



# Lexington Local Schools

## Lexington Preschool Parent Program Handbook 2024-25 school year



890 West 4th Street  
Mansfield, OH 44906

[www.lexington.k12.oh.us/index.php](http://www.lexington.k12.oh.us/index.php)

419-884-1111 ex 6500

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# Welcome and Purpose

Dear Parents,

I want to take just a moment to thank you for entrusting your child with us during this moldable period of their lives. We recognize that each child is uniquely different, holding differing abilities and disabilities. We feel confident that your child will grow and prosper within our early childhood program. Young children are active learners. They make sense of the world around them by interacting with their environment. Such active involvement leads young children to understanding simple concepts. Children then use these concepts to understand more complex ideas.

The Preschool Program at Lexington Local Schools provides a curriculum that supports the development and well-being of young children and fosters learning in all essential domains. These domains include the following:

- social and emotional development
- physical well-being and motor development
- approaches toward learning
- language and literacy development
- cognitive & general knowledge including math, science and social studies

In the classroom we provide an environment for young children that allows them to interact with learning materials, teachers and peers. The daily schedule reflects a balance between active and quiet activities as well as a balance between adult-guided and child-selected tasks. We, likewise, provide lessons, resources and support to assist parents in providing developmentally appropriate learning experiences for children in their home environment.

This handbook provides an overview of the Preschool Program. We invite you to be an active participant in your child's educational program. If at any time you have questions or concerns, please call me at (419) 884-1111 ext. 6504.

Sincerely,

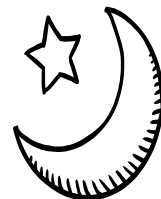
Meredith Cotterill  
Preschool Director  
Lexington Local Schools



# Our Program

## The primary goals of our Early Childhood Program are to:

- Provide an environment that respects children and promotes active exploration through play.
- Foster the development of positive self-esteem.
- Support and promote positive relationships with peers and adults.
- Facilitate and encourage the construction of knowledge within an integrated curriculum.
- Plan and implement a variety of multi-age, multi-level materials and activities.
- Model and promote opportunities for large motor activities and healthy nutritional choices.
- Strengthen the relationship between families and school.



## PROGRAM DAYS AND HOURS OF OPERATION

The Preschool Program offers a developmental curriculum for children ages 3 to 5 years. A child can attend 4 days per week, Monday through Thursday with morning classes or afternoon classes. Our morning runs from 9:00 am to 11:30 am and our afternoon is from 12:30 pm to 3:00 pm. Playdates, conferences, parent educational session, facilitated social service linkage for families, etc. are scheduled for Fridays, when allowable, per school district policy. These Friday opportunities are optional. Parent-teacher conferences are scheduled two times per year. Parents are not limited to two conferences and can request a conference with the teacher at any time. We welcome your input and involvement.

## PROGRAM REQUIREMENTS

The program is guided by written policies of the Lexington Local School District Board of Education that are consistent with the Rules for the Education of Preschool Children with Disabilities (Ohio Revised Code Chapter 3301-31), Operating Standards for Ohio's Schools Serving Children with Disabilities (Chapter 3301-51), and Rules for Preschool Programs (Ohio Administrative Code 3301-37). If you have any questions regarding these regulations, please contact the director or the Ohio Department of Children and Youth (ODCY), Division of Early Childhood Education at (614) 466-0224.

While group sizes vary during each half-day session, the preschool maintains a state minimum ratio of two staff members per no more than 20 three-year-old children or 22 four-year-old children. Any increase in this number would have to be approved by ODCY and affected families notified in writing of the change. The most recent inspection reports are posted in the classroom beside the program license.

# Preschool Curriculum

Lexington Local Schools adopted preschool curriculum consists of Scholastic PreK On My Way. Our program also supplements with other literacy-based materials including Wilson Foundations and the Heggerty phonics program.

Scholastic PreK On My Way is a proven effective comprehensive early learning program that embraces children's natural curiosity and encourages them to explore and connect to the world around them. PreK On My Way is organized into eight engaging and child-friendly themes. As the year progresses, the themes in this early-learning program broaden, and children begin to understand more about the world around them. The flexible content allows prekindergarten teachers to incorporate their own favorite themes into the classroom.

Lexington Preschool program strives to provide all the right steps to prepare your child for the next step in his or her education. Scholastic PreK On My Way is a recognized system that is proven to show results in the children's language, literacy and mathematics development. The results of the children's growth is based off the five research-based founding principles:

- Social-Emotional Development
- Integrated Learning
- Partnership With Families
- Language Development
- Responsive Instruction



Scholastic PreK On My Way's proven innovative system of learning is based on the "5 BIG Elements of Success":

- Big Experiences
- Meaningful Conversations
- The Best Children's Literature and Notification
- Innovative Technology
- Comprehensive Program



The materials and resources through Scholastic support our belief in how children learn and the importance and responsibility of staff and parents in their children's development. They provide early childhood staff with the knowledge and resources to create opportunities and environments for children to be active participants in their own learning. We firmly believe that the PreK years are critical in your child's successful transition to a formal school environment. Our teachers' implementation of the Scholastic PreK On My Way system helps your child reach these goals while fostering a sense of independence and self-worth in this world.

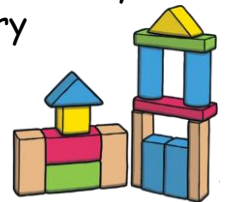
# District mission statement, program philosophy and key components for preschool

**District Mission Statement:** "The Lexington Local Schools, through a partnership with our children's families and our community, will provide the **BEST** possible curricular and co-curricular opportunities to challenge all students to reach their highest potential, to enjoy learning and to make positive contributions within their homes and communities."

**Lexington Preschool's philosophy** is to introduce young children to formal learning, by building a foundation of knowledge and skills through child-directed activities in a hands-on environment that promotes independence and encourages the love of learning. We strive to partner with families, support personnel as well as the community to meet the individual needs of each child.

## **Key Components:**

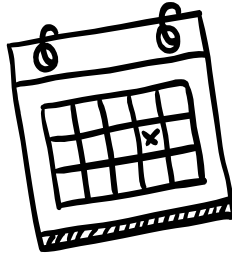
- Childhood is a series of firsts- first experiences, first friendships, first challenges, first hopes, first dreams, first surprises, and first successes- to be celebrated by everyone. We believe parents and families are their child's first and primary teachers who work with other educators as partners. Children need time to be children to explore their environment with curiosity and discovery. Play is children's work. Without play, there is no childhood.
- The children are members of a community that celebrates the uniqueness of each child- culture, color, religion, gender, age and ability. Differing levels of ability, learning styles, and development are expected, appreciated and used to design appropriate learning activities which are motivated by the child's interests and individual growth.
- Play encourages children to learn by active exploration through hands on discovery. Learning is the result of interaction between the child's thoughts and experiences with people and with materials and ideas that are real and relevant to their lives. These experiences match the child's developing abilities while also challenging the child's developing interests and understanding.
- A blending of children, families and staff to create a nurturing environment for those we serve is a major focus throughout the program. The contributions of all are valued as we work together to give children time to fully celebrate childhood.



# Lesson Plans and Newsletters

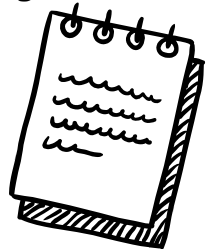
A parent bulletin board can be found near the entrance of the program. On the bulletin board, parents can find the following information:

- A weekly or bi-weekly newsletter including information about coming events, reminders, and ways to extend your child's learning in the home environment. The preschool newsletter will be sent to parents as well
- Daily lesson plans, updated on a weekly basis
- Parent information about education, health and nutrition and special interest topics
- A copy of the preschool's license through the Ohio Department of Children and Youth and a copy of the most recent preschool inspection findings
- A snack calendar



Daily lesson plans will be made available to families. These lesson plans are written based on:

- The Ohio Early Learning Developmental Standards provided to us by the the Ohio Department of Children and Youth (ODCY)
- The children's interests
- Preschool Curriculums: Scholastic PK On My Way, Heggerty Phonological Awareness and Wilson's Foundation
- Individualized Education Program (IEP) goals and objectives
- Individual needs as documented through formal and informal assessments and observations completed with your child throughout the school year.
- Daily lesson plans show a schedule that includes center time, small group/individual instruction, group time, snack, and outdoor time (gross motor)



# DAILY PROGRAM SCHEDULE

The Lexington Preschool Program is based on the open learning center concept. The daily schedule is set up to allow ample time for the children to participate in the various learning centers, be a part of a group of children working together, explore the outdoors and prepare and consume a daily snack.

## Learning Center Time



Children are free to choose a learning center activity such as role-playing in the dramatic play center, experimenting in the science and nature center, working on puzzles in the manipulative center, painting in the creative art center, building in the block center. The teacher/assistant use this time to work with individual children on skill development or with small groups of children on a particular activity. Children are offered new challenges, asked thought-provoking questions, and encouraged to try new things.

## Group Time

Children join their teacher for a story time that includes movement and/or musical activities that promote social skill development, enjoyment, and fine and large motor development. The teacher also uses this time to present activities that are developmentally appropriate for the children in the group. These activities evolve around themes for the week and might include math concepts, language activities, literacy development, learning about ourselves, etc.



## Outdoor Play Time

Outdoor activity is planned daily so children can develop large muscle skills, learn about outdoor environments, and express themselves freely and loudly. Preschool staff monitors weather conditions at the outdoor playground. Please dress your child appropriately for the weather conditions. Outdoor play is restricted if wind chill is too low or if the play area is wet. If you feel your child is too ill to participate in the outdoor playtime then possibly he/she should not be in attendance. A student restricted from outdoor play will require a physician's note.



## Snack Time

An important part of the children's day is snack time, not only for their eating enjoyment, but also because nutrition affects their mental functioning and physical well-being. The daily snack will be provided by the school district daily. Snacks are selected in consideration of the children's nutritional needs, offering 2 food groups daily. No child is forced to prepare or consume any snack. If your child has special dietary needs or food allergies, please notify us in writing



# Parent Involvement

We believe that parent participation is a vital component in a child's school experience. Parents and grandparents provide valuable input that helps to ensure a successful transition between home and school. We encourage you to become actively involved.

You are welcome to be involved in your child's education by volunteering, for school activities such as special projects, holiday activities, playdates, and field trips.

A class roster will be given to you upon your request. We offer parent/teacher conferences in November and March. You may also request to schedule a conference with your child's preschool teacher throughout the year. Our goal is to work as a team to support your child's learning.

## PARENT COMPLAINTS

Resolving parent questions and complaints in a timely manner is a priority for our preschool staff. Please let us know when you have an issue. To efficiently resolve complaints, parents should take the following steps:

- A. Discuss the concern or complaint with the preschool staff.
- B. If you have not received a satisfactory response from the preschool staff, schedule a meeting with the Preschool Director and/or Special Education Director.
- C. Continuing concerns can be brought to the Lexington Local Schools Superintendent for consideration.
- D. Ohio Department of Children and Youth offers a preschool Ombudsman service for all preschool issues. The Ombudsman number is 614-466-0224.



# Transition

Lexington Local School District believes communication and knowledge are crucial components in successful transitions for children, parents, and staff. These transitions include, but are not limited to, preschool to kindergarten/school-age programs, home, and out-of-home care programs to community programs, within programs to new classrooms, and 0-2 programs to preschool.

Activities provided to support children and their parents will include, at a minimum opportunities for parents and children to visit potential preschool, kindergarten, or other school-age classrooms; open house visits prior to the start of school; spending time in another classroom in the same program prior to a formal transition; written information regarding registration and screening dates; and classroom activities such as books and videos relating to starting preschool or school. Each child transitioning from one program to another shall have a written transition plan in place which will involve input from parents, teachers, and other members of a child's team as appropriate. Responsibilities for transition activities will be delineated on the written plan.



Information about registration and screening will also be shared with the community through our district website and social media outlets. Sending and receiving staff shall communicate to determine the student information that shall be shared after receipt of any required parental consent.

The program ensures that children who are age-eligible are enrolled in kindergarten upon leaving the early childhood program unless another placement has been determined based on parental choice. The above activities will assist children, parents, and staff in achieving a seamless transition as young children move from one program to the next.

A child's team, including the parents, meets to complete a transition planning form when a planned transition is coming to detail the activities that will be completed in order to assist and support the child and family in the next environment as well as the party responsible for completion. The completed form is signed, dated by all applicable team members present, and copies made for all team members.

# Tuition & invoices

Your child's full tuition is **\$125** per month. A signed tuition agreement must be submitted for enrollment into the preschool program. We accept checks or cash for tuition payments. At this time there is no online payment option for preschool tuition. **Payments can be mailed or dropped off in the Preschool office. We highly suggest you do not send payments in with the preschool student.**

Please make checks payable to "Lexington Local Schools" and send the payment to:  
**Lexington Preschool**  
**Attention: Meredith Cotterill**  
**890 W 4th St, Mansfield, OH 44903**

There are three options for tuition payments for this year:

**Monthly Tuition Schedule:** Each Month (August - April): Monthly tuition is due on or before the 10<sup>th</sup> of each month. A \$10 late fee will be applied if the payment is made after the 15<sup>th</sup> of the month.

**Bi-annual Tuition Schedule:** August 10<sup>th</sup>: First bi-annual payment due.  
January 10<sup>th</sup>: Second biannual payment due.

**Annual Tuition Schedule:** August 10<sup>th</sup>: Full tuition payment due.

Payment must be received by the 10<sup>th</sup> of each month. Payments not received by the 15<sup>th</sup> will result in a late fee. If tuition is not paid monthly and attempts are not made to bring the account to date by the 20<sup>th</sup> of the month, your child's enrollment could be terminated and the next child on the waiting list could be enrolled in his/her place.

Invoices are provided to families at the end of each month to charge for the upcoming month. For example, billing will be sent in the last week of September for the month of October. Each invoice includes your total amount of tuition due for the school year. As indicated on the tuition agreement, each family can choose how they want to pay. Tuition is charged monthly whether or not the student is present. There will be no credit given for sick, vacation or calamity days. Days missed may not be made up due to daily attendance limits imposed by licensing rules.

Note: Children on an IEP do not pay tuition.

# Screening & Assessment

## OHIO EARLY LEARNING AND DEVELOPMENT STANDARDS AND STATE TESTING

The preschool curriculum aligns with the Early Learning and Development Standards. The Early Learning and Development Standards identify essential concepts and skills for young children. These standards serve as a guide for expectations as children complete their preschool experiences. The preschool program participates in Ohio mandated assessments of all enrolled preschoolers and assessed all enrolled children using formal and informal methods on an ongoing basis to inform instruction.

All children are assessed using the Early Learning Assessment twice per year to assess seven domains of growth and development. This assessment contains learning progressions to assess the skills, knowledge, and behaviors of children.



An additional assessment is administered to preschoolers to assess communication, gross motor, fine motor, problem solving and personal-social skills. These measures are called the Ages and Stages Questionnaire: Third Edition (ASQ:3) & Ages and Stages Questionnaire: Social Emotional (ASQ:SE). Results of these assessments will be shared with parents.

Children with disabilities are also provided a rating using the Childhood Outcomes Summary (COS). This assessment summary is used to give a rating for 3 federal student outcomes relating to positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs. These ratings, when reviewed based upon child entry into and exit from preschool, provide a way to determine student outcomes after their preschool experience.

As required by the Ohio Department of Children and Youth (ODCY), the program ensures that all children receive a vision and hearing screening, as well as comprehensive developmental screening that is valid and reliable within 60 business days of entry into the program and annually thereafter. Necessary referral completed within 90 days of identification of need, and the results are formally communicated with families. Referrals may include classroom monitoring and follow-up screening and/or referral to determine special education eligibility. Results of these assessments are screenings are discussed with and shared with parents/guardians.

# Enrollment and Withdrawal



Enrollment includes students from Lexington Local School Districts who meet the eligibility requirements for a preschooler with disabilities. Eligibility is determined based on the Rules for the Education of Preschool Children with Disabilities (Chapter 3301.31).

Enrollment for children not meeting the eligibility criteria is available as well to residents of the district. Parents must complete an application process for enrollment. Applications are dated as they are received, and children are accepted by age\* and date of application. In the event the program has reached its capacity, your child's name will be placed on a waiting list until such time there is an opening in the program. *\*Tuition students need to be age 3 or 4 by district cut-off.*

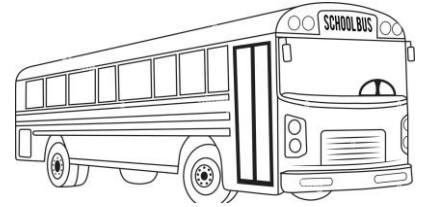
## How To Withdraw

If you need to withdraw your tuition student, please call the Lexington Preschool to officially withdraw your child from the preschool program. A records request should be sent to Lexington Local Schools from any new program of enrollment and records can then be transferred. Records will not be transferred without parent permission. **If we do not receive a call, you will be charged for each month the office is not notified.**

If you need to withdraw your IEP student, please contact the Director of Special Education to withdraw your child from the Lexington Preschool Program. If transferring to another district, please provide the new district's contact information so that records can be transferred.

# Drop-off & Pick-up

Bussing is available for all preschool children whether they are enrolled in the morning or afternoon program. However, some parents prefer to transport their child to and from school. The following is our procedure for drop-off and pick-up.



AM Preschool begins at **9:00am**- Drop off begins in the car line at 8:55am. Please keep good-byes brief as those tend to be more natural and less stressful for the child

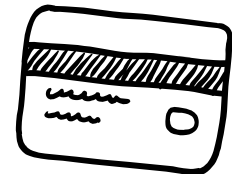
AM Dismissal will begin at **11:30am**- You will pull up to the front doors when it is clear of buses -please remain in your car until staff brings your child to your vehicle.



PM Preschool begins at **12:30pm**- Drop off begins at the front door of the building at **12:25pm**. Please keep good-byes brief as those tend to be more natural and less stressful for the child

PM Dismissal will begin at **2:55pm**- You will pull up to the front doors when it is clear of buses-please remain in your car until staff brings your child to your vehicle.

We will be checking IDs until we are familiar with you and your car during pick up. **IF** there is a new person picking your child up throughout the school year, please ensure they bring their ID as well. We will NOT send a child home with someone that is not on your child's approved list and/or we can not verify their identity.



Please avoid late arrivals and pick ups so that staff may attend to there additional responsibilities. If your child arrives or departs at other than the regularly scheduled time, an adult, who is listed on their approved list, accompanying the child must report and sign in/out at the school office.

# Student Dress Code



When selecting your child's clothing, please keep in mind that many of the daily classroom activities involve work with paints, clay, sand, water, food, etc. Staff is not responsible for clothing that becomes stained or extremely soiled. We recommend that you send your child to preschool in play clothes that will not be ruined by these messy activities. Due to safety reasons, please do not send your child with backless shoes.

Staff members encourage children to help themselves whenever they can. This gives them a sense of accomplishment and control over their environment. It would be helpful if parents would select coats, pants, sweaters, Velcro closure shoes, boots, etc. that the children can manipulate themselves. For children who are working on toilet training, easy clothing is a must. Clothes that can easily be pulled off/on such as sweatpants are ideal for toilet training purposes. Clothes with tight fasteners such as jeans and overalls or other clothing items that are hard to manipulate such as belts are not suitable for children learning to use the toilet. Please buy mittens for your children as they are easier for little hands than gloves.

By the first day of school, it will be necessary for parents to send an extra pair of underpants, socks, pants, shirt, slippers, or shoes for your child. All clothing must be labeled! Many times children do not recognize their own belongings. If your child's clothing becomes extremely soiled or wet, we will change the child into the extra set of clothing and the wet or soiled clothes will be sent home in a bag. Please wash and return the extra set of clothes to the class as soon as possible.

Some children are developmentally delayed with their adaptive skills. Therefore, we are willing to assist children with their toileting needs as it may arise at school. If your child is not yet toilet trained, please send diapers and wet wipes with his/her name marked on the bag and container. **(Only pull-ups with tabs will be accepted.)** We will change your child-as needed; however, there is not a 'changing' time built within the daily schedule.

Also, please consider the predicted weather when dressing your child for school. We will take the children outside to play frequently when the "real feel" is 20 degrees or above. Children will not go out when it is raining. Please send your child with the appropriate gear to wear outside, which may include mittens, boots, hats, heavy coats, etc. Please label your child's coat and bookbag with his/her name.

# General Guidelines Keeping Child Home

If your child is ill, please call the school in the morning to let us know he/she will be out for the day. If your child has a contagious condition, please let us know so that we can notify the other families. Your child has to come back to school with a note to indicate the reason for his/her absence.

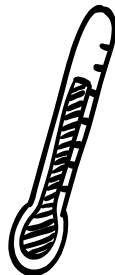
It is sometimes difficult to decide when and how long to keep an ill child home from school. The timing of the absence is often important in order to decrease the spread of disease to others, and to prevent your child from acquiring any other illnesses while your child's resistance is lowered. The following guidelines represent the more common childhood illnesses. Please save these for your own reference.

Chicken Pox: A skin rash consisting of small blisters, which leave scabs. A slight fever may or may not be present. There may be blisters and scabs all present at the same time. Your child should remain home until the blisters have scabbed over, usually 5-7 days after the appearance of the first crop of blisters.

Common Cold: Irritated throat, watery discharge from the nose and eyes, sneezing, chilliness and general body discomfort. Your child should remain at home if symptoms are serious enough to interfere with your child's ability to learn. Medical care should be obtained if symptoms persist beyond 7-10 days, fever develops, or discharge changes from yellow to green.

Fever: If your child's temperature is 100 F or greater (or 1 or 2 degrees above the child's normal temperature) he should remain home until he has been without fever for a full 24 hours. Remember fever is a symptom indicating the presence of an illness.

Flu: Abrupt onset of fever, chills, headache, and sore muscles. Runny nose, sore throat, and cough are common. Your child should remain home from school until symptoms are gone and the child is without fever for 24 hours.





# General Guidelines

## Keeping Child Home

**Head Lice:** Lice are small grayish-tan, wingless insects that lay eggs called nits. Nits are firmly attached to the hair shafts, close to the scalp. Nits are much easier to see and detect than lice. They are small white specks, which are usually found at the nape of the neck and behind the ears. Please be sure to check your child's hair regularly and be responsible in treating any infestation. Following a lice infestation, your child may return to school after receiving treatment with a pediculicide shampoo and all nits have been removed. The school nurse will need to check the child before being released to class.

**Impetigo:** Blister-like lesions, which later develop into, crusted pus-like sores. Your child must stay at home until antibiotics have been in your child's system for 48 hours and the sores are no longer draining.

**Pain:** If your child complains, or behavior indicates, that he is experiencing persistent pain, he should be evaluated by a physician before your child is sent to preschool.

**Pinkeye:** Redness and swelling of the membranes of the eye with burning and/or itching with matter coming from one or both eyes, and/or crusts on the eyelids could indicate your child has pinkeye. Your child should remain home until antibiotic drops have been administered for at least 24 hours from your child's doctor and the discharge and discomfort have subsided. Spread of infection can be minimized by keeping the hands away from the face, using good hand-washing practices, using individual washcloths and towels, and not touching any part of the eyes with the tip of the medication applicator while administering the antibiotic drops.

**Skin Rashes:** Skin rashes of unknown origin should be evaluated by a physician before your child is sent to school.

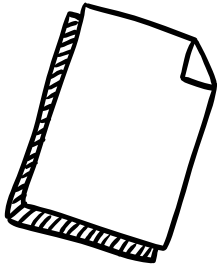
***If a child becomes ill, he/she may be isolated in a section of the room not in use or in another part of the building. He/she will remain with a staff member until a parent or caregiver can come get the child.***



# Emergencies, Communicable Diseases & Medication

In the event of a medical emergency, the following steps will be taken to ensure your child's health and safety:

1. A parent will be contacted immediately unless the situation warrants a call to emergency medical personnel. In this case, emergency medical personnel will be called before attempting to reach the parent.
2. If efforts to reach the parent(s) are unsuccessful, the staff will follow instructions listed on the Emergency Medical form included in your Final Forms online registration. No child may attend without a completed Emergency Medical form.



## MANAGEMENT OF COMMUNICABLE DISEASE

The preschool staff is trained and certified in First Aid and in recognizing the signs and symptoms of communicable diseases. The "Child Day Care Center Communicable Disease Chart" is posted to help staff in recognizing illnesses. Parents are welcome to view this chart at any time.

## MEDICATIONS AT SCHOOL

The administration of prescribed medication and/or medically prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, or the student would not be able to attend school if the medication or treatment were not made available during school hours. Administration of over-the-counter medications will follow the same requirements and policies as prescription medication.

Before any medication or treatment may be administered to any student during school hours, a written authorization from the child's physician as well as nursing required documentations. This information will be kept 'on site" during the valid timeframe.

Only medication in its original prescription bottle, labeled with the date of prescription, student's name, and exact dosage will be administered. Medication must be transported to the school by the parents and delivered to the school's main office or nurse's office, where it will be stored in a locked area. **Medication cannot be transported in the child's bookbag.**

A parent/guardian wishing to discontinue the administration of medication at school must send a signed note to the office/nurse requesting the medication be stopped.

# The Program's Code of Ethics

- We are committed to supporting each child's optimum social, emotional, intellectual and physical development within a safe, healthy, and enriched environment.
- We will make every effort to respect the racial, ethnic, religious, cultural and socio-economic differences of all children, parents, and others with whom we work.
- We will maintain confidentiality in our dealings with children, parents, and colleagues.
- We will avoid misrepresentations of our professional skills, qualifications, and affiliations.
- We have the right and obligation to share in the maintenance of the ethics of our profession.

## Families



- We will respect families' rights to make decisions for their children and will uphold their beliefs and practices whenever possible.
- We will be aware that not only the family, but also other people and experiences influence the development and attitudes of the children in our care.
- When conflicts arise between parents and teachers concerning generally accepted professional and/or developmental practices, we will clarify the issues for the parent through education and communication.



## Children

- We will uphold the principle that the teacher's primary professional responsibility is to the child.
- Even though working with children may satisfy our own emotional needs, the child's total development will remain our primary concern.
- We will treat each child with respect and dignity.
- We will not mentally, physically, or emotionally abuse a child in any way.
- We uphold the right of every teacher to participate in an evaluation process, Ohio Teacher Evaluation System (OTES).
- We are committed to seeking and providing opportunities for personal and professional growth.
- We support cooperation among all early childhood professionals.

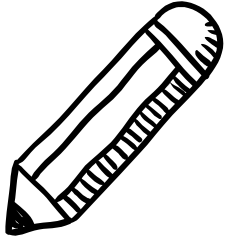
# Safety Procedures



We are very concerned about the safety of the children attending our program. The following safety procedures are in effect at all times:

- No child is left alone or unsupervised at any time. A telephone is located in the classroom and is available for use in the event of an emergency.
- Various emergency drills are held throughout the school year to allow the school staff and children practice threatening weather drills. A record of these drills is kept in the school's office. Fire emergency and weather alert plans, including diagrams showing evacuation routes, are posted in the classrooms.
- In the event of a non-serious accident (superficial cuts, scrapes, bruises), staff will administer first aid if necessary.
- When an accident or injury occurs, staff will complete the injury report. A copy of this form will be given to the parent and a copy will remain on file at the school for at least one year.
- In accordance with Section 2151.421 of the Ohio Revised Code, all staff are required to report any suspicions of child Abuse or Neglect to children services. At least one preschool staff member has completed an approved course in recognizing signs of child abuse and neglect.
- At least one (1) preschool staff member is trained in first aid, infant and child CPR, and recognition of communicable diseases. A first aid kit is always on site.
- Preschool staff members shall have a medical statement as required upon employment/assignment to preschool and every three (5) years thereafter.
- Preschool staff members, non-teaching staff, and volunteers will follow all applicable licensure and rule requirements.
- Preschool staff members shall have three (3) references that have been checked prior to employment and on file. References may be written or received through documented phone discussion.
- Preschool teachers and other preschool staff, as appropriate, shall be aware of pertinent child background information to assure safety and awareness of special needs.

# Custodial Agreements and Photo Policy



All enrolled children whose parents operate under the guidance of a custody agreement directed by the courts must provide custody paperwork with the enrollment packet. These court documents will remain in the child's file for documentation purposes. If at any time a question arises regarding transportation, enrollment, medical issues, etc., the classroom teacher will operate under the guidance of the custody papers provided to the school.

The custodial parent will receive communication from school personnel. It is the responsibility of the custodial parent to communicate with the non-custodial parent regarding items affecting the enrolled child. If a custodial parent and non-custodial parent agree that they both want to be given information, a written request must be signed and submitted to the teacher of the enrolled child.

## RELEASE OF NAMES, PICTURES, AND ACHIEVEMENTS

On occasion, student names, pictures, and achievements may be published in newspapers, programs, school websites, and other forms of publications. Permission forms permitting the release of this information must be completed on the Final Form online registration for our school district to use your child's photo.

When you are taking pictures or video of your child at school activities, be aware that not all parents/guardians have granted permission for the release of their child's image. Please be sensitive to the rights and expectation of privacy of your child's classmates when displaying the images on social networking sites and other public venues.

 Parent Signature

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# Discipline Policy

The goal of discipline is to help children learn to build their own abilities to use self-control and ultimately direct their own behavior. We recognize the important role self-esteem plays in this process and strive to enhance each child's positive feelings of self through a nurturing environment. Each child's emotional needs and feelings are addressed, while labeling and threatening children is avoided.

Clear and reasonable ground rules are established for each child's safety and to protect the rights of all children. The rules are few and are frequently discussed in the classroom. When ground rules are broken, they are clearly and firmly restated. When a child is in a situation of conflict with another, the child is encouraged to talk about how he feels. Problem-solving techniques are encouraged in the classroom during which time the teacher often acts as a facilitator, helping young children express feelings and generate solutions. Other measures might include redirection, separation from problem situations, and lots of praise for appropriate behaviors.

If behavior problems arise and persist, an individual positive behavior management program will be developed with parent participation. Ongoing discussions will occur to review possible solutions and alternatives.

Based on ODCY Preschool Licensing Rules, Ohio Laws and Rules: 3301-37-10 and Lexington School District policies, staff members follow discipline guidelines. These policies are in affect for all staff in all preschool areas, including playground, field trips, or other school-sponsored activities.

Parents are assured of the following:

- There shall be no cruel, harsh, corporal punishment or any unusual punishment such as, but not limited to, punching, pinching, shaking, spanking, or biting.
- No discipline shall be delegated to any other child.
- Discipline is only administered by a program adult.
- No child will be secluded in a locked room or confined in an enclosed area such as a closet or other cubicle.
- No child will be subjected to profane language, threats or derogatory remarks about himself or his/her family.
- Discipline is **not** imposed on a child for failure to eat, sleep or for toileting accidents and does **not** include withholding food, rest or toilet use.
- The program shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance.

# Discipline Policy (cont.) and PBIS

- All preschool staff members shall be informed of and receive a copy of the Lexington Local School District's discipline policies upon employment and annually in the handbook.
- The preschool staff's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows:
- No physical restraints shall be used to confine a child by any means other than holding for a short period of time, such as in a protective hug, so the child may regain control.
- Techniques of discipline shall not humiliate, shame, or frighten a child. Instead, staff will use constructive, developmentally appropriate child guidance and management techniques at all times. They shall include such measures as redirection, separation from problem situations, talking with the child about the situation, and positive reinforcement for appropriate behavior.
- 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.

Lexington Local School District's staff members receive on-going training in Crisis Prevention Institute's Non-Violent Crisis Intervention<sup>®</sup> & Positive Behavior Intervention Supports (PBIS) to ensure the care, welfare, safety, and security of all individuals on the premises. The purpose of PBIS is to reinforce positive behavior. Student behavior is aligned to common expectations in all areas: Be Respectful, Be Responsible, Be Ready. A PBIS Matrix is posted throughout the school to reinforce behavioral expectations and will also be sent home with your child (ren) so as parents/guardians, you are able to reinforce these key words with your child (ren) throughout your day.

Lexington's Preschool Program uses a continuum of positive behavior supports for all students within its school setting and implements PBIS expectations in all areas of the school including the classroom and non-classroom settings, such as hallways, playground, buses, and restrooms. Positive behavior support is an application of a behaviorally based systems approach to enhance the capacity of our preschool, the families we serve, and our communities to help create effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

# PBIS Preschool Matrix

## Positive Behavioral Intervention and Supports

Expectations	Be Respectful	Be Responsible	Be Ready
<b>Bus</b>	<ul style="list-style-type: none"> <li>• Voices Quiet</li> <li>• Hands to self</li> </ul>	<ul style="list-style-type: none"> <li>• Backpack on lap</li> </ul>	<ul style="list-style-type: none"> <li>• Shoulders back</li> <li>• Bottom down</li> </ul>
<b>Arrival</b>	<ul style="list-style-type: none"> <li>• Greet your friends and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Voices quiet</li> <li>• Coat and Backpack in cubby</li> </ul>	<ul style="list-style-type: none"> <li>• Check in</li> </ul>
<b>Dismissal</b>	<ul style="list-style-type: none"> <li>• Eyes watching</li> <li>• Voices quiet</li> <li>• Bodies calm</li> <li>• Ears listening</li> </ul>	<ul style="list-style-type: none"> <li>• Put on coat</li> <li>• Put on backpack</li> </ul>	<ul style="list-style-type: none"> <li>• Stand against the wall</li> <li>• Listen for your name</li> </ul>
<b>Hallway</b>	<ul style="list-style-type: none"> <li>• Hands to self</li> <li>• Wave and smile</li> </ul>	<ul style="list-style-type: none"> <li>• Walk on the right side</li> <li>• Stay in line</li> </ul>	<ul style="list-style-type: none"> <li>• Voices quiet</li> <li>• Body calm</li> </ul>
<b>Snacktime</b>	<ul style="list-style-type: none"> <li>• Touch own food</li> <li>• Say "yes please", "no thank you" and "thank you"</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands</li> <li>• Throw away trash</li> <li>• Push in chair</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn</li> <li>• Try it first</li> <li>• Talk to friends at the table</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>• Be kind</li> <li>• Take turns</li> </ul>	<ul style="list-style-type: none"> <li>• Stop play when you hear the signal</li> <li>• Put toys away</li> </ul>	<ul style="list-style-type: none"> <li>• Use toys with care</li> <li>• Enter school with voices quiet and body calm</li> </ul>
<b>Restrooms</b>	<ul style="list-style-type: none"> <li>• Wait for your turn outside the door</li> <li>• Flush the toilet</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands</li> <li>• Throw away towel</li> </ul>	<ul style="list-style-type: none"> <li>• Walking feet</li> <li>• Quiet voices</li> <li>• Be quick</li> </ul>





# School Closing & Other Information

Lexington Preschool follows the same academic calendar as all other buildings within the Lexington Local School District. It is sometimes necessary for our school to close due to inclement weather. When this happens WVNO 106.1 FM and many other radio stations will broadcast closings. Whenever Lexington Local Schools are closed, the preschool will also be closed. If there is a two-hour delay, the morning class will be cancelled and the afternoon class will be in session during its scheduled hours. You can also sign up for text alerts on the Lexington Local School District's website at [www.lexington.k12.oh.us](http://www.lexington.k12.oh.us). This free service will send a text message to your cell phone alerting you of school cancellations.

## Miscellaneous Information:

Parents/Guardians are asked annually to provide written approval of having their name, phone number, and child's name on any group/program roster. This roster is not furnished to any person other than parents/guardians.

We ask that you keep your child's toys at home to avoid issues with lost or broken items. If you feel your child needs a transition item, please talk to your child's teacher.

Young children are often affected by events or changes in their environment. Children may not be able to express their feelings or relay significant information. In order to help your child deal with these changes, please keep us informed of any events such as:

- Illness or hospitalization of family members
- Death of family members or close friends
- Changes in family structure within the home or relocation

We want your child's school experience to go as smoothly as possible. Open communication between you and your child's teacher is a key to your child's success. However, if you have a question or concern that you don't feel comfortable talking to your child's teacher about or would like to file a complaint, please contact our Preschool Director, Meredith Cotterill at (419) 884-1111 ext. 6504.