Educational Service Center of Lake Erie West

Early Childhood Program Handbook

2026-2027

Serving:
Anthony Wayne Local Schools
Maumee City Schools
Ottawa Hills Local Schools
Washington Local Schools

Board Approved July28, 2026

http://www.esclakeeriewest.org/EarlyChildhoodProgram.aspx

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WELCOME LETTER

Dear Parents / Guardians:

Welcome to the ESC of Lake Erie West's Early Childhood Program!

We offer an inclusive, developmentally appropriate Early Childhood Program for young children who have developmental delays, children who may be "at-risk" for academic difficulties, and children who are "typically" developing. Our curriculum is language based and focuses on play and hands-on experiential learning. Licensed teachers and related service staff members assist your child in the development of cognitive skills, social and emotional skills, and physical skills through a comprehensive educational program.

Parents and guardians are a vital part of our Early Childhood Program and we look forward to working with you to offer the best learning environment for your child. As partners, we will provide your child the best start for their educational future.

This handbook will provide you with an overview of our philosophy and commitment to working with children, as well as our operational policies and procedures. We are pleased that you have selected our program to be part of your child's growing years.

Sincerely,

The Educational Service Center of Lake Erie West
Early Childhood Staff & Administration

LOCATION INFORMATION

Anthony Wayne **MONCLOVA** 8035 Monclova Rd. Monclova, OH 43542 School Phone Number: (419) 865-9408 Transportation Phone Number: (419) 877-0451 AM Class Hours: 8:15 am-11:30 am PM Class Hours: 12:15 pm-3:30 pm	**Ottawa Hills** **HIAWATHA** 3020 Photos Drive Toledo, OH 43613 School Phone Number: (419) 473-2237 Transportation Questions: (419) 534-5379 AM Class Hours: 8:15 am - 11:30 am PM Class Hours: 12:30 pm - 3:45 pm
Maumee **UNION** 102 E. Broadway St. Maumee, OH 43537 School Phone Number: (419) 893-2221, ext. 1 Transportation Phone Number: (419) 893-1392 AM Class Hours: 8:30 am - 11:25 am PM Class Hours: 12:30 pm - 3:25 pm	**Washington Local** **HIAWATHA** 3020 Photos Drive Toledo, OH 43613 School Phone Number: (419) 473-2237 Transportation Phone Number: (419) 473-8467 AM Class Hours: 8:15 am - 11:30 am PM Class Hours: 12:30 pm - 3:45 pm

CONTACT INFORMATION

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ABOUT OUR PROGRAM

About the ESC of Lake Erie West

Located in the heart of Toledo and established in 1914, the Educational Service Center of Lake Erie West (ESC of Lake Erie West) is one of the largest educational service centers in the State of Ohio. The ESC of Lake Erie West is part of a statewide network of ESCs in Ohio. Providing services at the local, regional, and statewide level, the ESC of Lake Erie West's mission is to "provide quality resources and services that meet the unique needs of our partners in the educational community".

At the local level, the ESC of Lake Erie West is affiliated with nine districts in Lucas and Wood counties (Anthony Wayne, Maumee, Oregon, Ottawa Hills, Perrysburg, Rossford, Springfield, Sylvania, and Washington Local). Services to these districts range from direct contracted services (e.g., speech therapists; school psychologists) to more indirect services (e.g., support, information, and professional development on new Ohio education initiatives).

Many state programs such as preschool accreditation, gifted education, and public preschool were piloted through the ESC of Lake Erie West.

The ESC of Lake Erie West Early Childhood Program provides preschool services to four districts – Anthony Wayne, Maumee, Ottawa Hills, and Washington Local. These districts make up the Early Childhood Consortium. Preschool classrooms located in each district are supervised and staffed by ESC of Lake Erie West staff members but follow local school district schedules and transportation procedures.

Philosophy

The ESC of Lake Erie West's Early Childhood Programs are designed to foster personal, social-emotional, and intellectual growth in an inclusive developmentally appropriate, play-based learning environment.

The Inclusive Preschool

Every preschool classroom run by the ESC of Lake Erie West, will have some typically developing peer models and some students who receive Special Education Services. This means our classrooms are inclusive settings. The Ohio Department of Children and Youth (2022) states preschool inclusion "refers to including children with disabilities in early childhood programs, together with their peers without

disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging. This applies to all young children with disabilities, from those with the mildest disabilities, to those with the most significant disabilities."

Some Disabilities Are Visible; Others are Not

"A child can be eligible for special education services with a range of qualifying factors. Sometimes these factors significantly impact every developmental domain: children may have a hard time moving or talking, and they may have complex physical and medical needs. Other times, disabilities are not visible: difficulties with language, social and emotional challenges, and fine motor issues may be hard to detect. As a family, your response to more visible special needs will impact your child's disposition. If your child asks questions about a child in his class, try responding with, "She is learning how to _____. Everybody learns at different rates. It is important that you are friendly to everyone in the class."

Part of a teacher's job is to protect the confidentiality of all children in the class, including those with disabilities. Even though you might have questions about other children, the teacher will not be able to disclose specific information about their disabilities, goals, or services.

It is a Child's Right to Attend a School in an Inclusive Setting

The Individuals with Disabilities Education Act (2004) protects children's rights to attend school alongside their peers without disabilities. This is known as the Least Restrictive Environment (LRE): To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (National Association for the Education of Young Children [NAEYC])

With inclusion, everyone benefits!

Curriculum

The Early Childhood Program emphasizes socialization and language development. Children learn through tangible, hands-on experiences. We believe play is the natural way for children to learn. Children will be involved in a variety of free-choice, center-based, and group-learning opportunities throughout the day. Time is set aside each day for group activities devoted to storytelling, music, finger plays, games, etc.

The adopted curriculum—*PreK On My Way*—is a "purposeful and fun prekindergarten curriculum and has an engaging approach that helps every child develop the skills they'll need to flourish as readers, writers, and explores of the world. PreK On My Way provides teachers with everything they need to engage their students in educationally rich, hands-on, and diverse activities."

This curriculum is built to address Ohio's Early Learning and Development Standards. It targets key benchmarks linked to higher achievement outcomes, such as social and emotional development, language and communication, emergent literacy reading, emergent literacy writing, mathematics, science, social studies, fine arts, physical development and health, and technology.

Licensing

The ESC of Lake Erie West Early Childhood Programs are licensed by the Ohio Department of Children and Youth. The licensing component requires inspections by the health, building, and fire departments as well as licensing evaluators from the Ohio Department of Children and Youth.

Upon employment, early childhood staff receive medical examinations to ensure they are free of communicable disease and are physically fit to work with young children. Prior to employment, references are checked by the program administrator and FBI/BCI background checks are completed. Our classrooms normally have a 2:16 staff/child ratio with additional adults added as the classroom needs require.

Our license is posted in each classroom as well as a copy of the most recent compliance report. Any concerns regarding the program should be directed to an ESC of Lake Erie West Early Childhood Coordinator.

If you believe a child care program in Ohio is not following the licensing rules or that there is a misuse of Publicly Funded Child Care benefits, you can file a complaint. Please contact the Family and Customer Support Center at 844-234-KIDS (5437) , or email childcarepolicy@childrenandyouth.ohio.gov.

In 2026-2027, the ESC of Lake Erie West was compliant with all licensing standards.

The most recent written compliance reports will be posted in a conspicuous place near the program license. All other rules and regulations are addressed in the current Early Childhood Program Handbook.

Step Up To Quality

Step Up To Quality (SUTQ) is a rating and monitoring system used by the Ohio Department of Children and Youth to determine the quality of licensed early learning and development programs in Ohio. After a review of program documents and an on-site review, Step Up To Quality awards a rating (Gold, Silver, Bronze) to each program site as an indication of quality. Gold rated programs are recognized for going above and beyond minimum licensing standards, demonstrating a commitment to quality, and an ongoing dedication to the learning and development of young children.

All ESC of Lake Erie West program sites have received the Gold Step Up To Quality Rating. The Gold rated programs are located at Union Elementary (serving Maumee Schools); Monclova Primary (serving Anthony Wayne Schools); and the Hiawatha Early Childhood Center (serving Washington Local Schools and Ottawa Hills).

Registration & Admission Forms

The first step in the registration process is to register with your child's school district. This process will require: photo ID of a custodial parent/guardian, current proofs of residency or residency affidavit, the child's birth certificate and custody/court paperwork if applicable.

The second step is to register with the ESC of Lake Erie West Early Childhood Program. During this step of the process, the parent/guardian will complete an emergency notification card and a health history. Parents/guardians will also fill out a student pick-up authorization form. Additional forms that may be required at registration include DJFS Education Assistance Application (with necessary verification), transportation paperwork, and a tuition contract.

All children attending ESC of Lake Erie West Early Childhood classes are required to have the forms listed above completed. These forms are completed annually. All

information is kept confidential.

Priority for Registration:

- First Priority - Children on IEPs; and/or children who are currently enrolled and who will not be age-eligible for kindergarten for the upcoming year
- Second Priority - Typical Peers whose families qualify for Publicly Funded Child Care (PFCC) or ECE Early Childhood Education (ECE) grant
- Third Priority - Full tuition typical peers, Children age 3 or 4 who are not age-eligible for kindergarten

These priorities may be changed based on unique situations as mutually agreed-upon with the school district of residence.

Screenings

Developmental screenings of all children occur within 60 days of their entrance to the program. The screening includes: hearing; vision; speech/language; cognitive; gross and fine motor skills, social, emotional, and behavioral development. All screenings are conducted by individuals trained to administer and score the instruments. We recognize that parents/guardians are the experts when it comes to their child's social, emotional, and behavioral development. As a result, families will also be asked to complete the Ages & Stages-3 (ASQ3). Screening results are shared with parents/guardians. Parents/guardians will be notified in writing if the results of their child's screening raised any concerns. When appropriate, the child will be referred to the Early Childhood Diagnostic Team for evaluation.

Ages & Stages-3 (ASQ-3) is used to screen the following domains: cognitive, fine and gross motor, social, and behavioral development. One of the most widely used developmental screeners, it pinpoints the developmental progress in children between the ages of one month to 5 ½ years

The following screeners are used for vision - Distance Visual Acuity (5' LEA).

Health Screenings

Families that did not have the required screenings completed will be provided with a list of community providers in their area, as well as information about their local health department.

For those children who fail or are unable to test vision/hearing, referrals are provided to families to follow-up with their family medical provider. Copies of completed forms are provided to families.

In addition, an annual letter is sent home to families detailing the importance of these

Diagnostics

If your child is referred to the Diagnostic Team, they will be assessed in a play environment by applicable members of the Diagnostic Team (e.g., school psychologist, speech therapist, occupational therapist, physical therapist, vision and hearing specialists, and early childhood intervention specialist).

The results of the assessment will be shared with the family after all observations, assessments, and background information have been completed. If your child is eligible for special education services, the team will collaborate with families and school district representatives to develop an individualized educational plan (IEP) that meets the needs of your child.

Assessments

Ohio's Early Learning Assessment is required for all children enrolled an early childhood program funded by the Ohio Department of Children and Youth. This assessment is a tool that teachers use with preschool age children to learn about the current level of each child's skills, knowledge, and behaviors. The tool assesses each child in the areas of Social Foundations, Language and Literacy, Mathematics, Science, Social Studies, Physical Well-Being and Motor Development, and Fine Arts.

Teachers use the tool to observe children in the natural course of the child's day in the classroom and on the playground. Teachers use the information they collect to plan activities and opportunities that will support the continued growth of each individual child. They will also use the information to see how a child is growing and changing over time.

The Early Learning Assessment is completed during the fall and spring to document pre/post learning growth. This assessment data is reported to your child's school district and the Ohio Department of Children and Youth for progress monitoring purposes.

Classroom teachers also use a variety of formative assessments such as observation, anecdotal recording/note taking, checklists, classroom performance tasks, and projects to compile an assessment portfolio reflecting your child's goals and progress. The data compiled is used to differentiate learning experiences to meet the individual needs of your child and are shared on an on-going basis and during parent teacher conferences.

Each student will be assessed with the Pre-K On My Way curriculum-based assessment twice a year. The results of this assessment will be shared with parents on the Early Childhood Report Card, along with suggestions for areas on activities families can do at home to continue to support children's growth and development.

Transitions

The early childhood staff believe that communication, knowledge, and collaboration are crucial components in successful transitions for children, parents/guardians, and staff. We want to ensure parents/guardians, children and staff experience smooth transitions. These transitions include but are not limited to: transition into our program from home or another community program, transition from preschool to kindergarten, transition to another program, and transition from classroom to classroom within our program.

Transition into Preschool

Information about registration and screening for students entering the preschool program will be shared with the community through the use of media such as school district websites, social media and informational flyers. Parents/guardians will be made aware of what student information will need to be shared upon receipt of consent.

Activities provided to aid in support of parents/guardians and children during these transitions include, but are not limited to:

- written information regarding registration and screening dates; participation in classroom activities such as "all about me activities" for all new students;

- opportunities for parents/guardians and children to visit the potential program, open house; scheduled tour, or preschool orientation;
- spending time in another program or classroom prior to the formal transition;
- books and videos relating to starting preschool;
- choosing a cubby/locker/or name symbol to identify their own space;
- children leaving the program may receive a card, picture, or letter from their peers;
- visiting the elementary school, having a bus drill, enrolling in safety town, visiting with a teacher or other staff; and/or
- additional strategies and activities based upon the individual student's needs (i.e. social stories, fidgets, etc.).

Transition into Kindergarten

The program ensures that children who are age-eligible are enrolled in kindergarten upon leaving the early childhood program unless another program has been determined based on parental choice.

The above activities and recommendations will assist children, parents/guardians and staff in achieving a seamless transition.

As always, we want you to have your questions answered as they arise. Please feel free to ask for more information as you have the need.

Our Policies

ESC Of Lake Erie West Board Policies: Complete copies of Board Policies are available online at https://go.neola.com/esclew-oh/policy

Bullying: We are committed to providing a safe, positive, productive, and nurturing educational environment for all of our students. Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated.

Child Abuse: In accordance with Section 2151.421 of the Ohio Revised Code all early childhood staff are **required** to report any suspicions of child abuse or neglect to the local public children's services agency. All staff members have completed the required training prescribed by the Ohio Department of Human Services in recognizing signs of child abuse and neglect.

Discrimination: The Governing Board does not discriminate based on a person's Protected Class(es) in its education programs or activities and does not tolerate unlawful harassment. Protected Classes include race, color, national origin, sex (including pregnancy, childbirth, and related conditions), disability, age, religion, military status, ancestry, genetic information, or any other legally protected characteristics. If you believe you are the victim of discrimination, you may contact the ESC of Lake Erie West Compliance Officer at (419) 246-3135.

Positive Behavior Intervention and Supports: The Governing Board is committed to implementation of Positive Behavior Intervention and Supports (PBIS) framework on a Center-wide basis and the establishment of a school environment focused on the care, safety, and welfare of all students and staff members. The PBIS framework shall serve as the foundation for the creation of a learning environment that promotes the use of evidence-based academic and behavioral practices aimed at enhancing academic, social, and behavioral outcomes for all students. An emphasis shall be placed on promoting positive interventions and solutions to potential crises.

Student Privacy: The ESC of Lake Erie West respects the privacy rights of parents/guardians and their children. No student shall be required, as a part of the program or the curriculum, without prior written consent of their parents/guardians, to submit to or participate in any survey, analysis, or evaluation.

Student Records: The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians certain rights with respect to the student's educational records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the student's home district receives a request for access.

2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

3. The right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

    - The ESC of Lake Erie West may disclose appropriately designated "directory information" without consent, unless the parent/guardians has submitted a written refusal by the end of the second full week of school.

- Directory information is defined by the ESC of Lake Erie West as the student's name, address, telephone number, date and place of birth, and dates of attendance.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the ESC of Lake Erie West to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   U.S. Department of Education
   Family Policy Compliance Office
   400 Maryland Ave, SW
   Washington, DC 20202

Remote Learning Plan

In the event the ESC of Lake Erie West and/or our partner school districts are required by local, state or federal authorities to halt in-person student instruction and/or close, temporarily or otherwise, school buildings to students and/or staff, causing instruction to be provided remotely, all provisions and policies in this Handbook remain in effect for students participating in remote learning.

The ESC of Lake Erie West has developed a remote learning plan based on the experiences of the past school years that will be implemented if remote learning is necessary. Details of this plan will be shared with parents/guardians if such implementation is necessary.

If remote learning is implemented, our goals are simple: 1) Make remote learning as manageable as possible for families; 2) stay connected with our students and their families; and 3) work to keep students engaged and actively learning.

OUR STAFF

Early Childhood Coordinators

The Early Childhood Education Program Administrators work under the direction of the Assistant Superintendent of Student Services and Special Programs. The Program Administrators ensure the smooth operation of the preschool program, ensure compliance with federal and state regulations, and maintain program records. The Program Administrators conduct observations and evaluations of staff and also work directly with educational aides and substitute teachers to support the early childhood program. The early childhood diagnostic process is supervised by the Program Administrators. The Program Administrators also ensure that all preschool program sites meet the Gold Rating requirements of Ohio's Step Up to Quality program.

Early Childhood Staff

The ESCLEW Early Childhood Program provides a variety of professionals to enhance the education of young children.

All members of the teaching staff and related service staff are licensed through the Ohio State Board of Education.

When related services (e.g., school psychologist, speech therapist, occupational therapist, and physical therapist) are a part of your child's educational plan, related services staff will:

- Collaborate with the teacher for I.E.P. goals;
- Suggest classroom activities; and
- Suggest necessary adaptations for activities.

A diagnostic assessment team is also available for evaluating potential developmental delays.

Parent Mentor

A Parent Mentor is the parent of a child with a disability who is available to help parents of a child suspected of or diagnosed with a disability. The Parent Mentor

provides training, support, and information services to help families and educators communicate effectively to ensure that students with disabilities receive a meaningful and appropriate education.

Services provided by the Parent Mentor include guiding families through the special education process, attending meetings with families to offer support, and helping to build collaborative partnerships between families and schools. Our parent mentor also has a lending library with resources for families to borrow on a variety of topics related to disabilities and special education. All services are provided to families free of charge.

One program supported by the Parent Mentor is the Sibshop Program. This program is focused on siblings of children with disabilities who are ages 8 to 14. For more information about attending the program, please visit our website and under Programs/Early Childhood Program, click on the Parent Mentor link.

Please contact the Parent Mentor if you have any questions or need support. Call (419) 214-3066 or e-mail wsmenner@esclakeeriewest.org.

Social Worker

The Social Worker provides direct and indirect social work services to students and their families and facilitates communication among school, home and community providers. The Social Worker will identify and assess the needs of students and their families, counsel and advocate for them, link them with community resources, and intervene in crisis situations. The Social Worker can also assist families in finding resources for tuition assistance and other needs identified on the Family Needs Survey.

FEES

Activity Fees

An activity fee of $25 is collected from children during the first week of school. Please send in this fee as soon as possible.

Tuition

The ESC of Lake Erie West offers a high quality Early Childhood Program for children with special needs, at risk children, and typically developing children. In order to provide the opportunity for typically developing children to have this experience, tuition-based slots have been created.

Tuition is based on a yearly rate following your public school district calendar. ***There will be no refund for illness or family elected vacations***. Yearly tuition will be adjusted for children enrolled after the beginning of school.

In order to lessen the yearly burden of tuition, you may pay tuition in nine equal monthly installments. Tuition is payable one month in advance and is due by the fifteenth of the month (e.g., September tuition is due August 15, October tuition is due September 15, etc.).

If tuition has not been received by the due date indicated on the statement, a $15 late fee will be charged. If tuition is two months overdue, the child will be suspended from the program.

A sliding tuition scale is available. We accept the Early Childhood Education (ECE) grant and Publicly Funded Child Care (PFCC) tuition assistance. All potential recipients of tuition assistance must apply through the Department of Jobs and Family Services. The School Social Work Coordinator can assist families with this process.

If you have any questions about your financial account, please contact Lisa Ames at lames@esclakeeriewest.org or (419) 245-3807.

Payment Options

Payments can be made via the Brightwheel app, by mail, or in person at the ESC of Lake Erie West administration office located at 2275 Collingwood Blvd., Toledo, OH 43620,

Tuition checks should be mailed to ESC of Lake Erie West, Attn: Early Childhood Tuition, 2275 Collingwood Blvd., Toledo OH 43620.

A website application Brightwheel that allows parents to pay Early Childhood tuition and annual class fees by credit card (Visa or MasterCard) or debit card is available. This is an easy way to make sure your student's tuition or class fees are paid. **We cannot take credit card payments at the class location; this is only available online**. Parents/guardians will need an email account and will need to know their Early Childhood teacher's name. There is a fee of 3.5% for using this service. For example, for a monthly payment of $30 the convenience fee would be $1.05. Payments made online will be credited by the end of the next business day.

Families may use eligible Dependent Care Flexible Spending Account (DCFSA) funds to pay tuition fees through Brightwheel. Depending on your plan administrator, you may be able to add your DCFSA as a payment card or as a bank account within Brightwheel.

No personal information about your account is available online. The Early Childhood Program does not keep your card information on file and you will need to re-enter your credit/debit card number each time you use the online system.

Questions about billing may be directed to Lisa Ames at lames@esclakeeriewest.org or (419) 245-3807.

OUR CLASSROOMS

Supplies Needed for School

Your child should bring the following items to school before our first regular school day.

- □ A complete change of clothing, including socks, to be kept at school (Please label all items with your child's name.)
- □ Toileting supplies your child may need such as diapers, extra training pants, etc.
- □ Backpack or book bag for carrying papers

An annual supply list will be provided by your child's teacher.
All classroom supplies are donated on a voluntary and as-able-to basis. If you are unable to donate any classroom supplies due to personal circumstances, please let your child's teacher know.

Clothing and Playground

All children should be dressed in clothing that may be worn for activities such as art and active play. We ask that you keep a clearly labeled extra set of clothing in your child's locker. Soiled clothing will be wrapped and placed in your child's locker. Due to Universal Precautions staff does not wash soiled clothing.

We believe outdoor play is an important part of your child's health and social growth. This outdoor time is scheduled daily and staffed appropriately. In case of inclement weather, children will remain indoors and given alternative gross motor opportunities. Please dress children for the weather and season. Licensing rules permit children to go outside and play when the temperature is between 25 and 90 degrees Fahrenheit.

Toys from Home

On special occasions, toys or items from home will be requested to help promote a unit theme. At these times a note will be sent home. Bringing toys to school from home is generally discouraged. Items from home often are lost or broken, and your

child may find it very difficult to share a favorite toy. Show and Tell may be a part of your child's class. Your child's teacher will let you know when this will occur.

Health and Safety

Sound health, safety, and nutritional practices are emphasized. Good nutrition is discussed with children both during snack time and as a separate classroom unit. Families are encouraged to share favorite snacks reflecting their cultural heritage. Activities are developed to encourage awareness of safety at home, school, and the community. Teachers talk about good health practices such as washing hands, brushing teeth, getting regular exercise, and enough rest. They also discuss visits to the doctor and dentist.

Snacks

Children may be directly involved in the preparation of their daily snacks. Snacks are selected in consideration of the child's nutritional needs and dental health. Therefore, a variety of nutritious foods are offered. Snack menus are posted in your child's classroom and follow government guidelines for nutrition. At no time is a child forced to prepare or consume a snack. As we provide adequate portions for each child, children should not bring food, gum, or candy to school. Please let us know in writing if a child has special dietary needs or allergies such as dairy, eggs, nuts, or other foods. Parents or guardians of children with specific dietary needs such as diabetes, blended foods, etc. may be requested to provide an alternative snack.

Celebrations

We have special parties for holidays and birthdays. If you prefer that your child not participate in these activities, please inform your child's teacher. We would like our program to reflect the heritage of all the children attending and celebrate those occasions. The teacher will send home specific information about celebrations.

SAFETY PRACTICES

Attendance

Regular attendance is necessary for learning. Reporting absences prior to the start of the school day is critical to allow teachers time for planning and to avoid interruptions in instruction for other students.

The Missing Child Act became law in Ohio in April 1985. **Parents/guardians are required to notify school when a child is absent.** Please report your child's absence **each day** that they are going to be away from school. Acceptable ways to report an absence include: a call to the school, a Brightwheel message to teacher/coordinator, email message to teacher/coordinator or a written note received prior to an anticipated absence.

If your child comes to school on a bus or in a taxi, please notify the district transportation office. If your child does not come to school and you have not notified us of an absence, we will contact you within 30 minutes of the start of the school day. Individuals who may contact you within 30-minutes for an unreported absence include: program secretary, early childhood coordinator, classroom teacher or a paraprofessional.

If a child experiences frequent absences from school, the teacher will notify the preschool coordinator. At this time, the coordinator will reach out to parents/guardians to discuss solutions to promote increased attendance.

We understand from time-to-time situations occur where a child must be tardy to school or leave early. Frequent tardiness and early exits cause disruption to the school day and are discouraged unless medically/therapeutically necessary. Acceptable ways to report a student's tardy/early exit include: a call to school, a Brightwheel message to teacher/coordinator, email message to teacher/coordinator or a written note received prior to an anticipated tardy/early exit. If a child is tardy, or must exit school early, the approved parent/guardian should report to the main office for drop-off/pick-up.

Late Pick Up

We understand from time-to-time emergencies come up that prohibit a parent from picking up their child at the scheduled time. If a parent/guardian is going to be late, please contact your child's teacher/coordinator immediately. Here is the procedure

that we will follow if there is a late pick up:

1. On the first and second incident in a school year, a telephone call will be made to the parent or guardian and any emergency contacts in the event that the parent or guardian doesn't answer. A staff member will wait with the child.

2. After the second incident, we will schedule a meeting that includes the family, Early Childhood Coordinator and the Social Work Coordinator to talk about challenges and any barriers that might impact pick-up or bus drop-off. We're here to help and will work together to prevent future incidents.

3. On the third incident in a school year, a telephone call will be made to the parent or guardian and any emergency contacts in the event that the parent or guardian doesn't answer. A Brightwheel message will be sent directly to the parent or guardian to notify that any future incidents will result in a fee. A staff member will wait with the child.

4. After three incidents:

    - Late pick will result in a $10 fee for the first 10 minutes or any portion. A charge of $1 will be assessed for each minute from 11-30 minutes late to pick up. A charge of $2 per minute will be assessed for each minute starting at 31 minutes late until pick-up.

    - Failing to be outside and ready to receive the child when the bus arrives, resulting in a return to the program will result in a $10 fee. The parent/guardian will be notified about where the child can be picked up. A charge of $1 will be assessed for each minute starting at arrival back at the building and for up to 30 minutes. A charge of $2 per minute will be assessed for each minute starting at 31 minutes.

    - A meeting request will be sent to parents/guardians to discuss challenges and possible solutions.

Please reach out with any questions or concerns about this process.

Inclement Weather

Throughout the school year there will be inclement weather days when school is either delayed or closed.

Please listen to a local radio or TV station for the local school district where your child's Early Childhood Program is located. (See list below.) Each school district has a policy regarding school delays for preschool. Your child's teacher will inform you of the individual district policy. It can also be found on the ESC Preschool website.

When the schools are kept open in such weather, it is then a parent/guardian's judgment as to whether or not to send the child to school. School buses may run late in this type of weather.

School District	*Early Childhood Program Building*
Anthony Wayne	Monclova
Maumee	Union
*Ottawa Hills	Hiawatha
Washington Local	Hiawatha

*This program is housed within the Washington Local School District and will follow all delays and cancellations for Washington Local Schools.

Change of Address, Phone Numbers, Emergency Numbers, & Email Address

If you move during the year, it is important to send your new address immediately to your child's teacher. This also applies to change of telephone numbers, change of parents' or guardian's names, emergency numbers, and email addresses. In addition, it is important to notify your child's school district of any address changes. The school district will require new/current proofs of residence or residency affidavits, when a child's family moves. This will ensure your child is receiving preschool

services from the appropriate school district. Please feel free to contact our registration clerk or preschool coordinators with any questions about address, phone number or email address changes.

If you go out of town, please notify the school. Your babysitter's name should be given, as well as anyone who should be called in case of emergency. Also inform the school of your return date.

Emergencies and Accidents

During the course of everyday activities, minor accidents do occur. In the event of a minor accident involving your child, first aid will be immediately administered. Members of the ESC of Lake Erie West staff are certified to administer first aid and attend in-services to keep this certification current.

Whenever a student has contact with blood or other potentially-infectious material, the parents/guardians of the student who was exposed will be contacted immediately along with the parents/guardians of the student who caused the exposure. A program coordinator will discuss follow-up procedures that may be necessary as a result of such exposure.

Should an accident occur or an emergency arise, parents/guardians will be immediately notified. In addition, based on the type and severity of the incident, an Incident/Injury Report or a Serious Risk Incident Report-will be completed and a copy sent home to the parent/guardian. An Incident Report Log is kept in each preschool location. Each child's records must contain the home and work numbers of each parent or guardian so they may be contacted in the event of an emergency. If neither parent nor guardian can be reached, a staff member will contact one of the other adults listed as emergency contacts in the records. **It is important that the emergency contact person is available and within a reasonable driving distance to pick up your child if necessary.**

Parents/guardians are required to complete an Emergency Transportation Authorization form for every child in attendance at an ESC of Lake Erie West Early Childhood Program. If permission is granted to transport the child, the ESC of Lake Erie West has the authority to contact emergency transportation for a child in the event of a serious accident. When minor accidents occur, parents/guardians are required to provide emergency transportation. Under no circumstances will an ESC of Lake Erie West staff member transport a child.

Illness and Communicable Diseases

The ESC of Lake Erie West staff is trained and certified in first aid and in recognizing the signs and symptoms of communicable diseases.

Disease Prevention—Hand washing is the most effective measure to prevent the spread of disease. All children and staff use thorough hand washing before handling or eating food, after toileting or wiping noses, and after changing diapers. As much as possible, children are encouraged to manage their own hand washing with such help as step stools, soap and towels within reach, and observing adults using good hand-washing procedures.

Upon arrival at school, your child will be checked for signs of illness. If your child shows any of the symptoms listed, you will be asked to take the child home. If your child displays any of the following signs or symptoms before coming to school, **please—do not send your child to school.**

Signs and Symptoms of Communicable Disease

(Cause for Immediate Dismissal from School)

- Diarrhea (more than three abnormally loose stools within a 24-hour period)
- Severe coughing, causing the child to become red or blue in the face or to make a whooping sound
- Difficult or rapid breathing
- Yellowish skin or eyes
- Conjunctivitis ("pink eye")
- Temperature of 100 degrees or more taken under the arm, especially in combination with any other signs or illness
- Untreated infected skin patches
- Unusually dark urine and/or gray or white stool
- Stiff neck
- Unusual spots or rash

- Sore throat or difficulty swallowing
- Vomiting within a 24-hour period
- Evidence of lice, scabies, or other parasitic infestation

If a communicable disease is suspected, the child's parent or guardian will be contacted by telephone if possible. The health coordinator or preschool coordinator will notify you if it is necessary for your child to see a doctor for diagnosis and treatment before returning to school. If your child may have been exposed to a contagious disease, you will be notified in writing by the preschool coordinator and informed of possible signs and symptoms.

Care of Sick Children

A mildly ill child (i.e., a child who feels well enough to participate in activities or a child who is experiencing minor cold symptoms but not exhibiting any symptoms listed in the Signs and Symptoms of Communicable Disease) will still be able to attend and participate in the program.

A seriously ill child (i.e., a child who displays any of the symptoms listed in the Signs and Symptoms of Communicable Disease) will not be allowed to participate in the activities of the school day. The child will be comfortably cared for by an adult. A cot will be provided for an ill child who needs to rest. The child, within sight and hearing of a staff member, will be observed carefully for worsening condition until the child is discharged to their parent, guardian, or person designated by the parent/guardian. Should the child's condition worsen before the parent/guardian arrives, care will be provided by the staff based on first aid/communicable disease training guidelines.

Parents or guardians of a seriously ill child will be contacted immediately and expected to pick up the child. If the parents or guardians cannot be reached, one of the persons listed in the child's records as emergency contacts will be notified and asked to come to pick up the child. The child will not be readmitted to school until the observed symptoms are no longer present. In some cases, a doctor's note may be necessary.

Immunizations

To prevent unwanted diseases, immunization schedules are recommended for young children. The Early Childhood Program requires each child to remain up-to-date with their recommended schedule or have special considerations approved by the child's physician. Your child's physician will be required to complete an annual health form for your child's enrollment in the Early Childhood Program.

Medications

Ohio law requires that all medication administered in the classroom be done by a licensed health professional or non-professional staff who has completed a drug administration training program.

If at all possible, please give medication to your child at home. Before any prescribed medication or treatment may be administered to any student during school hours, a written statement from a licensed health professional authorized to prescribe drugs accompanied by the written authorization of the parent must be on file.

Only medication in its original container; labeled with the date, if a prescription; the student's name; and exact dosage will be administered. Medications to be administered shall be stored in a locked storage place unless the medications require refrigeration in which case they shall be stored in a refrigerator in a place not commonly used by students. If the medication is an Epi-Pen Jr, the law requires the school to have two injectors on hand.

A medication administration log is kept for each medication prescribed per child. Parents/guardians will be notified every time prescribed medication is administered at school.

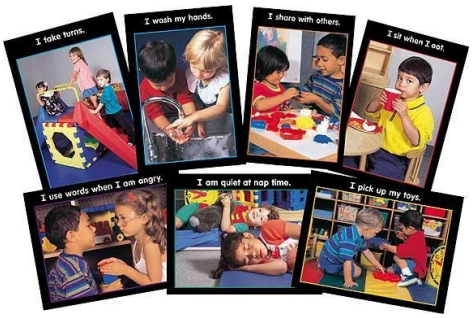
Before medication may be stored at school and/or administered by an ESC staff member, a Medical Plan must be completed as a team. This team will include, at a minimum: parent/guardian, preschool teacher and nurse OR preschool coordinator. All team members will sign the plan, and the plan will be revised at least annually, or when medical procedures change. The plan will be signed and displayed in the classroom to alert all non-familiar staff about the medical concern.

Child Guidance and Management

We use positive child discipline methods in order to assist children with self-control

and becoming self-disciplined. The ESC of Lake Erie West has adopted Conscious Discipline as the primary Social-Emotional Learning curriculum. Conscious Discipline is an evidence-based and trauma-informed approach that focuses on self-regulation and connection to create optimal learning environments. In addition, all preschool staff are trained annually on Crisis Prevention Intervention (CPI) de-escalation strategies.

Using Conscious Discipline and CPI strategies, child discipline situations are handled with empathy and redirection. Strong communication with parents/guardians is also top priority.



Rules are established to enable children to know what is expected. Our expectations will be kept within the child's abilities and the child will be made aware of these expectations. Children are not allowed to hurt or bully other children, put themselves in danger, or deliberately destroy materials. Children feel secure when rules are firmly held and consistently followed, and they know that they will not be hurt when they or other children try out new strategies for behaving. Discipline is used to let children know what rules really mean. Methods such as encouragement, redirection, and language use are carefully chosen to assist children with difficulties in coping in a social setting. A warm, safe, and secure environment is always emphasized. Physical punishment of any kind is strictly forbidden. At times, brief physical contact may be necessary in order to keep an individual child, classmates and staff safe. Every occurrence of physical contact with a child will be logged and communicated with parents/guardians via note or call at the end of the school day. Examples of situations where brief physical contact may be necessary include: stopping a child who is running away inside or outside of the building, intervening to halt physical aggression, and intervening to halt dangerous activity such as standing on/climbing on furniture or using objects to cause harm. In the event that these instances occur, your child's teacher may request permission to conduct a Functional Behavioral Analysis (FBA) and development of a Behavior Intervention Plan (BIP).

The following Behavior Management / Discipline 3301-37-10 is from the State of Ohio Guidelines and is practiced by the ESC of Lake Erie West.

(A) A preschool staff member in charge of a child or a group of children shall be responsible for their discipline.

(B) The center shall have a written discipline policy describing the center's philosophy of discipline and the specific methods of discipline used at the center. This written policy shall be on file at the center for review. Constructive, developmentally appropriate child guidance and management techniques are to be used at all times, and shall include such measures as redirection, separation from problem situations, talking with the child about the situation, and positive reinforcement for appropriate behavior.

(C) Behavior management/discipline policies and procedures shall ensure the safety, physical, and emotional well-being of all individuals on the premises. If suspension, expulsion, and removal policies exist, they are to be written in accordance with section 3313.66 of the Revised Code.

(D) The center's actual methods of discipline shall apply to all persons on the premises. In addition, the following apply:

(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, so the child may regain control.

(4) No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box, or a similar cubicle.

(5) No child shall be subjected to profane language, threats, derogatory remarks about themselves or their family, or other verbal abuse.

(6) Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.

(7) Techniques of discipline shall not humiliate, shame, or frighten a child.

(8) Discipline shall not include withholding food, rest, or toilet use, and food shall not be used as a reward for behavior.

(9) 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.

(10) The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.

(11) A staff member who suspects that a child has been abused or neglected is to immediately notify the public children services agency and a serious incident report is to be completed and submitted to the department in accordance with section 2151.421 of the Revised Code.

(E) The parent/guardian of a child enrolled in a center shall receive the center's written discipline policy. The center is to communicate and consult with the parent/guardian prior to implementing a specific behavior management plan. This plan will be consistent with this rule and in writing and signed by the parent/guardian.

(F) All preschool staff members shall receive a copy of the center's discipline policy for review upon employment.

Fire, Tornado, and Safety Drills

The Early Childhood Program has a state approved safety plan for all preschool sites. The program complies with all safety laws and will conduct fire drills and tornado drills in accordance with State guidance and regulation. Teachers will provide specific instructions on how to proceed in the case of fire or tornado and will oversee the safe, prompt, and orderly evacuation of the building in such cases. Fire drills will be conducted monthly. Tornado drills will be conducted monthly during the tornado weather season (March – September).

Safety drills will be conducted once per quarter during the school year. Not all drills involve student participation. If students are participating, teachers will provide specific instruction on the appropriate procedures to follow in situations where students must be secured in their building rather than evacuated. Parents/guardians will be notified through Brightwheel if the annually required emergency management test involves student participation.

FAMILY INVOLVEMENT

Family Role

You are most important! Please be assured any and all of your concerns will be respected and recognized for the important role you play in your child's development. Contact your child's teacher to share any concerns or to have questions answered. You may also contact a program administrator using the contact information found in this handbook.

Consistent family communication is established through weekly and/or monthly newsletters. Brightwheel is also used to alert parents/guardians to specific situations (e.g., school closings or special events).

Teacher-Family Communication

Regular and consistent communication between the teacher and families are important to establish a trusting family-school-teacher partnership. Please check your child's folder daily to look for important notes/information sent home from the teacher, school, and or district. Teachers will utilize Brightwheel for important and or emergency notices. A flyer is sent home at the start of the school year on how to download the Brightwheel app to your cellphone. Families may also communicate with teachers and staff via email. Classroom teachers can only take phone calls before and after school. Classroom teachers cannot take phone calls during normal instructional hours.

Conferences & Progress Reports

Prior to the start of the school year, a Preschool Orientation meeting is scheduled for each student and their parent/guardian. At this orientation, you meet your teacher and related services team (if applicable). This meeting gives each family a chance to see the child's classroom, tour the school and bring in any supplies, clothing, diapers, etc. to be left at school. At this time, every child will be screened for vision, hearing, and in all developmental domains, in preparation for the school year.

Parent-teacher conferences are scheduled in the fall or as needed. These provide an opportunity for parents/guardians to discuss the child's individual progress. Curriculum-based progress reports are sent home for all students two times per year.

Progress reports related to IEP goals, for students on Individualized Education Plans, are sent home quarterly. You may request a conference at any time.

We also encourage parents/guardians to provide the program with feedback on your child's development and the program effectiveness. Parent surveys will be sent home twice per year, in order to assist us in gaining this feedback. We appreciate you sharing your honest thoughts, experiences and opinions, in order to assist us in making improvements to our program.

Family Visitation/Participation

The ESC of Lake Erie West Early Childhood Program has an open door policy. Parents/guardians of enrolled children are always welcome to visit the classroom and/or review the curriculum and instructional materials of the Early Childhood Program. However, parent/guardians must call first to arrange for the visit. Anyone who does not have an appointment may be asked to schedule an appointment and return at a later time.

Parents/guardians are encouraged to volunteer or become actively involved in the classroom. Please sign in with the early childhood office when volunteering or visiting.

Family Education

You are invited to participate in these regularly scheduled activities at the level at which you feel comfortable:

- □ Classroom time with your child;
- □ Family discussion groups;
- □ Special activities or events;
- □ Special classes or workshop;
- □ IEP development; and
- □ Parent Conferences

Telephoning the Classroom

If you need to contact the classroom to speak with a staff member, please call before or after school. If you would like a telephone conference, please send a note and we will be happy to arrange a time.

To ensure our teachers can give their full attention to the children throughout the day, they will respond to messages during school days at designated times — before class, mid-day, and after class. During instructional time, teachers will not be checking or responding to Brightwheel messages unless there is an emergency. Teachers will not be expected to check Brightwheel messages on weekends, holidays or breaks.

We also want to remind families that our teachers are not permitted to disclose or discuss personal information regarding other children, either in person or through Brightwheel. Protecting the privacy rights of all students is extremely important to us, and we appreciate your understanding in helping us maintain a safe and respectful school community.

Family Advisory Council

Information regarding the Family Advisory Council will go home at the beginning of the school year. Please contact your child's teacher if you are interested in becoming a member. If you wish to join, but do not receive information, please contact one of the Early Childhood Coordinators.

You are your child's first teacher and we welcome your ideas and input. Please consider joining this board and sharing your expertise.

Appendix A: Parents' Bill of Rights

The following is an edited version of the complete board policy. The full version of the policy can be viewed on the ESC of Lake Erie West website (https://go.boarddocs.com/oh/esclew/Board.nsf/Public)/

The Governing Board recognizes that parents have a fundamental right to make decisions concerning the upbringing, education, and care of their children. In addition, parents have certain rights in the school system to know about their student's educational experience.

Sexuality Content and Parental Notification

The Board will ensure that any sexuality content is age-appropriate and developmentally appropriate for the age of the student receiving the instruction, regardless of the age or grade level of the student. The Board will not permit instruction that includes sexuality content in grades kindergarten through grade three (3).

Prior to providing instruction that includes sexuality content or permitting a third party to provide such instruction on behalf of the Center, the Board will provide parents the opportunity to review any instructional material that includes sexuality content. Upon request of the student's parent, a student shall be excused from instruction that includes sexuality content and shall be permitted to participate in an alternative assignment.

Student Services/Mental, Emotional, Physical Health or Well-Being/Safe and Supportive Learning Environment and Parental Notification

The Board will promptly notify a student's parent of any substantial change in the student's services, including counseling services or monitoring related to the student's mental, emotional, or physical health or well-being or the school's ability to provide a safe and supportive learning environment for the student. Such notification will be provided by Program Director through email and/or telephone conference. The Board will not inhibit parental access to the student's education and health records maintained by the school.

Center personnel will not directly or indirectly encourage a student to withhold from a parent information concerning the student's mental, emotional, or physical health or well-being, or a change in related services or monitoring.

Center personnel will not discourage or prohibit parental notification of and involvement in decisions affecting a student's mental, emotional, or physical health or well-being.

Procedure for Authorization from Parents for Health Care Services

Authorization of parents must be obtained by the Board prior to providing any type of health care service to students, including physical, mental, and behavioral health care services. Parents may choose whether to authorize the Board to provide a health care service to the parent's child.

To facilitate parental involvement and decision-making on such authorization, at the beginning of each school year, the Program Director will notify parents of each health care service offered and of the parent's option to withhold consent or decline any specified service. If granted, parental consent to health care services does not waive the parent's right to access their child/children's educational or health records or to be notified about a change in the student's services or monitoring as set forth herein.

Prior to providing a health care service to a student, the Program Director will notify a parent whether the service is required to be provided by the Center under State law and if other options for a student to access the service exist.

At the beginning of each school year, the Program Director will provide an annual notice to parents of known health care services required by the Center under State law.

These notification requirements do not apply to emergency situations, first aid, other unanticipated minor health care services, or health care services provided pursuant to a student's IEP or the Center's obligation under section 504 of the "Rehabilitation Act of 1973," 29 U.S.C. 794.

Process for Resolving Parental Concerns

Parents may file written concerns with the Program Director regarding any topics addressed in the above Parental Rights and Parental Involvement section of this

policy. Parents will be notified at the beginning of each school year of their right to file a written concern. The Program Director will take steps with parent(s) to resolve the concern within thirty (30) days of receipt of the written concern. If not satisfied with the outcome of the resolution by the Program Director, the parent(s) may appeal a decision at that level to the Superintendent.

If a parent appeals the Program Director's decision, the Superintendent or the Superintendent's designee will conduct a hearing on the decision. Based on the findings of that hearing, the Superintendent shall decide whether to affirm the Program Director's decision. If the Superintendent determines not to affirm the decision, the Superintendent shall determine a resolution to the parent's concern and communicate the decision to the parent. A parent may appeal the Superintendent's decision to the Governing Board.

If the Superintendent's decision is appealed, the Board shall review the Superintendent's decision and, if the Board determines it necessary, hold a hearing on the decision and, based on that hearing, either affirm the Superintendent's decision or determine a new resolution to the parent's concern.

Nothing in this policy shall be read to prevent a parent from contacting a member of the Board regarding a concern with the program.

Parent Right to Inspect Instructional Materials

Parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials, and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.

Right to Inspect Technology Provider Contract

The Center shall provide parents and students with an opportunity to inspect a complete copy of each technology provider contract.

This policy shall not supersede any rights under the Family Education Rights and Privacy Act

Educational Service Center of Lake Erie West
2275 Collingwood Boulevard
Toledo Ohio 43620

Sandra C. Frisch, Superintendent

Governing Board

Brent Buehrer

Jared Lefevre

Adam Smidi

Justin Zemanski