

Preschool Handbook



Welcome to Perry Preschool

2025-2026 Handbook

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Philosophy

The philosophy of the Perry Local Preschool Program is to provide an opportunity for children, through active and quiet play, to grow through a variety of experiences that are positive, enjoyable, and rewarding for the children and their families. Activities provided in our preschool are multicultural, play-based, and child-initiated. Through nurturing in the preschool environment, the child develops positive self-esteem, which contributes to communication skills and interaction with others in his or her world. The program prides itself on preparing each child for the next developmental stage in their life, ultimately leading to preparation for Kindergarten by utilizing a standards-based curriculum that aligns with [Ohio's Early Learning and Development Standards](#). The Perry Local Preschool Program provides learning opportunities for both typically developing children and children identified with special needs. Each child's needs are met using differentiated instruction and individualized learning opportunities.

Goals

The Perry Local Preschool Program is designed with the following goals for children:

- ★ To recognize the uniqueness of each child by working creatively to develop a plan to guide each child's progress.
- ★ To encourage the development of a positive self-image.
- ★ To help children develop aesthetic, cognitive, creative, emotional, linguistic, physical, and social potentials.
- ★ To address all areas of a child's development when engaging in activities with a child.
- ★ To encourage every child to learn through instructional methods that include a variety of approaches.

Referral Process

Perry Local Preschool utilizes Child Find regulation to locate children with disabilities within the district.

- a. Federal, state, and local regulations require all Ohio schools to conduct annual child-finding activities. Child-finding is the process of locating, evaluating, and identifying children with suspected disabilities who may need special education and related services. Parents, relatives, public and private agency employees, and concerned citizens may help school districts find any child, ages three through twenty-one, who may have a disability and need special education and related services.

After students are located through Child Find, the Perry Local Preschool follows the Ohio Operating Standards for referral and initial evaluations.

- a. Personnel from the parent/guardian will contact the parent/guardian to gather more information and schedule a screening appointment. A screening will then be conducted to determine whether a disability is suspected. Within 30 days of receiving a referral, the Perry Local Preschool will obtain parental consent for an initial evaluation or provide the parents prior written notice stating that the school district does not suspect a disability and will not be conducting an evaluation.
- b. If a disability is suspected, an initial evaluation will occur within sixty days of receiving parental consent for the evaluation. The initial evaluation will consist of procedures such as observations, interviews, criterion-referenced assessments, and norm-referenced assessments to determine if the child is a child with a disability as defined in paragraph (B)(10) of rule 3301-51-01 of the Administrative Code and determine the educational needs of the child.

Universal Preschool Agenda

The preschool program has also designed a daily schedule that includes a balance of both quiet and active play to meet the intellectual, physical, social, and emotional needs of each child. Each classroom has its own unique schedule, which will be shared with parents by the classroom teacher and is posted in each classroom.

All classrooms will include the following events each day:

1. Arrival
2. Second Step Lesson
3. Read Aloud
4. Writing Activities
5. Physical Education
6. Snack
7. Circle Time (including Heggerty)
8. Artful Living
9. Free Play in Centers
10. Dismissal

Curriculum

The Perry Local Preschool utilizes the Assessment, Evaluation and Programming System for Infants and Children, Third Edition (AEPS-3) as our core curriculum. AEPS-3, in general, is an effective and efficient system for collecting essential data on child development and using it across all key tasks from goal development to progress monitoring. The AEPS-3 curriculum uses evidence-based practices in a proven, child-directed approach that embeds children's goals and objectives in routines and activities. It is divided into three levels, includes strategies for 18 daily routines and activities, and addresses 8 domains of development (fine motor, gross motor, adaptive, social-emotional, social-communication, cognitive, literacy, and math).

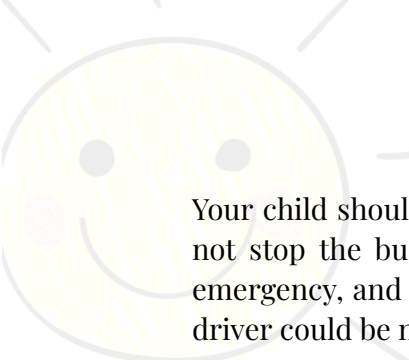
In addition to the AEPS-3, the program also utilizes Second Step and Heggerty as supplemental curricula.

- Second Step is a social-emotional learning program that empowers preschoolers, teens, and all ages in between to build skills for success. It teaches children to gain confidence, set goals, make better decisions, collaborate with others in work and play, and navigate the world more effectively.
- Heggerty is a phonemic awareness curriculum. It uses nursery rhymes to introduce preschool students to language play. The lessons include phonological and phonemic awareness skills taught in a systematic progression. Students also develop alphabet knowledge through daily practice with an alphabet song and letter name and sound practice.

Attendance

If your child is going to be absent from school, please call the school before the start time at 330.478.6174. It is also the parent/guardian's responsibility to contact the bus garage at 330.477.1300 to notify the bus driver that there will be no pickup that day.

Transportation and Bus Safety



Your child should be picked up and dropped off at the same location daily. The bus driver will not stop the bus to let you take your child from the bus. The only exception would be an emergency, and you would need to contact the school to let us know of the situation so the bus driver could be notified.

Our transportation department strives to place preschool students on designated preschool buses, however, there are instances when this may change due to certain routes. Our team will reach out to you if this change needs to occur.

When the bus stops at your house or the babysitter's home to pick up your child, someone needs to escort your child to the bus. When the bus drops your child off, please be out or at least visible to the bus driver so our drivers are assured that someone is home to take care of your child. If no one is visible or able to be contacted, the driver will keep your child on the bus, returning them to school for you to pick up there. These steps must be followed to ensure the safety of your child.

Please contact the bus garage for any changes to your child's route at 330-477-1300. It can take up to two weeks for your child to be re-routed.

Building Safety

To ensure the safety of our students and staff, parents must comply with the following procedures:

Arrival and Departure

- Drop-off time for the morning class is 9:00 a.m., and pick-up is no later than 11:45 a.m.
- Drop-off time for the afternoon class is 1:00 p.m., and pick-up is no later than 3:45 p.m.

Specific drop-off/pick-up directions will be communicated prior to the start of the school year. Once the school year starts a teacher or assistant will be present to assist you each day.

Picking up your child

When picking up your child during school hours, please send a note to your child's teacher. Please also have a copy of your Driver's License (or State ID) with you. If someone other than a parent/guardian is picking up your child, remember they must be listed on Final Forms (and have their ID with them).

Emergency Medical Information

Our office must have a working phone number to contact each parent or guardian in the event of late buses, early dismissals, or emergencies.

As a safety precaution, Final Forms must contain the names of four people whom we can release your child to throughout the school year in case of an emergency if the parent/guardian(s) cannot be reached. This form will be updated yearly at orientation or as needed during the school year.

In case of an emergency at school, first aid will be administered by trained personnel if the situation is not life-threatening. The parent/guardian will be notified, and arrangements will be made to transport the child to an emergency facility specified on the child's emergency medical form.

If the situation is life-threatening (absence of breathing, absence of pulse, severe bleeding), the parent/guardian will be notified, and the emergency squad will transport the child to the nearest facility.

Medical and Dental Statements

According to the Ohio Department of Education Preschool Licensing Rule, 3301-37-08, Parents shall provide, before the date of admission, or no later than thirty days after the date of admission, a medical statement affirming that the child is in suitable condition for enrollment in the program. The medical statement shall be provided by a physician, physician's assistant, clinical nurse specialist, or certified nurse. The medical statement is valid for thirteen months from the date of the exam and therefore, should be updated throughout enrollment within the preschool program. The medical statement should include, but is not limited to:

- a. statement signed by a licensed physician
- b. physician's authorization and written instructions to administer prescription medication
- c. immunization record
- d. A list of allergies and treatment for said allergies
- e. list of medications, food supplements, modified diets, or fluoride supplements currently being administered
- f. A list of chronic physical problems and any history of hospitalization
- g. A list of any diseases
- h. name, address, and telephone number of the physician and dentist

Parent/guardian(s) shall also provide, before the date of admission or no later than thirty days after the date of admission, a dental statement affirming that the child is in suitable condition for enrollment in the program. The dental statement is only required during admission into the program.

Medications, Food Supplement, Modified Diet,

or Fluoride Supplement

In order for the school to administer medications, food supplements, modified diets, or fluoride supplements, written instructions must be given by a licensed physician or dentist. A written log will be kept each time the medication is administered, including the dosage, date, and time. Medication will be stored and clearly marked in a designated locked storage place and only administered by trained staff.

Snacks and Meals

Snacks are provided on a daily basis from two of the major food groups (Meat, Bread, Milk, Fruit/Vegetable). Children are permitted to bring in snacks for their birthdays as long as they are pre-packaged and store-bought. Please inform your teacher of any allergies.

Parent Communication/Input

Please contact your child's teacher and or principal if you need to visit the classroom. Upon entering the school building, the parent shall first report to the school office.

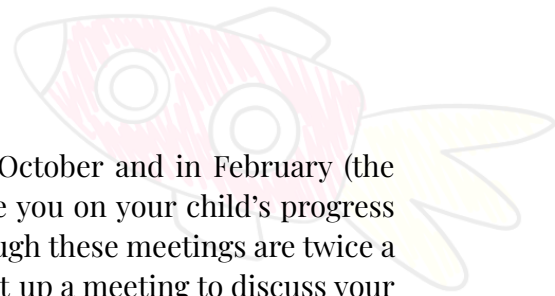
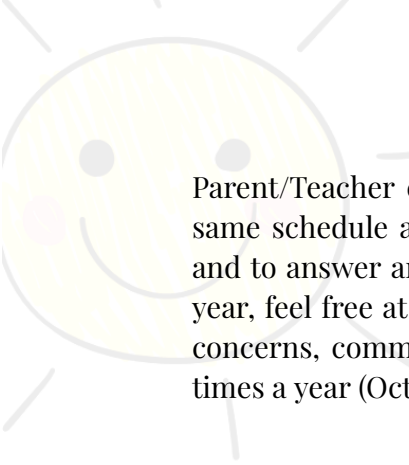
Periodically, a parent survey about the program will be given throughout the school year to gain parent input and continued evaluation of the program for future growth.

Parents are encouraged to contact the teacher or administrator through direct verbal contact, written notices, emails, or phone calls at any time throughout the school year.

Screening

Each child will be screened within sixty days of enrollment within each area of development, including speech/language, cognitive, motor, and social/emotional/behavioral. Results of the screening will be shared with parents at parent/teacher conferences or through an agreed-upon method such as a face-to-face meeting, phone conversation, or written communication.

Parent/Teacher Conferences and Progress Reports



Parent/Teacher conferences will be held twice a year, once in October and in February (the same schedule as the district). These conferences are to update you on your child's progress and to answer any questions you might have at that time. Although these meetings are twice a year, feel free at any time to contact your child's teacher and set up a meeting to discuss your concerns, comments, etc. Progress Reports (preschool report cards) will be sent home three times a year (October, February, and May).

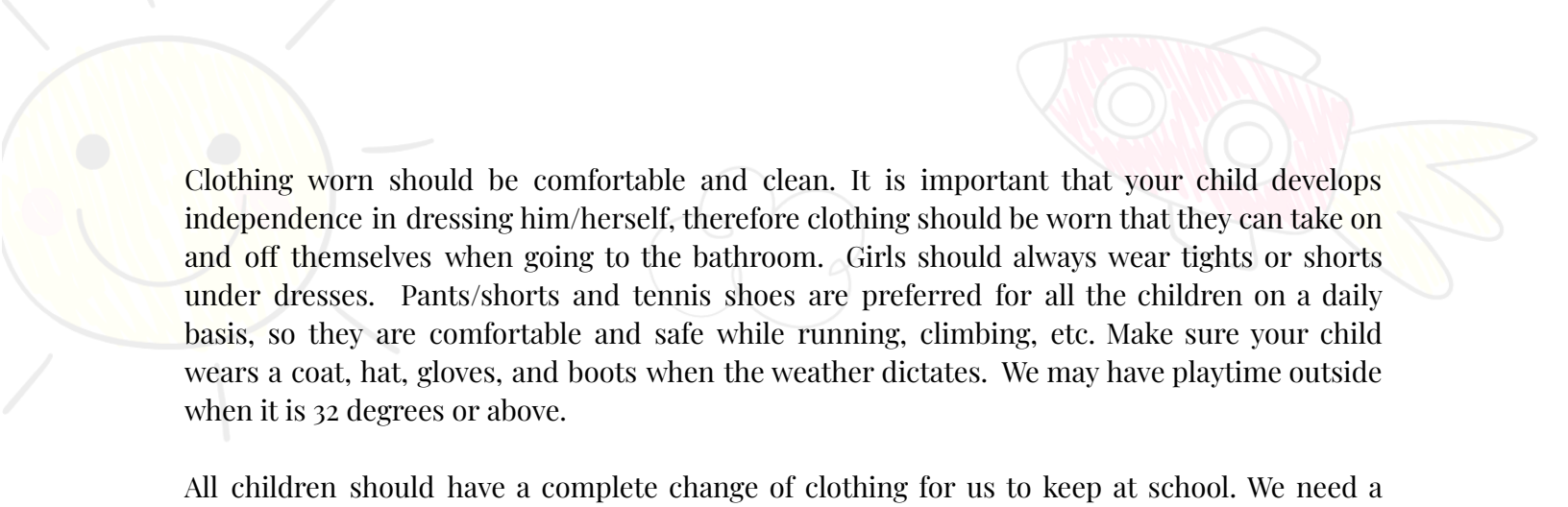
Community Education/Family Involvement Days

There will be two Community Education/Family Involvement Days this year, one in the Fall and one at the end of the school year.

Transitions

Preschool staff will assist parents and students with transitioning from home to preschool, preschool class to preschool class, preschool to kindergarten, and/or to another school district. When entering the preschool program, parents will receive information about the program during a preschool screening. Parents will also supply information about their child during the screening process to ensure the needs of the child are met. Each year, parents will participate in a preschool orientation to assist with phasing the child into the program. The parent will assist with transportation during the first week of preschool to allow for increased communication with the teacher. Children will transition to another room each school year, depending on needs; a transition may occur during the school year. Parents will receive paperwork to indicate their preferences for the upcoming school year in terms of days and times. When a child is age-eligible for kindergarten, parents will receive paperwork to indicate their intention for their child for the upcoming year. The parents and teacher will then meet at spring conferences to discuss the student's readiness for kindergarten. The preschool staff will continue to prepare the student for having snacks within the cafeteria, and participating in developmentally appropriate practices. Preschool staff will also meet with staff from each of the elementary buildings to prepare for the transition.

Clothing



Clothing worn should be comfortable and clean. It is important that your child develops independence in dressing him/herself, therefore clothing should be worn that they can take on and off themselves when going to the bathroom. Girls should always wear tights or shorts under dresses. Pants/shorts and tennis shoes are preferred for all the children on a daily basis, so they are comfortable and safe while running, climbing, etc. Make sure your child wears a coat, hat, gloves, and boots when the weather dictates. We may have playtime outside when it is 32 degrees or above.

All children should have a complete change of clothing for us to keep at school. We need a summer outfit and a winter one, including underwear and socks. Your child will have gym class twice a week and will need a separate pair of tennis shoes that will be kept at school for this purpose. If your child wears boots to school, they may use their gym shoes that day, rather than carrying an extra pair of shoes in their bookbag.

Toileting

Typical children need to be readily potty-trained upon entry into the preschool program. Parents of special needs children who are not toilet-trained will provide their own diapers/pull-ups and wipes. For the purpose of diapering, topical ointments and creams provided by parents shall include written instructions. The instructions shall include the name of the ointment, cream, or lotion; name of the child; birthdate of the child; date; and signature. Written instructions shall be valid for no longer than three months. Authorization for the administration of the ointment, cream, or lotion may be canceled at any time by written request of the parent.

Naps

Ohio Licensing Rules state that a child who attends a center for *five hours or more* on a given day shall be provided with a mat or cot to rest. The nap/rest period shall be flexible to meet individuals' needs, with provisions for early risers and non-nappers.

- Each cot or mat, with individual bedding, shall be labeled in some manner as to who is assigned to use the cot and shall be for the exclusive use of each child between sanitation procedures.
- Cots, mats, and individual bedding shall be thoroughly cleaned with an appropriate germicidal detergent and sanitized regularly before assignment for use by another child.

Illness



PLEASE KEEP YOUR CHILD HOME WHEN ANY OF THE FOLLOWING SYMPTOMS ARE PRESENT, OR HAVE BEEN PRESENT IN THE LAST 24 HOURS:

- Temperature of at least one hundred and one degrees Fahrenheit (one hundred degrees Fahrenheit if taken axillary)
- Diarrhea (three or more abnormally, unexpectedly, or unexplained loose stools within a twenty-four-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.
- Redness of the eye or eyelid, thick and purulent (pus) eye discharge, matted eyelashes, burning, itching, or eye pain.
- Untreated infected skin patches, unusual spots, or rashes.
- Unusually dark urine and /or gray or white stool.
- Stiff neck with elevated temperature.
- Evidence of untreated lice, scabies, or other parasitic infestations.
- Sore throat or difficulty in swallowing.
- Vomiting more than once or when accompanied by any other sign or symptom of illness.

*Students with diarrhea, fever, vomiting, etc., will be sent home and should remain at home at least 24 hours, unless evaluated by a physician and released with a physician's note to allow the child to return to school sooner.

Communicable or Nuisance Diseases

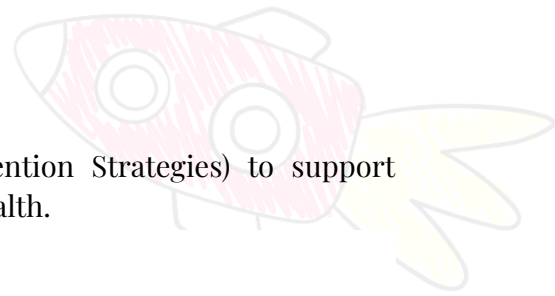
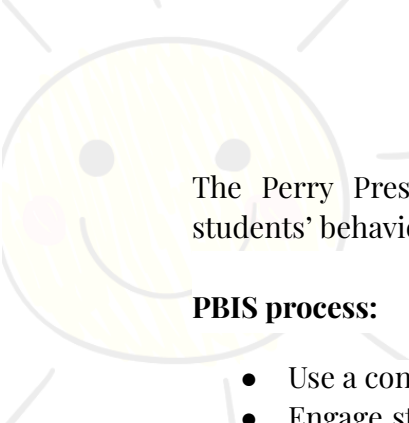
The school will immediately notify the parent/guardian of the child's condition when a child has been observed with signs or symptoms of an illness during the school day. This child will also be immediately isolated (taken to the school office), and parents will be notified. The school must be notified when your child develops a communicable disease such as chicken pox, strep throat, measles, scarlet fever, etc. Lice or scabies must be reported to the school if your child has either condition. Children are to be nit-free before they can return to school. We will do our part in trying to control the nuisance diseases, but we cannot do this if we are not made aware of the situation. When a child has been diagnosed with a communicable or nuisance disease, the school needs a statement from the doctor stating what your child had and when he/she can return to school. The school will notify all parents of children who have contact with the confirmed case.

Behavior and Discipline

We find that the first, best way to prevent behavior issues is to create a structured environment in which the children have a clear understanding of the routine and expected behaviors. However, as part of the child's total learning experience in preparation for future challenges, it is sometimes necessary to correct inappropriate behavior in a constructive manner. Some constructive, corrective measures may include verbal redirection, reprimands, time-out, restriction of privileges, or other appropriate methods. These methods of discipline comply with the Ohio Department of Education Preschool Licensing Rule, 3301-37-10, which follows:

3301-37-10 BEHAVIOR MANAGEMENT/DISCIPLINE

- (A) A preschool staff member in charge of a child or 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 praise for appropriate behavior.
- (C) The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows:
 - 1. There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting.
 - 2. No discipline shall be delegated to any other child.
 - 3. No physical restraints shall be used to confine a child by any means other than holding a child for a short period, such as in a protective hug, so the child may regain control.
 - 4. No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box, or a similar cubicle.
 - 5. No child shall be subjected to profane language, threats, derogatory remarks about himself or his family, or other verbal abuse.
 - 6. Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
 - 7. Techniques of discipline shall not humiliate, shame, or frighten a child.
 - 8. Discipline shall not include withholding food, rest, or toilet use.
 - 9. Separation, when used as discipline, shall be brief 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.
- (D) The parent of a child enrolled in a center shall receive the center's written discipline policy.
- (E) All preschool staff members shall receive a copy of the center's discipline policy for review upon employment.



The Perry Preschool utilizes PBIS (Positive Behavior Intervention Strategies) to support students' behavioral, academic, social, emotional, and mental health.

PBIS process:

- Use a continuum of evidence-based practices to support student needs
- Engage students, families, and community members to co-create culturally responsive practices
- Regularly check the effectiveness of their practices
- Rely on teams to guide implementation
- Use data to identify strengths, uncover needs, and monitor student progress
- Implement universal screening
- Develop content expertise through coaching and ongoing professional development



How to File a Complaint

If at any time a parent is experiencing a situation that results in a disagreement between the parent and staff, the following steps should be taken:

1. Schedule an appointment with the staff in question to meet and discuss the problem at hand.
2. If the parent feels the problem is not resolved after meeting with that particular person(s), then the parent may contact Rebekah Silla, Director of Pupil Services (330-478-6187) for assistance.
3. If the above actions have not resulted in satisfactory results, the parent may contact an Ombudsman at the Office of Early Childhood (614-466-0224).



Healthchek Services for Children

Younger than Age 21

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

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

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

- medical history
- Complete unclothed exam (with parent approval)
- developmental screening (to assess if the child's physical and mental abilities are age-appropriate)
- vision screening
- dental screening
- hearing assessment
- immunization assessment (making sure the child receives them on time)
- lead screening; and
- other services or screenings as needed

If your children are enrolled in 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.

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

Inspection Reports

Copies of inspection reports conducted on the state and local levels are located in the principal's office for your review.