by phone.
- 3- Parents or guardians who are not able to call the school may write a signed and dated note stating the reason for the student's absence. This note should accompany the student on his or her return to school. Any medical notes should be sent to school with the student as well.
- 4- Students who are absent receive an unexcused absence until we hear from the parent or receive a note.

If a child is transferred from our preschool program to another program, we ask parents or guardians to complete two forms. The first is a Discharge Summary Form. The second is the Consent for Record Release Form. These forms enable us to evaluate our program and communicate with the child's next school.

CURRICULUM

The Blanchester LSD Preschool Program is based on The Ohio Department of Education's Early Learning Content Standards but is modified to meet the needs of the IEP goals for the special needs student. These standards contain essential concepts and skills that young children should know and be able to do at the end of their preschool experience. Preschool uses a research based curriculum from the Success For All Foundation (SFA) called Curiosity Corner. Copies of the Ohio Department of Education's Early Learning Content Standards are available for parents to review online at www.ode.state.oh.us.

PRESCHOOL SCHEDULE

Program Hours:

Mrs. Carrie Mueller

- Monday thru Thursday for children 3, 4, and 5 years of age or attending kindergarten the following year

AM Class 8:45 - 11:30

PM Class 12:45 - 3:30

Itinerant Services on Fridays

If there is a holiday on Monday, students will attend on Friday
Make up days due to weather may be made up if necessary.

Typical Preschool Day:

Greetings, Readings & Writings Tabletop
Gathering Circle
Move It - Motor Moves
Clues & Questions - Curiosity, Getting Along Together/Rhyme Time
Restroom Break
Plan & Play/Center Time
Storytime/STaR
Math Moments/Magic Boards, Letters and Numbers
Snack Time
Outdoor Time/Gross Motor/Pack-up
Questions & Reflections
Pack up and Dismissal

TRANSPORTATION

Children are transported by their parents or guardians. In order to ensure the safety of your children, a staff member will be waiting to greet your child. AM students may be brought in to a staff member at **8:40**. PM students will be greeted at the classroom door leading to the playground at **12:40**. Parents dropping off or picking up their child must park their car and walk their child to the door. At dismissal, preschool students are NOT dismissed unless the parent comes to the door. In some cases Special Ed students may be permitted to ride the bus.

INCLEMENT WEATHER PLAN

During inclement weather, please tune to local radio or TV stations in your area for school closings, delays, or early dismissals, as well as the district's ONE CALL system. Preschool classes will follow the same operating schedule as Putman Elementary School. Should there be a delay of any kind there will be no AM session. Same applies to PM session for early dismissal. Any make up days due to weather will take place in the spring months.

CLOTHING and DIAPERING

Children should be dressed appropriately for having fun and learning. We paint, make mud pies, and do other messy activities. Don't worry if your child comes home a little messy from time to time—this is part of learning and experiencing new things. We also play outdoors (weather permitting) so please do not send your child to school in sandals, jellies, flip flops, dress shoes, or other shoes with slick soles or minimal support. Please label all clothing items, including boots, mittens and hats with your child's name. Diapers and supplies must be supplied by each parent whose child is not potty trained and as written in the child's IEP. A diapering policy is posted in each classroom. Extra clothing is required for

all children in case there is an accident. Please send one set of extra clothes at the beginning of the year in a bag labeled with your child's name.

Children are required to be potty-trained before admission. A maximum two week adjustment time will be allowed, recognizing that children may experience some setbacks and/or regression during this transitional experience. Pull-ups are not an option but are rather an indication that potty training has not yet occurred. If, after two weeks, it is clear that the child is not potty-trained, you will be asked to withdraw your child.

ORIENTATION and TRANSITIONS

Before a student enters the preschool for the first time, a meeting will be held with the parents, teacher and student. The meeting will include the following: initial screening and assessments, program policy and schedule discussion, student information, developmental and educational goal setting, sharing age appropriate age activities, resources and available services. Parents will be given a copy of the handbook and any other relevant materials or information.

There will be a meeting when a student transitions to a new educational setting, classroom, or kindergarten. Students will have opportunity to view a kindergarten classroom and meet some of the teachers during "Bump Up". A written transition will be done listing activities and strategies to support each child's needs in the new setting, with opportunity for family input. Each child's teacher will also fill out a student profile sheet which will be passed on to next year's teacher.

Families and children are encouraged to come to "Round Up" to register, meet teachers and attend Open House at the beginning of the school year to meet their child's teacher and visit the classroom.

MEDICAL POLICY AND PROCEDURES

Before a child can attend preschool, immunizations must be up to date and verified. Students who do not have evidence of proper immunizations will be excluded from school following the 14th day after admission. A health history form must be completed, a physical exam that includes vision, hearing, blood lead and postural screening from a physician. An oral exam by a dentist must be completed. Health screening information will be shared with the school nurse for review and possible referrals to community resources.

Each child is required to have an emergency medical authorization form on file. These forms must be completed and returned before the first day of school. They will be kept on file in the classroom and the main office. In the event of an emergency, the following procedures will be taken:

- Parents will be contacted immediately unless the situation is life threatening. In this case, 911 is called before attempting to reach the parents.
- If efforts to reach the parents are unsuccessful, the faculty will follow instructions listed on the Emergency Medical Form.

CLINIC

Children who become ill or injured during the day may come to the school clinic for help. Depending on the nature of the illness, a child may rest in the clinic for a short period of time or a parent may be notified to transport a child home. If it has been determined that the child needs to go home, it is our hope that the parent will make every effort to use expediency in seeing that the child's needs are met, and the school is not placed in the position of trying to comfort the child for an unreasonable period of time. No student will be allowed to leave the building without the permission of a parent, guardian. Any existing physical conditions should be noted on the child's physical and Emergency Medical Authorization Forms. Parents are encouraged to contact the School Nurse when medical or other conditions arise.

FOOD ALLERGY GUIDELINES

Individual families with food allergies should contact your child's school prior to the beginning of the school year to schedule a meeting with the School Nurse and your child's teacher.

COMMUNICABLE DISEASE POLICY and PROCEDURES

The preschool staff will conduct a daily health check as students enter the classroom. Parents will be notified immediately if a staff member suspects an illness.

Children will be isolated if they display the following symptoms. Children should not be sent to school with the following symptoms:

- 1- Head or body lice, scabies, or other parasitic infestations
- 2- Fever of 100 degrees or above/and fever free for 24 hrs.
- 3- Diarrhea within the past 24 hours
- 4- Vomiting within the past 24 hours
- 5- Sore throat that persists more than 24-36 hours
- 6- Severe coughing (coughing that causes the child to become red or blue in the face or to make a whooping sound)
- 7- Conjunctivitis (pink eye)
- 8- Yellowish skin or eyes
- 9- Untreated infected skin patches
- 10- Infected or draining ears
- 11- Green, thick mucus from the nose
- 12- Difficulty breathing or rapid breathing
- 13- Stiff neck

While the child is isolated, he or she will be carefully monitored for additional symptoms as well as any of the following:

- Unusual spots or rashes
- Sore throat or difficulty swallowing
- Vomiting

- Evidence of lice, scabies, or other parasitic infestation

A child isolated due to suspected communicable disease shall be:

- Cared for in a room or portion of a room not being used for other children
- Within the sight and hearing of an adult at all times
- Observed carefully for worsening conditions
- Discharged to a parent or guardian, or person designated by the parent or guardian, as soon as possible
- NOTE- An exclusion notice will be sent home with a child if a communicable disease is suspected. An attending physician must sign a readmission statement before the child can attend school again.

The preschool staff shall follow the Ohio Department of Health Preschool Communicable Disease Chart for appropriate management of suspected illnesses.

SAFETY

We take the safety of your child seriously. Please help as needed to assist us with the following:

- 1- No child shall ever be left alone or unsupervised.
- 2- Smoking is not permitted on school property, including parking lots and playgrounds.
- 3- Monthly fire drills will take place and records of these events will be maintained in the office.
- 4- At least one person trained in First Aid and Common Childhood Illness shall be with the children in the preschool. An incident report will be completed when an accident or injury occurs.
- 5- A telephone is located in each classroom at Putman Elementary School.
- 6- All parents and guardians are required to leave contact information so they can be reached at any time while their child is at school.
- 7- No toys or pets are to be brought to school unless a special day is designated by the teacher. The district policy regarding weapons prohibits the carrying and or use of any weapons including toy weapons. Please do not allow your child to bring toy weapons to school.
- 8- Minor scrapes and scratches will be cleaned and bandaged if appropriate. Those injuries that are more serious will be brought to the attention of the parent. If the parents cannot be contacted, directions as indicated on the emergency medical form will be followed.

REPORTING of CHILD ABUSE/NEGLECT

The staff of the Blanchester Local School District is required by law to report suspicion of child abuse or neglect to the proper agency. The following information is given in such a report:

- 1- The name, age, and address of the child suspected of being abused or neglected
- 2- The names of the child's parents or guardians, and the names and ages of other people living in the child's home
- 3- The nature and extent of the child's injuries, abuse, or neglect, including evidence of previous abuse or neglect, if known
- 4- The reason for suspecting abuse

PRESCHOOL DISCIPLINE POLICY

While staff and volunteers make every effort to prevent problems, behavioral challenges do occur in the classroom. Staff and volunteers will use a system of progressive limit setting and psychosocial interventions to help children regain control of their behavior. No intervention is successful with every child and if an intervention does not consistently appear to work, another intervention will need to be utilized.

It is vital that staff recognizes the importance of progressive limits versus an all or nothing approach. Too often we wait too long to help children with their behavior and by the time we intervene; they are involved in unsafe behavior, aggression or are out of control.

Each of the following is a well-recognized intervention that is positive and non-punitive.

None of the following are punishments.

1. Rewarding Positive Behavior - staff and volunteers will attempt to stop negative behavior by rewarding positive behavior with such things as verbal praise, attention or stickers. Candy or food rewards are not acceptable.

Rewarding positive behavior is designed to help children recognize their own positive behaviors. It is designed to be given intermittently so that the child comes to recognize its own internal motivations for positive behavior and continue the positive behavior without the help of external reinforcement. Praise and staff attention should be used before use of tangible rewards. While stickers, happy faces etc. may be used, food rewards are not appropriate and are discouraged in the Putman Preschool classroom.

2. Problem Solving - staff and volunteers will help facilitate problem solving between children who are having difficulty interacting.

Current research shows us those children who are provided with social scripting (i.e.: helping a child having a conflict giving them the Must to say, "Tell Bobby 'That's my car.' ") at a young age recognize greater choices when they are faced with conflict when they are older. Children provided with social scripting are less likely to fight or be violent when they are older because they recognize other options exist for controlling their anger and alleviating their distress.

3. Modeling - staff and volunteers will model appropriate behavior and reinforce that child when he / she choose the appropriate behavior.

4. Natural and Logical Consequences — whenever possible, staff and volunteers will offer the child a natural or logical consequence to their behavior (i.e.: picking up toys after throwing them down).

Children become successful adults when they recognize there are consequences for their actions. Using natural and logical consequences removes the role of the teacher/volunteer as disciplinarian and allows

the child to interact with his or her environment in a real way and connect his or her behavior more clearly with a situation.

5. Therapeutic Ignoring — staff and volunteers will use ignoring so as not to reinforce negative behavior unless the child has become unsafe. Staff and volunteers will communicate this practice to the other adults in the room as necessary.

6. Activity Replacement- when an activity is deemed inappropriate for a particular child, that child will be provided with an alternate activity. Redirecting a child to another activity often replaces a negative situation with a more positive one for the child. In some situations this may also mean controlling an activity that presents a danger for the child (i.e.: not allowing a child outside after she has run away). In this example problem solving should be employed and the behavior corrected without the intervention becoming a punishment

7. Separation From Group (contingent observation) - Protecting the safety of children and staff is very important. If methods of guiding children's behavior threatens the safety and well-being of others, is disruptive to the group, and if the child is particularly out of control, the separation may be necessary to assist the child in regaining self-control. Separation occurs in the room and under the supervision of an adult staff member. Separation can be structured so that the child rejoins the group when he or she is ready or after a specified time. Separation is to be never more than 3-5 minutes. During separation, staff and volunteers are encouraged to remove attention from that child. When the child rejoins the group the adult giving the separation will process with that child the reason for the separation and reiterate what positive behavior the child is working on. Staff should be aware of children receiving frequent separations and note this to the parent and school psychologist. Staff will document all separations from group.

Separation may also be termed contingent observation. Separation from the group is not a punishment but rather removal of attention that is often reinforcing a negative behavior. Separation provides children who are overwhelmed with their environment a chance to regain control and de-stimulate. It decreases tension in a conflict situation and allows the child to stop and think before continuing to make choices. Research overwhelmingly shows that separation, as a non-exclusionary timeout technique is the most effective, safest means of assisting children with their behavior and most positively regarded by parents. Separation from the group as with all interventions is not effective with every child and should not be utilized if it proves to not be effective. Separation is never to be in an isolative environment, must occur in the classroom and only for a short duration with the ultimate goal to return the child to the group as quickly as possible.

If a behavior continues in one day to reoccur or behaviors increase, it then may be necessary to take the child to the main office. This is to change the environment for the child in case this is the cause of the behaviors. (I.e. child becomes over stimulated or over anxious in the classroom setting.) This should be done as a last resort and after several interventions have been tried in the classroom.

PREVENTION

Many behavioral challenges can be avoided when adults are proactive in working with children. Staff and volunteers will strive to make each child's environment one in which they can succeed. Staff is encouraged to make the following part of their classrooms:

When dealing with children, it is vital to provide an environment in which they can succeed. Success depends on the adult's ability to create environments that cater to their needs and specific developmental level. The following were compiled after consulting several published experts in child development, classroom observations and the experience of the consultant author in dealing with at-risk preschoolers.

1. Routines - staff will develop a daily schedule so that children can develop a sense of security and become comfortable in their environment.

2. Expectations - staff will develop with the class, positive rules for the classroom to help children have knowledge about what is expected of them and take ownership of them. Staff is encouraged to review expectations on a regular basis. Staff will also recognize developmental issues when developing expectations of children and consistently responding to them.

3. Room Arrangement - staff will take into consideration, when arranging their rooms, children's need for a quiet space to be alone.

4. Communication - staff and volunteers will strive to use positive communication with children. Adults will encourage children in the class in doing the same. Staff and volunteers will not curse or scream at children or each other. Staff members are to be models of correct behavior for children at all times. Staff will encourage the use of eye contact except when culturally inappropriate.

5. Transition - staff will strive to assist children in moving to the next activity with as little anxiety as possible. Transition activities should be thought out and planned as much as any other activity in the classroom.

6. Emotional Outlets - children will have available to them a variety of emotional outlets including but not limited to, gross motor play, quiet time, art activities and social times.

DOCUMENTATION AND PARENT INVOLVEMENT

It will be the policy of the Putman Elementary Preschool Program that all interventions that require "Separation From Group" or "Physical Intervention" will be documented on the "Critical Incident Report" form. This form may also be utilized by the teachers or other staff person in other situations that may arise when it is felt that documentation is warranted, and to alert the parent(s) of the situation. A child who harms another child or creates a dangerous situation (for example, running from staff) may be such situations calling for documentation.

Critical incident reports will include the child's name, date and time of the incident staff persons present, a description of the behavior, what preceded the incident, steps that were taken to prevent the need for the intervention used, the result of the intervention and the behavior that followed the intervention. Parents will be notified by phone of the intervention within 24 hours, or as soon as possible, with copies of the written Critical Incident Report sent to the parent, the program supervisor, and following review by the supervisor, filed in the Preschool File.

When parents are contacted, every effort should be made to provide appropriate information and suggestions as to how they may best help their child, support the staff and demonstrate consistent treatment between the school and home. School conferences should be considered to assist parents in learning appropriate discipline techniques, and to gain consistency between the home and school staff attempts to extinguish unacceptable behavior.

Note: This policy may be superseded by an Individualized Intervention Plan; which an intervention team (parents, staff, mental health consultants, speech and language pathologists or others) has designed to address an individual child's behavioral concerns; or by an IEP developed for a child identified as having a disability.

CRISIS INTERVENTION

Children who are out of control and in danger of harming himself or herself or someone else may need to be therapeutically held or be removed from the room to regain control. Physical intervention is only to be used as a last resort after all other methods of control have been attempted, and only when there is a clear and present danger to the child, other children or staff. Staff members utilizing therapeutic holds must receive training and demonstrate competencies regarding crisis intervention prior to using any therapeutic hold. Therapeutic holds are never to be used for noncompliance or other behaviors other than with children who are in danger of harming himself or herself or someone else. The staff is encouraged to explain to the other children in the room as well as other adults what is happening during a crisis intervention.

Any physical intervention/therapeutic holds must be documented and reported to the staff member's supervisor and the child's caregiver. Documentation must include a written description of the situation and behavior that led up to the decision to use physical intervention, what intervention or techniques were attempted prior to the decision to use physical intervention, outcome of the intervention, preventive measures that may be used in the future to avoid such an intervention, and parent contact.

Therapeutic holds are part of non-violent crisis intervention and are only used with children who are in danger of harming himself or herself or someone else. Therapeutic holds are never to be used for noncompliance but only in issues of safety. It is essential that anyone using a therapeutic hold (gently wrapping your arms around a child and holding them close to you) be trained so as to provide that child with the best non-threatening intervention possible and to reduce staff injuries.

PARENT ASSURANCES

The Putman Elementary School Preschool Program is responsive to the individual abilities and interests of children. Differing levels of ability and development are expected, accepted, and used to design appropriate learning activities.

You may be assured that every effort will be made to serve the children by providing them with enriching experiences to enhance cognitive development. Additionally, the preschool program will emphasize and promote parent-teacher partnerships in childcare and education. We recognize that preschool education can have a positive effect on a child's life both at home and at school. Our staff understands that each child develops at his or her own rate and that each child is an individual.

The preschool program does not discriminate in the acceptance of children on the basis of race, color, religion, gender, national origin, or disability. The application process is available from the Putman Elementary School Office.

The Ohio Department of Education issues each Preschool Center a license that is posted in each center.

The laws and rules governing the preschool program are available at the Putman Elementary School Office and the Blanchester Board of Education.

The center's licensing record includes compliance reports and evaluations from the Health, Building, and Fire Departments that inspect the center. These are available from the office upon request.

A roster of names and telephone numbers of the parents and guardians of preschool children attending the center is given to each parent or guardian with permission.

Pre-school discipline guidelines restricted as follows:

- (1) There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking or biting.
- (2) No discipline shall be delegated to any other child.
- (3) No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control.
- (4) No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box or a similar cubicle.
- (5) No child shall be subjected to profane language, threats, derogatory remarks about the child or the child's family or other verbal abuse.
- (6) Discipline shall not be imposed on a child for failure to eat, failure to sleep or for toileting accidents.
- (7) Techniques of discipline shall not humiliate, shame or frighten a child.
- (8) Discipline shall not include withholding food, rest or toilet use.
- (9) Separation, when used as discipline shall be brief in duration and appropriate to the child's age

and developmental ability and the child shall be within sight and hearing of a preschool staff member in a safe, lighted and well-ventilated space.

(10) The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.

STUDENT RECORDS

Confidentiality

Student records are confidential and are protected by the "Privacy Act". Only authorized school personnel and the child's natural parents or legal guardians have access to these records. Information is only given to others after the child's parents have granted permission. School may release records to another school district as long as a release of record is requested if a child leaves the Blanchester SD.

Child Custody

Parents are to inform the school anytime the custody of a child changes (SB-140 requires this information.) School officials will need to see a copy of Court Orders pertaining to a child's custody. Questions concerning proper procedures will be handled through the school office. Restraining orders must be on file in our office to activate non-release of children. Should the restraining order not be in effect, it is the responsibility of the parent to contact the school.

Parent's Access to Student Records

Communication lines between parents and teachers must remain open concerning the records being maintained on the progress of children. School records must contain personal information about the student (name, birth date, address, phone, etc.), health and emergency information, information about the child's academic progress. Parents have the right to request access to their child's school records and the reasonable request of school officials to explain and/or interpret those records. Parents may request copies of the records and they are afforded the opportunity for a hearing to challenge the contents of the records. School officials must grant access to these records within 45 days of request. A fair charge may be imposed for the cost of the copies.

Non-Custodial Parent Access to Student Records

A divorce or change in custody does not change the right of a natural parent to have access to their child's records. A non-custodial parent may request and receive a copy of the child's records; however, step-parents have no rights to records, reports, or conferences unless granted by the custodial parent.

Thanks

This is our Preschool handbook. Thanks for reading. If you have any questions or concerns, please contact your child's teacher or the school office.