

Parkview Early Education Center



PARENT HANDBOOK

2020-21

Location: 21620 Mastick Road
Fairview Park, OH 44126

Phone: (440) 356-3515 Fax: (440) 356-3544

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Board of Education: (440) 331-5500
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PARKVIEW EARLY EDUCATION CENTER

Information for Parents

The Parkview Early Education Center (EEC) is licensed by the Ohio Department of Education (ODE) to operate legally. This license is posted for your inspection outside our office. The laws and rules governing preschool and school-age care are available at the school for review at your request. Our licensing record is available upon request from the Ohio Department of Education. Their number is listed on the front cover of this booklet and may be used to report suspected licensing violations by this school.

Parkview Early Education Center has a 5 star SUTQ (Step Up to Quality) rating from the State of Ohio.

Custodial parents or guardians of a child enrolled in the school are always welcome to visit. Please sign in as a visitor in the office upon entering the school. We request that prospective enrollees call to make an appointment. Parents are permitted access to all parts of the school during the pre-admission interview.

Our school prepares a parent roster for each child's class. You have the option of omitting your name and phone number from this list and may do so by indicating such on your child's enrollment form. The roster is available to you upon request.

Please notify us of any change in address or telephone number at home or at your place of employment, as well as any change in emergency contacts.

Part of our responsibility as educators is to help parents know about their children at school. If an instructor has a concern in any area of the child's development, the caregiver and/or Director may approach the parent for a conference. If deemed appropriate, referrals will be given to the parent. Parents also may request referral information if they have a concern regarding any area of their child's social/emotional, physical, language, or cognitive development.

Early Education Center Purpose

It is the intention of the school to provide safe, pleasant supervision of children from ages 18 months through elementary school. This supervision will include activities which are educationally, socially, emotionally, and physically appropriate for the developmental stage of each individual child. We want parents to feel comfortable in the knowledge that their children are being safely cared for and helped in their general development. We encourage you to communicate your concerns and comments to us and invite you to participate in the different parent programs we offer throughout the year. For children five years of age or younger, parent-instructor communications/conferences will be arranged to discuss the development of your child. This usually takes place in late November/early December.

Early Education Center Philosophy

The philosophy of the Fairview Park Early Education Center staff is based on the belief that all young children learn best through play in a nurturing and secure environment, facilitated by an educated, caring staff. We believe that the curriculum should be developmentally appropriate, child-centered,

and process-oriented. We hold the belief that each child is a unique individual whose differences are to be celebrated and who is to be accepted for whom he/she is and what he/she may become. We believe parents are the child's first teacher and are an essential partner in ensuring their child's successful early childhood experiences at FEEC.

EARLY EDUCATION CENTER MISSION STATEMENT

At the Early Education Center, we are committed to providing a nurturing, caring environment for all children by fostering positive family relationships to create a strong foundation for educational success and lifelong learning.

Overall Program Goals

- Foster a safe, secure, nurturing environment which facilitates children's learning and growing in all areas of development (physical, social-emotional, cognitive, and language);
- Facilitate children's learning through a play-based curriculum and developmentally appropriate activities, materials, and equipment that value process versus product;
- Create a balance of quiet/active, indoor/outdoor, and child-initiated/teacher-initiated activities;
- Foster an atmosphere where each child is accepted for whom he/she is and diversity is celebrated;
- Design and implement a program to meet the individual needs of each child;
- Form a partnership with parents in the care and education of their children;
- Promote parental involvement through a variety of options;
- Select staff that exhibit the qualities and qualifications needed to care for and educate young children;
- Provide staff with in-service training to enhance their knowledge and experience;
- Plan for the smooth and successful transitions children make from home to school, from classroom to classroom, and from preschool to kindergarten.

Notice of Discrimination

The Fairview Park City School District Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Position Title: Director of Operations

Address: 21620 Mastick Road, Fairview Park, OH 44126

Telephone Number: 440-331-5500

Email address: mmatthews@fairview.k12.oh.us

Enrollment and Withdrawal

Enrollment in EEC's child care programs is open to children 18 months through 12 years of age. Priority will be given to Fairview Park residents; however, non-residents will be accepted if space is available. There is a **\$50.00 Registration Fee per child** to hold the spot until your child is ready to start. During the school year children up to and including 5th grade will be accepted and during the summer months children up through 12 years or going into 7th grade will be accepted

In accordance with Title VI, Title IX, and Section 504 of the Rehabilitation Act, the Fairview Park City School District's policies prohibit discrimination on the basis of race, color, creed, sex, national origin, handicap, or age in its educational programs, activities, services, or employment policies.

Fairview Park Early Education Center accepts children with special needs. Our program is designed to allow everyone to equally participate at his/her ability level in all areas. The main goal of our mainstreaming program is to provide an environment where everyone will learn to live and work together regardless of individual differences. This concept is consistent with the public schools' philosophy of providing programs in the least restrictive environment.

A child may be withdrawn from the program at any time by notifying the school in writing with a minimum of two weeks prior to your child's last day. Failure to do so will result in being billed for two weeks, regardless of attendance.

Program Description

The school's hours are **7:00 am - 6:00 pm**, weekdays. Our staff/child ratio will not exceed the following ODE guidelines and, in most cases, our ratio is smaller:

<u>Age</u>	<u>Ratio</u>	<u>Maximum Classroom Size</u>
18 mos. to 3 years	1/7	14
3 yrs.	1/12	20
4 to 5 yrs.	1/14	20
School-aged	1/18	20

The following programs are available to you and your child. **Please note that parents of children in all programs except Preschool will be charged for a minimum of five days per week.**

Toddler is full-day supervision of children 18 months through 3 years of age that includes developmentally appropriate activities, nutritious lunches, and a PM snack. When your child is ready for toilet training, staff will discuss the procedures with you. Items needed:

- Disposable diapers
- Two full changes of clothes (shoes included)
- Any special toy, blanket, etc. that your toddler needs for nap time and security. ***Make sure it is marked with your child's name.***
- Baby Wipes

Day Care is full-day supervision of children and includes developmentally appropriate activities,

nutritious lunches, and a PM snack. Children (ages 3 to 5) enrolled in this program will also participate in our Preschool activities. Items needed:

- Two full changes of clothes (shoes included)
- Nap Items (i.e. blanket, pillow, stuffed animal)
- There may be specific items needed by the classroom teacher. They will notify parents on an as needed basis

If your preschool age child is enrolled in an all-day program, he/she will have a rest period (approximately from 12:30 – 2:45/3:00 PM). **Nap items will be sent home daily and must be laundered daily.**

Preschool is operated in a two-and-a-half-hour block of time in the morning five days per week. Various readiness and developmental activities are part of each day's schedule, which are based on the State of Ohio's Early Learning and Development Standards. A complete change of clothes is also needed for Preschool children.

In both Preschool and Daycare, gym and outside time along with art and music is included in the weekly curriculum.

Before and/or After School supervision is available to children attending public and private schools in Fairview Park, in grades K-5. Students attending Gilles-Sweet Elementary will be transported to and from EEC on Fairview Park school buses. Afternoon snacks are served. Recreational activities are provided, and children will also have the opportunity to study and work on homework. Our staff is here to help your child with his/her school work upon your child's request.

Summer Camp supervision is available for children ages 18 mos. through students entering grade 7 in August. All children have the opportunity to participate in structured activities such as language and literacy, math, creative crafts, science, nature studies, sports, and water play. Older children (1st – 7th graders) have the opportunity to go on field trips outside the center! Examples include: bowling, Great Lakes Science Center, Sky Zone, the Metroparks, the Jump Yard, Rocky River Nature Center, a baseball game, the Children's Museum, and Lake Farm Park. **There is a \$175.00 Summer Camp Activity fee for students 1st – 7th grade to cover the cost of all field trips, a summer camp t-shirt, transportation, and any special activities we bring to the center over the summer. There is also a \$25.00 summer camp activity fee for students in our Toddler and Daycare programs (18 months – 5 years not yet in Kindergarten). This fee will be used to purchase supplies and to provide special assemblies during the summer months.**

Some of our projects could be messy. Paint shirts are available in each classroom to be used by the children. We do use all washable paints.

Clothing which is comfortable and permits your child to get a little dirty is recommended. Shorts/pants are a good idea for girls. **We would like each child regardless of their age to have a change of clothing and extra pair of shoes on hand in case of an emergency. Please place these in a zip-lock bag with your child's name on it in large letters. All clothing, especially jackets and boots, must be labeled.**

We will go outdoors except on rainy or very cold days (20 degrees or below). **Remember, if you want your child to use sunscreen, you must indicate it on the Waiver Form, and you must provide a labeled bottle of spray sunscreen.**

Program Curriculums

Our Program Curriculums are based on ODE's Early Learning and Developmental Standards (which cover Social-Emotional Development, Approaches Toward Learning, Physical Well-Being and Motor Development, Cognitive Development and General Knowledge, and Language and Literacy Development), as well as ODE's School-Age Child Care Regulations. All of our Preschool classrooms are taught by at least one teacher who is licensed by the state of Ohio with a Pre-K – 3 teaching license. Overall our staff is highly qualified with most having a degree in education or a related field and at least 5 years experience in the Early Childhood field. We also use a report card that is based on the Early Learning and Development Standards, which communicates the children's mastery of the standards. Finally, as with the rest of Fairview Park City Schools, we conduct Parent/Teacher Conferences twice a year (Fall and Spring) to share students' progress and work with parents to help each child be successful. While Preschool is not mandated by the Ohio Department of Education, we truly are a facility that offers a Preschool program that is part of and of the caliber of Fairview Park City Schools, a fact in which we take great pride. Each program has its own curriculum:

- Toddlers: Creative Curriculum for Toddlers
- Preschool/Daycare: Creative Curriculum
- School Age: The Cincy Afterschool Program

Each program has its own unique and diverse goals. In addition, programming is objective, based using guidelines found in the above-mentioned documents. The following curriculum goals are more general in scope to provide an overview of our school's Preschool and School-Age Curriculum.

Curriculum Goals

- Provide a curriculum which is responsive to individual differences and abilities
- Provide experiences that meet each child's needs and stimulate learning in all developmental areas—cognitive, physical, emotional, language, and social
- Facilitate interactions and activities which are designed to develop the child's self-esteem and positive feelings toward learning
- Provide opportunities for children to adjust and modify their behavior in a larger group
- Provide opportunities in all areas of language development—listening, speaking, reading readiness, and thinking.
- Provide opportunities to develop concepts about the language of mathematics.
- Provide daily opportunities to learn aesthetic expression and appreciation through art.
- Provide daily opportunities to experience a wide range of musical activities.
- Provide a physical movement program
- Provide opportunities to learn about health and safety.
- Provide opportunities to build a foundation of knowledge about nutritious foods and how they can be prepared in a variety of ways.

Developmental Screening Referral Process

In order to provide the highest quality of care for your child, we ask that you please complete two questionnaires for us that refer to your child's development. These questionnaires are a screening instrument we use to track developmental milestones. Ages and Stages Questionnaires are easy, quick, and fun for you and your child(ren) to complete! The ASQ-3 assesses your child's development in the following domains: communication, gross motor, fine motor, problem solving, and personal-social skills. The ASQ:SE-2 assesses your child's development in the following areas: self-regulation, compliance, social-communication, adaptive functioning, autonomy, affect, and interaction with people. Please complete these questionnaires via the following links:

To begin the questionnaire please click on the link below or cut and paste it into your browser.

ASQ: SE-2

<http://asqonline.com/family/b31a2e>

ASQ-3

<http://asqonline.com/family/8426af>

(Paper copies of the questionnaires are also available.)

The ASQ-3 and the ASQ:SE-2 is due 60 days after your child's enrollment date. Your child's teacher(s) will also complete the questionnaires. The information you supply will help reveal your child's strengths, uncover any areas of concern, and determine if there are community resources or services that may be useful for your child or your family. If completing this questionnaire brings up any questions or concerns, we can talk about information and resources that can help immediately or at your scheduled parent/teacher conference in the fall.

Parent discussion tips, ASQ-3 and ASQ:SE-2 handouts, and screening resources can be provided if you have any questions about either screening instrument or child development. If a referral to the Fairview Park School District is needed, these are completed within 90 days and the results will be formally communicated through Pupil Services (if family currently lives in Fairview Park). If families do not live in the city, the EEC can contact PEP/Daycare Plus for help and services for the child and the family.

Description of Activities

A single activity involves skill development in many areas. For example, a cooking project would involve language, numbers, perceptual, motor, social, and science development.

"Cooking" Experiences - Activities that allow the children to taste and help prepare different snacks. Many classification activities are used with fruits and vegetables. Pre-math and math skills are gained through measuring and counting.

Creative Activities - Creative activities are designed so that the child does most or all of the work. This gives the child a sense of accomplishment while encouraging creativity and developing eye/hand coordination. Activities such as painting, cutting, pasting, use of modeling clay, and creating collages are included.

Unbiased/Multi-Cultural Experiences - Children will be helped to clarify their ideas about the world and different ways of life through stories, special visitors, and dramatic play such as storekeeper, postal worker, firefighter, doctor, etc.

Science and Nature Studies - A variety of activities are provided involving new experiences with such things as plants, animals, heat, wind, electricity, sound, motors, magnetism, cooking, earth, rocks, sand, metal, air, sun, water, etc. Experiences are often repeated and are related to the other activities each child is doing and learning.

Manual Dexterity - Activities and games are designed to strengthen finger muscles. Fine-motor skills will be fostered through finger plays, lacing, sewing, buttoning, zipping, stringing beads, and working with crayons, pencils, and scissors.

Perceptual Awareness - Activities are designed to make the child aware of his/her senses. He/she will have many situations where he/she can touch, taste, smell, and listen. Children are encouraged to describe and compare perceptions.

Language Development - Children are provided experiences to develop competence in the skills of communication. Speaking, listening, sharing experiences, and taking part in planning group activities help the child gain confidence in the use of words to express thoughts.

Math Awareness - Activities are designed to help the child become aware of and knowledgeable about simple math terms, concepts, and symbols. Such activities may include recognizing and counting objects, games which teach the idea of big and little, and working with money.

Music and Movement - Musical activities are designed to encourage an appreciation for music and to expose the child to the joy of singing. Each child is encouraged to respond in his/her own way.

Sample Daily Schedules

Daily schedules may include, but are not limited to:

Toddlers

There is a \$100.00 yearly supply fee and a one time fee of \$35.00 for a cot

6:30 - 9:00 Small group activities and play under an instructor's guidance, individual free play and chores; changing diapers, bathroom breaks and snacks

9:00 - 11:00 Structured academic time based on the Mother Goose Curriculum which also include art experiences, music, small muscle directed activities

11:00 - 12:30 Lunch, changing time, quiet time, and story time

12:30 - 2:45 Nap and quiet activities

2:45 - 3:30 Snack, changing/clean-up time

3:30 - 6:30 Large muscle, story time, block-building, and other directed activities

Toddler parents will receive a daily log of activities (bathroom, sleeping, eating, and instructor comments).

Preschoolers

There is a \$100.00 yearly supply fee and for students that stay all day for Daycare there is a one time fee of \$35.00 for a cot

- 6:30 - 9:15 Small group activities and play under an instructor's guidance, individual free play, chores, and snack time
- 9:15 - 11:45 Developmentally appropriate preschool activities that include, but are not limited to, circle time, learning centers, creative time, art experiences, math manipulatives, science experiments, language readiness experiences, and block-building – based on the Creative Curriculum
- 11:45 - 12:30 Lunch, recess, personal care and story time
- 12:30 - 2:45 Naps and quiet activities
- 2:45 - 6:30 Snacks, rhythm activities, story time, free play, other developmentally appropriate activities that include, but are not limited to, cooking, exercise class, large motor skills, and the arts

School-Age Children (during the school year)

There is a \$35.00 yearly supply fee

- 6:30 - 8:15 Small group activities and play under an instructor's guidance, individual free play and chores
- 8:15 - 8:30 Gilles-Sweet students board the shuttle bus
- 8:15 – 8:50 Kindergarten students continue with small group activities until they can go to class upstairs at 8:50 AM
- 3:30 – 6:30 Elementary students arrive – PM snack – which include snack and chat, homework help and quiet reading time, gym/outdoor time, arts and crafts, games, and computer time

School-Age Children (during summer vacation)

There is a \$175.00 Summer Camp Activity fee

- 6:30 - 9:00 Small group activities and play under an instructor's guidance and individual free play, and a morning snack time
- 9:00 - 12:00 Children split into groups according to grade; activities include art experiences, creative play, competitive/non-competitive games, and field trips
- 12:00 - 1:00 Lunch
- 1:00 - 6:30 Swimming/bowling, water day, competitive sports, craft activities, quiet reading, snack, or movie time, and field trips

In order to accommodate developmental differences, our programs are planned to provide experiences that meet the characteristics of children at all levels. Activities are planned to be stimulating, but not so advanced that the children experience frustration. As each child grows, he/she will expand his/her involvement in any given activity.

Parent Involvement

Ways parents can be involved:

Parkview Early Education P.T.A.
Holiday programs/events
Parent/Student orientation for Preschool
Parent visits (arranged on an individual basis)
Transition Visits

Parent/staff communication:

Seesaw App
Phone calls
Daily contact during drop-off/pick-up
Written notes/Emails
Newsletters
Parent/instructor contact form
Parent/Teacher conferences in the fall and spring

Safety and Transportation Policy

*****NOTE: Parents must enter the school only through the main entrance of the building, as all other doors are locked 24 hours a day and cannot be opened from the outside. All doors open from the inside; therefore, any door may be used as an exit.**

Your child's safety is one of our main concerns. In accordance with licensing regulations, our safety policy contains the following:

- No child shall ever be left alone or unsupervised.
- Your child will be greeted when he/she arrives, and will not be dismissed until you or someone you designate comes for him/her. If you do designate someone to have us release your child, please notify us in writing (note or email) or by telephone. As a precaution, identification may be requested or confirmed. Unless your child is arriving or leaving the school by school bus, you or your designee must escort him/her to and from his/her assigned room. In addition, please be sure to use the touch screen to check-in and check-out your child each day.
 - **Checking Students In/Out Daily:** When new families enroll in the Center they will receive a temporary registration number for the check in/out monitor located in the Center's foyer. **Every family must register at the monitor.** Families will choose two sets of numbers – a Personal ID and Password that only they have access to. **IT IS IMPORTANT TO CHOOSE NUMBERS THAT ARE EASY TO REMEMBER.** This will enable them to check their child(ren) in and out each day as well as activate the door to access the building. When technical difficulties

arise, please notify the office immediately so we can correct the problem and address the attendance issue at hand (either check the child in or out for the day). This system helps us track attendance in our computer system as well as in the classroom where a class roster is used.

- o ***Families using County Vouchers:*** For those families utilizing the County Voucher system – ***YOU MUST CHECK YOUR CHILD(REN) IN AND OUT EACH DAY AT THE POS SYSTEM LOCATED IN THE OFFICE.*** If this is done daily, attendance will be accurate and there will be no questions in regards if your child was or was not in attendance for any particular day. This is a requirement by the County as well as by the EEC. If your child is going to be absent, please call the Center immediately to notify us. Every family receives 20 absences per 6 month period. Following the requirements set by your caseworker and the County is **IMPORTANT** and **NECESSARY** to attend the EEC. **The EEC only accepts county vouchers for toddler and preschool aged children.**

- There is immediate access at all times to a working telephone within the building.
- Emergency Action Plans in case of fire emergency and weather alert is posted in each classroom, as are diagrams showing evacuation routes and procedures.
- A fire drill is held each month at varying times. A record of fire drills is available in the office. Our alarms are directly connected to the Fairview Park Fire Department. There are smoke detectors **and sprinklers** in all rooms.
- A safety plan has been developed for use whenever children are transported by vehicle away from the school on field trips. It includes:
 - a. A first-aid box, which meets state requirements, will be available on the trip.
 - b. A person trained in first aid shall be available on the trip.
 - c. Each child on the trip shall have identification attached to himself/herself containing the child's name and the school's name, address, and telephone number.
 - d. An emergency transportation authorization form and health record will be taken on all outings.
 - e. Permission slips must be completed and returned for each child attending field trips.
 - f. Any vehicle owned, operated or leased by the school is required to meet the motor vehicle lighting requirements and the child restraint system requirements.
- In the event that a child needs emergency transportation, arrangements have been made with Fairview Park Rescue Squad to provide it.
- When an accident or injury occurs, the school completes an incident/accident/injury report and keeps a copy on file at the school. The parent may request a copy of the

incident/accident/injury at any time.

- Staff members who suspect child abuse or neglect will report it to the Principal, who will report it to the "Child Abuse Hotline," 216/696-5437, **as required by law.**

Custodial and NonCustodial Parent Policy

Our policy regarding the release of a child from the school to any person other than the custodial parent(s) or guardian is that the custodial parent or guardian must inform us, either by phone or in writing, in order for the release to take place.

If parents are divorced, the school requires that a copy of the child custody ruling be kept in the child's file. **If you are the custodial parent or guardian and you did not give the school a copy of this document for our files during your registration process, please do so as soon as possible for the protection of all. Also, we need to know if there are any changes made to this document after it is in your child's file.**

Non-custodial parents have the right to be informed or to participate in matters concerning their child's education (i.e., school calendar, conferences, and events).

Medical Policies

Healthchek Services for Children Younger than Age 21

Healthchek is Ohio's Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program. It is a service package for babies, kids, and young adults younger than age 21 who are enrolled in Ohio Medicaid.

The purpose of Healthchek is to discover and treat health problems early. If a potential health problem is found, further diagnosis and treatment are covered by Medicaid.

Healthchek covers ten check-ups in the first two years of life and annual check-ups thereafter and offers a comprehensive physical examination that includes:

- medical history
- complete unclothed exam (with parent approval)
- developmental screening (to assess if a child's physical and mental abilities are age appropriate)
- vision screening
- dental screening

- hearing assessment
- immunization assessment (making sure child receives them on time)
- [lead screening](#); and
- other services or screenings as needed

If your children are enrolled on Ohio Medicaid, Healthchek services are available to them. If you are younger than age 21 and are also enrolled, you can receive Healthchek services, too.

For more information:

- Read the Healthchek and Pregnancy Related Services Information Sheet: [English](#) , [en Español](#) or [Somali](#)
- Read about [Frequently Asked Questions](#)

If you still have questions about Healthchek, send us a note through the [Healthchek Questions](#) form.

Management of Communicable Disease

A child who displays any of the following symptoms will be considered to have a communicable disease and/or be ill:

- a) A temperature of 100.00 degrees Fahrenheit or higher taken by axillary method.
- b) Undiagnosed skin rash or other unusual spots other than a localized diaper rash.
- c) Diarrhea and/or vomiting more than one time in the same day.
- d) Evidence of lice infestation.
- e) Evidence of scabies or other parasites.
- f) Evidence of conjunctivitis (pink eye).
- g) Severe coughing (whooping, red/blue face).
- h) Yellow skin or eyes.
- i) Dark urine; gray or white stool.
- j) Stiff neck.
- k) Sore throat; difficulty swallowing.

- l) Infected skin patches.
- m) Difficult or rapid breathing.
- n) Elevated Temperature.

Our school's policy, in dealing with the child who shows any signs of illness and/or any child who is suspected of having a communicable disease, is that the child shall be isolated immediately in a space not used for child care that has been set aside for isolation and care of a sick child, and the parent or guardian shall be notified of the signs and symptoms that have been observed. The sick child shall be provided with a cot for use until he/she is discharged to his/her parent. The cot shall be sanitized with an appropriate germicidal detergent upon the discharge of the child. A staff person shall be within sight or hearing of a child who is isolated due to illness. No child is ever left alone. A child who becomes ill during the day shall be discharged to the care of his/her parent as promptly as possible. If the parent or guardian is not able to come to the school to take charge of an ill child, we will discharge the child to the person who has been designated by the parent.

Parents of other children in our school that have been exposed to a communicable disease will be notified by email/note sent from the office.

Our school's policy for re-admittance to the school for any child who has been ill is that one or more of the following must occur: A doctor's statement must be submitted indicating non-communicable status, or symptoms must be no longer present when checked by the Director or instructor, or prescribed medication must be taken for a period of at least 24 hours before re-admittance. In addition, your child must be fever free without medication for 24 hours before returning to the Center.

A Communicable Disease Chart is located in the office.

Administration of Medication

The school's policy concerning the administration of medication, vitamins, modified diets or fluoride supplements to any child is that medication can be administered to a child **only** if we have written instructions **from a doctor using our form**. A copy of this form may be found in the Appendix. If your child is in need of medication during his/her time at the school, a form **must be filled out completely** before we can give your child either prescription drugs or over-the-counter medicines. Any possible side-effects should be spelled out in Section II of the medical form. If it is over the counter (vitamins, cough syrup, Tylenol, cough drops, etc.), we **must** have the physician's signature. **These forms are good for six (6) months.** A separate form must be filled out for each medication.

Staff Medical Responsibilities

Our staff is trained in first aid. In the event of an emergency and/or accident more serious than a minor cut or scrape, we will contact you immediately and, if necessary, request emergency transportation by the Fairview Park Rescue Squad. Posted in each classroom are our medical and dental emergency plans. When an accident, injury or any other incident occurs, a staff member will contact the parent or guardian by phone. A copy of the incident/accident/injury report will be available

to the parent or guardian by request. The parent/guardian must sign and date a copy of the report on the day of the incident/accident/injury.

Staff members are instructed in the signs and symptoms of illness and proper hand washing and disinfecting procedures. This is done with each new employee and is reviewed periodically at staff meetings. No staff member will be in attendance at the school if he/she exhibits signs of a communicable disease.

Parent's Medical Responsibilities

Each child's parent must provide a form signed by a physician indicating the child is free from communicable disease, including tuberculosis, and has had the immunization for DPT (4 doses), polio (3 doses), rubella, measles and mumps (1 dose after 1st birthday), HIB (3 or 4 doses), HEP B (3 doses), and Varicella (1 dose) at the proper time according to age and has had a current medical exam. These medical forms are good for 13 months and they must be updated yearly until the child enters Kindergarten.

All new enrollees, regardless of age, have 30 days to produce a signed medical form for our files. Failure to comply may result in not being able to attend or immediate dismissal until such forms are on file.

"Request for the Administration of Medication" form must be filled out and signed by you (Section I) **and** your child's physician (Section II) before medication will be given.

Discipline Policy for Toddler and Preschool Age Students

Discipline is viewed as a learning experience for all children. Approaches are used which will help children learn to problem solve and use alternative approaches to a situation. Praise and positive reinforcement will be used to encourage appropriate behavior. Physical punishment will not be used.

Children are involved in the formation process and undertaking of the behaviors to the extent possible for each age group. These rules are developed and posted in each classroom to help children learn what is acceptable/appropriate behavior. Then, if a child has difficulty remembering a rule, the following process is followed:

- a) Child is reminded of the specific classroom rule.
- b) Child is either redirected and/or given appropriate alternatives to the inappropriate behavior.
- c) Steps a) and b) are repeated, if necessary, until the child understands what is expected.
- d) If the child continues to display unacceptable behavior, he/she may be removed from the group and given the opportunity in the classroom or in the Director's office to regroup or re-focus.
- e) If the behavior continues, a parent-instructor and/or Director consultation may be

necessary to develop a plan of action.

- f) If the child continues to have difficulty with behavior, withdrawal may be in the best interest of all involved.

Parents will be kept informed of their child's progress in all areas, including behavior, through all steps.



PBIS MISSION STATEMENT

At Fairview Park Early Education Center, we are committed to providing a safe, positive, quality learning community through collaboration, high expectations, and respect.

Multi-tier Support

School-wide means that educators and staff support appropriate behavior in classroom and non-classroom areas such as restrooms, school buses, hallways, cafeterium, gymnasium, etc. This support happens along a continuum from **Tier 1 for ALL STUDENTS**, **Tier 2 for a small group of students**, to **Tier 3 for individual students**. The goal is to create a learning environment that sets up ALL students for success.

An important aspect of PBIS is the understanding that appropriate behavior and social competence is a **SKILL** that **requires direct teaching** to students just like reading or math instruction. There is no assumption with PBIS that students will learn social behavior automatically or pick it up as they proceed through school. Teaching students appropriate behavior is a critical feature of PBIS to lead to effective student behavior management and success.

Behavior Teaching Matrix

The behavior teaching matrix clearly identifies and communicates EEC's expectations for positive behaviors in specific school locations. It assists teachers, administrators and staff in teaching, modeling, and reinforcing PBIS in these locations at school and at home. Students at EEC will learn to be **WEE Warriors** in their classrooms, our school, and our district. **WEE Warriors** stands for:

Expectations → School Settings	We are Responsible	Eager to Learn	Encourage Kindness
-----------------------------------	-------------------------------	-----------------------	-------------------------------

Bathroom	<p>We</p> <ul style="list-style-type: none"> <input type="checkbox"/> flush the toilet <input type="checkbox"/> wash our hands <input type="checkbox"/> clean up after ourselves 	<p>We</p> <ul style="list-style-type: none"> <input type="checkbox"/> use the restroom at appropriate times <input type="checkbox"/> use the restroom in a timely manner 	<p>We</p> <ul style="list-style-type: none"> <input type="checkbox"/> respect others privacy
Classroom	<p>We</p> <ul style="list-style-type: none"> <input type="checkbox"/> treat materials with care <input type="checkbox"/> use active listening <input type="checkbox"/> use assigned voice level <input type="checkbox"/> complete daily work <input type="checkbox"/> keep classroom neat <input type="checkbox"/> respond appropriately 	<p>We</p> <ul style="list-style-type: none"> <input type="checkbox"/> listen to our teacher <input type="checkbox"/> try our best <input type="checkbox"/> try new things <input type="checkbox"/> collaborate <input type="checkbox"/> ask questions 	<p>We</p> <ul style="list-style-type: none"> <input type="checkbox"/> are nice to our friends <input type="checkbox"/> are nice to our teacher <input type="checkbox"/> support each other <input type="checkbox"/> celebrate differences <input type="checkbox"/> use kind words
Hallway	<p>We</p> <ul style="list-style-type: none"> <input type="checkbox"/> use quiet voices <input type="checkbox"/> keep self space <input type="checkbox"/> use the right side of the hall <input type="checkbox"/> use walking feet 	<p>We</p> <ul style="list-style-type: none"> <input type="checkbox"/> transition quickly and quietly 	<p>We</p> <ul style="list-style-type: none"> <input type="checkbox"/> respect the naptime <input type="checkbox"/> allow friends to join the line <input type="checkbox"/> use kind words
Bus	<p>We</p> <ul style="list-style-type: none"> <input type="checkbox"/> stay in our seats <input type="checkbox"/> have quiet voices <input type="checkbox"/> keep self space <input type="checkbox"/> listen to the driver 	<p>We</p> <ul style="list-style-type: none"> <input type="checkbox"/> are ready for our drop off/pick up 	<p>We</p> <ul style="list-style-type: none"> <input type="checkbox"/> use kind words
Lunch room	<p>We</p> <ul style="list-style-type: none"> <input type="checkbox"/> clean up our lunch materials <input type="checkbox"/> eat our food <input type="checkbox"/> use level 2 voices 	<p>We</p> <ul style="list-style-type: none"> <input type="checkbox"/> eat our food so we have energy to learn 	<p>We</p> <ul style="list-style-type: none"> <input type="checkbox"/> use our manners <input type="checkbox"/> talk with our friends at our table <input type="checkbox"/> use kind words
Playground	<p>We</p> <ul style="list-style-type: none"> <input type="checkbox"/> treat our equipment with care <input type="checkbox"/> keep self space <input type="checkbox"/> are kind to nature 	<p>We</p> <ul style="list-style-type: none"> <input type="checkbox"/> will exercise our bodies <input type="checkbox"/> will explore the outdoors 	<p>We</p> <ul style="list-style-type: none"> <input type="checkbox"/> help others in need <input type="checkbox"/> will take turns on/with equipment

Gym	We <ul style="list-style-type: none"> <input type="checkbox"/> wear appropriate shoes <input type="checkbox"/> respect gym materials <input type="checkbox"/> stay off the stage/steps 	We <ul style="list-style-type: none"> <input type="checkbox"/> will exercise our bodies <input type="checkbox"/> will try new ways to move/play 	We <ul style="list-style-type: none"> <input type="checkbox"/> cheer for our friends <input type="checkbox"/> help others <input type="checkbox"/> use kind words
Library	We <ul style="list-style-type: none"> <input type="checkbox"/> treat books and other materials with care <input type="checkbox"/> will listen to the librarian <input type="checkbox"/> will use quiet voices 	We <ul style="list-style-type: none"> <input type="checkbox"/> explore new books <input type="checkbox"/> ask questions <input type="checkbox"/> share knowledge 	We <ul style="list-style-type: none"> <input type="checkbox"/> read with others <input type="checkbox"/> share materials with others <input type="checkbox"/> use kind words
Community	We <ul style="list-style-type: none"> <input type="checkbox"/> keep our schoolyard litter free <input type="checkbox"/> are respectful to those who visit our school 	We <ul style="list-style-type: none"> <input type="checkbox"/> will explore our community outside and inside of school 	We <ul style="list-style-type: none"> <input type="checkbox"/> thank our community helpers <input type="checkbox"/> use kind words

Restrictions

The processes above are applied within the daycare/preschool program and are restricted as follows:

- There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting.
- No discipline shall be delegated to any other child by another 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 him/her, and his /her 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 a 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.

Lunch and Snacks

A nutritious meal is served to all children who stay through the noon hour and to those participating in the Half-Day Extended Care Program. Snacks are also served during the afternoon.

Meals and/or snacks meet RDA requirements as prescribed by the U.S. Department of Agriculture. Posted menus indicate food source of Vitamin C served daily and food source of Vitamin A served three times per week. Low-fat milk is A and D fortified. Lunch and snack menus are also posted on the Fairview Park City School's website for review.

If a child has dietary restrictions or allergies, this should be discussed with the Director and the instructor, **in addition to having a note signed by the child's physician on file.** By doing so, parents may provide a packed lunch for their child.

School Closings

EEC will be closed for the following holidays:

Labor Day
Thanksgiving Day and Friday after
Winter Break – Week between Christmas and New Year's Day
Martin Luther King Day
Presidents' Day
Good Friday
Memorial Day
Fourth of July

Calamity Days

When Fairview Park Schools are closed, EEC is **OPEN** for child care. Please call the school **IMMEDIATELY** to notify us of your status (dropping your child off or keeping them home for the day). Leaving a message is also fine. **However, you will still be charged for the day if it is a regularly scheduled day for your child regardless of attendance.** If you have any questions, please call or stop in at the office.

Miscellaneous School Closings

We provide school-age care on days Fairview Park Schools have no school due to conferences or in-services, in addition to Spring Break per the Fairview Park School District calendar. Please mark your childcare calendars accordingly for these days.

Acquisition to School

Enrollment in Fairview Park Early Education Center's child care programs is open to all area residents on a space-available basis; however, priority will be given to Fairview Park residents. Families may enroll their children according to the school's policies and procedures. We realize we cannot always meet the needs/expectations of all children and families. Families have the right to decide to leave.

During a 30-day period, the instructor and parent(s) will work together to help the child successfully transition into his/her classroom. If a successful transition has not been made, parent(s), caregiver and Director will meet to discuss their concerns and options.

Transition Policies
TRANSITION INFORMATION for the EARLY EDUCATION CENTER

TRANSITION PERIOD

Fairview Park Early Education Center is available to all Fairview Park residents as a daycare and preschool. Families may enroll their children according to the center's policies and procedures. We realize we cannot always meet the needs/expectations of all children and families. Families have the right to choose or decide to leave. Families may not begin transitioning until the child is 18 mos. of age.

During a child's first 30-day period, the caregiver and parent(s) will work together to help the child successfully transition into his/her classroom. If a successful transition has not been made, parent(s), caregivers, and administrators will meet to discuss their concerns and options.

TRANSITION PROCEDURES

***Please refer to Pandemic Handbook for current transition process - fall 2020**

Transitioning into our program(s): When children transition into a program (toddlers, preschool, and daycare students), they and their families have multiple opportunities to visit (**transition days and preschool orientation**). **Transition days** are offered to our Toddler and Daycare families and they consist of visiting the classroom with their child for multiple days a few hours per day. During this time the parent will spend time with their child in the classroom, then within the school (hallway, office, lounge) while their child is with the class, with the teacher, and other students, and finally for a half day while the parent leaves the building. This period of time helps the child become comfortable with our program and their classroom and routines. There is no charge for transition days.

For our Preschool students, parents attend with their child a 45 minute **preschool orientation** with the child's teachers a week before Preschool begins for the school year. Here the family learns about the routines, school day, meets friends and their families, and takes a tour of the school building.

All families are invited to our yearly open house event in the fall to meet their child's new teacher and to see their classroom.

Parents and teachers review the ***Transition to Daycare/Preschool Form*** to make sure the transition goes smoothly.

Transitioning within our program: When children transition within the program, teachers in both the old and new classrooms meet with families or communicate via email or phone. They discuss the child's growth and development, new classroom expectations, schedules, and procedures. The teachers and family jointly develop a transition schedule which also includes the child visiting the new classroom on several occasions before moving into the new class.

Transition from Preschool/Daycare to Kindergarten:

- In early February, parents are notified of the date of kindergarten registration. Notices are sent home regarding information needed to register. Evening times are offered for working families.
- Parents are given information of summer and community resources to continue to support their child's education prior to kindergarten

- At registration families receive a supply list, a packet of summer activities/worksheets, and handouts for parents to help encourage reading, writing and math at home.
- Parents and children attend a summer activity at school prior to school beginning to meet their child's teacher and see the building and playground.
- Depending on the child's needs, a classroom teacher may be specifically recommended or arranged.
- The preschool classrooms in the building visit the kindergarten classes several times before the end of each year to share the new setting with the incoming classes.
- Depending on the child's needs many visits to the kindergarten rooms may be necessary. Also social stories are provided for students who need them.
- Kindergarten screening will take place for all incoming kindergartners the first two days of school and orientation on Friday of the first week. First full day of kindergarten will be the following Monday.
- At screening time the families fill out a Title One survey regarding literacy for their children and home. This may qualify them for Title One services.
- Parents and teachers complete the ***Transition to Kindergarten*** form and share it with kindergarten teachers to assure a smooth transition.

Transitioning out of our program: When children transition out of the program, teachers help them say goodbye to staff and friends. They also give families any files and work samples, progress reports, and portfolios to share with the new programs.

Transition Meeting Process from Bright Beginnings to Preschool: Families receiving Bright Beginnings services have a transition meeting with Bright Beginnings staff and representatives from the school district approximately 6 months before their child turns 3 years old. Dates for observations and testing are set at this time.

****These policies are flexible and can be altered depending on the needs of the child and parents and after consultation among parent(s), caregiver, and Director.**

Separation

Separation is a process that takes place over a long period of time. It involves the child, parent, and instructor. The "Separation Policy" was developed so parents and caregivers can help children manage separation from their parents. Managing means coming to terms with feelings of anxiety, sadness, or anger caused by being away from a loved one. Mastering separation enables a child to bring his/her entire self to the new environment, form new relationships, and participate in new activities.

Parents can assist their children in this process by sharing their feelings about the separation with their child and expressing their child's feelings. Parents can help their child through orientation and by staying in touch with their child after the orientation through notes, phone calls, and exchanges with the instructor. Children may exhibit behaviors that are difficult to accept (i.e. sucking their thumb, saying "I hate you", not wanting to leave when parents arrive, etc.). Parents need to see these behaviors as normal and help their child work through them.

Parents will also experience a variety of feelings as they separate from their child (sadness, anger, guilt, anxiety). These feelings are normal and healthy and help to keep your child in mind as you and your child go through this process.

Caregivers are present to support both children and parents through separation. They will talk to your child about his/her feelings, remind him/her of his/her parent's return, and plan activities to help him/her through this process.

Remember, mastering separation can take a long time. If everyone works together, we can help make the transition to school positive and successful for both children and parents.

Separation Policy

Research and experience have proven that success in the preschool and/or child care program relates heavily to the child's positive separation from his/her parents. To ensure the successful adjustment of the children who attend preschool and/or childcare programs at EEC, the following policy has been adopted:

- a) On the child's first day of daycare/preschool the parent should begin their daily routine that will be the normal routine each day they are dropped off at school. This consists of helping your child hang up their belongings, get settled into a routine, and finally saying goodbye to your child. It is very important that your child knows you are leaving and that you will be back at the end of the school day.
- b) It may be necessary to provide a comfort item...a blanket, toy, photo album to help ease the separation.
- c) If your child is having trouble saying goodbye at drop off, the teacher will assist you by suggesting activities for your child to get involved with, hold their hand as you walk out of the building, and/or having another child assist the teacher welcome your child to school.

***This policy is flexible and can be altered depending on the needs of the child and parents and after consultation among parent(s), instructor and Director**

COVID RESET/RESTART HEALTH PRACTICES

According to ODE's RESET/RESTART, *"Health practices will require new LEARNED BEHAVIORS by students. Schools should provide specific, age-appropriate INSTRUCTION regarding routine practices for students. This should be ongoing to reinforce the importance of handwashing, physical distancing, appropriate use of face masks, cough and sneeze etiquette, appropriate use of face masks..."*

From American Academy of Pediatricians:

Cloth face coverings protect others if the wearer is infected with SARS CoV-2 and is not aware. Cloth masks may offer some level of protection for the wearer. Evidence continues to mount on the importance of universal face coverings in interrupting the spread of SARS-CoV-2. Although ideal, universal face covering use is not always possible in the school setting for many reasons. Some students, or staff, may be unable to safely wear a cloth face covering because of certain medical conditions (eg, developmental, respiratory, tactile aversion, or other conditions) or may be uncomfortable, making the consistent use of cloth face coverings throughout the day challenging. For individuals who have difficulty with wearing a cloth face covering and it is not medically contraindicated to wear a face covering, behavior techniques and social skills stories (see resource section) can be used to assist in adapting to wearing a face covering. When developing policy regarding the use of cloth face coverings by students or school staff, school districts and health advisors should consider whether the use of cloth face coverings is developmentally appropriate and feasible and whether the policy can be

instituted safely. If not developmentally feasible, which may be the case for younger students, and cannot be done safely (eg, the face covering makes wearers touch their face more than they otherwise would), schools may choose to not require their use when physical distancing measures can be effectively implemented. School staff and older students (middle or high school) may be able to wear cloth face coverings safely and consistently and should be encouraged to do so. Children under 2 years and anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove a face covering without assistance should not wear cloth face coverings.

PERSONAL PROTECTIVE PRACTICES

Staff will be required to wear face coverings and/or face shields as required by Ohio Governor DeWine. Two masks of different styles will be initially provided to each staff member. Additional PPE will be provided as needed. Staff may choose to use their own personally-acquired products, if preferred. Hand wash and sanitation stations will be located throughout the building. Staff will spray disinfectant between transitions of students.

Parents must assess the temperature of their child upon entering the facility. All students must wear a facial covering upon entering the building. Hand wash and sanitation stations will be located at entrances. Additional PPE will be provided by the program area as identified by the Ohio Health Department.

CUYAHOGA COUNTY BOARD OF HEALTH FAQ'S

<https://www.ccbh.net/wp-content/uploads/2020/07/FAQ-for-schools-7.9.20.pdf>

The state guidance notes that anyone developing symptoms should be given a face covering, removed from others in a room separate from the regular school clinic and sent home.

What are the steps a school and individual should take when:

a. Student exposed to someone who has tested positive for COVID:

The student should be quarantined for 14 days. Consult a primary care provider.

b. Staff member(s) exposed to someone with positive COVID test:

The staff member should be quarantined for 14 days. Consult a primary care provider

c. Student has positive COVID test:

The student should be isolated for a minimum of 10 days. Only return to school after 3 consecutive days with no fever without the use of a fever-reducing medication.

d. Staff member has positive COVID test:

The staff member should be isolated for a minimum of 10 days. Only return to school after 3 consecutive days with no fever without the use of a fever-reducing medication

APPENDIX

Appendix 1: Scheduling/Payment Information

Appendix 2: Payment Agreement Sample Calendar

Appendix 3: Sample Calendar

Appendix 4: Incident/Accident/Injury Report

Appendix 5: Transitioning into Daycare/Preschool Plan and returning transition to Daycare/Preschool

Appendix 6: Transitioning to Kindergarten

Appendix 7: Discipline Policy for School Age Students (as required by the State of Ohio)

Appendix 8: Request for the Administration of Medication Form

APPENDIX 1

FAIRVIEW PARK EARLY EDUCATION LEARNING CENTER Scheduling/Payment Information

A monthly schedule is required for each child enrolled in any of the EEC's child care programs (Toddler, Day Care, School Age, and Summer Camp). This schedule must indicate the child's days of attendance for that month. Schedules are used to plan for staffing needs and to keep track of family vacations.

Submission of Schedules - By the 15th of each month, blank monthly calendars for the following month (see Sample Calendar, Appendix 3) will be available in your parent mailbox, via email, and on the sign-in/sign-out table. Please contact the EEC Office (440-356-3515) if you have any questions about how to correctly complete the calendar. Completed calendars are to be submitted to the office by the date indicated on the calendar. **If no calendar is received, there will be a late schedule fee of \$5.00 per week and parents will be charged for five days per week until the calendar is submitted.**

NOTE: Parents will be charged for a minimum of five days per week, regardless of how many days the child attends. They will also be charged for all absences, all vacations and on all holidays (except as indicated below).

Late Pick-up – The Center closes at 6:00 PM each day, and all children must be picked up by this time. However, in the event that a child must be picked up late, **a charge of \$10.00 will be assessed for every 15 minutes past 6:00 PM that a child is left in our care.**

Winter Break – The EEC will be closed for approximately 5-7 days between Christmas and New Year's Day. **There will be no charge for this week. Families will not be charged tuition for one week, December 28, 2020 - January 1, 2021**

Vacation Time – any CHILD who attends the Center 12 months a year will now be eligible for **ONE WEEK of FREE VACATION TIME.** Days cannot be split up. Four or five days of vacation taken in a Monday through Friday week constitutes a “vacation – no charge” week. **A child earns the ONE week vacation only upon attending EEC FULL TIME for one full year.**

Holidays – **Parents are automatically charged a minimum of five days regardless of Holiday or partial week start/end.** (for example, Martin Luther King Day, Presidents Day, Good Friday, Memorial Day, Independence Day, or Labor Day).

Spring Break – Parents whose children attend our School Age programs at the EEC may take the week of Spring Break as one of the free vacation weeks for the calendar year, provided they have earned vacation (see *Vacations* above). If they do not take the break week as a free vacation week but do not attend, they will be charged for four days of their child's usual program, rather than the full Day Care rate.

Payment - Payment is due each Monday. A credit card must be on file to be charged the weekly rate per the Board approved fee schedule.

RETURNED CHECKS

The district utilizes a service to collect returned checks that enhances our cashless payment process. Please be **aware of the following information:**

IF YOUR CHECK IS RETURNED UNPAID FOR INSUFFICIENT OR UNCOLLECTED FUNDS, (1) YOU AUTHORIZE ECOLLECT, LLC TO MAKE A ONE- TIME ELECTRONIC FUNDS TRANSFER FROM YOUR ACCOUNT TO COLLECT A RETURN FEE AS ALLOWED BY LAW; AND (2) ECOLLECT, LLC MAY RE-PRESENT YOUR CHECK ELECTRONICALLY TO YOUR DEPOSITORY INSTITUTION FOR PAYMENT.

***FOR INQUIRIES ABOUT CHARGES TO YOUR ACCOUNT PLEASE CALL (888) 569-9001 OR EMAIL ADMIN@ECOLLECTPAYMENTS.COM

Vouchers – For families who qualify, Cuyahoga County vouchers may be available to assist with day care costs. Please notify the office upon enrollment if you will be paying using the county voucher program. You must have a valid Ohio ECC Swipe Card, an active account through the County (we will access your copayment amount through the WEB - <https://www.eccproviderweb.ohio.gov/eccpw/>), and use the Attendance POS system daily. **The EEC only accepts county vouchers for toddler and preschool aged children.**

Any questions regarding billing should be directed to the EEC office during the hours posted on the sign-in table. Office staff can be reached by calling 440-356-3515.

Appendix 2

Early Education Center Payment Agreement

This form must be completed in order for your child(ren) to attend.

One form per family

Child's Name _____

_____ Visa _____ Master Card _____ Discover

Card # _____ Expiration Date _____

Print name as it appears on credit card _____

Address _____

City _____ State _____ Zip Code _____

Phone Number _____

I understand that my credit card on file will automatically be charged the weekly tuition every Monday per the Board adopted fee schedule.

Authorized Signature _____ Date _____

Appendix 3

August 2020

Child's Name _____

Drop Off Time _____

Pick Up Time _____

Please mark an **X** on days your child will NOT attend.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Appendix 4

FAIRVIEW PARK EARLY EDUCATION
CENTER _____

21620 Mastick Rd.
Fairview Park, OH 44126
Phone: 440-356-3515
Fax: 440-356-3544
(Rev. 7/12/13)

INCIDENT/ACCIDENT/INJURY REPORT

A copy of this report can be requested by parents at any time. The original is kept in the student's file at the Center.

Name of Injured Child _____ Birthdate of Child _____

Age of Child _____ Date and Time of Incident _____

Description of Incident

1. Describe the incident. (What was the child doing?) _____

2. Where in the facility did it happen? _____
3. What area of the child's body was injured?

4. What type of injury occurred? (Bruise, red mark, splinter, etc.) _____
5. Give the names of the staff member(s) supervising the child at the time of the incident.

6. How did the child respond after the incident? _____
7. Was first aid given or some other action taken? () YES () NO
If yes, by whom? _____
Describe action taken: _____

Parent Notification

1. Was the parent notified? () YES () NO
If yes, by which staff member? _____
With whom did the staff member speak? _____ How? _____
Comments _____

Signature of Person Completing this Form

Date

Signature of Administrator

Date

Parent Signature

Date

Appendix 5
Transitioning into Daycare/Preschool Plan

Child's Name: _____

How easily does your child manage changes in their routine?

Is there a specific time of day that is challenging for your child?

How do you soothe your child when they are upset or unhappy?

Is there a specific item, phrase or song that helps soothe your child?

Does your child take naps?

We will use the information you provided to help your child transition while he/she is at school. Below are some examples of goals that will make your child's transition go smoothly so their daycare/preschool experience can be a happy, positive one. **Please circle a goal or write in a goal for your child.**

I would like for me child to be able to :

1. Separate from parents or caregivers without crying.
2. Express happiness, sadness, and frustration verbally.
3. Engage in play with a peer for a few minutes at a time.
4. Letting parents know what happened during their school day.

To work on these goals at home, parents may wish to consider trying these strategies:

1. Providing your child with a regular routine, consistently letting them know what is coming next.
2. When your child is emotional, model words and phrases describing how they are feeling.
3. Provide your child with structured activities and brief periods of time to play with siblings and peers with you nearby.

Please feel free to write in a goal of your own.

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Appendix 5
Returning Daycare/Preschool children
Transition Plan

Child's name: _____

How easily does your child manage changes to their routine?

Is there a specific time of day that is challenging for your child?

How do you soothe your child when they are upset or unhappy?

Will will use the information you provided to help your child transition while he/she is at school. Below are some examples of goals that will make your child's transition go smoothly so their daycare/preschool experiences can be a happy and positive one.

Please circle a goal or write in a goal for your child

I would like for me child to be able to:

1. Seperate from parents or caregivers without crying
2. Express happiness, sadness, and frustration verbally
3. Engage in play with a peer for a few minutes at a time
4. Let parents know what happened during their school day

Your own goal:

Teacher signature: _____ date: _____

Parent signature: _____ date: _____

Appendix 6
Transitioning to Kindergarten

Child's Name:

It is hard to believe but your child will be eligible for kindergarten next year. Stay tuned for information regarding a transition meeting in the spring. We will provide you with strategies for how to help this important transition go smoothly.

How easily does your child manage changes in their routine?

Is there a specific time of day that is challenging for your child?

How do you soothe your child when they are upset or unhappy?

Is there a specific item, phrase or song that helps soothe your child?

Does your child currently take naps?

Please circle what activities you would like your child to participate in to make their transition to kindergarten go smoothly.

- Visiting kindergarten classrooms
- Having a kindergarten teacher talk to the preschool/daycare students about what is expected in kindergarten
- Receive information on specific skills and expectations needed for kindergarten success

If there is any additional information that may help your child transition to kindergarten, or if you would like to request a meeting, please call you child's teacher or the school office. We would be happy to schedule an individual meeting in the spring to guarantee that your child's transition to kindergarten goes smoothly.

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Rules for School Child Care Programs

Rules for School Child Care Programs Operated by Public Schools, County Boards of Mental Retardation and Developmental Disabilities, and Eligible Chartered Nonpublic Schools

3301-32-09 DISCIPLINE

- (A) The school-age child care program shall have a written discipline policy describing the program's philosophy of discipline and the specific methods of discipline used at the program. This written policy shall be on file at the program for review. Constructive, developmentally appropriate child guidance and management techniques are to be used at all times. They shall include such measures as redirection, separation from problem situations, talking with the child about the situation and praise for appropriate behavior.
- (B) All staff members shall receive a copy of the program's discipline policy for review upon employment.
- (C) The program shall provide in-service training to staff regarding the written discipline policies and procedures before the program begins and/or before staff members begin working with children.
- (D) The parents of all children enrolled in a program shall receive copies of the program's written discipline policies.
- (E) Each staff member shall be responsible for the discipline of all children in his or her care.
- (F) Discipline shall be constructive and educational in nature, and may include such measures as praise for appropriate behavior, diversion, talking with the child or separation from problem situations.
- (G) Exclusion from the program for disciplinary reasons shall be addressed in the policies and procedures.
- (H) The program shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the program.
- (I) The program's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows:
 - (1) There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking or biting;
 - (2) No discipline shall be delegated to any other child;
 - (3) No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control;
 - (4) No child shall be placed in a locked room or confined in an enclosed area such as a closet, box or similar cubicle;
 - (5) No child shall be subjected to profane language, threats, derogatory remarks about either the child or the child's family, or other verbal abuse;
 - (6) Discipline shall not be imposed on a child for failure to eat, failure to sleep or for toileting accidents;
 - (7) Discipline shall not include withholding food, rest or toilet use;
 - (8) Techniques of discipline shall not humiliate, shame or frighten a child; and
 - (9) Separation, when used as discipline, shall be brief in duration and appropriate to the child's age and developmental ability. The child shall be within sight and hearing of a staff member in a safe, lighted and well-ventilated space.

**FAIRVIEW PARK CITY SCHOOLS
 PRESCRIBER AND PARENT REQUEST
 FOR THE ADMINISTRATION OF MEDICATION AT SCHOOL (Medication Administration
 Record - MAR)**

***** One Medication per Form *****

School _____

Student _____ Grade/Rm _____

Address _____

City/State/Zip _____

Name of Medication and Dosage _____

Times of Day to be Administered _____

Number of Times/Intervals Medication is to be Administered _____

Date to Begin Medication _____ Date to End Medication _____

Adverse/Severe Reaction that Should be Reported to Physician _____

Special Instructions for Administration of Medication _____

This medication can be safely administered by non-medical personnel Yes No

It is impossible to arrange for this medication to be taken at home and, therefore, it must be administered during school hours Yes No

This student is under my care. It is not possible to arrange for this medication to be taken at home under the supervision of a parent and therefore it must be taken during school hours.

 Prescriber's Printed Name _____
 Tel

 Prescriber's Signature _____
 Date

Please regard my signature below as my assurance that I release Fairview Park City Schools, PSI, and any or all of the school's and PSI's officers or employees from any liability or damages resulting from the consequences or adverse reactions of our child's taking or failing to take this medication at the times prescribed. I also agree to keep the school informed in writing of any revision in the physician's prescription. I have had the opportunity to ask questions. They have been fully answered to my satisfaction.

 Parent's Printed Name _____
 Tel

 Parent's Signature _____
 Date