WESTLAKE CITY SCHOOLS

2022-2023

EARLY CHILDHOOD PROGRAM HANDBOOK

The Westlake Early Childhood Program

(WECP)

Westlake Elementary School
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(440) 250-1202

westlake.k12.oh.us/pupilservices

Revision Draft 66/2022

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WESTLAKE CITY SCHOOLS
MISSION STATEMENT

WE EDUCATE FOR EXCELLENCE… *Empowering all students to achieve their educational goals, to direct their lives, and to contribute to society.*

WESTLAKE EARLY CHILDHOOD PROGRAM PHILOSOPHY:

We believe that learning is enhanced by the opportunity provided to all children to interact with their environment and others. The early childhood services available through the Westlake City School District are based upon the works of Piaget, Erikson, Maslow, Kohlberg and Katze.

- Each child is unique.
- All children can learn and their potential is unlimited.
- Children learn best through play, exploration, and discovery.
- Learning activities must be age and individually appropriate.
- The sharing of knowledge and expertise is critical to development.
- The inter-relationships between the child, family, and community form the core for early childhood services.

We further believe that preschool programming should encompass and integrate all aspects of a child's development including:

- Self-help/independence
- Aesthetic
- Cognitive
- Communication
- Sensory-motor
- Social-emotional

Collaborative efforts between home, school, agencies, and community enhance the preschool experience. Together they assist in preparing children for their next learning environment according to their own unique needs. These efforts must support skills in decision-making, self-confidence, problem solving, and the acceptance of self and others.

PROGRAM GOALS:

The Westlake Early Childhood Program will provide opportunities to:

- Acquire self-help skills needed for independent living
- Explore art, music, literature, and movement
- Assist in the development of pre-academic, problem-solving, and critical thinking skills
- Promote the development of communication skills
- Develop sensory-motor skills
- Encourage the child in developing appropriate social/emotional capabilities

PROGRAM DESCRIPTION:

The Westlake Early Childhood Program (WECP) serves children ages three through five who demonstrate developmental delays or disabilities in language development, motor skills, cognition, socialization, behavioral/emotional growth, and/or adaptive behaviors. The children may receive itinerant services in settings outside of the classroom or are either integrated into a classroom comprised of typical peers and other children with special needs or they are placed in a more intensive program with opportunities for typical peer interaction.

The classes meet four days a week, Monday through Thursday in either center based half day sessions or STAR full day sessions depending on the IEP placement determination. Fridays are dedicated to assessment, home visit, transition and training days.

The Westlake Early Childhood Program is based on developmentally appropriate practices for children ages three to five. A component of the program is the integration of children with special needs with typical preschoolers. The role of the typically developing peer is to serve as a model for children with identified special learning needs. The integration of the children provides an environment in which everyone learns to live and work together regardless of individual differences. Our goal is to meet the individual needs of each child enrolled in the Westlake Early Childhood Program. The STAR incorporates typical peer integration as programming and student needs permit.

The curriculum is a combination of Ohio's Early Learning and Development Standards and developmentally based, structured interventions. Procedures are designed to address the individualized needs of each child. Staff includes a teacher, teacher assistant, speech/language pathologist, occupational therapist, physical therapist and other support personnel, as needed. For more information on the current preschool standards, please visit: http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre_K-Learning-and-Development-Stand

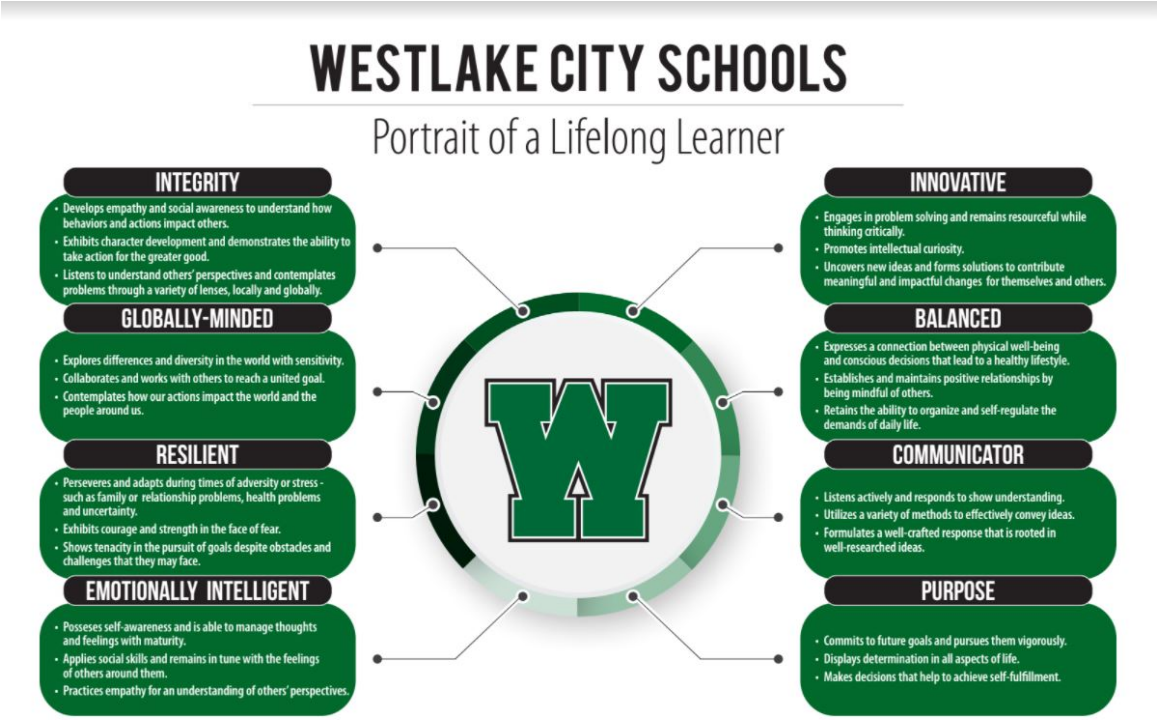
Classes meet for two and one half hour sessions four days per week at Westlake Elementary School and are from 8:30 to 11:30 A.M. and 12:30 to 3:30 P.M., Monday through Thursday. The STAR full day classroom meets four days per week at Westlake Elementary School from 8:30 A.M. to 3:30 P.M., Monday through Thursday.

Parental involvement is a key component to the success of the program and is a valued part of our preschool program. Parent meetings may be scheduled for information and for support. Regular communication is maintained between teachers and parents through phone calls and written correspondence. Family services such as consultations and home visits can be scheduled on Fridays or other mutually arranged times. Visitation to the preschool program is welcomed; however, to ensure maximum instructional time and minimal disruption to routines and instruction, please contact the teacher prior to observation. (Refer to the Parent Access Policy on page 20 of this handbook.)

Westlake's Portrait of a Lifelong Learner

Westlake Elementary School will be preparing students to be Globally Minded, Emotionally Intelligent and effective Communicators. Understanding that "others with their differences can also be right." As Global Learners, students will be encouraged to think beyond themselves.

The attributes of Westlake Learner are described in the District's Learner Profile. Westlake students will be equipped with the 21st century skills that are needed in today's world. In addition to those attributes included above, WECP students strive to be Resilient, Innovative, Balanced, and have Purpose and Integrity, in order to become better equipped to develop and share ideas, to take on leadership and team roles, and to assess their ideas and actions.



PROCESS OF INQUIRY

Assessing the process of inquiry as well as the result of inquiry is recognized as an important objective of the programme. Teachers therefore record the detail of the inquiry initiated by the students in order to seek an increase in substance and depth.

In particular, teachers consider whether:

- the nature of the students' inquiry develops over time; whether they are, in fact, asking questions of more depth, which are likely to enhance their learning substantially

- the children are becoming aware that real problems require solutions based on the integration of knowledge that spans and connects several subject areas

- the children are mastering skills and accumulating a comprehensive knowledge base in order to conduct their inquiries successfully and find solutions to problems

- the children are demonstrating both independence and an ability to work collaboratively.

Consideration of these points allows teachers to plan for effective teaching and learning opportunities that give students a chance to develop their inquiries further.

SOCIAL/EMOTIONAL

PROGRAM OBJECTIVES:

Children will be encouraged to...

I. Engage in play activities.
II. Express emotions.
III. Value personal rights and property.
IV. Respect self and others.

SUBJECT OBJECTIVES:

I. ENGAGE IN PLAY ACTIVITIES:

1. Explore play materials and play with a preferred toy
2. Begin and maintain spontaneous play activities for an appropriate length of time
3. Utilize materials in constructive play independently
4. Utilize materials in constructive play with peers
5. Play with at least one other child on a cooperative effort
6. Participate in associative play
7. Participate in games and group activities

II. EXPRESS EMOTIONS:

1. Identify personal feelings
2. Express personal feelings
3. Recognize that a problem exists and attempt to solve a problem
4. Demonstrate fondness for adults and children
5. Demonstrate empathy for hurt or ill child
6. Manage temper in conflict situations
7. Mediate disputes with words and compromises

III. VALUE PERSONAL RIGHTS AND PROPERTY:

1. Demonstrate respect for own and others' property
2. Demonstrate respect for own and others' personal space
3. Stand up for personal rights

IV. RESPECT SELF AND OTHERS:

1. Identify self by full name
2. Identify children and adults by name
3. Offer alternatives to other children
4. Demonstrate awareness of cultural similarities and differences
5. Describe family members and their responsibilities
6. Demonstrate confidence in personal skills
7. Demonstrate increasing independence
8. Seek needed assistance

COMMUNICATION

PROGRAM OBJECTIVES:

Children will be encouraged to...

I. Refine and expand receptive language.
II. Strengthen and expand expressive language skills.
III. Utilize various modes of expression.
IV. Expand social communication skills with staff and peers.

SUBJECT OBJECTIVES:

I. REFINE AND EXPAND RECEPTIVE LANGUAGE:

1. Demonstrate ability to follow directions
2. Demonstrate ability to comprehend a story
3. Demonstrate ability to increase listening skills necessary for social interaction and communication

II. STRENGTHEN AND EXPAND EXPRESSIVE LANGUAGE SKILLS:

1. Communicate needs
2. Recall words in a song/finger play
3. Ask and respond to questions/directions
4. Express feelings and thoughts in a variety of ways (words, movements, art, music, technology)
5. Participate in group discussion utilizing turn taking, conversation and sharing
6. Participate in dramatic play and other experiences requiring spontaneous communication with adults and peers
7. Use technology to communicate

III. UTILIZE GRAPHIC MODES OF EXPRESSION:

1. Experiment with writing by drawing, copying and inventing
2. Progress from scribbling to using written symbols
3. Recognize name in print
4. Initiate steps necessary to write one's name
5. Begin to develop representational drawings

IV. EXPAND SOCIAL COMMUNICATION SKILLS:

1. Use greetings
2. Use language for a variety of functions: request, label, initiate, etc.

SENSORY MOTOR

PROGRAM OBJECTIVES:

Children will engage in...

I. **Gross motor activities.**
II. **Fine motor activities.**
III. **Sensory-motor activities.**

SUBJECT OBJECTIVES:

I. DEMONSTRATE GROSS MOTOR SKILLS:

1. Walk, run in activities of daily life and in play
2. Use alternating feet to climb stairs, using rail
3. Climb ladder rungs
4. Maintain own weight momentarily on overhead ladder
5. Run, changing direction
6. Roll, throw, bounce and catch a ball
7. Kick a ball
8. Jump off the floor with both feet and forward 8"
9. Clap hands
10. Pedal a tricycle
11. Negotiate small playground equipment

II. DEMONSTRATE FINE MOTOR SKILLS:

1. Demonstrate functional grasp of pencil/crayon
2. Snip and cut with scissors
3. Use spoon, fork to eat
4. Use a dull knife to spread foods
5. Pour from a small pitcher
6. Build a block tower
7. Use a pegboard
8. String beads, lace objects
9. Complete puzzles
10. Print name or recognizable symbol
11. Screw together threaded toys
12. Draw simple recognizable picture
13. Use switches, adaptive devices
14. Fold papers
15. Tear papers
16. Open and close container
17. Trace straight and curved lines

III. DEMONSTRATE SENSORY-MOTOR SKILLS:

1. Make reasonable transition changes
2. Respond to music with body movements
3. Blow bubbles, candles
4. Suck liquids through straw
5. Use sight to distinguish physical properties
6. Use touch to distinguish physical properties
7. Use taste to identify food
8. Use smell to identify scents
9. Use hearing to identify environmental sounds

COGNITIVE

PROGRAM OBJECTIVES:

Children will engage in...

I. Symbolic thought, sensory, social and play experiences.
II. Seeking or generating solutions to problems through observation, exploration and discovery.
III. Everyday problem solving using mathematical knowledge.
IV. Developing concepts about themselves, others and the world around them.

SUBJECT OBJECTIVES:

I. DEVELOP SYMBOLIC THOUGHT THROUGH SENSORY, SOCIAL AND PLAY EXPERIENCES:

1. Recall specific things not present
2. Recall information, events
3. Use sensory information to identify objects not present
4. Express ideas and feelings
5. Construct imaginative play themes
6. Relate imaginative stories through words/pictures
7. Respond to things that are not as they are expected to be
8. Distinguish between real and pretend

II. SEEK SOLUTIONS TO PROBLEMS THROUGH OBSERVATIONS, EXPLORATION AND DISCOVERY:

1. Explores with all senses
2. Makes decisions when given choices
3. Makes observations
4. Attends to activity/task
5. Tries out ideas, experiences using different strategies, invents
6. Makes comparisons (light, heavy)
7. Discovers attributes of objects
8. Relates cause to effect, interprets and generalizes
9. Communicates observations about events, actions, ideas
10. Asks questions
11. Generates ideas
12. Perceives self as a successful learner and problem solver
13. Predicts outcomes
14. Experiments/interacts with objects in environment using different strategies

III. FORMULATE AND SOLVE EVERYDAY PROBLEMS USING MATHEMATICAL KNOWLEDGE

1. Places objects, events, actions into all kinds of relationships
2. Talks about math concepts with others
3. Explores and identifies spatial relations of position, size, and quantity
4. Develops simple and complex sorting skills
5. Serializes objects (puts in size order) with one or two dimensions or characteristics
6. Identifies, copies, creates, inserts into extends pattern (linear, three-dimensional, motor, auditory, literature)
7. Explores sequences, cardinal and ordinal number properties
8. Explores how much and how many with continuous quantities such as water and sand
9. Constructs and compares size of sets
10. Describes relations that are equal or the same and relations that are not
11. Uses numbers to solve problems
12. Explores parts to whole relationship
13. Determines specific quantities of objects
14. Identifies and sorts geometric shapes
15. Sequences events in time
16. Describes experienced events in the immediate, past, and future
17. Describes experienced time in terms of first, last; before, after; earlier, later
18. Compares events, objects along a time dimension

IV. DEVELOP UNDERSTANDING OF CONCEPTS ABOUT THEMSELVES, OTHERS AND THE WORLD AROUND THEM:

1. Demonstrates care and respect
2. Demonstrates and shares information regarding self, family and community
3. Demonstrates and shares information regarding physical environment and natural world
4. Demonstrates and shares information regarding work world

AESTHETIC

PROGRAM OBJECTIVES:

Children will engage in...

I. Understanding basic concepts.
II. Manipulating a variety of art objects.
III. Exhibiting an appreciation of stories and poetry.
IV. Movement to express feelings and/or understanding of spatial relationships.

SUBJECT OBJECTIVES:

I. DEMONSTRATE UNDERSTANDING OF BASIC MUSIC CONCEPTS:

1. Attend to music as exhibited by:
   a. facial expressions
   b. body movements
2. Exhibit understanding of the concept of steady beat by:
   a. rocking
   b. clapping
   c. playing of rhythm instruments
3. Exhibit enjoyment of music by:
   a. improvising
   b. initiating previously taught finger-plays and songs

II. MANIPULATE A VARIETY OF ART OBJECTS:

1. Demonstrate enjoyment of exploring a variety of art media by:
   a. manipulating different forms of molding materials (e.g., clay, play dough)
   b. experiencing various painting modes (e.g., printing, brushes, sponges, drawing)
   c. drawing using a variety of materials (e.g., chalk, markers, crayons, brushes)
2. Express individuality by:
   a. combining miscellaneous items into art forms using techniques of cutting, gluing, assembling, etc.
   b. choosing color, materials, and design based on own personal preference

III. EXHIBIT APPRECIATION OF STORIES AND POETRY:

1. Acquire appreciation of literature by:
   a. attending to stories and poems
   b. exploring picture books
2. Demonstrate understanding of literature by:
   a. demonstrating an understanding of illustrations by pointing, gesturing or using spoken words.

IV. DEMONSTRATE MOTORIC MOVEMENT TO EXPRESS FEELINGS AND/OR UNDERSTANDING OF SPATIAL RELATIONSHIPS:

1. Dance
2. Engage in dramatic play
3. Demonstrate creative movements

ADAPTIVE/SELF-HELP

PROGRAM OBJECTIVES:

Children will engage in ...

I. Personal hygiene activities.
II. Daily living skill activities.
III. Personal safety activities.
IV. Community and recreation services activities.

SUBJECT OBJECTIVES:

I. DEMONSTRATE PERSONAL HYGIENE:

1. Wash hands with soap and water
2. Dry hands using a towel or hand dryer
3. Notice need for wiping own nose
4. Wipe or blow own nose
5. Brush teeth
6. Wipe face with napkin
7. Groom hair
8. Wash and dry face
9. Manage own toileting needs

II. USE DAILY LIVING SKILLS:

1. Drink from own cup
2. Pour own liquid
3. Express preference/choice of food
4. Use utensils to eat, prepare and serve food
5. Set table for meals and clean after meals
6. Hang up own coat
7. Remove personal clothing (outer, shoes and other)
8. Put on personal clothing (outer, shoes and other)
9. Manipulate clothing fasteners (buttons, zippers, snaps, Velcro, etc.)

III. PRACTICE PERSONAL SAFETY:

1. State first and last names as means of identification to the proper authority figure
2. State address and telephone number as means of identification
3. Follow classroom safety rules
4. Recognize and avoid common hazards
5. Follow vehicle safety rules
6. Follow emergency procedures (e.g., fire, tornado drill, 911)
7. Differentiate between strangers and familiar others

IV. RECOGNIZE COMMUNITY AND RECREATION SERVICES:

1. Location of community/recreation places
2. Function of community/recreation places
3. Community/recreation workers (e.g., police, zoo, etc.)

IEP EVALUATION PROCEDURES

In accordance with Operating Standards for Schools Serving Children with Disabilities, the preschool staff will use one or more of the methods outlined on the Individual Education Plan (IEP) to evaluate progress on goals and objectives.

The Westlake City Schools Board of Education has adopted policies regarding staff and cumulative records. These policies can be found in the Westlake City Schools Board of Education Policy Manual available in the principal's office and on our website at https://www.boarddocs.com/oh/westlake/Board.nsf/Public

WHAT IS A PEER MODEL?

Peer models are typically-developing children three to five years old, selected to participate in the preschool program. While benefiting from the preschool experience, these children provide peer interaction and social motivation and language communication role-models for the identified preschoolers with a disability. Because all children learn not only from adults, but also from watching and interacting with other children, peer models are an integral part of the preschool program. Peer relationships are important for the social, communicative, and cognitive development of every child.

To provide quality services to our preschool children, it is necessary to charge families of our peer role models a tuition fee that will assist in the ongoing cost of the program along with the purchasing of consumable items used in the pre-kindergarten environment. Some of these consumable items may include: snacks and cooking experiences, art supplies, paper products and special events.

Families of peer models must provide their own transportation. The Westlake Early Childhood Program staff will not arrange carpools.

For families of PEERS only:
A deposit of $250 is due at the registration appointment to secure your child's placement as a Peer in the Westlake Early Childhood Program. You may use the preschool tuition payment options offered by the Department of the Treasurer of the Westlake City Schools. Please make checks payable to Westlake BOE. Peer tuition, including the initial deposit, is non-refundable.

Families must pay the tuition balance of $1025 (balance reflects amount minus the $250 deposit) no later than July 16, 2022.

PEER MODEL WAIVER

The role of peer models is crucial to the special education preschool program; therefore, we reserve the right to ensure that these children demonstrate the skills necessary to be effective models. **Parents of selected peer models will be asked to sign a waiver with the understanding that their child may be asked to leave the program if the peer model proves to be inappropriate for the program**. This judgment will be made by the teacher and other team members. In the unlikely instance that this situation arises, we will do our best to provide a smooth transition for the child.

Parents of peers receive the waiver with their registration materials and must return it before the student can begin attending preschool.

DAILY SCHEDULE:

Half day class sessions:

Mondays -Thursdays
8:30 to 11:30 A.M.
12:30 to 3:30 P.M.

Fridays are reserved for,services on behalf of our students, including but not limited to testing, meetings & home visits.

One special education teacher and one classroom attendant serves 6-16 children per session.

STAR full day class sessions:

Mondays -Thursdays
8:30 A.M. to 3:30 P.M.

Fridays are reserved for,services on behalf of our students, including but not limited to testing, meetings & home visits.

One special education teacher and at least two classroom attendants serve 6-8 children per session.

FAMILY COMMUNICATION & COLLABORATION:

NEWSLETTER:

A weekly digital newsletter will be provided to parents with information about themes, activities and special events. The newsletter may also include ideas for family activities. The newsletter is also available online on the Preschool Teachers school-based website found under the Schools tab of the District's home page at www.wlake.org.

PARENT/TEACHER CONFERENCES:

Parent/Teacher conferences are scheduled in November and May.

CLASSROOM PARTICIPATION:

Within current health guidelines, parents are encouraged to attend classroom parties, field trips, graduation ceremonies, a school open houses and family event nights. When presented with the opportunity, parents are also encouraged to engage with the program by signing up to volunteer as parent helpers in the classrooms. Any parent who would like to volunteer in the classroom to share a talent or skill with the children is welcome. Please contact your child's teacher.

FAMILY SERVICES:

While a preschool child may be in school for twelve hours per week, the great majority of his/her week is spent in the home environment. The child's learning experiences can be greatly enhanced when parents and staff work together to support the child's development.

Fridays are set-aside for family service, professional growth opportunities, and/or assessments. Family service means the classroom teacher and individual parents/families will have the opportunity to collaborate in their child's progress and needs. Collaboration activities will vary and may include consultation, home visits, informational meetings, etc. These activities are mutually planned and arranged by parents and teacher. Activities and topics could include: learning opportunities at home and in the community, your child's adjustment, school progress, and behavior issues.

PARENT COMMENT/COMPLAINT PROCEDURES:

Communication is always the key to a successful learning experience. Communication should always begin with the parent and the teacher. Should a situation arise where consensus cannot be reached then administrative avenues may be pursued. The official complaint form may be obtained from either the central office or from the principal's office.

SPECIAL DAYS:

Due to the diverse cultural representation within our enrollment, we discuss many different holidays and celebrations. Our focus is on families, food and customs. Parents are welcome and encouraged by teachers to participate in classroom activities.

BIRTHDAYS:

Birthdays are very special to children. Due to the increase in the amount of attention on nutrition, wellness and in the frequency of severe allergies, we ask that you do not send any "edible" items into school for special days. You are welcome to send in **non-edible** items for your child to pass out to their friends. If an edible item does come to school we are required to send it back home with the child. This will help us to comply with wellness, nutrition and allergy concerns and to keep all of our students healthy and safe.

Birthday celebrations can be scheduled on the school day closest to the actual date. Please check with the classroom teacher to avoid double celebrations. Summer birthdays may be celebrated anytime during the school year. Contact the teacher to make arrangements.

POLICIES & PROCEDURES:

DISMISSAL PROCEDURE:

Unless otherwise notified in writing, children are expected to be transported home by the means established by the school district. Any change in dismissal procedure, such as picking up a child during or after school, should be stated in writing to the child's teacher. If another person is picking up your child, a note of authorization signed by a parent or guardian should be presented to the teacher. **In the case of an emergency**, please call the Preschool Office at 440-250-1204 to inform the teacher of any change in dismissal procedure.

ABSENCES:

Please call the school main attendance line at 440-250-1201 to report your child's absence. If your child receives transportation provided by Westlake City Schools, please call the Transportation Department at 440-835-6313 to notify them of your child's absence.

DRILLS:

Fire drills are held regularly. Tornado and lock down (intruder) drills are also scheduled throughout the year. Every effort is made to teach your child to remain calm and follow proper drill procedures/ evacuation techniques from the building.

FOOD SERVICE:

Please inform us of any food that your child cannot eat. A variety of healthy foods will be presented as snacks and children will be encouraged (not forced!) to try new foods. Lunch will be available at Westlake cafeteria prices for our full day students who will eat lunch in their classroom.

SCHOOL NURSE:

A nurse is available in district during the hours students are in session.

SNOW DAYS/SEVERE WEATHER:

When Westlake City Schools are closed - the Westlake Early Childhood Program classrooms will also be closed.

TEACHER PHONE CALLS:

Feel free to telephone the Early Childhood program staff through the numbers provided in this handbook. All staff members have access to voicemail. If you need to reach a staff member during the school day, they can also be reached by calling the preschool office at 440-250-1204.

ADMISSIONS POLICY:

The Westlake Early Childhood Program will provide services for children ages 3-5 with identified developmental delays or developmental disabilities using the evaluation and determination procedures as outlined by Ohio Model Policies and Procedures for preschool age children.

Peer models will be chosen after Westlake Early Childhood Program staff conduct a preschool screening in the spring of each year. Families interested in the program may apply through the Student Services Department. Parents will be notified of admission by April. As dictated by each classroom's Least Restrictive Environment LRE ratio, there will be no more than 10 peers in each class with a total enrollment of preschoolers with disabilities and peers not to exceed 18 per class in our PSE/ECE classes. Our STAR classroom enrollment will not exceed 8 students.

REGISTRATION PROCEDURES:

Registration instructions will be provided to all parents of children in the program. Registration and all necessary forms will need to be completed before attendance in the program can begin.

WITHDRAWAL PROCEDURES:

The Westlake City School District strives to be accurate and thorough in tracking student residency, attendance and enrollment status. As such, parents are asked to notify the classroom teacher and the school office in the event that they need to withdraw their children from the Westlake Early Childhood Program. The District will be required to withdraw students under the following circumstances:

- Receipt of a written re uest for records from another school district indicating the student is seeking enrollment or has enrolled in another school district
- Receipt of signed, written notification from the student's parent/legal guardian re uesting records transfer to a designated school for the purpose of enrolling in that school
- Accumulation of excessive hours of unexcused absences without documented rationale for those absences despite district staff members' efforts to contact the parent/guardian to remedy the attendance
- Inability to substantiate the continued residency within Westlake, despite District staff's attempts to verify residency, excluding exceptions outlined in RC3313.64 as permitted by current BOE policy.
- Failure of parent/guardian to promptly and completely complete the registration process within provided timelines following invitation to enroll.

No refunds will be issued to parents of typical peers who withdraw after payment of tuition.

TRANSITIONING INTO OR OUT OF WESTLAKE EARLY CHILDHOOD PRESCHOOL PROGRAM:

Our preschool staff wants to guarantee that your child's preschool experience is positive. In order to achieve this goal, our staff plan intentional transition activities to help every student to be successful. Examples of some of these transition activities includes a yearly orientation prior to the school year starting, an annual Kindergarten Information Night to prepare for entering kindergarten, social events throughout the year, and a spring ice-cream social for children and families. We will also create an individualized transition plan for your child upon entrance and/or departure from the program which will include strategies to assure a smooth transition. This transition process is initiated by your child's case manager and the timeline for dictated by the nature of the transition. Typically, when preparing for transition to kindergarten, the case manager initiates conversation and planning in November the year before the child is age-eligible to enter kindergarten at Parent-Teacher conferences. Conversation and meetings continue throughout the remainder of the year until placement decisions are finalized in the Spring. Specific transition activities are initiated by the case manager and are facilitated by either the case manager or the Principal of the receiving school.

PROGRAM OPTIONS:

The Westlake Early Childhood Program center-based program is currently able to serve a total of 54 children with disabilities and up to 40 peer role models. Based upon IEP placement determination, or when the program is filled or at family preference, a preschool teacher will provide itinerant services to identified preschoolers with disabilities in the family home or at other licensed facilities within the boundary of Westlake.

If the evaluation team determines a need for center-based programming and the Westlake Early Childhood Program is filled, referrals will be made to other preschool programs that serve children with disabilities. Westlake City Schools will provide transportation to these programs. In the event that alternative center-based programming is not available, a typical peer may be required to withdraw from one of the Westlake Early Childhood Programs.

DEVELOPMENTAL SCREENINGS AND REFERRALS:

The Westlake City School District believes in the importance of childhood development. For more information on typical development, please refer to the following:

- 3 years old: www.cdc.gov/ncbddd/actearly/pdf/checklists/checklists 3yr.pdf
- 4 years old: www.cdc.gov/ncbddd/actearly/pdf/checklists/checklists 4yr.pdf
- 5 years old: www.cdc.gov/ncbddd/actearly/pdf/checklists/checklists 5yr.pdf

Hard copies of these checklists will be made available upon request or at preschool orientation.

The Westlake Early Childhood Preschool Program screens every child each school year in the areas of communication, cognitive, social-emotional/behavior, and motor skills within 60 business days of the child's start date with the program. Your child's screening results will be shared with you. If a concern arises about your child's development, you will be notified of the concern and a referral to appropriate community resources will be made if appropriate. Referrals may include, but are not limited to, physicians, mental health agencies, or school staff responsible for Child Find activities.

GRIEVANCE PROCEDURE:

The staff of Westlake City Schools is eager to meet the needs of all of our students' families. We welcome comments and suggestions for improvement.

Should a concern arise, the matter should be brought to the attention of the classroom teacher or therapist who will hear your suggestions and/or grievance and attempt to work through the problem. If additional communication is necessary, the problem should be taken to the Preschool Principal. If necessary, the Director of Student Services may be called upon for further guidance. Our goal is to work with parents until a solution is reached. If your concerns are not adequately addressed at the building and then district level, you may also file a complaint with the Office of Early Learning by emailing OELSR.licensing@ohio.gov or calling 614-502-7535.

All policies, procedures, and licensing regulations are available in the Preschool Main Office.

PARENT ACCESS POLICY:

Any parent of a child enrolled in this program will be permitted access to the program during its hours of operation at Westlake Elementary School from 8:30– 3:30 P.M. You must SIGN IN at the office prior to coming to the classroom. Non-custodial parent visits need to be arranged through the custodial parent and program staff. Due to the need for minimal distraction and maximum instructional time, observations must be planned in advance. We ask that you provide your child's classroom teacher with 24 hours' notice.

In order to limit disruption to instructional time, we prefer to limit classroom observations to 30 minutes in duration. We request no more than two observers be present at any given time. Observations are to be scheduled with the classroom teacher & approved by the preschool principal and/or program supervisor.

Parents may request copies of this program's compliance report.

COMMUNITY RESOURCES:

The Westlake Early Childhood Program strives to support our students and families. If you should ever need referral information on services outside of the school setting, please do not hesitate to contact your child's teacher or the preschool school psychologist. Your request will be handled in a confidential manner. Some of our local community resources are listed below:

- **Connecting for Kids**
  (Nonprofit educational and resource agency for families concerned about childhood development)
  440-250-5563
  Email: info@connectingforkids.org
- **Westlake Community Services Department**
  (Westlake's system of social supports for residents in need)
  (440)899-3544
  http://www.cityofwestlake.org/departments/community.aspx
- **Westlake Porter Public Library**
  (Programming for students with special needs and general information assistance)
  440-871-2600
  http://www.westlakelibrary.org
- **Cuyahoga County Board of Developmental Disabilities**
  (Early intervention services for children with developmental delays)
  (216)241-823
  http://www.cuyahogabdd.org/en-US/Early-Childhood-Services.aspx

MANAGEMENT OF COMMUNICABLE DISEASES:

In order to protect the health and safety of students, staff and the community at large, the Westlake Board of Education follows all state statutes and Cuyahoga County Board of Health communicable disease guidelines. A child with any of the following signs or symptoms of illness shall be isolated immediately and discharged to his parent or guardian: Unusually dark urine and/or gray or white stool; stiff neck; sore throat; difficulty swallowing; vomiting. (BOE Policy 8450)

HEALTH SCREENING & REFERRAL PROCESS:

The Westlake Early Childhood Program requires that all preschoolers have a yearly medical and dental examination on file. The medical examination must include height, weight, vision, hearing, lead, hemoglobin & immunizations. The medical examination form must be signed and dated by the physician certifying that your child is free from communicable disease. The medical form must also include a record of all immunizations required by state law. The physical examination must occur within 12 months prior to admission. The medical statement is due within 30 days of the first day of school. The dental statement is due within 60 days. Children who begin after the school year starts have 30 days from the first day of their attendance to return medical and dental exams. If the physical expires (13 months from the date of examination) and it is not updated, your child may be excluded from class until the new examination is on file at the school. A reminder notice and forms for dental & medical examination will be sent home three months prior to their due date.

The preschool program will review your child's physical forms once they have been received and contact you if there is any missing information. Families are informed of any missing health information and are guided in the process of obtaining that information from area agencies. Parents are provided information should they need help with any type of social services. Community providers are provided to parents to help with medical and dental screenings. Without current and proper documentation of these medical requirements on file in the school office, students may be excluded from attendance.

The program also screens each child's vision and hearing annually. You will be informed if there are any concern regarding your child's screenings within 90 days. If these screening red flags any concerns you may be referred to an outside agency that can best meet your child's needs.

MANAGEMENT OF COMMUNICABLE DISEASES:

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

SIGNS OR SYMPTOMS OF ILLNESS:
A child who appears to be mildly ill (for example, is not feeling well or demonstrates signs of illness not otherwise described below), will be evaluated by the school nurse. Parents/guardians will be contacted to inform them of the observed symptoms and health status. If advisable by the nurse, parents/guardians may then choose to pick their child up early or may elect to have child remain in school. Regardless, the child shall be provided permissible comfort (time to rest, hydration, etc.) and monitored for indications of the development of more significant symptoms until they are discharged from school.

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

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

If your child has any of the following signs or symptoms of illness they will be immediately isolated from other children. Decisions regarding whether the child should be discharged immediately or at some other time during the day shall be determined by the administrator, nurse, and the parent/guardian. The child, while isolated at the program, shall be carefully watched for symptoms listed above as well as the following:

- unusual spots or rashes
- sore throat or difficulty in swallowing
- elevated temperature
- vomiting

Any child sent home with fever, diarrhea, and/or vomiting should be symptom free for a 24-hour period before returning to school. Please do not pre-medicate your child and send him or her to school sick. It is best for your child and for the other children in the class that he or she stays home until free from symptoms.

If your child is being tested for strep throat, he/she should not be sent to school while the result of their throat culture is pending. If short and long cultures are performed, your child should remain home until the results of both cultures are known. Your child will not be able to reenter the classroom until 24 hours after their first dose of medication.

We follow the Control Communicable Disease Guidelines designed by the Cuyahoga County Board of Health.

Ohio Department of Medicaid fact sheet

HEALTHCHEK: OHIO'S EPSDT PROGRAM

Healthchek is Ohio's Early and Periodic Screening, Diagnostic, and Treatment (ESPDT) service package. These are comprehensive and preventative services for babies, kids, and young adults younger than age 21 who are covered by Ohio Medicaid.

OVERVIEW

Healthchek services are required by the federal government. These services include a comprehensive health and developmental history to assess physical and mental health, screenings for potential health problems – including vision, hearing, and dental screenings.

Healthchek also covers:

- necessary laboratory tests,
- vaccines,
- blood lead screening, and
- health education and nutritional advice.

Providers may make referrals to other health providers for more specialized care. Healthchek services are also available to individuals covered by a Medicaid managed care plan or who are on a Medicaid home and community-based waiver.

Additional Services

If a screening reveals a medical condition, Ohio Medicaid can be billed for any necessary follow-up services provided to treat the child's medical condition.

A CLOSER LOOK AT HEALTHCHEK IN OHIO

WHEN SHOULD A CHILD GET HEALTHCHEK SERVICES?

Babies should have at least 8 Healthchek exams by their first birthday. Children should have Healthchek exams at 15,18, 24, and 30 months. After 30 months, one exam per year is recommended until the age of 21.

HEALTHCHEK COORDINATORS

Every county department of job and family services has a coordinator responsible for informing Ohioans covered by Medicaid about available Healthchek services. The person supports the coordination of non-medical Healthchek support services when requests are made.

Examples of these services include:

- assistance making appointments,
- transportation,
- referrals to food pantries, clothing, and heat assistance, and
- referrals to lead-free housing options.

For a list of Healthchek Coordinators, visit: http://medicaid.ohio.gov/Healthchek

HEALTHCHEK PROVIDERS

Any doctor who accepts Medicaid can provide Healthchek services. Individuals can ask their doctors for Healthchek services at their next appointment. Sometimes, a provider may refer a a patient for specialized care. Some services may need prior approval.

HEALTHCHEK AND MANAGED CARE

Healthchek services are a part of the benefit package every managed care plan offers its members. Managed care plans and county Healthchek coordinators work together to ensure Healthchek services are available.

PREGNANCY RELATED SERVICES

In many counties, the Pregnancy Related Services (PRS) and Healthchek coordinators are the same. The county's PRS coordinator can explain the importance of Healthchek services to a mother before a baby is born. They can also assist pregnant women with services like arranging transportation, making prenatal appointments and explaining the importance of attending these appointments to increase the likelihood of a healthy pregnancy and a healthy baby.

MEDICATION ADMINISTRATION

Students who must take prescribed medication during the school day, must comply with the following guidelines:

Parents should determine with the counsel of their child's prescriber whether the medication schedule can be adjusted to avoid administering medication during school hours.
The appropriate form must be filed with the school nurse before the student will be allowed to begin taking any medication during school hours.

Such forms must be filed annually and as necessary for any change in the medication.

All medications must be registered with the nurse's office and must be delivered to school in the original containers in which they were dispensed by the prescribing physician or licensed pharmacist. Medication must be labeled with the date, the student's name, and the exact dosage to be administered.

1. Medication brought to the office will be properly secured. Medication must be delivered to the nurse's office by the student's parent or guardian or by another responsible adult at the parent or guardian's request. Students may not bring medication to school. Medication may be conveyed to school directly by the parent or transported by transportation personnel (bus driver and/or bus aide) at parental request. This should be arranged in advance.

2. Any unused medication unclaimed by the parent will be destroyed by school personnel when a prescription is no longer to be administered or at the end of each school year.

3. The school nurse will maintain a log noting the personnel designated to administer medication, as well as the date and the time of day that administration is required. This log will be maintained along with the prescriber's written request and the parent's written release.

Non Prescribed (Over-the-Counter) Medications

No staff member will dispense non prescribed, over-the-counter (OTC) medication to any preschool student.

DISCIPLINE

Our goal is to help the child learn to live with him/herself and others. To achieve this, we encourage each child to develop self-control and for children to be responsible for their own actions. We...

- practice preventive discipline by recognizing the age-level characteristics and needs of individual children in planning programming to meet these needs. By being proactive, most problems can be prevented by redirecting a child to a more appropriate activity.
- provide many choices of play equipment and activities.
- clearly define limits and consistently and fairly enforce them.
- allow children time and opportunities to solve problems for themselves.
- state suggestions or directions in a positive manner.
- use words and tone of voice that helps the child feel confident and self-assured.
- provide redirection.
- provide outlets for releasing feelings of tension.

If behavior continues to be inappropriate, it may be necessary to remove a child from the group or area for a limited time out, defined as no more than one minute for each year of age. If inappropriate behaviors become frequent, form a pattern, and/or become severe, the supervising adult will communicate with the parents.

COMPLIANCE

In order for our program to be in compliance with the Ohio Department of Education the following information must be included in this handbook.

Preschool Compliance Checklist:

PS 37 10-A A preschool staff member in charge of a child or a group of children shall be responsible for their discipline.
PS 37 10-B The center shall have a written discipline policy describing the center's philosophy of discipline and the specific methods of discipline used at the center. This written policy shall be on file at the center for review. Constructive, developmentally appropriate child guidance and management techniques are to be used at all times, and shall include such measures as redirection, separation from problem situations, talking with the child about the situation, and praise for appropriate behavior.
PS 37 10-C1 The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting.
PS 37 10-C2 The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: No discipline shall be delegated to any other child
PS 37 10-C3 The center'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 a child for a short period of time, such as in a protective hug, so the child may regain control, this is in compliance with our Board of Education policy.

Positive Behavior Interventions and Support:

Every effort will be made to prevent the need for the use of restraint and for the use of seclusion. The use of a non-aversive effective behavioral system such as Positive Behavioral Intervention and Supports (PBIS) shall be used to create a learning environment that promotes the use of evidence- based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.

PS 37 10-C4 The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: 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.

PS 37 10-C5 The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: No child shall be subjected to profane language, threats, derogatory remarks about himself or his family, or other verbal abuse.
PS 37 10-C6 The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
PS 37 10-C7 The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: Techniques of discipline shall not humiliate, shame, or frighten a child.
PS 37 10-C8 The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: Discipline shall not include withholding food, rest, or toilet use.
PS 37 10-C9 The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: 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.
PS 37 10-C10 The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.
PS 37 10-D The parent of a child enrolled in a center shall receive the center's written discipline policy.
PS 37 10-E All preschool staff members shall receive a copy of the center's discipline policy for review upon employment.

WESTLAKE CITY SCHOOLS TRANSPORTATION DEPARTMENT:

Transportation to our program will be offered by the school system to each **preschool student with a disability as determined appropriate by the IEP team**. Parents of **peers** must **provide their own transportation.**

The Westlake City School District's Transportation Department is committed to providing safe and reliable transportation to all students.

State law mandates students up to 4 years old **AND** weighing less than 40 pounds must be secured in a car seat. Students are required to use belt-positioning booster seats once they outgrow their child safety seats (usually at 4 years old and 40 pounds) until they are 8 years old, unless they are at least 4 feet, 9 inches (57 inches) tall.

To ensure your child's safety, the following guidelines have been established:

PARENT RESPONSIBILITIES:

- Children must be loaded and unloaded on the passenger side of the vehicle.
- Parents are to assist their child/children to the vehicle.
- Parents are to place and secure their child/children in the vehicle.
- Parents are to meet the vehicle promptly upon their child's return home and assist the child out of the vehicle.

TRANSPORTATION DEPARTMENT PERSONNEL RESPONSIBILITIES:

- Drivers are to ensure that all booster and child restraint seats are secure in the vehicle.
- Drivers will verify that all child restraints are appropriate for child/children.
- Driver may assist the parents, when possible, with placing the children in, or taking the child out of, the vehicle
- Drivers will remove child from restraint seats in order to assist the building personnel when discharging the students from the vehicle.
- Drivers are to maintain a safe environment on the vehicle at all times.

Following these simple guidelines will ensure the safety of all children being transported.

Westlake City School District Calendar 2022-23

AUGUST

18-23 Staff In-Service
19 Convocation
24 First Day for Students
18-19 Kindergarten Screening
23 Kindergarten Screening
25 Kindergarten Orientation
26 Kindergarten First Day
29 Preschool Open House
30-31 Preschool Orientation

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

SEPTEMBER

5 Labor Day - No School
6 Preschool First Day

OCTOBER

14 NEOEA Day - No School
28 End of Quarter 1
31 Teacher Work Day

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

NOVEMBER

17 PK-8 PM Conferences
21 PK-8 PM Conferences
22 PK-8 Day Conferences – No School for **K-8** Students
23-25 Thanksgiving Break

DECEMBER

21-Jan 3 Winter Break

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY

2-3 Winter Break
4 Classes Resume
16 MLK Day-No School
19 End of Quarter 2/Semester 1
20 Teacher Work Day

FEBRUARY

8 WHS Day Conferences
No School for WHS Students **ONLY**
20 Presidents Day-No School

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MARCH

24 End of Quarter 3
27 Teacher Work Day

APRIL

7-16 Spring Break

APRIL 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

MAY 2023						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MAY

27 Commencement
29 Memorial Day

JUN

1 Preschool Last Day
7 End of Quarter 4/Semester 2
8 Staff Records Day – No Students

JUNE 2023						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

Legend

*Dates in RED indicate no school for students
*End of Quarter/Semester
*Staff Work Day-No Students

Revised 5/17/22