

**Bay Village School District
Special Early Education
Development Program (SEED)**

28727 Wolf Rd.

Bay Village, OH 44140



Parent Handbook

Board Approved

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Philosophy

The SEED team operates with the belief that all children are ready to learn and each individual has inherent value. We are committed to developing a relationship based on honesty, mutual respect, and integrity that will enable us to best serve the families of Bay Village. It is our goal to provide a quality and comprehensive education to those we serve, while maintaining high expectations to ensure all children achieve their maximum potential. As we work with children and their families, we will monitor our service and the progress of the children and will make any reasonable changes to ensure the best outcome for learning and community partnership. Parents are viewed as an essential part of our team, as we consider them to be the ultimate providers of what their children need.

Mission Statement of Bay Village City Schools

The mission of Bay Village Schools, a district with high expectations and a tradition of excellence, is to provide a quality, comprehensive education which ensures that all students achieve their maximum potential; to prepare students to create their own unique places in an ever-changing society; and to actively engage the community.

Goals

- We will strive to provide individualized options and design programming to meet the needs of children and families we serve.
- We will strive to develop a program that meets each child's adaptive, cognitive, communicative, sensory motor, and social emotional needs.
- We will strive to meet children's needs in a developmentally appropriate play based setting.
- We will strive to integrate service delivery into the classroom play environment that enhances independence and problem solving skills.
- We will strive to prepare each child to successfully transition into their next environment.

Parent Involvement Policy

Parent involvement is very important and is encouraged in a variety of ways. Teachers are encouraged to have ongoing communication with parents via phone calls, emails, newsletters, communication notebooks, progress reports, and home visits as appropriate.

Parents are encouraged to join Early Childhood PTA, to attend parent meetings, and parent/teacher conferences. From time to time parents may have the opportunity to participate in scheduled field trips or special classroom events and celebrations.

Parents are encouraged to contact their child's teacher if they are interested in observing, sharing a special skill or talent, or helping out in the classroom. Parents can be classroom helpers even without having to come into the school building. There are many opportunities to support classroom instruction and provide assistance to your child's teacher from home.

When coming into the building Parents need to sign in at the Glenview office. This is critical for the safety of our students and staff.

Program Description

In order to meet the diverse needs of each child, we offer a continuum of services including center based, itinerant, and a typically developing peer program. Classroom sizes vary depending on student needs.

The Center Based Classroom

- These specialized classrooms are located in the Glenview Childcare building. There is a highly qualified teacher and two trained educational aides in each classroom which include both children on IEP's and typical peer role models. The classroom operates with a play based language rich preschool curriculum that is adapted to meet the individual needs of each child and his or her IEP (Individualized Education Plan). Typical peers are involved as role models in various ways. The integration of the children provides an environment in which everyone learns to work and live together regardless of individual differences. The classroom sessions are held four days per week on Monday through Thursday for two and a half hours daily. Students may attend a morning session or an afternoon session. Children who receive speech, occupational, vision, hearing or physical therapy usually receive therapy during class time in the classroom or in a separate location in the building.

Itinerant /Community Based Services

- In order for the child to receive community based services, an IEP team decision is made indicating how the child's needs will be addressed. Delivery of special education services takes place within district boundaries. The services are provided by an itinerant early childhood intervention specialist. The intervention specialist addresses the child's and family's needs by consulting with preschool teachers, day care professionals, and parents within the child's environment. In a preschool or home setting, the interventionist may work directly with the child, as well as consult to meet the child's needs. Children receiving community based services may have other necessary services scheduled such as speech/language, occupational, or physical therapy depending on their individual needs.

Transitions

Referral Process for Transitioning Students into the SEED Preschool

The Bay Village School district provides free developmental screenings to any child ages 3-5 for whom the family has a developmental concern in the areas of communication, cognitive, social-emotional, behavioral, language, motor, or adaptive skills. The screening can consist of the following:

- Child and Family History Questionnaire
- DIAL-4 Parent Questionnaire
- Developmental History
- Ages & Stages Questionnaire-3
- Home Visit
- Developmental Indicators for the Assessment of Learning-4 or Early Screening Profile Cognitive/Language Profile
- Play-based Assessment in a SEED classroom
- Screenings by the Speech-Language Pathologist, Occupational Therapist, and/or Physical Therapist as needed

Families of children receiving Help Me Grow (HMG) services participate in a transition meeting with HMG and a district representative approximately 3-4 months before the child turns 3.

Individual transition meetings are held for students qualifying as preschoolers during the initial Evaluation Team Report (ETR) and Individualized Education Plan (IEP).

Incoming families actively participate in gathering information about their child's growth and development by completing the following forms and sharing the information face to face with team member(s):

- Child and Family History Questionnaire
- DIAL-4 Parent Questionnaire

- Developmental History
- Ages & Stages Questionnaire-3
- Health Concern Alert form & any required forms needed for staff to address the concern

*Child is observed in previous/current setting; specific information regarding child is gathered

*Registration paperwork is completed

*Welcome Letter is shared with new and current families

*Family and child visit preschool classroom for Open House

*Home Visits are completed as needed

*With some students, an Individualized Transition Plan is put into place before school begins.

Typical Peer Model Program

Not all preschoolers have the temperament or characteristics to become a typical peer model. Typical peer models must:

- ✓ Be toilet trained
- ✓ Be age 3 by June 1st of the upcoming school year
- ✓ Demonstrate play skills that include sharing and turn taking
- ✓ Have the ability to comply with adult requests in a timely manner
- ✓ Have excellent communication skills
- ✓ Demonstrate age appropriate self help skills

Typical peer models are chosen through a screening process. Screenings are usually completed in December and in May of the current school year. Following this visit, potential typical peer models may be invited for additional assessment in the areas of communication, pre-academics, motor skills, and social emotional development. Upon acceptance, notification will be provided to parents. Parents will be given a registration packet, which is to be completed and returned to the Bay Village Office of Special Services before the start of the school year.

Parents of typical peer models must provide transportation to and from school and are responsible to pay the full tuition before the first day of class. The role of peer model is very important to the special education preschool program. Conferences will be held when concerns arise and strategies will be designed and implemented. However, the team reserves the right to dismiss the child if the role of peer model continues to be an inappropriate placement. Peer models must be picked up at the end of their school day in a timely manner. Failure to pick up children within the allotted time can result in loss

of placement in the program as well. Allowances will be made in cases of emergency; however, the child's teacher should be notified. **Written notification of withdrawal from the SEED program must be received at least two weeks in advance of the withdrawal date. If the child is not returning the next school year please notify the Special Education Office at 617-7327 by May of the current school year.**

Incoming families actively participate in gathering information about their child's growth and development by completing the following forms and sharing the information with team member(s):

- Ages & Stages Questionnaire-3
- Early Screening Profile Self-Help/Social Profile
- Early Screening Profile Cognitive/Language Profile
- Preschool Language Scale Articulation Screener
- Play-based Assessment in a SEED classroom

Process for Transitioning within the SEED Preschool

Transitions within SEED classrooms are rare, with only 2 multi-age half day classroom with all students in the 3-5 age range. In the event that we do have a child move within the program, we access the following supports:

- A "farewell party" is planned for the students last day in the current classroom
- Child is observed in the current setting; specific information regarding child is shared from previous staff member
- Child visits new class

Process for Transitioning from the SEED classroom into a Community Preschool Program

Families are made aware of child's progress at a team meeting and are advised to research community preschool placement for the following school year.

An Individualized Education Plan meeting takes place and progress and change of placement is discussed at this time.

Phone call and/or email is made to receiving staff in the new environment

Encourage family to plan a visit prior to the first day in the new setting

A "farewell party" is planned for the student's last day of class

Follow up with family and new staff within 30 days

Process for Transitioning from the SEED Preschool into Kindergarten

- All children, both special needs and typical peers who attend the SEED classroom visit the Kindergarten classroom in May by school bus and have a tour of the elementary building
- The Kindergarten teachers visit the SEED classrooms beginning in April to become familiar with the child
- The preschool teacher and Kindergarten staff meet to review needs of children in May
- Families are provided information and timelines on applications for all day Kindergarten

- Families are provided information and encouraged to attend Kindergarten Information Night in March
- Families are provided information and encouraged to register their child and attend Kindergarten Screening
- Students receiving services have individual transition meetings in the Spring during their Individualized Education Plan (IEP) Meeting and a Kindergarten teacher is present
- With some students, an Individualized Transition Plan is put into place during a conference and implemented in August, a few weeks before school begins.

The SEED Program follows the Bay Village School District calendar.

Registration

A complete registration packet is given when the child is first enrolled in the SEED program. This packet includes vital information that is required to be completed by the State of Ohio and by Bay Village School District.

All families enrolled in the SEED program are required to fill out the following paperwork annually:

- For all children, Emergency Authorization Form
- Photo/Roster Form
- Physician Report/Physical
- Peanut Allergy Notice

It is imperative that all paperwork be completed before the child starts preschool. If a Typical peer does not have an annual Physician Report on file within 30 days of entrance they will be unable to attend the SEED program.

Curriculum

Our program uses the Creative Curriculum, a developmentally appropriate play-based curriculum that uses themes in which the children are interested. All activities align to the Ohio Early Learning Content Standards and the objectives and goals of the curriculum. The Preschool Teachers will plan activities and prepare the learning environment, taking into consideration the needs of the individual students. A balance of free-choice, teacher-directed, large and small muscle activities and quiet activities are scheduled and reflected in the daily schedule which is posted in each room. This curriculum also provides a research-based assessment tool which will be used to show progress for typically developing peers throughout the time they are in the SEED program. Progress for special needs students is based on each student's individual education plan which are written to follow the preschool curriculum. Progress will be shared with parents during parent/teacher conferences.

In addition, there are multiple progress monitoring tools required by the Ohio Department of Education which are conducted in the fall and spring of the current school year. These assessments are administered to all preschool students and the data is reported to the Ohio Department of Education.

General Information

Security System:

Families obtain entrance to the building through the main entrance (south side doors with a ramp entrance). The entrance doors unlock when you enter a 4 digit code plus the pound symbol (#) to enter the building. The classroom teacher will give the code to the parents before the child starts in the SEED classroom. This code works during the hours of 8:30 AM – 3:00 PM, Monday through Thursday.

Please do not give your code to any child or any person who is picking up infrequently. Visitors must come to the main entrance and be buzzed in. Visitors will need to press the call button and utilize the intercom system. There will also be a phone number posted on the door to call if a visitor gets no response.

Arrival Information: Children should arrive within five minutes of scheduled class times. Parents who bring their children in the morning must wait with their children on the benches outside of the classroom until the classroom opens. Due to our peanut allergy

Center-based classroom hours are 9:00 AM -11:30 AM or 12:15 PM -2:45 PM, Monday-Thursday. Protocol and prior to entry into the classroom parents must have their children wash their hands at Glenview.

Dismissal Information: your child will be escorted to the building door to be picked up. Please arrive for pick up within **five minutes** of scheduled pick up time. Many SEED

parents wait on the sidewalk for their children to be dismissed. Due to Glenview insurance liabilities children need to leave school grounds upon being picked up (children are not allowed to stay and play in the courtyard and/or playground). Please park in parking spaces and **do not leave siblings in running cars**. If a parent is late, their child will be waiting in the Glenview office.

A typical preschool day includes:

- ✓ Sensory integration: integration and interpretation of sensory stimulation from the environment by the brain.
- ✓ Story time: An interactive story is read by a teacher.
- ✓ Calendar time: The time when the children review the date, day of the week, and weather.
- ✓ Math/language group activity: Usually a hands on activity that is aligned with the preschool math curriculum
- ✓ Table activity: Art projects, fine motor tasks, snack, etc...
- ✓ Gross motor time: Time for physical activity that takes place in the gym or outside on the playground depending on the weather.
- ✓ Individual book look time: A time when the children can pick a book from the library in the classroom to look at or read.
- ✓ Clean up/transition: The children help to put toys away and learn how to work together to move on to the next part of the preschool day.
- ✓ Restroom breaks: There is one break automatically built into the day. Children who are wearing diapers are encouraged to participate in the toileting activities. The changing of diapers will take place in the restroom by one of the preschool staff members.

Delivery of related services (e.g., speech and language therapy, occupational therapy, etc...) takes place within regular preschool hours.

Please label all items (book bags, clothes, coats etc.) with the child's first and last name. A complete set of clothing needs to be kept at preschool at all times to accommodate accidents.

Family Services:

While a child is attending preschool, the great majority of his/her week is spent in the home environment. The child's learning experiences can be greatly enhanced when parents and staff work together to support the child's development. If an observation of the classroom is requested, the observation should be scheduled in advance, if possible, in order to prepare the children for a change in their environment.

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

What Parents Can Do At Home

You can help your child start each day on a positive note by supporting your efforts in the following way:

- It is very important to establish a bedtime routine for your child. Preschool children need between 8-10 hours a night and learn best when they are refreshed and awake at school.
- Please dress your child in comfortable clothing. Athletic shoes are best for daily gross motor activities.
- Good nutrition maximizes your child's day at school. Please provide your child with a nourishing breakfast or lunch.
- Please send your child to school on time.
- Teach and model respect for adults in both the home and school community.
- Talk with your child about treating other children in the same manner as he/she wishes to be treated.
- Above all else, tell your child when he/she is trying to do their best at school – praise him/her for good efforts and good behavior at school. We are doing the same at school.

Food Service:

Please inform us of any food that your child cannot eat. A variety of healthy foods will be presented as snacks and children will be encouraged (not forced!) to try new foods.

School Nurse:

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

Calamity Days:

When Bay Village City Schools are closed the Special Early Education Development Program (SEED) classrooms will also be closed.

Class Placement:

While classroom and staff requests will be considered, it may not be possible to honor them. Child placement is carefully thought out and based on individual needs and classroom dynamics.

Class Roster:

A class roster is prepared annually for families enrolled in the SEED classrooms for their convenience. The roster includes families that have given their permission in a signed statement for their information to be included. Families may opt out of being included on the roster. Class rosters will be given by the classroom teachers. This roster information is considered confidential and is only for the private use of families in that class. This roster may not be available or given to non-SEED families.

Discipline

The Preschool's behavior expectations are age appropriate and staff members communicate them in ways children can understand. Children in the Preschool are not punished physically or verbally. The Center shall not abuse or neglect children and shall protect children while in our care. Discipline shall not include withholding food, rest or toilet use. No physical restraints other than a protective hug will be used. The emphasis is on making discipline a positive learning experience with a clear cause and effect relationship. Rules are made clear and so are the reasons for them. The goals are to help the child realize that while his/her feelings are accepted, the behavior is not and that all children have the potential for keeping their behavior under control.

We...

- Practice preventive discipline by recognizing the age level characteristics and needs of individual children in planning programs to meet these needs. By being observant, most problems can be prevented by redirecting a child to a more appropriate activity.

- Provide many choices of play equipment and activities.
- Clearly define limits and consistently and fairly maintain them.
- Allow children time and opportunities to solve problems for themselves.
- State suggestions or directions in a positive manner.
- Use words and tone of voice that helps the child feel confident and self-assured.
- Provide redirection
- Provide children with clear limits
- Provide outlets for releasing feelings of tension.

If behavior continues to have a negative effect on the group, it may be necessary to remove a child from the group or area for a break. If an inappropriate behavior becomes frequent, forms a pattern, and/or becomes severe, the supervising adult will communicate with the parents.

Communicable diseases

If your child is ill when at home, do not send him/her to school. Other children will be exposed to disease and your child most likely will not benefit from the time at school. Other children may have a low immune system due to a physical condition. Please be considerate of peers in the classroom and keep your child home until you can determine what else may be developing.

These symptoms may mean the start of a communicable disease. Please keep your child home or you will be called to pick up your child if these symptoms appear:

- ✓ Diarrhea within the last 24 hours
- ✓ Severe cough
- ✓ Severe cold
- ✓ Heavy green or yellow nasal discharge
- ✓ Untreated and/or undetermined rash
- ✓ Temperature of 100 degrees F or higher within the past 24 hours
- ✓ Sore throat (if your child is waiting results of strep test, please keep him/her home)
- ✓ Red, watery, burning, discharging and/or itching eyes
- ✓ Vomiting within the past 24 hours
- ✓ Evidence of head lice
- ✓ Exposure to a contagious disease that could jeopardize the health of others

Children who have fevers should return to school 24 hours after the fever is gone. Children on antibiotics should remain at home until they have been receiving medication for 24 hours.

Administration of Medicine:

SEED staff will administer medication, vitamins and/or modified diets with instructions from a child's pediatrician. An Administration of Medication Form found in the Glenview Office and your child's classroom must be completed with specific instructions and permission from the parent. A prescription label is considered proper instruction. When administering a medication, a written log including dosage, date and time will be made.

THE SEED STAFF WILL NOT ADMINISTER **ANY** ORAL MEDICATION WITHOUT WRITTEN, SIGNED AND DATED INSTRUCTION BY A LICENSED PHYSICIAN FOR A SPECIFIC CHILD.

All medications will be kept out of the reach of children, so no medication, vitamins or anything with an active ingredient should be left in your child's backpacks, bags and/or lockers. Please hand all medications, lotions with active ingredients to your child's teacher for safe keeping.

Allergies, Health Conditions:

Any child with special health conditions including allergies or familial or cultural food preferences must complete a child Medical/ Physical Care Plan with the Director. If medical procedures or treatments will need to be used, a parent/guardian is required to train the Director, staff and the child's teacher in the proper procedures to be used. It is important to update any medical information with us to ensure proper care and treatment of your child. All staff in the building are notified of all children with allergies and health conditions.

Healthchek Services

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 on 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 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, you may go to the Ohio.gov website and go to the Department of Medicaid section or please call the Consumer Hotline at 800-324-8680

Reporting Absences & Release of Children

Parents are responsible for notifying Glenview when a child who is supposed to attend SEED is absent or arriving late. Calls to make are:

- ✓ School office with child's name, teacher's name and reason for absence at 440-617-7330
- ✓ If applicable, transportation supervisor with child's name and bus number at 440-617-7310

Release of Children:

- Children will be released only to a residential parent, guardian or person authorized by the custodial parent.
- If a person other than the parent is designated to pick up a child on a specific day, authorization must be in writing and give to the teacher at the beginning of the day or be on file at SEED.
- If during the day, a parent finds it will be impossible to pick up the child in the afternoon, a telephone call must be placed to the Glenview office to identify the authorized person.
- Any person picking up must be at least 18 years of age.
- Any unknown designated pick up person will be asked to show photo identification
- In special circumstances, a 16 year old may be authorized to pick up with written permission from the parent/guardian and authorization from the Director, Dody Chadwick.
- In the event of an emergency, if a parent is unable to be reached, the names listed on the Emergency Medical Form will be used for pick-up. No child shall be released to an adult who appears to be intoxicated, incoherent or under the influence as demonstrated by means of speech, gait or manner. In such a case, the Director will be notified and alternative transportation may be arranged such as calling an alternate parent/guardian or an emergency contact. If a parent/guardian insists on removing a child despite the recommendations of the staff, Bay Village Police may be notified and a conference will be held between the parent and the Director that could result in the termination of the child's participation in the program.

Hand washing and peanut/tree nut free classroom

Please wash your child's hands **at school prior to entering the classroom** to prevent communicable diseases and cross contamination of allergens. For the health and safety of all of our students, we are considered a peanut/tree nut free environment. Any food items brought into the classroom will be inspected prior to entry. Please be considerate and do not send in any products that contain nuts or are processed in a peanut/tree nut facility. Snacks need to be sent in the original packaging.

Miscellaneous safety and health information

- No child will be left alone or unsupervised at any time.
- Emergency medical and dental procedures are posted in the classrooms.
- Fire and tornado drill plans are posted in each classroom. Plans for rapid dismissals and lock-down drills are available in individual buildings.
- First aid supplies are available in the building.
- Each child must have completed a medical evaluation (including updated immunization record) and emergency medical authorization form. All required forms are kept in student files in the classroom.
- Each restroom in the building has hand washing procedures posted on the wall.
- Teachers are trained in first aid, communicable disease and child abuse recognition.

Child Abuse and Neglect Reporting

As required by law, all school employees and administrators must immediately report any suspicions of abuse or neglect to 216-696-KIDS (5437).

Licensing Information

All State licensing rules and laws, the Preschool's licensing record, and Board of Education approved policies, are available upon request. The Preschool's license is displayed in the Glenview office. The Bay Village Board of Education is the governing body for the SEED program. Contact information for the board members is provided on the district website. Any suspected violation of licensing or policies can be reported to either the Bay Village Board of Education at (440) 617-7300 or the Ohio Department of Education at 614-466-0224.

Non-discrimination Statement: In accordance with Federal law and U.S. Department of Agriculture policy, and as a requirement of the USDA National School Lunch Program this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call 800-795-3272 (voice) or 202-720-6382 (TDD). USDA is an equal opportunity provider and employer.

Acronyms We Use

SEED – Special Early Education Development
ASQ: SE – Ages and Stages Questionnaire for Social Emotional Development
IEP – Individualized Education Plan
ETR – Evaluation Team Report
ODE – Ohio Department of Education
ELA – Early Learning Assessment
COS – Child Outcome Summary
SST Region 3 – State Support Team Region 3
CCBDD – Cuyahoga County Board of Developmental Disabilities
Related Services
SLP – Speech Language Pathologist
OT – Occupational Therapist
PT – Physical Therapist
HII – Hearing Impaired Interventionist
VII – Vision Impaired Interventionist
Categories
 DD – Developmentally Delayed
 S/L – Speech and Language Impairment
 SLD – Specific Learning Disability
 AU – Autism
 HI – Hearing Impaired
 VI – Vision Impaired
 OH – Orthopedically Handicapped
 OHI – Other Health Impaired Major/Minor
 MD – Multiple Disabilities
 ED – Emotionally Disturbed
 TBI – Traumatic Brain Injury
 CD – Cognitive Disability

Please remove and return to assigned teacher

I have received a copy of the SEED Preschool Parent Handbook. I have read, understand and agree to abide by the policies outlined within this manual.

Parent signature

Date

Student name

Teacher