

Fayette Local School Preschool



2018-2019 Preschool Parent Handbook



5-Star Rated Preschool Opportunity

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PROGRAM DESCRIPTION

Children with disabilities are eligible to receive special education and related services through the public schools as required by the Individuals with Disabilities Education Act, Public Law 105-17.

Students may qualify for eligibility in one or more of the following areas: communication, vision, hearing, motor skills, social-emotional/behavioral functioning, self-help skills, and/or cognitive skills.

Special education and related services are determined through an Individualized Education Plan with annual goals, objectives, and services determined by a team, which includes the parents.

PROCESS

Step 1. Referral

Any concerned person or agency may make a referral by calling the phone number listed on the back of this brochure.

Step 2. Screening

Trained personnel gather information through observation and screening to determine the need for further evaluation.

Step 3. Evaluation

If the screening reveals concerns, a multi-factored evaluation may be conducted by a team of educators (including the parent), to determine if a disability exists.

Step 4. Individual Education Plan

If the child is eligible as a preschooler with a disability, an educational plan will be developed by the team to address the child's needs.

THE PRESCHOOL PROGRAM OFFERS:

- **Certified teachers in the area of Early Childhood Intervention Specialist and Early Childhood.**
- **A Play-based curriculum, aligned to Ohio's Early Learning Content Standards, which supports children's learning in all areas of development.**
- **A qualified team of specialists from the Educational Service Center working with your school district to support the learning and development of children. Small classes licensed by the Ohio Department of Education.**
- **A commitment to strengthen the partnership between parents and schools.**

- **The inclusion of children as typical peers to model age appropriate skills.**

TYPICAL PEER POSITIONS

The preschool programs offer the opportunity for children who have strong skills in all areas of development to be included as “Typical Peers”. These areas include language, motor functioning, social skills, pre-academic readiness, cognition, vision, and hearing.

Typical peers are screened as part of their entrance, through countywide screenings or on an individual basis. Typical peer selection is completed through a specified selection process per each site, as state mandates limit the number of typical peers our programs can accept. NOTE: There is a tuition fee for typical peers. Some limited spots are awarded by ODE to allow typical peer students to attend on a sliding fee scale based on income and age eligibility.

General School Policy:

Children in our preschool program will follow the Elementary Student handbook of Fayette Local Schools as well. The Elementary Handbook contains information specific to elementary school rules regarding items such as:

- Building Security; School Hours; Arrival and Departures; Absences; Tardiness; Visitor Parking; Emergency Closings/Delays; Transportation; Student Health and Safety; Accidents and Illnesses; Lice Guidelines; Medication/Allergies;
- The general School Handbook is given out at the beginning of each school year. **See your child’s teacher to request a copy if you do not have one.**

Fayette Local Preschool Policies/Guidelines Specific to Preschool Operations:

2263 – PRESCHOOL BEHAVIOR MANAGEMENT AND DISCIPLINE

The Governing Board acknowledges that preschool children learn best when they feel secure and valued. When they are accepted and appreciated, children are free to take risks, to make mistakes and to learn from their errors and successes. The Fayette staff respects each child and his/ her level of development, individual personality, and family and cultural influences. The Board encourages the creation of a positive environment with the supports necessary for each child to learn and grow to the best of his/ her ability.

Professional and classified staff members of the Board will implement preschool classroom behavior management and discipline using the following guidelines:

- Patiently teach appropriate behaviors
- Talk with the child using words that he/she can understand
- Acknowledge and interpret the child’s needs, feelings, intentions and actions
- Give the child a chance to stop inappropriate behavior and settle differences on his or her own and support the child’s efforts to come up with appropriate alternatives on his/her own
- Encourage children to talk to each other to solve problems Provide a variety of acceptable alternatives

- Model another way to do the same behavior in a safe or more appropriate manner
Suggest a more acceptable way to handle the situation
- Stay with the child, helping him/her to become engaged in appropriate behavior
Redirect the child to another activity
- Remove the child from the situation/area and remain with the child, helping him/her to become engaged in appropriate behavior
- Give the child reasons for actions taken with regard to inappropriate behavior Help the child take responsibility for the outcome of his/her behavior
- Not allow a situation to continue when a child may harm themselves or others

The actual methods of discipline shall apply to all professional and classified members of the Board while on the premises and shall be restricted as follows:

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

Parents will be notified when a child is exhibiting a pattern of unacceptable behavior. A conference may be arranged with the purpose of developing a positive behavior support plan, to provide the student with opportunity for behavioral success.

The Superintendent shall publish to all preschool parents, and post in the preschool classrooms, the guidelines of this Board regarding preschool student behavior management and discipline guidelines.

Preschool Staff

The preschool program shall be directed and supervised by a director, a head teacher, an elementary principal, or a site administrator (hereafter referred to as "director") who is on site and responsible for supervision of the program. This person shall hold a valid educator license designated as appropriate for teaching or being an administrator in a preschool setting issued pursuant to Ohio law and have completed at least four (4) courses in child development or early childhood education from an accredited college, university, or technical college.

- A. The director and staff shall be recruited, employed, assigned, evaluated, and provided in-service education in accordance with adopted Board policies and without discrimination on the basis of age, color, national origin, race, sex, or disability.

- B. The preschool staff member assigned in each preschool class shall 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 of State law.
- C. Staff members, non-teaching employees, and volunteers shall annually sign a non-guilty/non-conviction statement on a prescribed form.
- D. Each director and preschool staff member shall be examined by a licensed physician, physician's assistant, advanced practice nurse, or certified nurse practitioner within twelve (12) months prior to the first day of employment.
- E. Each preschool staff member shall be at least eighteen (18) years of age and have a high school diploma or a certification of high school equivalency issued by the State Board of Education or a comparable agency. A staff member may be less than eighteen (18) years of age if:
 - a. the staff member is a graduate of a two (2) year career-technical center child care training program approved by the State Board of Education;
 - b. the staff member is a student enrolled in the second year of such a program that leads to high school graduation, provided that the student performs duties in the preschool program under the continuous supervision of an experienced preschool staff member and receives periodic supervision from the career-technical center child care training program teacher/coordinator in the student's high school.
- F. The director and staff shall be assigned responsibilities in accordance with written job descriptions commensurate with their certification and/or licensure pursuant to Ohio law, and qualifications, respectively. The director and/or head teacher acting as the director shall be onsite at the preschool program at least half of the program's operating hours.
- G. The director of each preschool program shall be responsible for the following:
 - a. providing that the health and safety of the children are safeguarded by an organized program of school health services designed to identify child health problems and to coordinate school community health resources for children as evidenced by, but not limited to, the following:
 - i. requiring immunizations and compliance with emergency medical authorization requirements under R.C. 3313.712
 - ii. providing procedures for emergency situations, including fire drills, rapid dismissals, tornado drills, and school safety drills in accordance with R.C. 3737.73, and keeping records of such drills or dismissals
 - iii. posting emergency procedures in preschool rooms and making them available to school personnel, children, and parents
 - iv. posting emergency numbers by each telephone
 - v. supervising grounds, play areas, and other facilities when scheduled for use by children, and
 - vi. providing first-aid facilities and materials
 - b. maintaining cumulative records for each child
 - c. supervising each child's admission, placement, and withdrawal according to established procedures
 - d. preparing a roster of children enrolled annually
 - e. providing that clerical and custodial services are provided for the program
 - f. supervising the instructional program and daily operation of the program
 - g. supervising and evaluating preschool staff members according to a planned sequence of observations and evaluation conferences, and supervising nonteaching employees
- H. The director of the preschool program shall meet one (1) of the following:

- a. A director in a preschool program operated by a public school shall hold either:
 - i. a valid pre-kindergarten teaching certificate, pre-kindergarten endorsement, or pre-kindergarten associate license issued pursuant to O.R.C.
 - ii. a valid educator license (teacher, administrator, or pupil services) issued pursuant to O.R.C. and have completed at least four (4) courses in child development or early childhood education from an accredited college, university, or technical college
 - iii. a valid principal's license for grades pre-kindergarten through grade six issued pursuant of Ohio law
 - iv. an early childhood license pursuant to paragraph (C) of A.C. 3301-24-05
- b. The director of a preschool special education program shall hold one of the following:
 - i. a valid intervention specialist license or education of the handicapped certificate with an endorsement in pre-kindergarten special needs or early education of the handicapped
 - ii. a valid pre-kindergarten certificate or endorsement or an early childhood license with an endorsement in pre-kindergarten special needs or early education of the handicapped
 - iii. a valid early childhood intervention specialist license or
 - iv. meet the requirements of paragraph (H)(1)(b) or (H)(1)(c) above
- c. A director employed prior to July 1, 1988 to direct a program shall be considered to meet the requirements of this paragraph if s/he holds a valid kindergarten-primary certificate issued under Ohio law.
- d. A head teacher who meets the educator licensure requirements as a director as described in paragraphs (H)(1), (H)(2), or (H)(3) above may be designated by the director.
- I. Each class/group in a preschool program shall have assigned a head teacher in accordance with the following:

Preschool programs operated by a public school shall have a head teacher for each class/group of children enrolled that meets one (1) of the following:

- a. valid prekindergarten teaching certificate issued under Ohio law
- b. valid prekindergarten associate certificate issued under Ohio law
- c. valid kindergarten-primary certificate issued under Ohio law and have completed at least four (4) courses in child development in early childhood education from an accredited college, university, or technical college
- d. a bachelor's degree in child development or early childhood education earned from an accredited college or university with a minimum of thirty (30) quarter or twenty (20) semester hours in child development/preschool program planning and methods including a supervised practicum with preschool children early childhood license pursuant to Ohio law
- e. preschool special education programs shall have a head teacher that meets one of the following requirements:
 - i. a valid intervention specialist license or education of the handicapped certificate with an endorsement in pre-kindergarten special needs or early education of the handicapped
 - ii. a valid pre-kindergarten certificate or endorsement or an early childhood license with an endorsement in pre-kindergarten special needs or early education of the handicapped
 - iii. a valid early childhood intervention specialist license

- iv. a valid intervention specialist license that is valid for teaching visually or hearing impaired children if the children are visually or hearing impaired
 - v. A valid supplemental teaching license in the areas of pre-kindergarten, special needs, early childhood intervention specialist, or intervention specialist in the areas of visually impaired or hearing impaired, if the children are visually or hearing impaired.
- J. Extended day child care provided to preschool children before or after the preschool program shall have staff members assigned that at a minimum, are at least eighteen (18) years of age and has at least a high school diploma or certification of high school equivalency issued by the State Board of Education or comparable agency. The extended child care staff member must also meet requirements related to a medical examination, in-service and background investigation as cited in this rule. Child care staff/child ratios in accordance with this rule must be maintained at all times.
- K. Infant and toddler care programs shall have staff members assigned that at a minimum, are at least eighteen (18) years of age and have at least a high school diploma or certification of high school equivalency issued by the State Board of Education or comparable agency. The extended child care staff member must also meet requirements related to a medical examination, in-service and background investigation as cited in this rule. Child care staff/child ratios in accordance with this rule must be maintained at all times.
- L. Unless the preschool staff member or director holds an associate or higher degree in child development or early childhood education from an accredited college, university, or technical college, a pre-kindergarten associate certificate or license issued by the State Board of Education, or a pre-kindergarten teaching certificate or endorsement, the preschool staff member and director shall annually complete in-service training of fifteen (15) hours until a total of forty-five (45) hours has been completed.
 - a. In-service training will be in one (1) or more of the following areas:
 - i. child development or early childhood education
 - ii. child abuse recognition and prevention
 - iii. first aid
 - iv. prevention, recognition, and management of communicable diseases
 - b. Annual completion refers to the school year, from July 1st to June 30th or every twelve (12) months from the date of hire for staff employed after the school year begins.
 - c. Substitutes for preschool staff members shall meet the following requirements:
 - i. requirements related to a medical examination, in-service and criminal background investigation pursuant to R.C. 3301.541 after fifteen (15) school days, and
 - ii. minimum requirements for the position for which they are substituting after sixty (60) consecutive school days.
- M. Preschool staff members who have met the requirements identified in paragraph (L) above shall complete ten (10) annual clock hours of in-service. This may be part of the professional development plan in accordance with A.C. 3301-24 (Ohio law licensure requirements). Annual completion refers to the school year, from July 1st to June 30th or every twelve (12) months from the date of hire for staff employed after the school year begins.

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.

- N. The training specified in paragraph (L) above shall be provided by an approved trainer who shall have at least two (2) years of experience specific to the subject area and possess one (1) of the following:
- a. an associate or higher degree in child development or early childhood education, education, special education, speech-language pathology, home economics, nursing, nutrition, psychology, dental hygiene, or social work. Evidence of an associate or higher degree shall be a copy of a diploma, a transcript, or other written evidence accepted by the director as evidence of completion of at least ninety (90) quarter credit hours or sixty (60) semester credit hours from an accredited college, university, or technical college. The coursework shall include at least thirty-six (36) quarter credit hours or twenty-four (24) semester credit hours in courses in any of the subject areas listed in paragraph (L) above.
 - b. a prekindergarten certificate or endorsement or early childhood license issued by the State Board of Education
 - c. a license as a physician or registered nurse
- O. A director and preschool staff member shall provide evidence of a BCII investigation and FBI criminal background check as required by R.C. 3319.391. Documentation that reports and five (5) year updates are sent to the Educational Service Center or to ODE's Office of Educator Licensure as required by law shall be kept on file.

Each staff member and volunteer shall annually complete a non-guilty/non-conviction statement.

- a. The preschool staff member/child ratio must be maintained at all times.
- b. Sufficient preschool staff members must be physically present with the children at all times to meet staff member/child ratio requirements.
- c. Each class/group shall have at least one (1) head teacher as defined in paragraph (I) above.
- d. No child shall ever be left alone or unsupervised.
- e. In each program the maximum number of children per preschool staff member and the maximum group size by age category of children shall be as follows:

Age Group & Staff Member/Child Ratio Maximum	Group Size
Birth to less than twelve (12) months/1:5 (or 2:12 if two (2) preschool staff members are in the room)	12
Twelve (12) months to less than eighteen (18) months/1:6	12
Eighteen (18) months to less than thirty (30) months/1: 14	7
Thirty (30) months to less than three (3) years/1:8	14
Three (3) years/1:12	24

Four (4) year olds and five (5) year olds not in kindergarten or school/1:14

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Preschool special education program shall meet the child/staff ratio requirements of one (1) teacher for six (6) children with IEPs and a second staff member when seven (7) or more children are enrolled; maximum group size shall not exceed sixteen (16) children including eight (8) children with IEPs. Waivers are required with a group of more than 8 preschool children with IEPs are served in accordance with A.C. 3301-51-11.

- Q. At least two (2) responsible adults shall be readily available at all times when seven (7) or more children are present in the program. One (1) adult shall be a preschool staff member. The second adult shall:
1. be available within the building used for the preschool program or in an adjacent outdoor area;
 2. be able to be summoned by the preschool staff member without leaving the group alone or unsupervised; and
 3. be able to react in response to such summons so as to reduce risk to children during an emergency circumstance.
- R. 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 that when no more than one (1) child, thirty (30) months of age or older, receives care in a group in which all the other children are in the next older age group, the maximum number of children per preschool staff member and maximum group size requirements of the older age group established in paragraph (P) above shall apply.
- S. In a room where children are napping or resting, if all children are at least eighteen (18) months of age, the maximum number of children per preschool staff member shall, for a period not to exceed one and one-half (1 ½) hours in any twenty-four (24) hour day, be twice the maximum number of children per preschool staff member established in paragraph (P) above if all the following criteria are met:
1. at least one (1) preschool staff member shall be physically present in the room at all times during nap/rest time
 2. the preschool staff member(s) assigned to a room where children are napping shall be responsible for the care and supervision of the children in the room and shall be able to summon other child-care staff members without leaving the room
 3. there shall be enough preschool staff members readily accessible within the building in which the program is located to provide that the maximum number of children per preschool staff member as required by paragraph (P) above is met at all times
 4. nap/rest time preparation shall have been completed and all napping children shall be resting or sleeping on cots or mats

Staff are not required to be present in a nap room for the purpose of supervising children if fifty percent (50%) to the wall space is open, staff can see all children at all times, and staff are routinely checking children every five (5) minutes.

- T. Staff members shall be made aware of each child's cumulative and health records.

5201 - PARENT NOTIFICATION OF ABSENCE

Section 3313.205 requires Boards of Education of each School District to adopt a policy on notification of parents, custodial parents, guardian, legal guardian, or other person having care or charge of a student who is absent from school.

A parent, custodial parent, guardian, legal guardian, or other person having care or charge of a student shall report by telephone or otherwise to the appropriate school administrator that his/her child will be absent for a specified number of days or part of a day from school. Notification must occur as early as possible the same day that the student is absent from school, but no later than 10:00 a.m.

Each teacher shall be responsible for the notification of parents, custodial parent, guardian, legal guardian or other person having care or charge of a student who is absent from school when the appropriate school administrator has not been notified of the student's absence as required by school policy. The teacher or designee shall contact the parent, custodial parent, guardian, legal guardian or other person having care or charge of a student or their emergency number designee by telephone the same day a student is absent from school. If the parent, custodial parent, guardian, legal guardian or other person having care or charge of a student or their emergency number designee is not contacted by the end of the school day, his/her designee shall send written notification of the absence to the student's residence.

Each student must have on file a completed absentee notification form which provides:

- A. the names of the parent, custodial parent, guardian or legal guardian or other person having care or charge of a student;
- B. a telephone number where the parent, custodial parent, guardian, legal guardian or other person having care or charge of a student can be reached during the day;
- C. the name and telephone number of an emergency number designee to contact if the parent, custodial parent, guardian, legal guardian or other person having care or charge of a student cannot be reached.

5202 - ADMISSION AND WITHDRAWAL - PRESCHOOL: STUDENTS WITH DISABILITIES AND TYPICAL PEERS

Suspected preschool students with disabilities will be evaluated and placed in the program in accordance with rules 3301-31-02 and 3301-31-03 of the Ohio Administrative Code.

The admission of typically developing children will comply with section (J) of rule 3301-31-03 of the Ohio Administrative Code.

Parents of typical peers will apply to the appropriate Special Education Supervisor who will assign typical peers based on the availability of openings. Parents of typical peers will be charged a nominal fee which will be set annually.

Regular attendance, continuity of instruction, and classroom participation are critical to success in the program. If a student is not in attendance and no parent notification has been received from the parents, the teacher will attempt to contact the parent to determine the reason for the absence. If a preschool student is absent from the program for two (2) consecutive weeks after appropriate parental contact, the student will be withdrawn from the program.

5230 - LATE ARRIVAL AND EARLY DISMISSAL

It is necessary that a student be in attendance throughout the school day in order to benefit fully from the educational program of the Center.

The Board recognizes, however, that from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day.

As agent responsible for the education of the children of this Center, the Board shall require that the school be notified in advance of such absences by written or personal request of the student's parent, which shall state the reason for the tardiness or early dismissal. Justifiable reasons shall be determined by the building administrator.

If one (1) parent has been awarded custody of the student by the courts, the parent of custody shall provide the school with a copy of the custody order and inform the school in writing of any limitations in the rights of the noncustodial parent. Absent such notice, the school will presume that the student may be released into the care of either parent.

No student who has a medical disability which may be incapacitating may be released without a person to accompany him/her.

No student shall be released to anyone who is not authorized such custody by the parents.

5310 - HEALTH SERVICES

The parent shall provide, prior to the date of admission or not later than thirty (30) days after date of admission, and annually from the date of examination thereafter, a report from a licensed physician affirming that the child is in suitable condition for enrollment in the program. "Prior to the date of admission" means:

for children younger than three (3) years old at the time of admission, the examination shall occur within six (6) months prior to the date of an admission;

for children three (3) years old or older at the time of admission, the examination shall occur within twelve (12) months prior to the date of admission

A preschool staff member shall annually complete fifteen (15) hours of in-service training in child development or early childhood education; child abuse recognition and prevention; first aid; and/or in prevention, recognition, and management of communicable diseases, until a total of forty-five (45) hours has been completed, unless s/he holds an associate or higher degree in child development or early childhood education from an accredited college, university, or technical college, a pre-kindergarten associate certificate issued by the State Board of Education, or a pre-kindergarten teaching certificate.

5320 - IMMUNIZATION

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combatting the spread of disease, the Board requires all students to be immunized against poliomyelitis, measles, diphtheria, rubella (German measles), pertussis, tetanus, mumps, and others legally designated in accordance with State statutes, unless specifically exempt for medical or other reasons. The Board requires that students who start kindergarten during or after the school year beginning in 1999 be immunized against Hepatitis B or be in the process of being immunized. The Board also requires that students who start kindergarten during or after the school year beginning in 2006 be immunized against chicken pox. This policy pertains to both students who currently attend school in the Center and those eligible to attend.

The Superintendent may exempt a student from being immunized against either or both measles and mumps if the student presents a signed statement from a parent or physician indicating s/he has had measles or mumps and does not need to be immunized. The student will be allowed to attend school only if a physician's statement indicates there is no danger of contagion.

In the case of a chicken pox epidemic in the school's population, the Superintendent may deny admission to a student otherwise exempted from the chicken pox immunization requirement. The Superintendent shall prescribe methods whereby the academic standing of a student who is denied admission during a chicken pox epidemic is preserved.

The Superintendent may also exempt a student from immunization if a physician certifies in writing that immunization from a particular disease is medically contra-indicated.

A student may also be exempted from immunization if a parent or guardian objects for good cause, including religious conviction. Such objection shall be made in writing to the Superintendent stating the reason for exemption. A student who has not completed immunization may be admitted to school provided the necessary immunizations are being received in the fastest time consistent with the approved immunization schedule and good medical practice.

The Board believes that immunization is the primary responsibility of the parent(s). For those students who do not have ready access to private or public health services, immunizations shall be provided at public expense

5330 - USE OF MEDICATIONS

The Board shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or if the child is disabled and requires medication to benefit from his/her educational program.

For purposes of this policy, "medication" shall include all medicines including those prescribed by a licensed health professional authorized to prescribe drugs and any nonprescribed (over-the-counter) drugs, preparations, and/or remedies. "Treatment" refers both to the manner in which a medication is administered and to health-care procedures which require special training, such as catheterization.

Before any prescribed medication or treatment may be administered to any student during school hours, the Board shall require the written prescription from a licensed health professional authorized to prescribe drugs accompanied by the written authorization of the parent. Before any nonprescribed medication or treatment may be administered, the Board shall require the prior written consent of the parent along with a waiver of any liability of the Center for the administration of the medication and made available to the persons designated by this policy as authorized to administer medication or treatment. No student is allowed to provide or sell any type of over-the-counter medication to another student. Violations of this rule will be considered violations of Policy 5530 - Drug Prevention and of the Student Code of Conduct/Discipline Code.

Only medication in its original container; labeled with the date, if a prescription; the student's name; and exact dosage will be administered. Students authorized in writing by a licensed health professional authorized to prescribe drugs may administer medication or treatment as well as the child's parent/guardian.

However, students shall be permitted to carry and use, as necessary, an asthma inhaler or other emergency medication(s), provided the student has prior written permission from his/her parent and physician.

Additionally, students shall be permitted to carry and use, as necessary, an epinephrine auto injector to treat anaphylaxis, provided the student has prior written approval from the prescriber of the medication and his/her parent/guardian, if the student is a minor, and has submitted written approval to the principal and any school nurse assigned to the building. The parent or the student shall provide a back-up dose of the medication to the principal or school nurse. This permission shall extend to any activity, event, or program sponsored by the school or in which the school participates. In the event epinephrine is administered by the student or a school employee at school or at any of the covered events, a school employee shall immediately request assistance from an emergency medical service provider (911).

The following staff are designated as being authorized to administer medication and treatment to students:

- A. director
- B. teacher
- C. school nurse
- D. building secretary
- E. aide (paraprofessional)
- F. others as designated by student's IEP and/or 504 plan

Additionally the Board shall permit the administration by a licensed nurse or other authorized staff member of any medication requiring intravenous or intramuscular injection or the insertion of a device into the body when both the medication and the procedure are prescribed by a licensed health professional authorized to prescribe drugs and the nurse/staff member has completed any and all necessary training.

Students who may require administration of an emergency medication shall have such medication in their possession upon written authorization of their parent(s) and physician or, such medication, upon being identified as aforementioned, may be stored in an area designated by the building administrator and administered in accord with this policy.

All dental disease prevention programs, sponsored by the Ohio Department of Health, and administered by school employees, parents, volunteers, employees of local health districts, or employees of the Ohio Department of Health, which utilize prescription drugs for the prevention of dental disease and which are conducted in accordance with the administrative guidelines of the Ohio Department of Health are exempt from all requirements of this policy.

5342 - PRESCHOOL COTS, RUGS, AND BEDDING

Cots, rugs, and accompanying linens and blankets shall be labeled to indicate the preschool child who has been assigned to the cot or rug. Cots or rugs shall be thoroughly cleaned with an appropriate germicidal detergent and regularly sanitized before assignment for use by another child. Each child shall have a cot or rug for his/her exclusive use between sanitization procedures.

Cots, rugs, linens, and blankets used by an ill child will be thoroughly cleaned and laundered before use by another child.

5344 - COMMUNICABLE DISEASES - PRESCHOOL

All preschool teachers and teacher's aides will be trained by a qualified instructor in the recognition, prevention, and management of communicable diseases which addresses signs and symptoms of illnesses, hand-washing procedures, and disinfecting procedures.

A child with the following signs or symptoms of illness will be immediately isolated and discharged to his/her parent:

- A. diarrhea (more than one (1) abnormally loose stool in a twenty-four (24) hour period)
- B. severe coughing
- C. difficult or rapid breathing
- D. yellowish skin or eyes
- E. conjunctivitis
- F. temperature of 100 degrees in combination with any other sign of illness
- G. untreated infected skin patch(es)
- H. unusually dark urine and/or gray or white stool
- I. stiff neck
- J. unusual spots or rashes
- K. sore throat or difficulty in swallowing
- L. vomiting
- M. evidence of lice, scabies, or other parasitic infestation

In the case of a mildly-ill child (a child who does not feel well enough to participate in activities, but who does not have symptoms that may be indicative of a communicable disease), the Program Director or designee will contact the child's parents to determine next steps (continued care or parent pick-up). If the parents cannot be reached, the Program Director or designee will contact the emergency contact person for the child. A mildly-ill child will be made comfortable and activities will be modified as the teacher determines appropriate during the time the child remains in the preschool. The child will be observed carefully for signs and symptoms of worsening conditions or conditions listed above and if necessary he/she will be isolated from the other children in the preschool (with adult supervision), until he/she can be picked up.

A child isolated due to suspected communicable disease shall be:

- A. cared for in a room or portion of a room not in use by children;
- B. within sight and hearing of an adult at all times;
- C. made comfortable. Any linens must be disinfected and laundered before being used by another child;
- D. observed closely for worsening condition;
- E. discharged to parent as soon as possible.

The Ohio Department of Health "Child Day Care Center Communicable Disease Chart" will be posted conspicuously in the classroom.

Parents of all the students in the classroom will be notified by telephone or note when the children have been exposed to a communicable disease in the classroom.

An ill child shall not be readmitted to school until:

- A. seen by a physician and given permission to attend;
- B. all signs and symptoms of communicable diseases have been absent for twenty-four (24) hours.

5423 - REPORTING STUDENT PROGRESS - PRESCHOOL

The Board believes that the cooperation of school and home is a vital ingredient in the growth and education of the whole child. The Board also recognizes its responsibility to keep parents informed about student welfare and progress in school.

The Board shall establish a system for reporting the progress of preschool students to their parents or guardians. The Superintendent, in conjunction with special education supervisors and preschool teachers, will design the content of the report, the means for assessing progress, and the method for notifying parents of progress. Methods for assessing progress shall be directly related to the age level of the students and to the developmentally appropriate curriculum. Student progress reports will be issued at least quarterly throughout the school year and parents will be invited in for a face to face conference with the teacher about their child's progress at least two times per year. If a preschool disabled child is not making satisfactory progress towards the goals in his/her Individualized Learning Plan, the preschool teacher will call an IEP Review Conference.

The student progress reporting system will be reviewed and revised periodically for continual improvement of the reporting system.

5514 - ROUTINE HANDWASHING - PRESCHOOL

The Board will maintain high standards of health and safety for preschool programs by teaching students effective hand washing techniques. Teachers and students will follow routine hand washing techniques to prevent cross contamination among teaching staff and children. Teachers and students will adhere to the following guidelines and procedures for washing hands:

- A. soap, running water, and paper towels will be accessible at all times;
- B. routine hand washing techniques will be used:
 - a. before handling food
 - b. after handling articles such as soiled tissues, soiled Band-Aids, or dressings
 - c. before and after eating
 - d. after using a handkerchief or tissue
 - e. after using the toilet

Teachers and students will follow these procedures for routine hand washing:

- A. Turn on water, using a comfortably warm temperature.
- B. Wet hands and wrists.
- C. Apply a small amount
- D. With a rotating frictional motion, rub hands together, getting under nails and between fingers. To wash fingers and the spaces between them, interlace the fingers and rub up and down.
- E. Wash for at least one (1) minute.
- F. Rinse well.
- G. Use paper towel and dry hands thoroughly.

- H. If using sink with faucet handle, remember that all faucet handles are contaminated. Turn water off by using a paper towel between your hand and the handle.
- I. Hand washing cannot kill bacteria because the water is not hot enough and the chemicals in the soaps are not strong enough. However, hand washing removes bacteria. Therefore, running water and friction are important to the hand washing procedure.

5517.01 - BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR

The Governing Board is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community.

Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes aggressive behavior, physical, verbal, and psychological abuse, and violence within a dating relationship. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the Educational Service Center, including activities on school property, on a school bus, or while enroute to or from school, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, in a school vehicle, or where an employee is engaged in school business.

This policy has been developed in consultation with parents, Center employees, volunteers, students, and community members as prescribed in R.C. 3313.666 and the State Board of Education's Model Policy.

Harassment, intimidation, or bullying means:

- A. any intentional written, verbal, electronic, or physical act that a student or group of students exhibits toward another particular student(s) more than once and the behavior both causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s); or
- B. violence within a dating relationship.

"Electronic act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. This type of behavior is a form of intimidation and harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, bullying/cyberbullying, intimidating, menacing, coercion, name calling, taunting, making threats, and hazing.

Harassment, intimidation, or bullying also means cyberbullying through electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) more than once and the behavior both causes mental and physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

Any student or student's parent/guardian who believes s/he has been or is the victim of aggressive behavior should immediately report the situation to the building principal, assistant principal, supervisor, or the Superintendent. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal or supervisor should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports may be made to those identified above.

All complaints about aggressive behavior that may violate this policy shall be promptly investigated. The building principal or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation, and/or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

If the investigation finds an instance of harassment, intimidation, and/or bullying/cyberbullying by an electronic act or otherwise, has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include suspension or up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

If, during an investigation of a reported act of harassment, intimidation and/or bullying/cyberbullying, the Principal or appropriate administrator believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal will report the act of bullying and/or harassment to one of the Anti-Harassment Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy 5517 - Anti-Harassment.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of aggressive behavior is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as aggressive behavior. Retaliation may result in disciplinary action as indicated above.

Deliberately making false reports about harassment, intimidation, bullying and/or other aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Deliberately making false reports may result in disciplinary action as indicated above. If a student or other individual believes there has been aggressive behavior, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action. The Center shall implement intervention strategies (AG 5517.01) to protect a victim or other person from new or additional harassment, intimidation, or bullying and from retaliation following such a report. This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken. If after investigation, acts of bullying against a specific student are verified, the building principal or appropriate administrator shall notify the custodial parent/guardian of the victim of such finding. In providing such notification care shall be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, and/or bullying.

If after investigation, acts of harassment, intimidation, and/or bullying by a specific student are verified, the building principal or appropriate administrator shall notify in writing the custodial parent/guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Complaints

Students and/or their parents/guardians may file reports regarding suspected harassment, intimidation, or bullying. Such reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the building principal or supervisor for review, investigation, and action.

Students, parents/guardians, and school personnel may make informal or anonymous complaints of conduct that they consider to be harassment, intimidation, and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal or anonymous complaint shall promptly document the complaint in writing, including the information provided. This written report shall be promptly forwarded by the school staff member and/or administrator to the building principal or supervisor for review, investigation, and appropriate action.

Individuals who make informal complaints as provided above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. Anonymous complaints shall be reviewed and reasonable action shall be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation, and/or bullying.

When an individual making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

Privacy/Confidentiality

The Center will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Reporting Requirement

At least semi-annually, the Superintendent shall provide to the President of the Board a written summary of all reported incidents and post the summary on the Center web site (if one exists). The list shall be limited to the number of verified acts of harassment, intimidation, and/or bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events. Allegations of criminal misconduct and suspected child abuse will be reported to the appropriate law enforcement agency and/or to Child Protective Services in accordance with statute. Center personnel shall cooperate with investigations by such agencies.

Immunity

A Center employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy and R.C. 3313.666 if that person reports an incident of harassment, intimidation, and/or bullying promptly, in good faith, and in compliance with the procedures specified in this policy. Such immunity from liability shall not apply to an employee, student, or volunteer determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the Center and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. At least once each school year a written statement describing the policy and consequences for violations of the policy shall be sent to each student's custodial parent or guardian. The statement may be sent with regular student report cards or may be delivered electronically.

The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students in the Center and to their custodial parents or guardians. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedures.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying and violence within a dating relationship. The Superintendent or designee shall provide appropriate training to all members of the Center community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines and aggressive behavior and bullying in general, will be age and content appropriate.

Annually, the Center shall provide all students enrolled in the Center with age-appropriate instruction regarding the Board's policy, including a written or verbal discussion of the consequences for violations of the policy to the extent that State or Federal funds are appropriated for this purpose.

Students in grades seven (7) through twelve (12) shall receive age-appropriate instruction in dating violence prevention education, including instruction in recognizing dating violence warning signs and characteristics of healthy relationships. Parents, who submit a written request to the building principal or supervisor to examine the dating violence prevention instruction materials used in the school, will be afforded an opportunity to review the materials within a reasonable period of time. The Center shall provide training, workshops, and/or courses on this policy for school employees and volunteers who have direct contact with students, to the extent that State or Federal funds are appropriated for these purposes. Time spent by school staff in these training programs shall apply toward mandated continuing education requirements.

In accordance with Board Policy 8462, the Superintendent shall include a review of this policy on bullying and other forms of harassment in the required training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development. The Superintendent shall develop administrative guidelines to implement this policy. Guidelines shall include reporting and investigative procedures, as needed. The complaint procedure established by the Superintendent shall be followed.

5630.01 POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS AND LIMITED USE OF RESTRAINT AND SECLUSION

The Governing Board is committed to the Educational Service Center-wide use of Positive Behavior Intervention and Supports ("PBIS") with students. Student Personnel shall work to prevent the need for the use of restraint and/or seclusion. PBIS emphasizes prevention of student behavior problems through the use of non-aversive techniques, which should greatly reduce, if not eliminate, the need to use restraint and/or seclusion.

Professional staff members and support staff determined appropriate by the Superintendent are permitted to physically restrain and/or seclude a student, but only when there is immediate risk of physical harm to the student and/or others, there is no other safe and effective intervention possible, and the physical restraint or seclusion is used in a manner that is age and developmentally appropriate and protects the safety of all children and adults at school.

All restraint and seclusion shall only be done in accordance with this Policy, which is based on the standards adopted by the State Board of Education regarding the use of student restraint and seclusion.

Training in methods of PBIS and the use of restraint and seclusion will be provided to all professional staff and support staff determined appropriate by the Superintendent. Training will be in accordance with the State's Standards. Only school staff who are trained in permissible seclusion and physical restraint measures shall use such techniques. Every use of restraint and seclusion shall be documented and reported in accordance with this Policy.

This Policy shall be made available to parents annually and shall be published on the Center's website.

DEFINITIONS

Aversive behavioral interventions means an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including such interventions as application of noxious, painful, and/or intrusive stimuli, including any form of noxious, painful or intrusive spray, inhalant, or taste.

Chemical restraint means a drug or medication used to control a student's behavior or restrict freedom of movement that is not:

- A Prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under Ohio law, for the standard treatment of a student's medical or psychiatric condition; and
- B Administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under Ohio law.

De-escalation techniques are strategically employed verbal or non-verbal interventions used to reduce the intensity of threatening behavior before a crisis situation occurs.

Functional behavior assessment ("FBA") is a collaborative problem-solving process that is used to describe the "function" or purpose that is served by a student's behavior. Understanding the "function" that an impeding behavior serves for the student assists directly in designing educational programs and developing behavior plans with a high likelihood of success.

Mechanical restraint means any method of restricting a student's freedom of movement, physical activity, or normal use of the student's body, using an appliance or device manufactured for this purpose. Mechanical restraint does *not* mean devices used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, including:

- A restraints for medical immobilization;
- B adaptive devices or mechanical supports used to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; or
- C vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

Parent means:

- A a biological or adoptive parent;
- B a guardian generally authorized to act as the child's parent, or authorized to make decisions for the child (but not the State if the child is a ward of the State);
- C an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare;
- D a surrogate parent who has been appointed in accordance with Ohio Administrative Code 3301-51-05(E); or
- E. any person identified in a judicial decree or order as the parent of a child or the person with authority to make educational decisions on behalf of the child.

Physical escort means the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location.

Physical restraint means the use of physical contact that immobilizes or reduces the ability of a student to move his/her arms, legs, body, or head freely. Physical restraint does *not* include a physical escort, mechanical restraint, or chemical restraint. Physical restraint does *not* include brief physical contact for the following or similar purposes to:

- A break up a fight;
- B knock a weapon away from a student's possession; calm or comfort;
- D assist a student in completing a task/response if the student does not resist the contact; or
- E. prevent an impulsive behavior that threatens the student's immediate safety (e.g., running in front of a car).

Positive Behavior Intervention and Supports ("PBIS") means a school-wide systematic approach to embed evidence-based practice and data-driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students. PBIS encompasses a range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors, and teach appropriate behaviors to students.

Positive Behavior Support Plan means the design, implementation, and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in behavior through skill acquisition and the reduction of problematic behavior.

Prone restraint means physical or mechanical restraint while the student is in the face-down position for an extended period of time.

Seclusion means the involuntary isolation of a student in a room, enclosure, or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier.

Student means a child or adult aged three (3) to twenty-one (21) enrolled in the Center.

Student Personnel means teachers, principals, counselors, social workers, school resource officers, teacher's aides, psychologists, bus drivers, or other Center staff who interact directly with students.

Timeout means a behavioral intervention in which the student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and controlling his or her own behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by physical barriers.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS

Positive Behavior Intervention and Supports ("PBIS") creates structure in the environment using a non-aversive effective behavioral system to improve academic and behavior outcomes for all students.

The PBIS prevention-oriented framework or approach shall apply to all students and staff, and in all settings.

PBIS shall include:

- A school staff trained to identify conditions such as where, under what circumstances, with whom, and why specific inappropriate behavior may occur;
- B preventative assessments that include:
 - 1. review of existing data;
 - 2. interviews with parents, family members, and students; and
 - 3. examination of previous and existing behavioral intervention plans.
- C development and implementation of preventative behavioral interventions, and the teaching of appropriate behavior, including:
 - 1. modification of environmental factors that escalate inappropriate behavior;
 - 2. supporting the attainment of appropriate behavior; and
 - 3. use of verbal de-escalation to defuse potentially violent or dangerous

behavior. The Superintendent shall develop emergency procedures for the Center.

SECLUSION

Seclusion may be used only when a student's behavior poses an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible. Seclusion may be used only as a last resort safety intervention that provides the student with an opportunity to regain control of his/her actions. Seclusion must be used in a manner that is age and developmentally appropriate, for the minimum amount of time necessary for the purpose of protecting the student and/or others from physical harm, and otherwise in compliance with this Policy and the Ohio Department of Education's ("ODE") corresponding policy.

Seclusion shall be implemented only by Student Personnel who have been trained in accordance with this Policy to protect the care, welfare, dignity and safety of the student.

Additional requirements for the use of seclusion:

If Student Personnel use seclusion, they must:

- A continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;

- B use verbal strategies and research-based de-escalation techniques in an effort to help the student regain control as quickly as possible;
- C remove the student from seclusion when the immediate risk of physical harm to the student and/or others has dissipated;
- D conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- E complete all required reports and document their observations of the student.

Requirements for a room or area used for seclusion:

A room or area used for seclusion must provide for adequate space, lighting, ventilation, clear visibility, and the safety of the student.

A room or area used for seclusion *must not be locked* or otherwise prevent the student from exiting the area should staff become incapacitated or leave the area.

Additional prohibited seclusion practices:

Seclusion shall never be used as a punishment or to force compliance.

Seclusion shall not be used:

- A for the convenience of staff;
- B as a substitute for an educational program;
- C as a form of discipline or punishment;
- D as a substitute for less restrictive alternatives;
- E. as a substitute for inadequate staffing;
- F as a substitute for staff training in positive behavior supports and crisis prevention and intervention;
- G as a means to coerce, retaliate, or in a manner that endangers a student; or
- H if it deprives the student of basic needs.

Seclusion of preschool-age children is prohibited, except that a preschool-age child may be secluded from his or her classmates, either in the classroom or in a safe, lighted, and well-ventilated space, for an amount of time that is brief in duration and appropriate to the child's age and development, if the child is always within sight and hearing of a preschool staff member.

RESTRAINT

There are different types of restraint, as defined above, including physical restraint, prone restraint, mechanical restraint, and chemical restraint. The use of restraint other than physical restraint is prohibited.

Physical restraint may be used only when the student's behavior poses an immediate risk of physical harm to the student and/or others and no other safe and/or effective intervention is possible. The physical restraint must be implemented in a manner that is age and developmentally appropriate, does not interfere with the student's ability to communicate in his/her primary language or mode of communication, and otherwise in compliance with this Policy and the ODE's corresponding policy.

Physical restraint shall be implemented only by Student Personnel who have been trained in accordance with this Policy to protect the care, welfare, dignity and safety of the student, except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available.

Additional requirements for the use of physical restraint:

If Student Personnel use physical restraint, they must:

- A continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- B use verbal strategies and research-based de-escalation techniques in an effort to help the student regain control as quickly as possible;
- C remove the student from physical restraint immediately when the immediate risk of physical harm to the student and/or others has dissipated;
- D conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- E complete all required reports and document their observations of the student.

Physical restraint shall not be used for punishment or discipline, or as a substitute for other less restrictive means of assisting a student in regaining control.

Prohibited Restraint Practices

The following restraint practices are prohibited under all circumstances, including emergency safety situations:

- A prone restraint as defined in Executive Order 2009-13 (which defines prone restraint to mean "all items or measures used to limit or control the movement or normal functioning of any portion, or all, of an individual's body while the individual is in a face-down position for an extended period of time");
- B physical restraint that restricts the airway of a student or obstructs the student's ability to breathe;
- C physical restraint that impacts the student's primary mode of communication;
- D restraint of preschool-age students, except for holding a child for a short period of time, such as in a protective hug, so that the child may regain control;
- E restraint that deprives the student of basic needs;
- F restraint that unduly risks serious harm or needless pain to the student, including physical restraint that involves the intentional, knowing, or reckless use of any of the following techniques:
 1. using any method that is capable of causing loss of consciousness or harm to the neck or restricting/obstructing respiration in any way;
 2. pinning down the student by placing knees to the torso, head and/or neck of the student;
 3. using pressure points, pain compliance, or joint manipulation;
 4. dragging or lifting of the student by the hair or ear or by any type of mechanical restraint;

- 5. using other students or untrained staff to assist with the hold or restraint; or
 - 6. securing the student to another student or to a fixed object.
- G mechanical restraint (that does not include devices used by trained Student Personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed); or
- H chemical restraint (which does not include medication administered as prescribed by a licensed physician).

ADDITIONAL PROHIBITED PRACTICES

The following practices are prohibited under all circumstances, including emergency safety situations:

- A corporal punishment;
- B child endangerment as defined in Ohio Revised Code 2919.22; and
- C aversive behavioral interventions.

FUNCTIONAL BEHAVIORAL ASSESSMENT AND BEHAVIOR INTERVENTION PLAN

If a student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, Center personnel shall conduct a functional behavioral assessment to identify the student's needs and more effective ways of addressing those needs. If necessary, Center personnel shall also develop a behavior intervention plan that incorporates positive behavioral interventions.

TRAINING AND PROFESSIONAL DEVELOPMENT

The Center shall provide training as follows:

- A All Student Personnel, as defined in this Policy, shall be trained annually on the requirements of the Ohio Department of Education's Policy on Positive Behavior Intervention and Supports, and Restraint and Seclusion; Ohio Administrative Code 3301-51-15; and this Policy.
- B the Superintendent, in consultation with each school building's principal
 - and/or director, shall identify which Center employees should receive additional training so that an adequate number of personnel in each building are trained in crisis management and de-escalation techniques, including the use of restraint and seclusion.
 - Center employees who receive such additional training must keep their training current in accordance with the requirements of the provider of the training.
- C The Superintendent shall develop a plan to provide training to school personnel, as defined in this Policy, so that Positive Behavior Intervention and Supports are implemented on a Center-wide basis.

Implementation of PBIS throughout the Center may be a multi-year process, with training taking place over several years.

The Center shall maintain written or electronic documentation on training provided and lists of participants in each training.

Only individuals trained in accordance with this Policy in the appropriate use of restraint and seclusion may use those techniques.

MONITORING AND COMPLAINT PROCEDURES

The Superintendent shall develop a monitoring procedure to ensure that this Policy is appropriately implemented.

Any parent of a child enrolled in school in the Center may submit a written complaint to the Superintendent regarding an incident of restraint or seclusion. The Superintendent shall investigate each written complaint and respond in writing to the parent's complaint within thirty (30) days of receipt of the complaint.

REQUIRED DATA AND REPORTING

Each use of restraint or seclusion shall be:

- A. documented in writing;
- B. reported to the building administration immediately;
- C. reported to the parent immediately; and
- D. documented in a written report.

A copy of the written report shall be made available to the student's parent or guardian within twenty-four (24) hours of the use of restraint or seclusion. A copy of the written report shall also be maintained in the student's file.

All written documentation of the use of restraint or seclusion are educational records pursuant to the Family Educational Right to Privacy Act ("FERPA"), and Center personnel are prohibited from releasing any personally identifiable information to anyone other than the parent, in accordance with FERPA's requirements.

The Superintendent shall develop a process for the collection of data regarding the use of restraint and seclusion.

The Superintendent shall report information concerning the use of restraint and seclusion annually to the Ohio Department of Education as requested by that agency, and shall make the Center's records concerning restraint and seclusion available to the staff of the Ohio Department of Education upon request.

** Adapted from the Ohio Department of Education's Policy on Positive Behavior Intervention and Supports, and Restraint and Seclusion, adopted January 15, 2013.*

8330 - STUDENT RECORDS

In order to provide appropriate educational services and programming, the Governing Board must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information.

Student "personally identifiable information" ("PII") includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the Educational Service Center reasonably believes knows the identity of the student to whom the education record relates.

The Board is responsible for the records of all students who attend or have attended Center programs. Only records mandated by the State or Federal government and/or necessary and relevant to the function of the Educational Service Center or specifically permitted by this Board will be compiled by Board employees.

In all cases, permitted, narrative information in student records shall be objectively-based on the personal observation or knowledge of the originator.

Student records shall be available only to students and their parents, eligible students, designated school officials who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law.

The term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to a student who is eighteen (18) years of age or older or a student of any age who is enrolled in a postsecondary institution.

Both parents shall have equal access to student records unless stipulated otherwise by court order or law. In the case of eligible students parents may be allowed access to the records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code.

A school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); and a person serving on the Board. The Board further designates the following individuals and entities as "school officials" for the purpose of FERPA:

- A. persons companies with whom the Board has contracted to perform a specific task (such as an attorney, auditor, insurance representative, or medical consultant), and
- B. contractors, consultants, volunteers or other parties to whom the Board has outsourced a service or function otherwise performed by the Board employees (e.g. a therapist, authorized information technology (IT) staff, and approved online educational service providers)

The above-identified outside parties must (a) perform institutional services or functions for which the Board would otherwise use its employees, (b) be under the direct control of the Board with respect to the use and maintenance of education records, and (c) be subject to the requirements of 34 C.F.R. 99.33(a) governing the use and re-disclosure of PII from education records.

Finally, a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers) is also considered a "school official" for purposes of FERPA provided s/he meets the above-referenced criteria applicable to other outside parties.

"Legitimate educational interest" is defined as a "direct or delegated responsibility for helping the student achieve one (1) or more of the educational goals of the Center" or if the record is necessary in order for the school official to perform an administrative, supervisory, or instructional task or to perform a service or benefit for the student or the student's family. The Board directs that reasonable and appropriate methods (including but not limited to physical and/or technological access controls) are utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have legitimate educational interest.

The Board authorizes the administration to:

- A. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a private or public school or school center in which a student of this Center is enrolled, seeks or intends to enroll, or is instructed to enroll, on a full-time or part-time basis, upon condition that:
 - 1. a reasonable attempt is made to notify the student's parent or eligible student of the transfer (unless the disclosure is initiated by the parent or eligible student; or the Board's annual notification includes a notice that the Board will forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer);

2. the parent or eligible student, upon request, receives a copy of the record; and
 3. the parent or eligible student, upon request, has an opportunity for a hearing to challenge the content of the record;
- B. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a juvenile detention facility in which the student has been placed, or a juvenile court that has taken jurisdiction of the student.
 - C. provide "personally-identifiable" information to appropriate parties, including parents of an eligible student, whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, if there is an articulable and significant threat to the health or safety of a student or other individuals, considering the totality of the circumstances;
 - D. report a crime committed by a child to appropriate authorities, with respect to reporting a crime committed by a student with a disability, and to transmit copies of the student's special education and disciplinary records to the authorities for their consideration;
 - E. release de-identified records and information in accordance with Federal regulations;
 - F. disclose personally identifiable information from education records, without consent, to organizations conducting studies "for, or on behalf of" the Center for purposes of developing, validating or administering predictive tests, administering student aid programs, or improving instruction;

Information disclosed under this exception must be protected so that students and parents cannot be personally identified by anyone other than representative of the organization conducting the study, and must be destroyed when no longer needed for the study. In order to release information under this provision, the Center will enter into a written agreement with the recipient organization that specifies the purpose of the study. (See [Form 8330 F14](#).) Further, the following personally identifiable information will not be disclosed to any entity: a student or his/her family member's social security number(s); religion; political party affiliation; voting history; or biometric information.

While the disclosure of personally identifiable information (other than social security numbers, religion, political party affiliation, voting record, or biometric information) is allowed under this exception, it is recommended that de-identified information be used whenever possible. This reduces the risk of unauthorized disclosure.

- G. disclose personally identifiable information from education records without consent, to authorized representatives of the Comptroller General, the Attorney General, and the Secretary of Education, as well as state and local educational authorities. The disclosed records must be used to audit or evaluate a federal or state supported education program, or to enforce or comply with federal requirements related to those education programs. A written agreement between the parties is

required under this exception.

The Center will verify that the authorized representative complies with FERPA regulations.

- H. request each person or party requesting access to a student's record to abide by Federal regulations and State laws concerning the disclosure of information.

The Board will comply with a legitimate request for access to a student's records within a reasonable period of time but not more than forty-five (45) days after receiving the request or within such shorter period as may be applicable to students with disabilities. Upon the request of the viewer, a record shall be reproduced, unless said record is copyrighted, or otherwise restricted, and the viewer may be charged a fee equivalent to the cost of handling and reproduction. Based upon reasonable requests, viewers of education records will receive explanation and interpretation of the records.

The Board shall maintain a record of each request for access and each disclosure of personally identifiable information. Such disclosure records will indicate the student, person viewing the record, their legitimate interest in the information, information disclosed, date of disclosure, and date parent/eligible student consent was obtained (if required).

Only "directory information" regarding a student shall be released to any person or party, other than the student or his/her parent, without the written consent of the parent, or, if the student is an eligible student, without the written consent of the student, except to those persons or parties stipulated by the Board's policy and administrative guidelines and/or those specified in the law.

DIRECTORY INFORMATION

Each year the Superintendent shall provide public notice to students and their parents of the Center's intent to make available, upon request, certain information known as "directory information." The Board designates as student "directory information": a student's name; address; telephone number; date and place of birth; major field of study; participation in officially-recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation; or awards received.

School-assigned e-mail accounts shall not be released as directory information beyond this/these limited purpose(s) and to any person or entity but the specific online educational service provider.

Directory information shall not be provided to any organization for profit-making purposes.

Parents and eligible students may refuse to allow the Board to disclose any or all of such "directory information" upon written notification to the Board.

In accordance with Federal and State law, the Board shall release the names, addresses, and telephone listings of secondary students to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information. A secondary school student or parent of the student may request in writing that the student's name, address, and telephone listing not be released without prior consent of the parent(s)/eligible student. The recruiting officer is to sign a form indicating that "any information received by the recruiting officer shall be used solely for the purpose of informing students about military service and shall not be released to any person other than individuals within the recruiting services of the Armed Forces. The Superintendent is authorized to charge mailing fees for providing this information to a recruiting officer.

Whenever consent of the parent(s)/eligible student is required for the inspection and/or release of a student's health or education records or for the release of "directory information," either parent may provide such consent unless agreed to otherwise in writing by both parents or specifically stated by court order. If the student is under the guardianship of an institution, the Superintendent shall appoint a person who has no conflicting interest to provide such written consent.

The Board may disclose "directory information," on former students without student or parental consent, unless the parent or eligible student previously submitted a request that such information not be disclosed without their prior written consent.

The Board shall not permit the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

INSPECTION OF INFORMATION COLLECTION INSTRUMENT

The parent of a student or an eligible student has the right to inspect upon request any instrument used in the collection of personal information before the instrument is administered or distributed to a student. Personal information for this section is defined as individually identifiable information including a student or parent's first and last name, a home or other physical address (including street name and the name of the city or town), a telephone number, or a Social Security identification number. In order to review the instrument, the parent or eligible student must submit a written request to the building principal at least five (5) business days before the scheduled date of the activity. The instrument will be provided to the parent or eligible student within three (3) business days of the principal receiving the request.

The Superintendent shall directly notify the parent(s) of a student and eligible students, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

This section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- A. college or other postsecondary education recruitment, or military recruitment
- B. book clubs, magazine, and programs providing access to low-cost literary products
- C. curriculum and instructional materials used by elementary and secondary schools
- D. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments
- E. the sale by students of products or services to raise funds for school-related or education-related activities
- F. student recognition programs

The Superintendent is directed to prepare administrative guidelines so that students and parents are adequately informed each year regarding their rights to:

- A. inspect and review the student's education records;
- B. request amendments if the parent believes the record is inaccurate, misleading, or violates the student's privacy rights;

- C. consent to disclosures of personally-identifiable information contained in the student's education records, except to those disclosures allowed by the law;
- D. challenge Board noncompliance with a parent's request to amend the records through a hearing;
- E. file a complaint with the United States Department of Education;
- F. obtain a copy of the Board's policy and administrative guidelines on student records.

The Superintendent shall also develop procedural guidelines for:

- A. the proper storage and retention of records including a list of the type and location of records;
- B. informing Board employees of the Federal and State laws concerning student records.

The Board authorizes the use of the microfilm process or electromagnetic processes of reproduction for the recording, filing, maintaining, and preserving of records.

No liability shall attach to any member, officer, or employee of this specifically Board as a consequence of permitting access or furnishing student records in accordance with this policy and regulations.

Any entity receiving personally identifiable information pursuant to a study, audit, evaluation or enforcement/compliance activity must comply with all FERPA regulations. Further, such an entity must enter into a written contract with the Governing Board delineating its responsibilities in safeguarding the disclosed information. Specifically, the entity must demonstrate the existence of a sound data security plan or data stewardship program, and must also provide assurances that the personally identifiable information will not be redisclosed without prior authorization from the Board. Further, the entity conducting the study, audit, evaluation or enforcement/compliance activity is required to destroy the disclosed information once it is no longer needed or when the timeframe for the activity has ended, as specified in its written agreement with the Governing Board.

8400 - SCHOOL SAFETY

The Governing Board is committed to maintaining a safe and drug-free environment in all of the Educational Service Center's schools. The Board believes that school crime and violence are multifaceted problems that need to be addressed in a manner that utilizes all available resources in the community through a coordinated effort of School Center personnel, law enforcement agencies, and families. The Board further believes that school administrators and local law enforcement officials must work together to provide for the safety and welfare of students while they are at school or a school-related event or are on their way to and from school. The Board also believes that the first step in addressing school crime and violence is to assess the extent and nature of the problem(s), and then plan and implement strategies that promote school safety and minimize the likelihood of school crime and violence.

In the event of an emergency, parents will be notified as per the automated messaging system used for delays/cancellations and/or announcements in the district which the program is located. Please contact the school office to sign up to receive messaging calls or texts.

8420 - EMERGENCY SITUATIONS AT SCHOOLS

The Governing Board is committed to providing a safe learning and work environment. Unfortunately, natural and man-made disasters do occur. Such emergencies are best met by preparedness and planning.

The Board directs that a system of emergency preparedness be developed that addresses the following goals and/or objectives:

- A. the health and safety of students and staff are safeguarded
- B. the time necessary for instructional purposes is not unduly diverted
- C. minimum disruption to the educational program occurs
- D. students are helped to learn self-reliance and trained to respond sensibly to emergency situations

All threats to the safety of Fayette Local Preschool facilities shall be identified by appropriate personnel and responded to promptly in accordance with the plan for emergency preparedness.

The Board also directs that fire, tornado, and school safety drills be conducted during the school year in accordance with State law.

Fire drills or rapid dismissals shall be conducted six (6) times a school year at the times and frequency prescribed by the State Fire Marshal with the first fire drill being conducted within ten (10) days of the beginning of classes. However, no fire drills are required to be conducted in any month that a school safety drill is conducted. Tornado drills shall be conducted on a regular basis during the tornado season in the spring. Times and frequencies of drills must be varied.

School safety drills shall be conducted at least three (3) times during each school year. During the school safety drills, students must be instructed in the appropriate procedures to follow in situations where students must be secured in their building or rapidly evacuated in response to:

- A. a threat to the school involving terrorism;
- B. a person in possession of a deadly weapon or dangerous ordnance on school property; and
- C. other acts of violence.

At least one (1) safety drill shall include a scenario where pupils must be secured in the school building rather than rapidly evacuated.

School safety drills (including drills and theoretical drills) shall be conducted in conjunction with the Center's emergency management plan.

The Principal must conduct at least one (1) drill or rapid dismissal or one (1) school safety drill during each month of the school year. A drill or rapid dismissal may be conducted during the same month as a school safety drill. All building occupants must participate in the drill.

Additionally, the Principal shall conduct a theoretical school safety drill at least once during the school year to provide instruction to school faculty and staff regarding procedures to be followed in such situations. The theoretical drill does not need to include student participation and may be conducted at the required annual employee school safety drill training session.

Each safety drill shall be conducted in conjunction with law enforcement officials.

Prior to conducting the annual school safety drills, each Principal shall:

- A. provide advance written notice of each school safety drill (actual and theoretical) to the municipal or township police chief or other chief law enforcement officer (or in the absence of such officer, the county sheriff); such notice shall be provided no later than

seventy-two (72) hours prior to the date the drill will be held, be sent by mail, facsimile, or electronic submission, and include the address of the school and the date and time the drill will be conducted.

- B. provide follow-up written certification of the date and time the drill was conducted during the previous school year as well as the date and time each drill will be conducted during the current school year to the municipal or township police chief or other chief law enforcement officer (or in the absence of such officer, the county sheriff); The certification must be submitted by mail facsimile or electronically by December 5th each calendar year.
- C. hold annual training sessions for school employees regarding the procedures to follow during school safety drills.

Each Principal shall keep a written record of the date and time of each drill conducted.

Procedures shall be developed for the handling of all emergency evacuations.

8453.01 - CONTROL OF BLOOD-BORNE PATHOGENS

The Board seeks to protect those staff members who may be exposed to blood-borne pathogens and other potentially-infectious materials in their performance of assigned duties.

The Superintendent shall implement administrative guidelines which will:

- A. identify those categories of employees whose duties create a reasonable anticipation of exposure to blood and other infectious materials;
- B. provide for inoculation of the Hepatitis B vaccine at no cost to the staff member and in accordance with Federally-mandated scheduling;
- C. ensure proper training in the universal precautions against exposure and/or contamination including the provision of appropriate protective supplies and equipment;
- D. establish appropriate procedures for the reporting, evaluation, and follow-up to any and all incidents of exposure;
- E. provide for record-keeping of all of the above which complies with both Federal and State laws;
- F. develop an exposure control plan.

9130 - PUBLIC COMPLAINTS

Any person or group having a legitimate interest in the operations of this Educational Service Center shall have the right to present a request, suggestion, or complaint concerning Center personnel, the program, or the operations of the Center. At the same time, the Board has a duty to protect its staff from unnecessary harassment. It is the intent of this policy to provide the means for judging each public complaint in a fair and impartial manner and to seek a remedy where appropriate.

It is the desire of the Board to rectify any misunderstandings between the public and the Center by direct discussions of an informal type among the interested parties. It is only when such informal meetings fail to resolve the differences shall more formal procedures be employed.

Any requests, suggestions or complaints reaching the Board, Board members, and the administration shall be referred to the Superintendent for consideration according to the following procedure.

Matters Regarding a Professional Staff Member

A. First Level

If it is a matter specifically directed toward a professional staff member, the matter must be addressed, initially, to the concerned staff member who shall discuss it promptly with the complainant and make every effort to provide a reasoned explanation or take appropriate action within his/her authority and Center administrative guidelines.

This level does not apply if the matter involves suspected child abuse, substance abuse, or any other serious allegation which may require investigation or inquiry by Center administrators prior to approaching the professional staff member.

As appropriate, the staff member shall report the matter and whatever action may have been taken to the immediate supervisor.

A. Second Level

If the matter cannot be satisfactorily resolved at the First Level, it shall be discussed by the complainant with the staff member's supervisor.

B. Third Level

If a satisfactory solution is not achieved by discussion with the supervisor, a written request for a conference shall be submitted to the assistant or deputy superintendent. This request should include:

1. the specific nature of the complaint and a brief statement of the facts giving rise to it;
2. the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely;
3. the action which the complainant wishes taken and the reasons why it is felt that such action be taken.

Should the matter be resolved in conference with the assistant or deputy superintendent, the Superintendent shall be advised of the resolution.

D. Fourth Level

Should the matter still not be resolved, or if it is one beyond the assistant or deputy superintendent's authority and requires the Superintendent's decision or action, the complainant shall request, in writing, a meeting with the Superintendent.

E. Fifth Level

Should the matter still not be resolved, or if it is one beyond the Superintendent's authority and requires a Board decision or action, the complainant shall request, in writing, a meeting by the Board.

The Board, after reviewing all material relating to the case, may grant a meeting before the Board or a committee of the Board.

The complainant shall be advised, in writing, of the Board's decision, no more than ten (10) business days following the meeting. The Board's decision will be final on the matter and it will not provide a meeting to other complainants on the same issue.

If the complainant contacts an individual Board member to discuss the matter, the Board member shall inform the complainant that s/he has no authority to act in his/her individual capacity and that the complainant must follow the procedure described in this policy.

Matters Regarding an Administrative Staff Member

Since administrators are considered members of the Center's professional staff, the general procedure specified in "Matters Regarding a Professional Staff Member" shall be followed.

Matters Regarding the Superintendent or Treasurer

Should the matter be a concern regarding the Superintendent or Treasurer which cannot be resolved through discussion with the Superintendent or Treasurer, the complainant may submit a written request to the Board President for a conference with the Board. This request shall include:

- A. the specific nature of the complaint and a brief statement of the facts giving rise to it;
- B. the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely;
- C. the reason that the matter was not able to be resolved with the Superintendent or Treasurer;
- D. the action which the complainant wishes taken and the reasons why it is felt that such action should be taken.

The Board, after reviewing the request, may grant a meeting before the Board, or a committee of the Board, or refer the matter, if permitted by State law, to an executive session.

The complainant shall be advised, in writing, of the Board's decision within thirty (30) business days.

Matters Regarding a Classified Staff Member

In the case of a classified staff member, the same procedure is to be followed as for "Matters Regarding a Professional Staff Member."

Matters Regarding Center Services or Operations

If the request, suggestion, or complaint relates to a matter of Center procedure or operation, it should be addressed, initially, to the person in charge and then brought, in turn, to higher levels of authority in the manner prescribed in "Matters Regarding a Professional Staff Member."

Matters Regarding the Educational Program

If the request, suggestion, or complaint relates to a matter of Center program, it should be addressed, initially, to the appropriate building administrator or coordinator and then brought, in turn, to higher levels of authority in the manner prescribed in "Matters Regarding a Professional Staff Member."

Matters Regarding Instructional Materials

If the request, suggestion, or complaint relates to instructional materials such as textbooks, library books, reference works, and other instructional aids used in the Center, the complainant should contact the Superintendent who shall provide the complainant with the proper procedure to follow.

No challenged material may be removed from a program or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

9150 - CENTER VISITORS

The Governing Board welcomes and encourages visits to Center programs by parents, other adult residents of the Fayette District, and interested educators. But in order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons, it is necessary to invoke visitor controls.

The Superintendent or program director has the authority to prohibit the entry of any person to a program of this Center or to expel any person when there is reason to believe the presence of such person would be detrimental to the good order of the program. If such an individual refuses to leave the school grounds or creates a disturbance, the program director is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

Except as set forth in Center policy or in the case of "service animals" required for use by a person with a disability, no other animals may be on school premises at any time.

The Superintendent shall promulgate such administrative guidelines as are necessary for the protection of students and staff from disruption to the educational program or the efficient conduct of their assigned tasks.

Rules regarding entry of persons other than students, staff, and faculty upon school grounds or premises shall be posted conspicuously at or near the entrance to such grounds or premises if there are no formal entrances.

The Board member shall be visiting as an interested individual in a similar capacity to any parent or citizen of the community. These visits should not be considered to be inspections nor as supervisory in nature.

Fayette Procedures Specific to Preschool Operations:

DIAPERING PROCEDURES:

The Fayette preschool programs shall follow the following diapering procedures:

- When a central diaper changing area is used, there shall be a disposable separation material that acts as a barrier placed between the child and the changing surface, which is discarded after each use.
- The program shall have disposable gloves available for diapering. The use of gloves or hand sanitizer does not eliminate the need for proper hand washing.
- The diaper changing area shall be disinfected after each diaper change with an appropriate germicide.
- Children's soiled clothes may be placed directly into a plastic bag or container, sealed, and stored away from the rest of the child's belongings and out of reach of children.
- Soiled diapers shall be disposed of in a plastic lined, foot activated receptacle or other type of receptacle that prevents hand contamination. The receptacle shall be covered or otherwise enclosed and be inaccessible to children. These containers shall be emptied, cleaned, and disinfected daily, or more frequently as needed to eliminate odor.
- Any product used during diapering which is used on more than one child shall be so used that the container does not touch the child. Any product obtained from a common container shall be applied in such a manner so as not to contaminate the product or its container. Common containers shall be cleaned and disinfected when soiled.

DIAPERING OINTMENTS

The Fayette Local preschool programs shall gain parent/guardian authorization for the administration of topical ointments and/or creams provided by parents to children in the preschool programs. The written request shall include the name of the child, name of the ointment/cream/ lotion, signature of the parent, and special instructions for administration. The request must be updated every three months.

POTTY CHAIR PROCEDURES

The Fayette Local preschool programs shall encourage toilet training based on children's readiness and consultation with parents or guardians regarding practices in the children's homes. The program shall ensure that toilet training is not forced. If potty chairs are used, they shall be promptly emptied into the toilet, rinsed, and disinfected after each use.

NAPTIME PROCEDURES

The Fayette Local preschool programs will provide a quiet space for children to nap, rest, or sleep if they are in attendance at the program for more than five hours on a given day. When children rest, nap, or sleep on mats, cots, or pads, floors shall be clean, warm, dry, and draft free.

Rest areas shall be lighted enough to allow for visual supervision of all children at all times. Any child who does not fall asleep during the designated nap period shall have opportunity to engage in quiet activities. Cots, pads, or mats shall be assigned individually to each child and shall be disinfected with an appropriate germicide before assignment to another child. Evacuation routes shall not be blocked by resting children. Each child shall have a free and clear means of egress. Child care staff members shall have a clear path to each resting child.

PROCEDURES FOR NOTIFYING PARENTS IN CASES OF STUDENT INJURY

It will be the Procedure of the Fayette Local Preschool to notify parents in cases of student injury involving medical attention. Parents may be called immediately, per the Emergency Medical Form, if injury warrants such action. A Critical Incident Report will be completed for all situations requiring the child to receive medical attention. A copy will be distributed to the parent, as well as kept on file by the teacher as a log of injury reports.

The Board believes that school personnel have certain responsibilities in case of accidents which occur in school. Said responsibilities extend to the administration of first aid by persons trained to do so, summoning of medical assistance, and notification of administrative personnel, notification of parents, and the filing of accident reports.

Employees should administer first aid within the limits of their knowledge of recommended practices. All employees should make an effort to increase their understanding of the proper steps to be taken in the event of an accident. In each building in which a program is operated, there shall be readily available at all times at least one (1) preschool staff member who has completed a course approved by the State Department of Health or the approved "American Red Cross" training program in:

- First Aide
- Communicable Diseases

R.C. 2305.23 (Good Samaritan), 3313.20

PROCEDURES FOR SNACK

The Fayette Local preschool programs include snack as part of the daily routine for students. Parents and local school districts assist in the provision of snacks. Healthy snack areas are distributed to parents indicating RDA requirements set by the USDA. Menus include sources of Vitamin C daily and Vitamin A 3 times per week. Teachers are required to post snack menus weekly. Alternative snacks are kept on hand by the teachers to supplement or substitute if a child has an allergy.

PARENT ACCESS TO PRESCHOOL PROGRAMS

The Fayette Local preschool programs allow parents/guardians unlimited access to the classrooms during operational hours.

Classroom visitors must follow local school district policy regarding signing in and out of the facility.

PRESCHOOL DIRECTOR

The Preschool Director shall be on site at the preschool program at least one-half of the program's operating hours.

The Fayette Local Preschool Program shall name as director the teacher at each classroom site.

TRANSITIONS

Helping children and their families experience and navigate the transition process is essential. Transition practices actively involve staff, families and the community in creating seamless experiences for children as they enter transition from Early Intervention to Preschool, from Preschool to Preschools, or from Preschool to Kindergarten and adjust to school.

Staff is familiar with the research on transition.

Each school district must ensure that the obligation to make FAPE available to each eligible child for whom the school district is the child's school district of residence begins on the child's third birthday. For children

who transition from Help Me Grow, an individualized educational program (IEP) must be in effect for the child by that date.

For children entering Help Me Grow 46-90 days before the third birthday, districts must work with the service coordinator to conduct joint (not duplicative) evaluations to ensure that Help Me Grow can develop an Individualized Family Service Plan (IFSP) for transition and the district can develop an IEP by the child's third birthday.

For children who are suspected of having a disability and enter Help Me Grow 45 days or less before the third birthday, Help Me Grow will refer the child directly to the district or assist the parents are contacting the district. Because these children will not have an IFSP or be provided early intervention services, this referral does not require an IEP by the third birthday. Since the child has not had early intervention, the district should consider appropriate timelines to secure necessary services (30 days for consent, 60 days for evaluation and 30 days for an IEP; 120 days maximum from referral).

The school has a system of screening all kindergarten children, and screening information is communicated to families in a timely manner.

A reevaluation is required when a preschool child with a disability is transitioning from preschool to kindergarten. If, however, the annual IEP review occurs before the required reevaluation and the IEP team does not suspect a school-age disability, data describing why the child is no longer a preschool child with a disability must be documented. This would include a review of existing information and progress-monitoring data, as well as a conversation regarding the child's age-eligibility for kindergarten (the only requirement for kindergarten entry). The team also should discuss the child's need to extend learning with the kindergarten content standards. If the child's progress warrants no further special education, a Prior Written Notice to Parents PR-01 form can be provided and services discontinued.

Children transitioning from preschool special education to kindergarten are required to have a reevaluation and not an initial evaluation.

Families are linked with needed resources and services; staff facilitates linkages if necessary.

Data used from screening supports student learning and identifies appropriate and timely referrals. Staff has assessed communication practices that are part of the transition activities.

Staff welcomes new students and their families throughout the year through defined activities.

Staff plans and communicates regularly with preschool representatives in developing transition activities. Staff members meet regularly, grade level to grade level, to plan for educational continuity.

School staff and the early childhood community plan shared professional development according to needs.

There is an organized team or group developing transition activities and a person assigned to coordinate the plan and to assure that timelines are met.

Transition practices are evaluated and refined on the basis of results.

Parent Participation:

Parents are encouraged to be active participants in the educational experience of their child. Opportunities to volunteer in the classroom are available and welcomed.

These opportunities may include assisting at special events, reading to the children on a regular basis, sharing a special talent or item, chaperoning field trips, etc...Please contact your child's teacher directly for further information.

Parent partnership will be developed through regular parent/school communication, and may include communication notebooks, surveys, questionnaires, trainings, and focus groups.

To Request Additional Information...

If you have a question or concern that cannot be answered by your child's teacher, or if you would like further information on the licensing and compliance reports for your child's classroom, please contact the Elementary Principal, Alexandra Reucher, at 419-237-2776 ext. 1010.

To Further Report...

- To report any concerns, complaints, and/or violations related to preschool licensure, call (614) 466-0224 or (877) 644-6338.
- To report any complaints related to Civil Rights, Section 504, ADA, or Title IX, contact the Fayette Local School District Compliance Officer, Superintendent, Erik Belcher, at 419-237-2114.

THANK YOU, AND HAVE A GREAT YEAR!

Notice of Parent Right to Know regarding Staff Qualifications

Dear Parent/Guardian:

You have the right to know about the teaching qualifications of your child's classroom teacher in a school receiving Title I funds. The federal No Child Left Behind (NCLB) Act requires that any local school district receiving Title I funds must notify parents that they may ask about the professional qualifications of their child's classroom teacher.

These qualifications include:

1. Whether the teacher has met the Ohio teacher licensing criteria for the grade level and subject areas in which the teacher provides your child instruction.
2. Whether the teacher is teaching under emergency or temporary status that waives state licensing requirements.
3. The undergraduate degree major of the teacher and any other graduate degree or certification (such as National Board Certification) held by the teacher and the field of discipline of certification or degree.
4. Whether your child is provided services by instructional paraprofessionals and, if so, their qualifications.

You may ask for the information by returning this letter to the address listed herein. Additionally, you may e-mail your request to ebelcher@fayettesch.org. Be sure to include the following information with your request:

Child's Full Name: _____

Child's Grade: _____ Parent/Guardian Full Name: _____

Address: _____

Classroom Location: _____

Classroom Teacher's Name: _____

Requested

Information _____

Sincerely,

Erik Belcher

Erik Belcher
Fayette Local School Superintendent

Fayette Local Preschool

Preschool Parent Handbook Signature Page 2018-2019

I have received and read all of the information contained in the Northwest Ohio Preschool Parent Handbook. I understand the rights and responsibilities pertaining to students and agree to support and abide by the rules, guidelines, procedures and policies therein.

Parent Name (please print):

Parent Signature:

Date: _____