

FORT RECOVERY PUBLIC PRESCHOOL

POLICY & PROCEDURE HANDBOOK For Parents & Staff

Adopted by: The Fort Recovery Board of Education
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Fort Recovery Public Preschool Program

Policy Book

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Fort Recovery Public Preschool Program

MISSION STATEMENT

The mission of the staff of the Fort Recovery Public Preschool Program is to ensure the availability of a continuum of opportunities, programs, services, and supports that assist young children and their families to participate in high quality programs. These programs are based in developmentally appropriate practice which emphasizes an experiential, discovery-based learning environment that interrelate physical, social, emotional, and cognitive development and is responsive to the collective and unique needs of the individual child, family, and school community.

Fort Recovery Public Preschool Program

COMPLIANCE AND INVESTIGATION 3301-37-02

The Fort Recovery Public Preschool is licensed by the Ohio Department of Education. The most recent license and compliance report are posted in a conspicuous place in each classroom and the Fort Recovery School District’s Board of Education shall not operate, establish, manage, conduct, or maintain our preschool program without a license issued by the Ohio Department of Education. The state laws and rules regarding childcare are available at the preschool or found on the Ohio Department of Education website (www.https://education.ohio.gov/). The Fort Recovery Preschool will receive two onsite inspections in a twelve-month period. One inspection shall be unannounced, but both may be unannounced based on the discretion of the Ohio Department of Education. Data collected during a licensing inspection may be used in other inspections conducted by the Ohio Department of Education about specific program standards. The preschool licensing record, including compliance report forms and evaluation forms from the health, building and fire departments, are available upon request.

The Fort Recovery preschool staff member/child ratio will always be maintained. Each group will have one lead teacher and sufficient teacher assistants to meet the ratio. No child shall ever be left alone or unsupervised. The Fort Recovery Preschool Program observes the following staff/child ratios and maximum group sizes:

<u>Age Group</u>	<u>Staff/Child Ratios</u>	<u>Maximum Group Size</u>
3-year old	1:12	24
4 and 5-year old	1:14	28

If a parent has a question or complaint about the Fort Recovery Public Preschool, which cannot be resolved to his/her satisfaction at the local level through discussion with the preschool teacher, elementary principal, or school superintendent, the parent may contact:

1. The Mercer County Educational Service Center 419-584-0186
2. A consultant of the Early Learning and School Readiness, Ohio Department of Education Columbus, OH 614-466-0224

The Ohio Department of Education may deny or revoke a license or refuse to renew a license, if the applicant knowingly makes a false statement on the application, does not comply with the requirements of Administrative Codes or has pleaded guilty or been convicted of an offense describe in Licensing Rules. If a license is revoked or center refuses to renew license, the program shall not be issued a license within two years from the date of revocation of a license or refusal to renew a license.

The following are identified as “serious risk” violations of a license renewal due to the great risk of harm to children: Children left unsupervised, ratio of staff to children is not maintained, classroom and /or outdoor square footage do not meet the requirements, staff do not meet the training requirements, administration of medication procedures does not meet the requirements, evidence of physical punishment or physical or verbal abuse is verified. Any entity with serious risk violations shall provide documentation of correction to the Ohio Department of Education within 30 days from the date they are notified of said violation and may result in prohibition of the issuance of a license; initiation of the process for license revocation; or non-renewal of license issued.

STATEMENT OF PHILOSOPHY 3301-37-03

The purpose of early childhood education in the Fort Recovery Preschool is to provide a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children. The importance of young children's experiences and interactions with others in their world and the need for a curriculum, which emphasizes this importance, is recognized.

We, as an educational staff, believe that every child is a unique individual with special talents and capabilities. To best encourage the development of the young child, we advocate educational practice in a holistic way, with cognitive, language, affective, and physical development being interrelated and interdependent. We further believe that the early childhood program must be appropriate for the child's age level and responsive to the individual developmental needs and interests of individual children.

We believe that learning takes place as children actively construct their own knowledge; and as they interact with people and objects and discover their world, revise that knowledge with meaningful experiential units. This promotes an inner motivation to learn.

We believe that learning is integrated and continuous and is relevant when it is based on a young child's interests and experiences and is matched to the developmental level and individual learning style of each child. We realize that children learn at different rates and in different ways. Our curriculum is responsive to and respectful of the diversity that exists among children and their families.

We believe that planned collaboration between home and educational programs for young children increases the potential for greater continuity of experience for the child and will thus enhance development and learning.

Through a carefully planned environment, which includes responsive adults and peers, the staff of the Fort Recovery Public Preschool believes that children develop knowledge, skills, dispositions, and feelings that are linked with lifelong learning. Among these, we believe, are initiative, curiosity, problem-solving strategies, persistence, divergent thinking, representational thought and the utilization of others as sources of knowledge.

Fort Recovery Public Preschool Program

PROGRAM GOALS 3301-37-03

The following long-term goals for early childhood education reflect the view that all areas of development –cognitive, language, affective (social, emotional), and physical or motor—are integrated as the child interacts with the learning environment.

The early childhood education program will:

- Enhance and facilitate development in all domains: cognitive, language, affective, and physical.
- Develop knowledge of self, others, and the physical and social world.
- Develop attitudes that encourage life-long learning, such as curiosity, initiative, persistence, and self-confidence as a learner.
- Develop thinking and problem-solving abilities.
- Develop ability to express one's own and identify others' perspectives.
- Develop ability to see adults as respectful, nurturing, supportive, responsible, and helpful resources.
- Develop ability to relate body to objects and events in the environment.
- Develop aesthetic appreciation.
- Provide an opportunity for the children to become familiar with the staff and facilities which will be their school base during succeeding years.

Provide an opportunity for school resource people to observe children and to provide services for those in need (speech, language, psychological, guidance etc.) A survey of support staff will be conducted each spring to monitor the needs of our stakeholders using Google forms. The survey will be sent to our contracted speech therapist, physical therapist, and occupational therapist along with the Educational Service Center's special education staff member. Results of survey will be shared with county educational service center, administration, and school board and used to determine the preschool programs Continuous Improvement Plan.

Fort Recovery Public Preschool Program

DEVELOPMENTALLY APPROPRIATE CURRICULUM 3301-37-03

The purpose of the Fort Recovery Public Preschool Program is to provide the preschool aged child an opportunity to learn through play with other children and with appropriate toys and materials: where his/her mental, emotional, social, and physical growth is fostered.

The staff is specially trained in the care and education of the preschool child. The equipment and materials are specially designed to meet the growth needs of the child.

- Developmentally appropriate activities are planned each day to meet the individual needs of each preschool child. The selections of activities, materials, toys, equipment, procedures and methods are based on the Ohio's Early Learning and Development Standards, Birth to Kindergarten Entry and suggestions set forth by the Ohio Department of Education, Office of Early Learning and School Readiness and Office of Curriculum and Instruction. The curriculum will promote the physical, social, emotional, and intellectual development of each child according to his needs.
- Using a center-based approach, the curriculum is designed to serve children with special needs as well as the children who do not fall into one of these categories. This curriculum fosters independence and the development of a positive self-image and is based on the developmental needs of each individual child. It includes opportunities for numerous field trips in and around the community – and for the possibility of resource people coming to the classroom. It includes both quiet time and active play.

When dealing with preschool–age children, it is very important to remember that children learn by actually experiencing their environment firsthand. For example, manipulative toys, puzzles, free play time, large motor time, science experiments, field trips, dramatic play, and puppets help a child to grow socially, intellectually, physically, and emotionally. Although children enjoy paper and pencil activities, this is a very small part of our preschool curriculum since young children lack the eye-hand coordination for many of these types of activities.

The curriculum will emphasize meeting the needs of the “whole” child, not just the academic areas. The curriculum will be structured around the following priorities:

Positive Self-Esteem

- Accepting the children for who they are, regardless of physical appearance or intelligence.
- Reinforcing children positively.
- Recognizing individual needs and differences.
- Helping the child to recognize and positively deal with happiness, sadness, fear, and anger.
- Helping the child to develop confidence in his/her creative abilities.
- Helping the child to develop problem-solving abilities.

Social Development

- Learning cooperation through the use and care of group materials, by talking and listening in large and small group situations, and by playing and working in-group situations.
- Learning consideration for others by discovering that their feelings are affected by the words and actions of others, and that likewise their actions and words affect other children's feelings.
- Learning the difference between ownership and sharing. Understanding that everyone needs help sometimes but learning to differentiate between times when help is really needed and when it is not.

Academic Readiness

- Gross motor development: running, jumping, skipping, etc.
- Fine motor development: lacing string, cutting, pasting, painting, etc.
- Reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.
- Auditory perception: listening skills, music, storytelling, etc.
- Visual motor - - eye-hand coordination.
- Visual perception - - visual discrimination: matching, patterns, etc.
- Basic Concepts: language development, shapes, colors, counting, number, and letter recognition, etc.
- Nature studies and science experiments.
- Cooking
- Fieldtrip

A PLAN FOR DEVELOPMENTALLY APPROPRIATE ACTIVITIES 3301-37-03

Within each of the following areas, children will actively participate in developmentally appropriate activities that will help them grow intellectually, socially, emotionally, and physically.

The Dramatic Play area is where role-play, pretend play and dramatization take place. It includes materials such as child-size housekeeping furniture, dress-up clothes, real nonworking telephones, food containers, plastic food, pots and pans, dolls, and baby care items such as bottles, blankets, and cribs. This area changes with the classroom themes. You may see a rain forest, campgrounds, McDonald's, dinosaur dig-site, doctor's office, or Santa's workshop. Material encourages play by both genders. Newly added materials modify and extend the role-play.

Block or Building Shops offer opportunities for construction and dramatic play. As children build, they are exploring and refining concepts such as mathematical problem solving. Materials included in this area are unit and hollow blocks and block play accessories, including small trucks, cars, people, and animals. This area may also be used for group meetings.

The Nature Shop play involves sensory exploration, as well as conceptual development (conserving quantity). The Nature Shop may include a variety of funnels, containers, shovels, and other items to encourage exploration and experimentation with substances such as dirt, rice, sand, water, mud, and goop. Science and Nature in preschool concerns the process rather than the product. Children must physically act upon a concept in order to truly understand it. A child will learn more about a magnet by sticking it to different items than he will by being told about the properties of a magnet. Science can be taught by conducting experiments or by setting up a nature/science center where children can "touch and do". Children can also learn about science in everyday experiences.

The Art Shop is important because they help foster creativity. During shop time or center time, children are given the opportunity to experiment with a variety of materials – easel paint, markers, watercolors, chalk, crayons, glue, collage materials, finger paints. They paint with a variety of different objects like Q-tips, straws, stings, marbles, vegetables, and sponges. Even though the children may be involved in creating a "masterpiece", the parent may not always see the finished product. Directed art activities help children learn to listen, follow directions, and become acquainted with the various materials available to them but children can be far more creative on their own. Therefore, the staff tries very hard to encourage more creativity by conducting fewer art activities where the children are expected to conform.

The Game/Math/Numbers Shop helps to develop visual and auditory memory, visual discrimination, vocabulary, and language. Games can be amazingly simple like matching familiar objects or overly complex where the child must understand complex spatial relationships. Playing with puzzles, small interlocking toys, lotto games, table blocks, and board games foster the development of fine motor skills, problem solving, eye-hand coordination and beginning understanding of rules. Manipulative toys include peg boards, large and small beads to string, dressing frames, slot games and shape sorters just to name a few. These enhance small motor skills, visual perception, number skills, and visual discrimination and form perception.

Though language and literacy development occur throughout the classroom, a specified place for books, tapes, and records is necessary. The Book /Writing/Sound Shop offers a quiet area of the room, soft cushions; display shelves for books, tapes, records, tape recorder, and a record player are provided. Tools for writing may include paper, pencils, markers, and notebooks.

Various programs are available to the preschool students in the computer center. The programs are aimed at stimulating language development, math concepts, and work toward classroom technology benchmarks.

In the Snack Shop area, the students not only become familiar with nutritious and healthful foods but also get hands on experience in basic food preparation and cooking skills. Children also get to pour, measure and estimate. In the food distribution, they practice counting and get to experience 1-1 correlation. They also participate in the clean-up responsibility.

The Outdoor Play and Large Motor area encourages the development of gross motor skills and provides opportunities for exercise and additional environment for social play. Indoors, there is ample space for climbing equipment, balance beams, ball and beanbag games, and crawl-through toys. Outdoor play areas often include similar items, as well as swings, riding toys, and materials for dramatic play. All materials conform to safety standards for young children. Large motor helps children learn to use their bodies more efficiently and effectively. Children learn and remember most when they are actively and physically involved in a learning situation. Body management also aids in the formation of the child's body image. Specific physical education activities and games are used to aid children's development in the area. Also available to them are many toys and play equipment in the gym and outside playground equipment designed especially for preschoolers.

Music Time will develop listening skills, language skills and gives children a chance to be creative and express feelings and emotions through rhythmic music. Children will have the opportunity to use drums, triangles, tambourines, bells, sand blocks and rhythm sticks. Poems, finger plays, and interactive songs will develop vocabulary and phonological awareness. Songs, music, and finger plays develop listening skills and auditory memory. They also help a child to grow socially. Songs and finger plays help develop both small and large muscles. In addition, a child learns to appreciate rhythm and music.

Circle Time is always the first activity following free choice time of each day. After the children do the calendar, weather, and the count of the children, they discuss the topic of the day and what activities; and materials are available during center time. This is also the time new games, toys, songs, finger plays, and other activities are introduced. The children are then given the opportunity to share any information they may have with the group. This gives them a chance to talk and express themselves freely.

Fort Recovery Public Preschool Program

PARENT PARTICIPATION PLAN 3301-37-03

Collaboration between home and preschool increases the potential for greater continuity of experience for the child thus enhancing development and learning. Recognizing this, the Fort Recovery Public Preschool will maintain regular contact with the child's home by:

1. Presenting to parents a handbook which includes the philosophy, policies, and procedures. The handbook can be found on the school website, on FinalForms, or copies given to parents by request through their Blanket Permission Form (A7)
2. Sending home, a monthly newsletter including a calendar of activities.
3. Sending home updates on classroom activities through notes or classroom apps.
4. Sending home progress reports in February and May.
5. Scheduling of conferences twice a year.
6. Holding informal conferences upon parent or teacher request.
7. Greeting parents personally as they deliver and pick up their children each day.
8. Inviting parents to make classroom visitations at any time.
9. Inviting family members to seasonal programs.
10. Inviting parents to participate in class field trips. (Appendix 1)
11. Inviting parents to serve on the Fort Recovery Parent Advisory Council (Appendix 1)
12. Offering parenting seminars.
13. Conducting a yearly classroom survey and use data from survey to create our Continuous Improvement Plan along with Classroom Self-Assessment and Program Self-Assessment.
14. Inviting parents to volunteer as assistants in the classroom on a regular basis or for special projects such as birthday parties or holiday parties. (Appendix 1)
15. Invite parents to donate toys and games that are developmentally appropriate and in good condition.
16. Invite parents to share their talents, hobbies, or occupations. (Appendix 1)

Although parents are welcome at any time, advance notice is often preferable in case special activities have been planned which might cause a change in location, scheduling, or staffing.

Fort Recovery Public Preschool Program

EQUAL OPPORTUNITY EMPLOYEMENT 3301-37-04

The Fort Recovery Local School District will provide equal opportunities for employment and retention and advancement of all personnel regardless of race, color, creed, national origin, citizenship status, political affiliation, age, sex, or handicap, military status or ancestry.

This Board encourages all personnel to assist in the accomplishment of this goal through their personal commitment to the concept of equal opportunity for all personnel regardless of race, color, creed, national origin, citizenship status, political affiliation, age, sex, or handicap.

The Local Superintendent shall have the authority to employ casual labor as needed, from time to time about the school. Any extra help needed for an extended period of time shall first be approved by the Board of Education.

The Local Superintendent shall authorize the rate.

Adoption date: 1/12/93

LEGAL REFS.: Civil Rights Act of 1964, as amended in 1972, Title VI, Title VII Executive Order 11246, 1965 as amended by Executive Order 11375 Equal Employment Opportunity Act of 1972, Title VII
Education Amendments of 1972, Title IX, Pub. L. No 92-318 (1972)
45 CFR, Parts 81, 86 (Federal Register June 4, 1975, August 11, 1975)
Rehabilitation Act of 1973
Age Discrimination in Employment Act, Pub. L. No 95-256
Immigration Reform and Control Act of 1986, Pub. L. No. 99-603 ORC 4112.02

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Handicap

Fort Recovery Public Preschool Program

NON-DISCRIMINATION ON THE BASIS OF SEX 3301-37-04

The U.S. Department of Education has published regulations for implementing Title IX of the Education Amendments of 1972, which prohibits sex discrimination in federally assisted education programs.

Title IX states, in part, that

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving general financial assistance.”

The Fort Recovery Local Board of Education hereby states its intention to ensure compliance with Title IX of the Education Amendments of 1972, as affected by Title VI of the Civil Rights Act of 1964, and the regulations promulgated through the U.S. Department of Education.

Adoption date: 7/28/92

LEGAL REFS.: Civil Rights Act of 1964, Title VI
Civil Rights Act of 1964, Title VII, as amended
by the Equal Employment Opportunity Act
of 1972
Education Amendments of 1972, Title IX, Pub. L. No. 92-318 (1972)
Executive Order 11246, as amended by Executive Order 11375
Equal Pay Act, as amended by the Education Amendments of 1972
Ohio CONST. art. I, § 2
ORC 4112
State Board of Education Minimum Standards 3301-35-03 (A)

CROSS REFS.: AC, Nondiscrimination
ACB, Nondiscrimination on the Basis of Handicap
GBA, Equal Opportunity Employment
JB, Equal Educational Opportunities

Fort Recovery Public Preschool Program

FORT RECOVERY PRESCHOOL JOB DESCRIPTIONS 3301-37-04

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Position Title: **Director, Preschool Program**

Department: Elementary School

Reports To: Elementary Principal and Superintendent

Prepared By: Mary Diller

Approved By: Board of Education

SUMMARY: Responsible for the implementation of the Preschool Program. Supervises and coordinates parent and family activities associated with this program. Promotes building and district unity by working cooperatively with others, maintaining a positive attitude, and continually working toward ways to improve work processes, efficiency, and quality.

ESSENTIAL DUTIES AND RESPONSIBILITIES *Other duties may be assigned.*

- Assures delivery of all Early Childhood requirements as they relate to the Public School Preschool funding requirements;
- Responsible for creating and implementing programs, hiring, evaluating, and terminating personnel and developing the early childhood program.
- Assists in preparation of yearly and periodical local and state audits and reports;
- Works with other community agencies in the planning of programs and services;
- Acts as resource person to staff.
- Compiles employee records and time sheets.
- Develops policies and procedures for Board approval along with parent handbooks;
- Prepares grant applications, tracks and submits reports in a timely manner; -
- Administers student billing and collection procedures.
- Ensure the health and safety of the children are safeguarded by an organized program of school health services.
- Maintain cumulative records for each child.
- Supervise child's admission, placement, and withdrawal; -Annually prepare roster of children enrolled.
- Ensure that clerical and custodial services are provided for the program; -Supervise the instructional program and daily operation of the program.
- Supervise and evaluate preschool staff members according to a planned sequence of observations and evaluation conferences and supervising nonteaching employees.

SUPERVISORY RESPONSIBILITIES:

Directly supervises employees in the Early Childhood Education Department. The director carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work, (appraising performance, rewarding and disciplining employees), addressing complaints and resolving problems.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

Eligible under the guidelines set forth in the Rules for Preschool 3301-37-04 under Equal Opportunity Guidelines. Ability to complete necessary training as assigned.

CERTIFICATES, LICENSES, REGISTRATIONS:

A preschool director shall hold either:

- a) a valid prekindergarten teaching certificate, pre-kindergarten endorsement or pre-kindergarten associate license issued under section 3301.50 of the Revised Code; or
- b) a valid education licenses (teacher, administrator, or pupil services) issued under sections 3319.22 to 3319.29 of the Revised Code and have completed at least four courses in child development or early childhood education from an accredited college, university, or technical college.
- c) a valid principal license for grades pre-kindergarten through grade six pursuant to rule 3301-24-05 of the Administrative Code.
- d) an early childhood license pursuant to rule 3301-24-05 of the Administrative Code.
- e) if employed prior to July 1, 1988, a valid kindergarten-primary certificate issued under sections 3319.22- to 3319.31 of the Revised Code.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from administrators, parents, professionals, and the public.

MATHEMATICAL SKILLS:

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS and ABILITIES: Ability to apply knowledge of current research and theory in specific field. Ability to establish and maintain effective working relationships with students, staff and the community. Ability to communicate clearly and concisely both in oral and written form. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to walk, sit, and talk or hear. The employee is occasionally required to stand and reach with hands and arms. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, depth perception, and the ability to adjust focus. The employee is continuously required to interact with the public, frequently must work irregular or extended hours, is solely responsible for the safety-well-being and work output of others and must meet multiple demands from several people.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually loud and is a standard acceptable level for this environment. The employee is continuously responsible for the safety, well-being, and work output of students.

Fort Recovery Public Preschool Program

Position Title: **Teacher, Preschool/Early Childhood**

Department: Elementary School

Reports To: Elementary Principal and Preschool Director

Prepared By: Mary Diller

Approved By: Board of Education

SUMMARY: Instructs children in activities designed to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or other child development facility by performing the duties listed below. Promotes building and district unity by working cooperatively with others, maintaining a positive attitude, and continually working toward ways to improve work processes, efficiency, and quality.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- Plans individual and group activities to stimulate growth in language, social, and motor skills such as learning to listen to instructions, playing with others, and using play equipment.
- Develops and uses instructional materials suitable for verbal or visual instruction of pupils with wide range of mental, physical, and emotional maturates.
- Develops in each pupil an awareness of his worth as an individual and his role in his family and community. Encourages pupils to express themselves creatively in art, music, and dramatic play.
- Provides appropriate climate to establish and reinforce acceptable pupil behavior, attitudes, social skills.
- Cooperates and seeks assistance from other professional staff members.
- Creates an effective environment for learning through functional and attractive displays, interest centers, and exhibits of pupils' work.
- Provides individual and small group instruction designed to meet individual needs of pupils in communications skills, health habits, physical skills, and development of self-concepts.
- Plans and coordinates the work of classroom assistants, parents, and volunteers in the classroom and on field trips.
- Communicates regularly with parents by means of a newsletter, notes, phone calls and individual parent conferences.
- Interprets school program to parents to strengthen parental understanding of the individual pupil's needs and the school's role in the pupil's life.
- Enriches educational program through study trips to community resources such as museums, parks, and through classroom visits by resource person from the school and community. Shares and interprets these experiences with pupils and parents.
- Selects and requisitions, instructional aids, supplies, and schedules snacks.
- Promotes parent participation and involvement in education activities provided for their children.

SUPERVISORY RESPONSIBILITIES:

The employee supervises students in the class and classroom teacher assistants, student teachers, and classroom volunteers.

QUALIFICATION REQUIREMENTS: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

EDUCATION and/or EXPERIENCE:

Eligible under the guidelines set forth in the Rules for Preschool 3301-37-04 under Equal Opportunity Guidelines. Ability to complete necessary training to perform duties as assigned. The preschool staff members

licensed by the department shall complete ten annual clock hours which may be part of the professional development plan. Annual completion refers to the school year, from July first to June Thirtieth.

CERTIFICATES, LICENSES, REGISTRATIONS:

A head preschool teacher must meet one of the following:

- 1 Publicly funded programs shall meet the staff criteria established in section 3301.311 of the Revised Code.
 - a. Beginning in fiscal year 2011, no preschool program and no early childhood education program or early learning program as defined by Ohio Department of Education existing prior to fiscal year 2007, shall receive any funds from the state unless **50% of the staff members employed by the program as teachers have attained a bachelor's degree** of a type approved by the Department.

- 2 Preschool programs operated by public schools shall have a head teacher for each class/group of children enrolled that meets one of the following:
 - a. valid prekindergarten associate license issued under section 3301.51 of the Revised Code; or
 - b. valid kindergarten associate license issued under section 3301.51 of the Revised Code; or
 - c. valid kindergarten -primary license issued under sections 3319.22 to 3319.29 of the Revised Code and have completed at least four courses in child development in early childhood education from an accredited college, university, or technical college; or
 - d. a bachelor's degree in child development or early childhood education earned from an accredited college or university with a minimum of thirty quarter or twenty semester hours in child development/preschool program planning and methods including a supervised practicum with preschool children: or
 - e. an early childhood license pursuant to rule (C) 3301-24-05 of the Administrative Code.

- 3 A preschool program operated by an eligible nontax-supported, nonpublic school, shall have a head teacher who is at least eighteen years of age and have a high school diploma or certification of high school equivalency issued by the state board of education or comparable agency or holds a valid teaching certificate issued in accordance with section 3301.071 of the Revised Code.

LANGUAGE SKILLS:

Ability to read and analyze and interpret general business periodicals professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, staff, and the public.

MATHEMATICAL SKILLS:

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS and ABILITIES: Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective working relationships with students, peers, parents, and community; ability to speak clear and concisely in written or oral communication.

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand; walk; climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. The employee must occasionally push items of 50 lbs. such as pushing children on bicycles or moving/rearranging furniture. Specific vision abilities required by this job include close vision, distance vision, and depth perception.

WORK ENVIRONMENT: *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is usually loud and is a standard acceptable level for this environment.

The employee is continuously responsible for the safety, well-being and work output of students.

Fort Recovery Public Preschool Program

Position Title: Teacher Assistant, Preschool
Department: Elementary School
Reports To: Elementary Principal and Preschool Director
Prepared By: Mary Diller
Approved By: Board of Education

SUMMARY: Assists the teacher in general daily classroom activities. Promotes building and district unity by working cooperatively with others, maintaining a positive attitude, and continually working toward ways to improve work processes, efficiency, and quality.

ESSENTIAL DUTIES AND RESPONSIBILITIES. *Other duties may be assigned.*

- Accepts and practices developmentally appropriate practices.
- Establishes and maintains developmentally appropriate practices.
- Assists in small and large group pupil instruction, tutors' pupils at teacher's request.
- Assists teacher in maintaining discipline and other (non) instructional functions.
- Assists with set up of classroom and prepares materials for specialized instructional units.
- Handles attendance reports and related clerical functions with the teacher.
- Assists in assembling/hanging materials on bulletin boards and keeping displays current; -
- Operates standard school equipment such as laminator, copier, audiovisual, etc.
- May escort children to and from various rooms and must always monitor children's safety.

SUPERVISORY RESPONSIBILITIES:

Supervises students.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

High school diploma or general education degree (GED). Eligible under the guidelines set forth in the Rules for Preschool 3301-37-04 under Equal Opportunity Guidelines. Ability to complete necessary training to perform duties as assigned and to meet requirements listed under guidelines of Rules for Preschool 3301-37-04. The preschool staff member and director shall annually complete in-service training of fifteen hours until a total of forty-five hours has been completed. Preschool staff members who have met the forty-five-hour in-service requirement shall thereafter complete ten annual clock hours of in-service.

LANGUAGE SKILLS:

Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to parents, professionals, and other employees of the school district.

MATHEMATICAL SKILLS:

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

REASONING ABILITY:

Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions.

Ability to deal with problems involving a few concrete variables in standardized situations.

OTHER SKILLS and ABILITIES:

Ability to develop effective working relationships with students, staff and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand; walk; climb or balance; and stoop, kneel, crouch, or crawl.

The employee must occasionally lift and/or move up to 50 pounds. The employee must be able to push items of 50 lbs such as pushing children on a bike or moving/rearranging furniture. Specific vision abilities required by this job include close vision, distance vision, and peripheral vision.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually loud at a standard acceptable level for this environment.

The employee is continuously responsible for the safety, well-being and work output of students.

Fort Recovery Public Preschool Program

FORT RECOVERY PRESCHOOL STAFF RULES 3301-37-04

The director and staff shall be recruited, employed, assigned, evaluated, and provided in-service education in accordance with adopted board policies and without discrimination based on age, color, national origin, race, sex or handicap. The preschool teachers will be of good character, possess adequate physical and emotional health, be equipped by education, training and/or experience for the work they are to perform and meet the requirements as prescribed in division (B) of section 3301.54 of the Revised Code. Three references will be on file for each staff member, including the director for all staff hired after 2009.

Staff members, non-teaching employees and volunteers shall sign a non-guilty/non-conviction statement on the appropriate form annually. Each director and preschool staff member shall be examined by a licensed physician not more than 30 days before employment. An employee medical statement shall be on file and be available for review by the Ohio Department of Education. The medical statements may be provided by a physician, a physician's assistant, a clinical nurse specialist or a certified nurse. The preschool staff members of the Fort Recovery preschool will periodically submit an updated physical.

Staff members benefit and salary notice are available through our administration office. Staff members are given a work calendar each year of scheduled workdays.

Substitute teachers shall meet the minimum requirements for programs operated by public schools and must meet the minimum requirements for the position for which they are substituting after 60 consecutive school days.

Unless the preschool staff member or director holds an associate or higher degree in child develop or early childhood education, the preschool staff member and director shall annually complete in-service training of 15 hours per year until a total of 45 hours has been completed. Preschool staff members who have met the 45 hours in-service requirement shall thereafter complete 10 annual clock hours of in-service training. Annual completion refers to the school year, from July 1 to June 30. Preschool staff employed part-time shall complete the in-service requirement based upon the percentage of time or full-time equivalency of their preschool assignment. Preschool staff members that are licensed by the Department of Education shall complete 10 annual clock hours, which can be part of the professional development plan.

Each staff member will be registered through the Ohio Professional Registry for early childhood professionals. This Registry is used to document and track professional growth and accomplishments and to register for professional development. Programs funded by the Ohio Department of Education will require all administrators, lead teachers and assistant teachers to receive a minimum of twenty clock hours of Ohio Approved specialized training every two years.

– SUTQ

Preschool staff members will be compensated up to 30 hours every state fiscal biennium for anytime spent on Ohio Approved professional development attended outside of their contracted hours. Staff members will be responsible for scheduling their own professional development, completing appropriate submission on staff kiosk, and for submitting documentation of participation to preschool director.

The training specified in this rule shall be provided by an approved trainer who shall have at least two years of experience specific to the subject area and possess an associate or higher degree in child

development or early childhood education, education, home economics, nursing, nutrition, psychology, dental hygiene or social work; or a pre-kindergarten certificate issued by the State Board of Education; or is licensed as a physician or registered nurse.

The director and preschool staff members shall provide evidence of a BCII investigation and FBI criminal background check as required by section 3319.391 of the Revised Code.

Each staff member and volunteer shall complete an annual non-guilty/non-conviction statement.

Lead and assistant teachers will have at least one formal observation annually but may have more than one formal observation based on the requirements of the Ohio Teacher Evaluation System. The observation process and tool will be determined by the elementary principal and school superintendent. Each lead and assistant teacher will review and update annually their professional development plan. The director will work with the school principal on professional development goals and evaluation tools and schedule of evaluation. SUTQ

The Fort Recovery preschool staff member/child ratio will be maintained at all times. Each group will have one lead teacher and sufficient teacher assistants to meet the ratio. No child shall ever be left alone or unsupervised. The Fort Recovery Preschool Program observes the following staff/child ratios and maximum group sizes:

<u>Age Group</u>	<u>Staff/Child Ratios</u>	<u>Maximum Group Size</u>
3-year-old	1:12	24
4 and 5-year-old	1:14	28

When age groups are combined, the maximum number of children per preschool staff member shall be determined by the age of the youngest child in the group, except when no more than one child, 30 months of age or older, receives care in a group in which all the other children are in the next older age group, with the maximum number of children per preschool group will be 28 students.

Volunteers may be counted in the staff/child ration if a BCII investigation is kept on file. At least two responsible adults shall always be readily available when seven or more children are present in the program. One adult shall be a preschool staff member. The second adults shall be available within the building used for the preschool program; be able to be summoned by the staff without leaving the group alone or unsupervised; and be able to react in response to such summons so as to reduce risk to children during an emergency circumstance.

Fort Recovery Public Preschool Program

FACILITY 3301-37-05
EQUIPMENT and SUPPLIES 3301-37-06

The program shall be in a safe and convenient facility and space that accommodates the enrollment, supports child growth and development. The space shall be for the exclusive use of the children enrolled when the program is in session.

The preschool will provide written documentation of an annual fire inspection and approval of the facility.

The indoor space shall include not less than thirty-five square feet of usable, wall-to-wall, floor space for each child and a phone will be available while the program is in session.

- Such floor space shall not include hallways, kitchens, storage areas, or any other areas not available for the care of children.
- Bathrooms shall be included only if they are used exclusively by children enrolled in the program when the program is in session.
- Square footage shall determine the maximum capacity or number of children that may be served in the space. Maximum group size shall not exceed the maximum capacity in any given space, but maximum group size may be less than the capacity depending upon the ages of children served.
- Licensed space meeting the required square footage per child may be defined by barriers to serve more than one class/group of children. Barriers must be at least thirty-six inches in height, may be permanent or nonpermanent walls, bookcases, partitions, or some similar device used to define the areas.

Indoor and outdoor play space shall contain furniture, materials, and equipment of appropriate size and type to meet the intellectual, physical, social, and emotional needs of the preschool children enrolled in the program. Materials and equipment shall be:

- 1.) Maintained in a safe and sanitary condition.
- 2.) Provided in quantities proportionate to the enrollment.

Furniture, materials, and equipment shall meet safety and sanitation guidelines developed by the department. The following requirements shall be met:

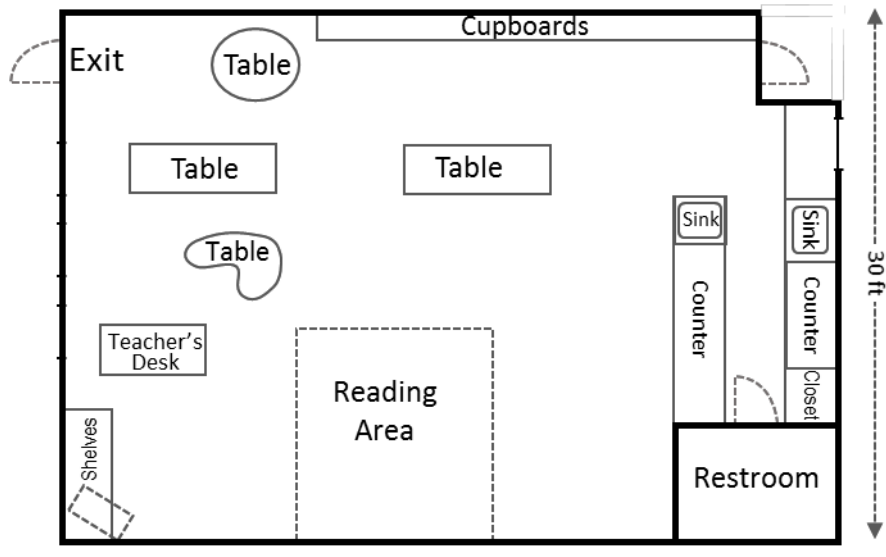
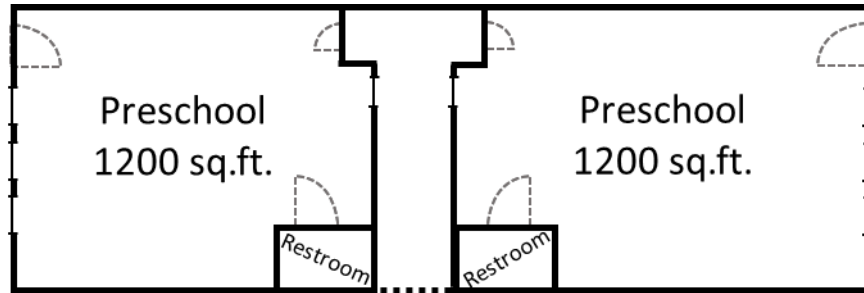
- 1.) Protective mats shall be placed under climbers.
- 2) Electrical outlets have built in covers when not in use.
- 3) Space heaters shall not be used.
- 4) Electrical fans are used if they have protective coverings, are not easily tipped over and must be placed so they are not hazardous to children.
- 5) Cleaning and sanitizing supplies shall be stored out of reach of children.

Play materials to be used are arranged so that children may select, remove, and replace play materials with a minimum of assistance.

Adequate and sufficient first-aid supplies shall always be readily available the program is in operation. At least one staff member is certified in First Aid.

Fort Recovery Public Preschool Program

FACILITY 3301-37-05
CLASSROOM AREA DIAGRAM

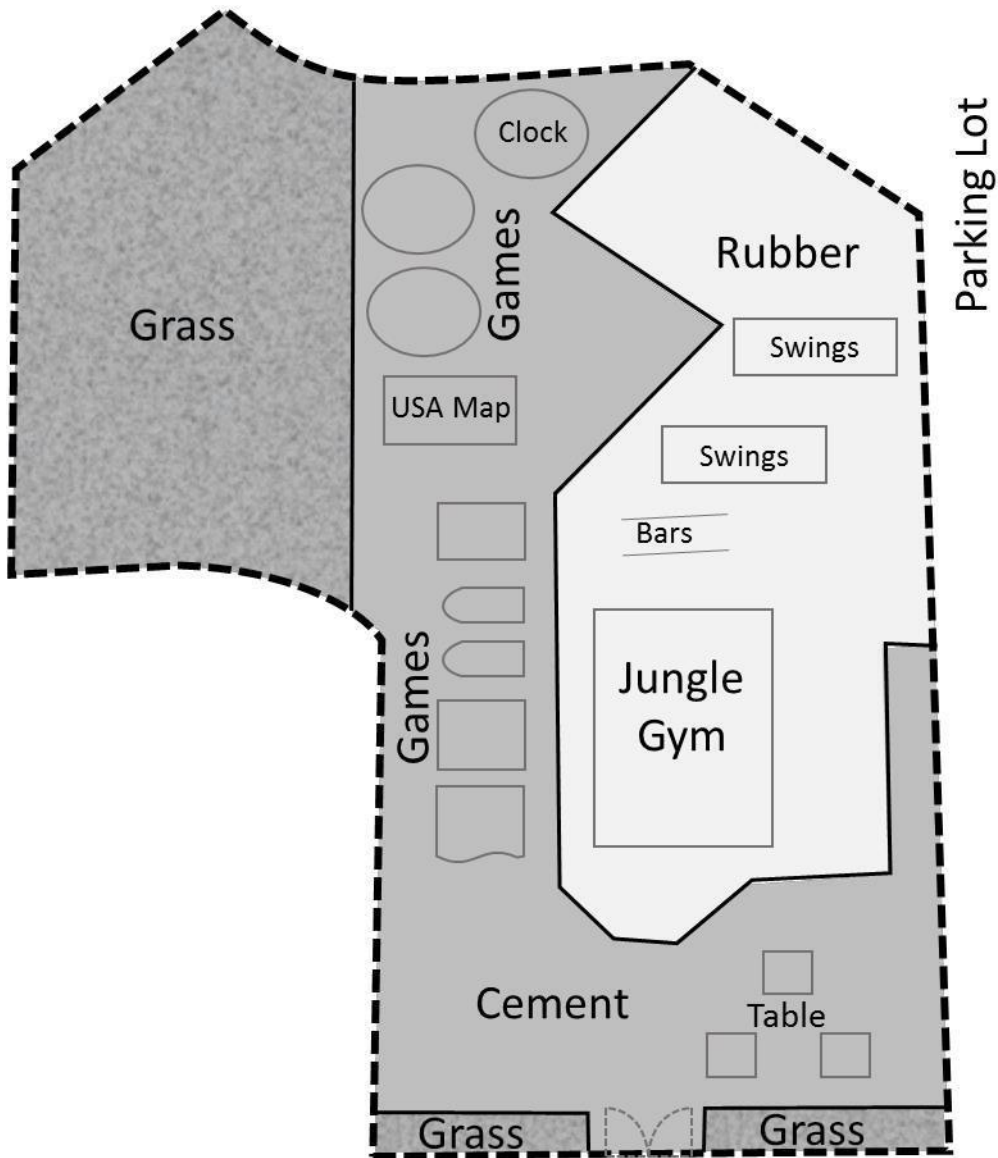


FACILITY 3301-37-05
OUTDOOR

Safe play space, including both indoor and outdoor play space, totaling not less than sixty square feet for each child using the space at any one time, shall be regularly available and scheduled for use.

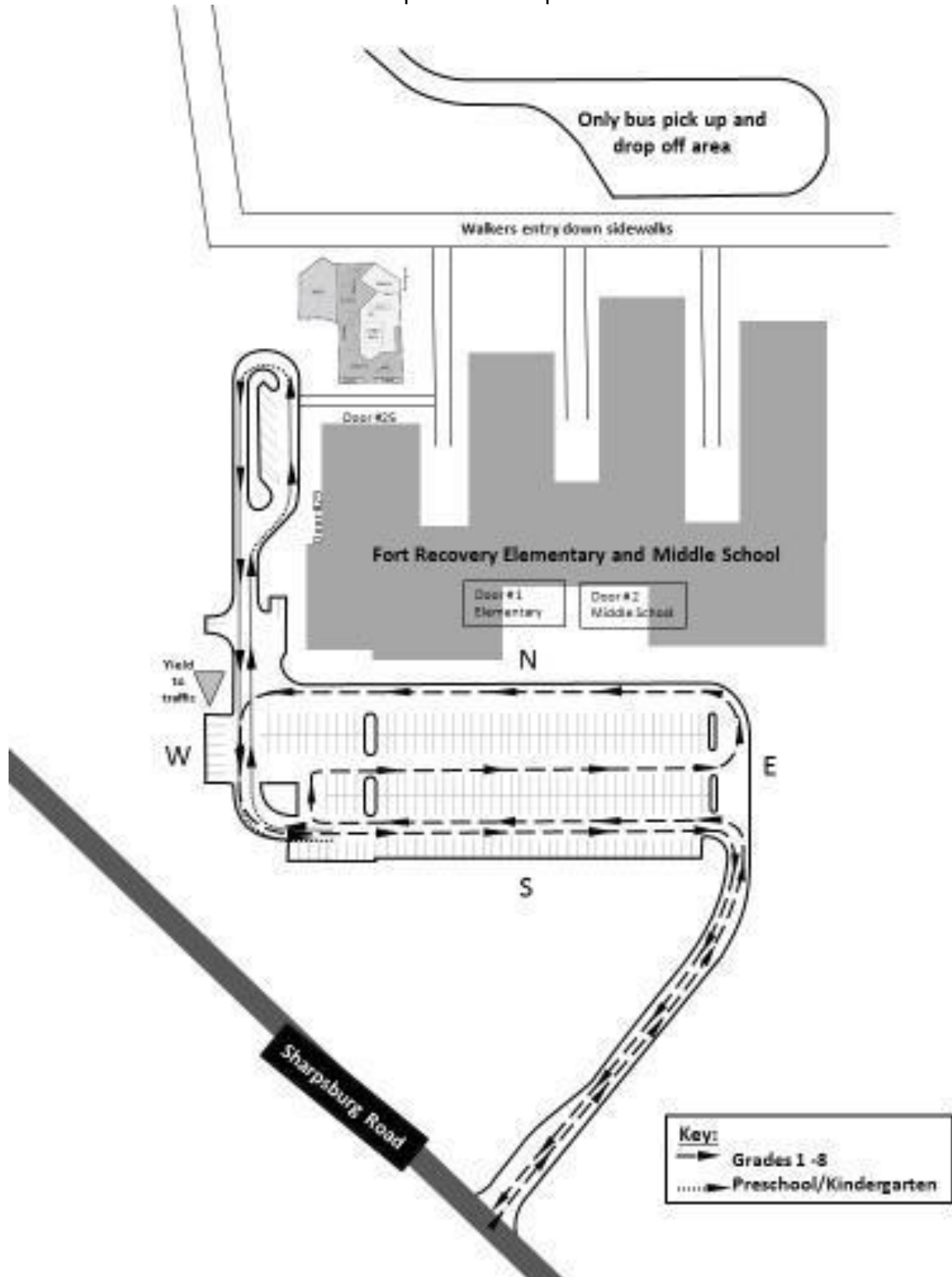
The surface of the outdoor play space shall be well drained, free of hazards, defined to protect children from traffic, animals, or other hazards. Child staff ratios are always maintained and groups of children are supervised during the use of and traveling to and from the play areas.

PLAY GROUND DIAGRAM



Fort Recovery Public Preschool Program

Drop off & Pick up areas



Fort Recovery Public Preschool Program
POLICIES AND PROCEDURES 3301-37-07

The Fort Recovery Preschool shall be guided by written policies of the Fort Recovery School Board which are consistent with applicable requirements contained in the Revised Code and rules adopted by the State Board of Education. The policies shall be in accordance with policies and procedures established by the Fort Recovery School Board and annually approved by the Fort Recovery School Board. The director of the preschool will be responsible for implementing policies and procedures and notifying school board, administration, and staff of changes. Policies shall be appropriate for children enrolled in the preschool program and shall include, but not be limited to preschool policies described in this rule:

- 1) Staff meets the requirements of rule 3301-37-04 of the Administrative Code; and
 - A) Address staff awareness of each enrolled child's cumulative and health records required in rule 3301-37-08.
 - B) Include procedures for checking references of potential employees.
- 2) Cumulative records meet the requirements of rule 3301-37-08 of the Administrative Code.
- 3) Developmentally appropriate program planning which meets the requirements that address developmentally appropriate materials and equipment and addresses selection and use of developmentally appropriate materials, equipment and resources that meet the intellectual, physical, social, and emotional needs of the preschool child.
- 4) Require parents to have doctor or dentist's written, signed, and dated instructions for the administration of medicine, special diets, etc. (Appendix 12) Every time medication is administered, a written record or log including dosage, date and item shall be made. That record/log shall be kept on file for one year.
- 5) Post medical and dental emergency procedures in each preschool room and by each telephone and make the procedure available to school personnel, children, and parents.
- 6) Provide first aid equipment and supplies in the preschool classrooms.
- 7) Have the facility annually inspected by the Fire Safety Inspector and make any corrections recommended. This report is available to all parents.
- 8) Have the playground annually inspected by the County Health Inspector and make any corrections recommended. This report is also available to all parents.
- 9) Have fire, tornado, safety, and evacuation drills on a regular basis with times posted in the school office. All procedures for evacuation will be posted in all preschool classrooms.
- 10) Ensure that clerical and custodial services are provided for the program to maintain a safe environment.
- 11) Provide supervision for classroom and playground and any other areas where preschool children are present.
- 12) Prepare a roster of each class including the names, addresses, telephone numbers of the preschool children and their parents. This roster is available upon request to all parents excluding the information of parents who elected not to sign the release of information permission slip. All parents will be assured that the roster will not be released by school personnel to any other person than parent or other school personnel.
- 13) Require all staff members to complete the required number of hours in prevention, recognition, and management of communicable diseases along with training in child abuse recognition and prevention. At least one staff member on duty has been trained in the prevention, recognition and management of communicable diseases and training in child abuse recognition and prevention. Staff members are mandatory reporters for the protection of children and their rights.
- 14) Provide unlimited access to the preschool during its hours of operation. Visitation shall be permitted for the purpose of contacting their child, evaluate the care provided at the preschool, or evaluating the premises. Upon entering the preschool, please notify a staff member. This facility requires all visitors and volunteers to report to the school office.

- 15) Complete the required forms when an accident or incident occurs. The incident report will be completed and signed by a staff member. The parent will receive a copy of this report and one copy will be kept in the child's file. The program shall maintain a log of injury reports. (Appendix 13)
- 16) All staff members shall wash their hands with soap and running water after assisting a child with toileting; after cleaning; after toileting; before preparing or eating food; before feeding any child; and when hands have been in contact with nasal or mucous secretions. Disposable towels or an air hand dryer shall be available at all times.

STUDENT EVALUATIONS:

Formal progress reports (Appendix 2) will be given to the parents of Fort Recovery Preschool students in January and in May. In addition to the formal progress report, parents will also receive the results of the Ages & Stages 3 screening results (Appendix 3A) which is completed with each student during the first semester. If scores seem necessary, based on the scoring criteria, the ESI-R will be administered within the second semester (Appendix 3). Parents are contacted by phone when their child scores in the refer range to explain the referral procedure. Results are shared with parents at fall parent teacher conference along with suggestions for at home activities to improve visual – motor skills, language, and cognition & gross motor skills. Parents also complete a social/emotional questionnaire that helps to identify young children at risk for social or emotional difficulties. (Appendix

8) Social and Behavior Development list and activities are sent home with questionnaire. Results of the questionnaire are sent to parents and discussed at parent teacher conferences. Children with scores below the cutoff score are referred for a mental health evaluation. The Fort Recovery preschool would also contact Catholic Social Services for additional assistance with social and emotional situations based on an interagency agreement with Catholic Social Service along with school guidance counselor.

REFERRAL PROCESS

Children who are brought to the Early ID screening by parents of our district are given screening results at conclusion of testing done by the Educational Service Center. Any child that scored below the criteria set by the ESC is asked to schedule an appointment for further testing by the ESC staff. The remainder of the referral process is monitored and completed by the Educational Service Center and follows the regulations provided by the Ohio Department of Education.

All children will complete the Ages & Stages 3 (ASQ3) screening within sixty business days of entry into the program and annually thereafter. This brief developmental screen is used to identify children who may need further evaluations in order to determine if they have a condition that may place them at risk for school failure. If a child scores in the refer range based on his or her age and score the child is referred to the Educational Service Center to start the referral process. This same action is followed for any child that has failed the speech and language portions of the Early ID screening or the screening held by the speech language pathologist that screens students who did not attend the Early ID screening and students who scored rescreen at the Early ID screening held in the spring. All data is shared with parents or guardians through phone calls and conferences. Students who fail the vision and hearing portions of the Early ID Screening and/or fall screens are referred by the Mercer County Health District. The preschool director follows up on all referrals with parents and documents referral actions.

CONFERENCES

Two formal conferences with preschool parents will be scheduled each year. Results from the ASQ:3 screening, ASQ:SE screening, vision and hearing screening, and speech and language screening will be discussed. Conferences are great opportunities to discuss classroom goals for the student along with classroom participation, development of the child and their transition plan.

CUMULATIVE RECORDS

An official Mercer County Cumulative Record will be established for each preschool student. In addition to directory information, also included in the file will be copies of the student's certified birth certificate, immunization record, social security card, and when applicable child custody papers. This file will continue with the child's class records as he/she proceeds through school once permission for transfer of records is obtained from parent or guardian. Permission is granted on the Blanket Permission Form ([Appendix 7](#))

In addition to the cumulative record, each preschool child will have a progress file or portfolio used to document growth throughout his/her preschool year. This file contains screening results, work samples, conference notes, and parental request. The child's progress file is property of the preschool department and will not be passed onto the school district. Occasionally this progress file is used during team meetings to aide in children's school success or used to aide with transition into the kindergarten classroom.

YEARLY SCHEDULE, CANCELLATIONS, and DELAYS

The Preschool yearly schedule will follow the Fort Recovery Local School schedule and start date is set to meet the required number of hours established by ODE for children receiving assistance with tuition cost. The school year will conclude with the conclusion of the board adapted school district calendar. A preschool calendar is distributed before school starts with advance notice of any changes to the preschool year calendar.

During bad weather such as heavy snow, ice, or fog, the preschool may need to delay or close school for the safety of the children. Listen to local radio announcers for delays, cancellations, or early dismissal. Parents may also sign up for One-Call phone alerts for text messages or email notification of delays, cancellations, and/or early dismissals.

When our district announces a one-hour delay, the morning preschool will also be delayed one hour. When our district announces a two-hour delay, the morning preschool will attend from 10:00 – 12:00. The afternoon session will be delayed one half hour and will be in session from 12:45 – 3:15 p.m. When our district announces a three-hour delay our morning preschool program is cancelled and the afternoon preschool will attend from 12:45 – 3:30. When our district cancels school, the preschool classes are also cancelled. Make up days for preschool will be determined based on the number of days of instruction missed by preschools students. Make up days will be scheduled after students have missed the equivalent of one week of instruction. Make up days may be added to the calendar in place of scheduled planning days or on district scheduled make up days. Dates for make-up days will be determined by the building principal. There will be no calamity day credit or refunds.

ARRIVAL/DISMISSAL

The children should arrive no earlier than five minutes before each session. The teachers need that time to prepare for the day's activities and want to be able to give the children their full attention upon arrival. Transportation to school and home is the responsibility of the student's parents or guardians. The Fort Recovery school district provides transportation for country students who are 4 years old

and weigh 40 pounds within our school district. This service is for the rural morning students to ride the school bus to school in the morning and the rural afternoon students to ride the school bus home in the afternoon.

Morning and afternoon students will arrive via the west door or be escorted by older siblings down Main St. to the preschool wing. Afternoon students are dismissed via the west door or escorted to the Main St. to meet older siblings. All students riding buses home will be escorted out the rear school doors to their bus. A staff member will remain on bus duty until the buses begin to pull away from the school grounds.

The staff of the Fort Recovery Public Preschool will only release a child to the person or persons listed on the transportation authorization form (Appendix 10). If another person will be picking up your child, please advise the staff about this in writing, and include the description and relation of the person to your child.

ADMISSION

The director of the preschool will advertise and prepare a registration event to take enrollment for the upcoming school year. To be enrolled in preschool, children must be three years of age by June first of the upcoming school year. Enrollment is limited by classroom space and recommended pupil-teacher ratios. When classes are full, waiting lists will be maintained (with additions to the list made in the chronological order of the parent requests.) All children must be potty trained for entrance into this preschool program with exceptions made for a preschool child with disabilities. Out-of-district students are welcome as long as there are enrollment openings. All children returning to preschool will need to re-register their child for placement each year of attendance. Changes to placement once the school year has started are a decision made with parent involvement for example: increase or decreasing number of scheduled days based on the need of the child. Documentation is made on the child's transition form.

RECRUITMENT

In March of each year, announcements are made via radio, newspapers, church bulletins, social media, and school communication that registration for the following school year will take place at a meeting the last week of April. Reminders are sent out via the above sources as long as openings remain. The class lists are compiled with busing information given to our bus supervisor. Parents are notified of class arrangements and pertinent information through our school web page and by mail in August.

TRANSITION SUTQ

Transition of a preschool student moving from one group or room to another or to a new educational setting will take place after the completion of a Transition Plan created with teacher(s) and parent(s) during a conference to discuss child's needs to make a seamless transition to a new setting or placement. A Transition Plan (Appendix 20) will outline what steps will be taken to prepare a child and family for a new group or setting. This plan will be ongoing as children transition into our classrooms, within our program, into a new program, and onto kindergarten. A new plan is created each fall for incoming students and updated throughout their preschool years.

Transitioning of preschool students into kindergarten is a seamless process that involves the children, families, and staff. Children will transition into kindergarten when they are age ready (five years of age by August 1) and at the beginning of a new academic school year. All records will be transferred to elementary secretary. Records include copies of immunization record, social security card and certified birth certificate. Parents grant permission for record transfer on the Blanket Permission Form (Appendix 7)

The children are exposed to kindergarten transition activities from the first day of preschool until they meet their assigned kindergarten teacher in the spring. Throughout the academic year the preschool students implement the school library, media center, music, and physical education classrooms. In the spring they visit the kindergarten classrooms and have an opportunity to eat lunch in the cafeteria. Numerous visits to the secretary and principal office throughout the preschool year will also familiarize the children with the support staff of our school. A year end ice cream party is planned to celebrate successes and to say goodbye to peers.

The transition piece for our families begins when they enroll their child in preschool. Newsletters and our school website inform parents of upcoming kindergarten events and gives suggestion of activities that prepare children and parents for their transition into kindergarten. In the spring a screening is conducted on all children going to kindergarten. Appointment are available for parents for an opportunity to speak with the principal regarding the readiness of their child. Parents can also express their child's transition need through an Individual Transition Plan. (Appendix 20) An open house and grade level meeting is also planned before the start of kindergarten to explain expectations and goals of kindergarten.

The school district will continue to plan common professional days for both preschool and kindergarten staff members. The preschool and kindergarten teachers are together at monthly staff meetings, staff leadership meetings and district leadership meetings. Common planning times for preschool teachers also offer a chance to plan transition activities. More goals for transition plans are set during our districts weeklong summer professional days to work toward common goals and for writing district Continuous Improvement Plans.

WITHDRAWAL POLICY 3301-37-07

When parents decide to withdraw their child from preschool, they are asked to send a note to the teacher stating the projected last date of the child's attendance. Parents are encouraged to state the reason for withdrawal. This note will be placed in the child's cumulative record file. A copy of the note will be given to the Elementary Principal. A revised enrollment list will be sent to the elementary secretary. Parents are encouraged to find new programs for their child and communicate that Fort Recovery child records can be shared with new program once permission from parents is granted.

ATTENDANCE 3301-37-08

Parents are encouraged to call the Fort Recovery Elementary Office (375-2768) or the preschool room (375-4131) to report children absent. Attendance is recorded and days present and days absent will be monitored and reported through our EMIS program.

TUITION and REDUCED TUITION PROGRAM

The Fort Recovery Public Preschool is supported and funded by a public preschool grant issued from the state of Ohio, student tuition payment, and in-kind contributions. Due to these different funding sources, our program has made tremendous growth and has made many additions and changes since its inception in 1986. The many alterations to our program's format, the additional purchases of equipment and supplies, and the lowered tuition payments are a direct result of the funding provided by the state through this preschool grants.

The continuation of grant dollars depends on the cooperation of parents, and the progression of the staff to meet the requirements from the state of Ohio. Our first requirement is to offer free and reduced tuition to all families who fit the income guidelines. The State requires Fort Recovery to serve a minimum of twelve families who meet these eligibility guidelines.

These guidelines provide the basis for establishing a Sliding Fee Scale for the Fort Recovery Public Preschool program. Children whose families are at or below the one hundred percent of the poverty level attend the program at no charge. Tuition fees for families with an income above one hundred percent of the federal poverty level are set locally. To apply for this benefit, please contact the school principal or preschool director. Students with an Individual Educational Plan (IEP) counted towards the 12 funded number for the Early Childhood Grant will attend the program at no charge according to the guidelines from the Ohio Department of Education.

The Fort Recovery Board of Education establishes the monthly tuition for the upcoming school year at a summer Board meeting. Payment of tuition by the parent/guardian is expected at the beginning of each month and is considered delinquent if payment is not received by the 15th day of each month. Tuition can be paid monthly, quarterly or yearly. Past due accounts will be forwarded to the school superintendent if current tuition is not received by the last day of each month. A minimal discount incentive is offered to any parent that pays for the entire year of preschool tuition by the first day of October.

HEALTHCHEK

The Ohio Department of Medicaid offers a Healthchek service for children up to 21 years of age who are enrolled on Ohio Medicaid. This free service helps children stay healthy and reduce the chances of sickness by treating health problems early. Check-ups covered by Healthchek include physical check-ups, vision checks, dental checks, hearing checks, nutrition screenings, mental health screenings, developmental screenings and immunizations if needed. To obtain help or information parents are encouraged to contact our county Healthchek Coordinator or your managed care plan provider. You can also contact Jobs and Family Services located at 220 W. Livingston St. Suite 10 or call 419-586-5106 for additional information about Healthchek.

Fort Recovery Public Preschool Program

CHILD INFORMATION 3301-37-08

In order to provide for the health and safety of each child, the Fort Recovery Public Preschool will –

1. Require parents upon registration to show proof of the child's:
 - Immunization record – exemption forms are available (Appendix 4)
 - Birth certificate – official certificate provided by department of statistics
 - Social Security Card

2. Completed medical statement provided by a physician, physician's assistant, clinical nurse specialist, or certified nurse.
 - i. The parent shall provide, prior to the date of admission or not later than thirty days after date of admission, and every thirteen months from the date of examination a report affirming that the child is in suitable condition for enrollment in the program.
 - ii. This statement cannot be completed more than six months before the start of school for children three years old or more than twelve months before the start of school for children four and five years old. (Appendix 5). Two months before the expired medical examination the parent will be notified of the upcoming expiration date of medical statement. The parent will be required to schedule a well-child check and inform their child's teacher of the appointment date to meet this requirement.
 - iii. Parents are encouraged to also discuss with their medical professional the importance of lead and hemoglobin screens to be completed with their preschool comprehensive health screenings. Importance of knowing lead and hemoglobin levels are shared with parents at the registration meeting. (Appendix 6)
 - iv. Parents are encouraged to visit a dentist for dental screens. A local dentist is invited to the preschool in September to screen students who are part of the reduced tuition program when needed. The minimal charge is deducted from the preschool account.
 - v. Parents who are unable to complete their child's preschool examination are given the Mercer County Resource Handbook to help them find available agencies to assist parents find medical insurance coverage and/or physicians to help with this requirement. Parents can also work with the preschool director to find local agencies to assist with cost of examinations.
 - vi. Teachers and/or assistant teachers will weigh and measure each student in the fall and again in the spring. The Mercer County Celina Health Department will screen vision and hearing at the Early ID screening or within 60 business days of start of school. The Mercer County Educational Service Center will screen speech and language at the Early ID screening or within 60 business days of start of school. All data is shared with parents through phone calls or at parent teacher conferences held before Thanksgiving. Referrals letters are also sent to parents by the ESC and MCCHD.

3. Parents are also required to complete necessary registration forms such as a Child Enrollment Information Form, Blanket Permission Form, Transportation Authorization Form, and Emergency Medical through FinalForms. (Appendix 7,9,10)

FOOD SERVICES 3301-37-09

MEALS AND SNACKS

A nutritional snack and milk are served each day during the longest period between meals. The snack is prepared by the cafeteria staff or by the students through cooking activities. Snack is offered during our center time and each child decides when and what he or she will eat. Each child is responsible for getting necessary items and to clean up following their snack. Snacks shall be of quantity and quality to supplement food served at home so that the daily nutritional needs are met in accordance with required daily allowance as prescribed by the U.S. Depart of Agriculture meal patterns. Milk shall be vitamin D fortified, low fat, or skim.

A choice of two of the groups listed below must be served for snack:

- a) Meat/meat-equivalent group.
- b) Bread/bread-alternatives group.
- c) Milk group; or
- d) Fruit/vegetable group.

Parents providing snacks shall be provided information on nutritious snack choices.

Fort Recovery Public Preschool Program

TRANSPORTATION AND FIELD TRIPS

Transportation to school and home is the responsibility of the student's parents or guardians. The Fort Recovery Local School District will provide transportation for country students within our school district the opportunity for the morning students to ride the school bus to school in the morning and the afternoon students to ride the school bus home in the afternoon.

TRANSPORTATION POLICY AND PROCEDURES

- 1. Please have student ready when the bus arrives.
- 2. Remind your child to cross in front of the bus, keeping enough distance from the bus to see the bus driver. Never allow your child to walk to the rear of the bus.
- 3. There is no eating or drinking on the bus for risk of choking.
- 4. Please watch your child going to and coming from the bus. The driver is not permitted to leave the bus to help a child that might have fallen between the bus and home.
- 5. The bus driver may determine if a child is ill at the time, he or she boards the bus. A sick child will be returned to the parents.
- 6. VERY IMPORTANT – Unscheduled children or having your child ride a different bus temporarily requires a note or phone call to the school secretary (419-375-2768).
- 7. The time your child will be picked up and dropped off may vary with student's schedule, sport participation, or weather conditions.
- 8. Please be sure your child knows the following bus policies:
 - Cross in front of the bus and watch for the bus driver to give them a signal to cross.
 - Children must always be seated.
 - Children are to talk quietly on the bus.

- Any toys or objects sent to school with your child should be kept in his or her backpack.
 - No eating or drinking on the bus.
9. If you should encounter a problem with transportation, please talk with the bus driver before contacting the student's teacher, principal, or busing supervisor.
 8. According to the Ohio Department of Transportation your child *should* be four years old and forty pounds to be transported by bus to and from school.
 9. If you are outside the Fort Recovery School District and your child will be dropped off at the nearest residence in the Fort Recovery School District, the homeowner in which your child will be deposited must complete a permission form. Permission forms are available from the preschool staff.

FIELD TRIPS

When a child is transported on a school related field trip, the children travel by school bus driven by a licensed bus driver. Our field trip procedure is as follows: (Appendix 14,15,16,17).

- Notices concerning field trips will be sent to parents advising them of the date, time, and destination along with driving arrangements.
- Parents and other volunteers are invited to assist in chaperoning field trips and will be provided with complete instructions.
- All children will have the opportunity to use the restroom before leaving school.
- Emergency cards, along with first aid supplies, tissues, wet wipes, and a change of clothes, are brought along on the field trip.
- Attendance is taken before leaving field trip location using a current class list.
- Assigning partners or buddies may be used. Instruction will be given to children to immediately report to the teacher or chaperone if the buddy/partner is missing.
- The teacher will walk through the bus after students depart the bus at the destination and arrival back to school to make sure the bus is empty.
- Trips taken out of town should include a vehicle in addition to the bus in case of an emergency.

Field trips broaden a child's knowledge of concepts and increase the vocabulary usage with hands on understanding. The trips are usually planned in coordination with topics and themes being used in the classroom. A field trip permission form is part of the Blanket Permission Form (Appendix 7) and is signed at the beginning each school year with notification given to parents before any trip is taken.

BEHAVIOR MANAGEMENT/DISCIPLINE 3301-37-10

Policies and procedures shall ensure the safety, physical, and emotional well-being of all individuals in the preschool program.

A preschool staff member in charge of a child or a group of children shall be responsible for their discipline. Through modeling and positive reinforcement, the preschool staff will establish a warm, friendly well-mannered atmosphere in the classrooms. When a reprimand needs to be made, it will be done in a positive way by modeling for the student the desired behavior. The discipline will be consistent, fair, friendly and when necessary firm. The goal of the preschool discipline policy is to establish a friendly, yet safe and orderly environment for the children and for the school in which the class is located. The goal is to produce students who have developed good self-concepts and have good self-control so that they will function well in any social environment.

Fort Recovery Public Preschool Program

Class rules are designed to help children adjust positively to group settings and to ensure the safety of the children. Class rules include such things as: walking feet, behaving hands, quiet lips, and clean room. These rules are introduced to the children the first day and reinforced throughout the year.

As stated in our philosophy, we feel children are unique creations and should be treated with respect to develop a sense of self-worth. Therefore, discipline is handled in a positive way with compliments and praise given to the children who observe rules and are considerate of others. If a child needs discipline, the first step is to talk to the child about their behavior on a one-on-one basis. The second step is to try to interest the child in a new activity. The third step is to have the child sit down for two to five minutes. This will give the child an opportunity to think about his/her behavior. Corporal punishment (spanking) is never used. If problems are serious or continued, parents will be contacted, and a conference may be necessary. The staff and administrator reserve the right to ask parents to remove a child from the program if he/she is consistently harming other children (such as hitting, kicking, biting, or pinching).

The center's methods of discipline shall apply to all persons on the premises and shall be restricted as follows:

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

Parents of a child enrolled in the center and all staff members will be notified of the preschool's written discipline policy.

MANAGEMENT OF COMMUNICABLE DISEASES 3301-37-11

Every early childhood program staff member will be trained to recognize the common signs of communicable disease or other common childhood illnesses. Each child will be observed daily at arrival for signs of illness. If a child is suspected of having a communicable disease, the following precaution shall be taken:

1. The parent or guardian will be immediately notified of the child's condition, by the staff noting the observable signs or symptoms of illness. (Appendix 18)
2. A child with any of the following signs or symptoms of illness shall be immediately isolated and discharged to a parent or guardian. If your child exhibits any of the following symptoms, please do not send your child to preschool.
 - a) Diarrhea (more than one abnormally loose stool within a twenty-four-hour period).
 - b) Severe coughing, causing the child to become red or blue in the face or a whooping sound to their cough.
 - c) Difficult or rapid breathing.
 - d) Yellowish skin or eyes.
 - e) Conjunctivitis (pink eye).
 - f) Temperature of one hundred degrees Fahrenheit taken by the auxiliary method (under the arm) when in combination with other signs of communicable illness.
 - g) Untreated infected skin patch(es).
 - h) Unusual dark urine and/or white stools.
 - i) Stiff neck.
 - j) Any indication of untreated lice, scabies, or other parasitic infestation.
3. A child with any of the following signs or symptoms of illness shall be immediately isolated from other children. The director and the parent or guardian shall determine decisions regarding whether the child should be discharged immediately or at some other time during the day. The child, while isolated at the program, shall be carefully watched for symptoms previously listed, as well as the following:
 - a) Unusual spots or rashes.
 - b) Sore throat or difficulty in swallowing.
 - c) Elevated temperature.
 - d) Vomiting
4. ~~The Early~~ childhood program will follow the Ohio Department of Health's Child Communicable Disease Chart for appropriate management of suspected illnesses. This Communicable Disease Chart can be found in each class' restroom. 3301-37-11(34)
5. A child isolated due to suspected communicable disease will always be cared for in the school's health room but under adult supervision.
6. If a child is exposed to a communicable disease, all parents or guardians will be informed by through written notification or email and referred to preschool website for Ohio Department of Health's information document regarding current communicable disease situation.

7. When a parent or guardian is notified of a child's suspected symptoms of a communicable disease and a school discharge is warranted, the child will only be released to the parent or guardian unless otherwise documented by parent or guardian to release to another individual; the discharge time, date, and reason will be maintained in a written log. (Appendix 19)
8. The child will be readmitted as soon as is deemed prudent in each individual case and or with a release of physician's care, if necessary. When dealing with a serious illness, staff may require a signed doctor's permission slip to allow the child back in preschool.
9. As a part of the staff education and training program, all staff members have completed a course on Communicable Disease offered by a certified individual. All staff members are required to wash their hands after using the restroom and before and after handling the food. When a staff member has a communicable disease or has any of the symptoms discussed in Management of a Communicable Disease (2a-j), the staff member may not report for work. If a staff member is ill, a qualified substitute will be hired. 3301-37-11(A)

Mildly Ill Children 3301-37-11

A mildly ill child is defined as:

1. A child who is experiencing minor common cold symptoms, but who is not exhibiting any symptoms listed under Management of a Communicable Disease (2a-j).
2. A child who does not feel well enough to participate in activities but is not exhibiting any symptoms specified under Management of a Communicable Disease (2a-j).

If a child is only mildly ill and not exhibiting signs of a communicable disease, he will be taken to the office where he can lie on the cot and will be under constant adult supervision. If his condition improves, the child will be taken back to the class. If he does not improve within 30-40 minutes, the parents, guardians, or person designated on the Emergency Medical information will be called to pick up the child and the office will notify the preschool staff that the child has gone home.

Medication Policy

To give any medication, prescribed or non-prescribed, it is required to have the parent's physicians, or dentist's written permission. Examples of prescribed medication are medications prescribed by a doctor or dentist with a prescription label attached. Examples of non-prescribed medicine are cough drops, aspirin, Tylenol, ibuprofen, or over-the-counter cough medicine. Forms are available from any preschool staff member. (Appendix 12)

Fort Recovery Public Preschool Program

Standards for Programs funded by Ohio Department of Education- Step Up to Quality (SUTQ)

With the passage of House Bill 487 and Senate Bill 316 in July 2012, all learning and development programs that receive funding from ODE will be required to participate in SUTQ. This Tiered Quality Rating and Improvement Systems has five components: quality program standards, accountability, program and practitioner outreach and support, financial incentives linked to compliance with quality standards and parent and consumer education.

Programs must meet all standards at the lower steps before advancing to the next step. Beyond Step 3, programs will be awarded points based on their adherence to Step 3 requirements and their ability to earn additional points. The domains of Step Up to Quality are as follows:

Domain

Learning & Development

Curriculum & Planning

Step 1 - Program engages in a process to identify a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards that is developmentally appropriate. Each classroom has a copy of the Early Learning and Development Standards. Teachers utilize a written dated plan of activities.

Step 2 – Program obtains a written, research-based comprehensive curriculum aligned with the Early Learning and Development Standards that is developmentally appropriate. Each teacher has daily access to a copy of the curriculum. Teachers use a written, dated plan of activities that is aligned to all developmental domains in the Early Learning and Development Standards.

Step 3 - Program implements a written, research based comprehensive curriculum aligned with the Early Learning and Development Standards and demonstrates its alignment to assessment. Teachers use a written, dated plan of activities that is aligned to all developmental domains in the Early Learning and Development Standards.

Step 4 & 5 – Teacher plan intentional and purposeful activities and experiences that meet the needs /interest/abilities of children across all developmental domains. The teacher supports children's active engagement through opportunities for exploration and learning.

Child Screening & Assessment

Step 1 – Program engages in a process to select a comprehensive, developmentally appropriate screening instrument(s) for the age groups served. Program identifies staff to be trained to administer, score and use the instrument(s) appropriately.

Step 2 - Program obtains a comprehensive, developmentally appropriate screening instrument(s) for the age groups served. Program identifies staff to be trained to administer, score and use the instrument(s) appropriately.

Step 3 – Program ensures that all children receive a comprehensive, developmental screening that is valid and reliable within 60 business days of entry into the program and annually thereafter. Necessary referrals are completed within 90 days of identification of need, and the results are formally communicated with families. Program administers assessments that meet state requirements for all enrolled preschool-aged children. Program assesses all children enrolled using formal and informal methods on an ongoing basis to inform instruction. Results are shared with families.

Step 4 & 5 - Ongoing child assessment results are used to make, adjust, and refine instructional decisions and to evaluate child progress. Families are provided multiple opportunities to understand the assessment process used and data collected, review and contribute to their child's education plan and share information about their child's progress toward learning goals.

Interactions & Environment

Step 1 - Program selects a self-assessment tool(s) that addresses the quality of the classroom environment and staff/child interactions that is developmentally appropriate for reach age group served.

Step 2 – Staff completes an annual self-assessment that addresses the quality of the classroom environment and staff/child interactions for each group of children.

Step 3 – Each lead teacher identifies an area for improvement and creates an action plan, which includes a goal and action steps toward completing the goal, based on the results of the annual self-assessment. Program supports each child's development by providing well-structured learning environments and positive interactions.

Step 4 & 5 – Lead teacher documents progress on action steps and readjust goals as needed.

Domain

Administrative & Leadership Practices

Staff Supports

Step 1- The program has a written wage structure.

Step 2 – Program offers one of the approved staff supports to employees.

Step 3 – Program offers two of the approved staff supports to employees.

Step 4 & 5 – Programs offers three or more of the approved staff supports to employees.

Program Administration

Step 1 – Program completes an annual program self-assessment.

Step 2 – Program completes a continuous improvement plan, which includes a minimum of one goal and action steps toward completing the goal, using results from self-assessment.

Step 3 – Program completes an annual continuous improvement plan, which includes a minimum of two goals and actions steps toward completing the goals, using results from the self-assessments. Input from staff and family also are included in developing the continuous improvement plan.

Step 4 & 5 – Program annual continuous improvement plan has strategies to engage community partners to support child and family outcomes. The program conducts an annual survey with families, identified stakeholders and/or community partners to review accomplishment of program goals.

Staff Management

Step 1- Administrators, lead teachers and assistant teachers have annual professional development plans.

Step 2 - Lead and assistant teachers have at least one formal observation annually.

Step 3 – Results of the formal observations are used to inform individual professional development plans.

Step 4 & 5 – Results of the formal observation are used to inform the program's annual continuous improvement plan. Results of annual classroom self-assessment are used to inform individual professional development plans. Two formal observations are completed annually for all lead and assistant teachers.

Domain

Staff Qualifications & Professional Development

- Staff Education

Step 1 – Administrator has Child Development associate or Career Pathways Level 2

50% of lead teachers have a CDA or one lead teacher has an associate degree appropriate to the grade level in attendance.

Step 2 – Administrator has an AA in ECE or a CPL 3. 25% of lead teachers have a

CDA or one lead teacher has an associate degree appropriate to the grade level in attendance.

Step 3 – Administrator has an AA in ECE or CPL 3. 50% of lead teachers have a

CDA or one lead teacher has an associate degree appropriate to the grade level in attendance.

Step 4 & 5 – See Standards for Programs

- Professional Development

Step 1 - Administrators, lead teachers and assistant teachers receive a minimum of

20 clock hours of approved specialized training every two years. Individual who currently are enrolled in a degree-granting program in early childhood or related field can use coursework to fulfill the annual training requirement.

Step 2 - Administrators, lead teachers and assistant teachers receive a minimum of

20 clock hours of approved specialized training every two years. Individual who currently are enrolled in a degree-granting program in early childhood or related field can use coursework to fulfill the annual training requirement.

Step 3 - Administrators, lead teachers and assistant teachers receive a minimum of

20 clock hours of approved specialized training every two years. Individual who currently are enrolled in a degree-granting program in early childhood or related field can use coursework to fulfill the annual training requirement.

Step 4 & 5 – 100% of staff have obtained 30 or more hours of approved professional development over a two-year period.—25 hours, 50% of staff have obtained 30 or more hours of approved professional development over a two-year period --25 hours.

Domain

Family & Community Partnerships

- Transitions

Step 1 – Program provides written information to families on transitioning children into, within and out of the program.

Step 2 – Program provides age-appropriate activities for children to prepare them for the transition to a new classroom or educational setting. Program transfers any child's records to the new setting at the family's request and with the family's written consent.

Step 3 – Program meets with families to develop an individualized transition plan that supports a child's transition to another classroom or educational setting.

Step 4 & 5 – The program has written transition policies and practices that include strategies for supporting transition into, within and out of the program for both children and families.

- Communication & Engagement

Step 1- Program obtains information about the family structure and routines that is important to the child's development. Program provides information regarding resources and community services to families. (Appendix 21)

Step 2 – Program communicates with families using different modes of communication. At least once per year, information on topics addressing health and child development is provided to families. Program offers at least one opportunity for families to engage in activities.

Step 3 – Program organizes at least one educational training, workshop, or event to support families' engagements in children's learning and development. Program has written policies and procedures to ensure that children have received comprehensive health screenings and/or that families have been provided information on the importance of health screenings and resources to obtain them. Program and parents create annual written, developmental, and/or educational goals for children.

Step 4 & 5 – Program has written documentation of formal and /or informal agreements with community partners and other family-serving agencies, program and entices. Program uses a formal model or process to enhance family engagement strategies. Program has an organized and active parent volunteer group.