



Preschool Handbook School Year 2026-2027

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Ohio Department of Education Early Learning & School Readiness's most recent compliance reports are posted in each classroom.

Please contact Kevin Wright, Director of Student Services, to obtain copies of the inspection reports.

Grievance Policy / Resolution of Conflicts / Filing a Complaint: If you have concerns about our program, we offer the following procedure for resolution. First, approach your child's teacher or therapist to discuss your concerns and seek resolution. Should a solution not be found, parents/guardians can contact Kevin Wright, Director of Student Services at kwright@waynelocal.net. If you want to file a complaint about the preschool program, please contact the Ohio Department of Education and Workforce at 1-877-644-6338.

ABOUT US

Waynesville Preschool
659 Dayton Road
Waynesville, OH 45068
School Phone: (513) 897-2761
Transportation Phone: (513) 897-8511

Arrival and Dismissal
Monday - Thursday
AM Session: 8:35 - 11:27 AM
PM Session: 12:40 - 3:32 PM

Waynesville Preschool Administrative Staff

Anna Garafolo	Principal
Ben Sparks	Assistant Principal
Danielle Klan	Site Administrator
Kevin Wright	Director of Student Services

Waynesville Preschool Staff

Danielle Klan – Rm. 115	Preschool Intervention Specialist
Katie Jones – Rm. 116	Preschool Intervention Specialist
Andrea Bly - Rm. 116	Paraprofessional
April Vogt - Rm. 115	Paraprofessional
Holly Hawkins Rm - 115	Paraprofessional
Jordan Nickell Rm - 116	Paraprofessional

Waynesville Support Staff

Charnelle Bees	School Counselor
Steph Ghantous	School Psychologist
Omalee Stephenson	Secretary
Haley Carlin	Secretary
Shelly Philpot	School Nurse
Ryan Fullenkamp	Transportation

For emergencies, please call Waynesville Elementary School at (513) 897-2761. The WES office is open from 8:00 am to 4:00 pm Monday – Friday. Additionally, your child’s classroom will have a contact number for you to reach. It is vital that we have alternate phone contacts in case we can not reach you. Please notify your teacher and our office if any change in phone numbers occurs. Emergency medical forms must be completed and returned before any programming can begin.

PROGRAM PHILOSOPHY

The Waynesville Preschool Program is rooted in developmentally appropriate practices and children's individual needs, focusing on their social, emotional, cognitive, and physical growth as they progress through the different developmental stages. Preschool programming is designed to meet these needs, with child-directed, teacher-supported exploration allowing each child to construct knowledge at their developmental level and pace. Trust, social interaction, and play form the foundation for children to develop problem-solving skills, language, and self-esteem.

We recognize the importance of close collaboration with families and see family involvement as vital to the preschool learning process. We encourage family members to actively participate in the classroom and view communication between home and school as the key to a great education. Parents/Guardians are partners in preschool education, and together, we can create a foundation for lifelong learning.

Our multi-age preschool program follows a sequential curriculum that integrates typically developing children and children with disabilities. Preschool children engage in varied experiences that foster social, emotional, cognitive, and physical development. The curriculum is an organized framework guiding developmentally appropriate practices that support children's success through active learning, with teachers playing a key role in helping children achieve goals.

The Waynesville Preschool Program is shaped by the belief that all children can learn, relationships are influential, communication is critical, and the environment matters. Preschool educators design meaningful curricula and learning experiences based on the understanding that young children learn by doing. Teaching methods are tailored to match each child's learning style and level, with individual objectives embedded in play. Daily routines are facilitated by observant, responsive adults who recognize each child as unique, growing, and developing at their own pace.

GOALS AND BELIEFS

The primary goals and beliefs of the Waynesville Preschool Program are:

- Provide an environment that respects children
- Learning occurs in different ways, depending on abilities, readiness, and interests
- Learning requires the inclusion of reading, writing, numeracy, and digital literacy in all content areas
- Offer opportunities for children's active exploration of their environment through play
- Facilitate and encourage the construction of knowledge within an integrated curriculum
- Model and promote opportunities for small and large motor activities that stimulate cognition, communication, self-help skills, pre-academics, social and emotional development
- Maintain confidentiality surrounding children and their families
- Create, build, and strengthen the relationship between family and school
- Learning requires active and social collaboration and interaction

PRESCHOOL PROGRAM OVERVIEW

The Waynesville Preschool Program is designed to meet the diverse needs of all students by creating an engaging community of learners ages 3 to 5 years old. Classes of no more than 16 students are composed of children with a wide range of abilities, including children who are peer models and children with identified special needs. Additionally, we offer itinerant services for children who need support in the home environment or in a public/private community-based setting, or at the service provider location at Waynesville Elementary.

A team teaching model is implemented in the preschool classrooms. The education team includes a special education/early childhood teacher and a teaching assistant. Related Service personnel working in the classroom may include Speech and Language Pathologist, Vision Specialist, Occupational Therapist, Physical Therapist, Itinerant Teacher, or School Psychologist.

As children turn age 3 and become eligible for services administered by the school district, they will enter the preschool special needs screening process. The screening team will observe and assess children if there is a suspicion of a disability. The team will compile an Evaluation Team Report (ETR) and decide if a student qualifies for services based on the measures and observations noted in the ETR. The child's least restrictive environment will be of the utmost importance in the process of delivering special education services. This ranges from itinerant services to the four-day-a-week preschool program.

The Waynesville Preschool Program uses an online application system for Peer Model acceptance. Acceptance is based on the order in which the online applications are completed, and priority is given to preschoolers who are at least 4 years old. Peer Model Tuition is \$2,700 for the 2026-2027 school year. Upon acceptance into the Preschool program, a \$70 non-refundable deposit for processing the registration papers and holding the student's spot is required (due at the time of the enrollment meeting). Tuition is charged in monthly installments. Tuition is \$2,700 for the school year, or \$300 per month (September through May). Parents/Guardians are required to sign the Preschool Tuition Agreement, accepting financial commitment for the entire school year.

Peer model paperwork includes a copy of the birth certificate, a copy of parent/guardian driver's license, and a copy of proof of residency. Also, the registration card and intake questionnaire must be completed in full. Children will be admitted as their packets are turned in according to chronological order. Returning students will receive preference for the upcoming school year.

Peer Models are required to meet the following criteria:

- The child will be 3 years old on or before June 30th.
- The child is completely potty trained (wears underwear and does not have daytime accidents).
- The child can follow rules and routines and can attend to activities for approximately 5 minutes.
- The child can play with a variety of toys appropriately and can play beside and/or with other children while sharing the same bin of toys.

PRESCHOOL PROGRAM SCHEDULE - EXAMPLE

<u>AM Class</u>	<u>Activity</u>
8:35 a.m.	Arrival
8:45 a.m.	Cubby, Handwash, Centers
9:00 a.m.	Large Group/ "Circle"
10:00 a.m.	Table Work, Gross Motor
10:45 a.m.	Handwash, Snack
11:00 a.m.	Music, Story, Pack-up
11:27 a.m.	Dismissal
<u>PM Class</u>	<u>Activity</u>
12:40 p.m.	Arrival
12:50 p.m.	Cubby, Handwash, Centers
1:30 p.m.	Large Group/ "Circle"
2:30 p.m.	Table Work, Gross Motor
2:45 p.m.	Handwash, Snack
3:00 p.m.	Music, Story, Pack-up
3:32 p.m.	Dismissal

Center time includes: manipulatives, blocks, books, pretend play, a sensory table, a writing table, art and special activities, small group activities, puzzles, math, a listening center, an easel, and workstations. Related Service personnel (Speech, OT, and PT) work on individual student needs during this time.

CURRICULUM

A developmentally appropriate curriculum is implemented in the early childhood classrooms. The Waynesville Preschool Program uses *Creative Curriculum for Preschool*, in alignment with the Ohio Department of Education Early Learning Content Standards. This curriculum is an organized framework that guides developmentally appropriate practices in the learning environment. The emphasis in daily activities and centers is based upon the developmental domains including social, emotional, cognitive, and physical to foster a child's success through active learning. The curriculum also delineates the process through which children achieve goals and describes what teachers do to help children achieve these goals.

In addition, Waynesville Preschool uses a supplemental phonemic awareness curriculum called Heggerty. Heggerty is a 35-week program that contains explicit and systematic phonological and phonemic awareness lessons with teacher modeling and support. Heggerty is designed as a whole group instruction with a unison response. The prekindergarten curriculum is designed to release responsibility to the learner gradually. Heggerty involves 8 phonemic awareness skills, which include:

- Rhyme
- Initial Phoneme Isolation
- Blending
- Phoneme Isolation
- Segmenting
- Adding
- Deleting
- Substituting

Heggerty also includes two early literacy skills, which include:

- Alphabet Knowledge
- Language Awareness

Developmentally appropriate curriculum is based on the following principles:

- The curriculum for young children is comprehensive-addressing all aspects of development through a program that is both age and individually appropriate.
- The curriculum addresses social, emotional, cognitive, language, and physical development.
- Goals, processes, content, and learning experiences are based on established developmental norms.
- The curriculum allows for expansion or contraction of goals, content, and learning experiences to meet the individual needs of children.
- The child's individual and cultural background, including developmental history, is an important determinant of curriculum goals for that child

Assessment and curriculum development are both an ongoing and integrated process. The child is an active learner throughout the day.

- The curriculum provides opportunities for children to pursue their own interests and curiosities and to make appropriate choices.
- Learning is integrated throughout the preschool day.
- The curriculum stresses processes and content that incorporate skills development.
- Content selection is based on criteria that include interest (both developmental and cultural), appropriateness and potential for enhancing life.
- The curriculum stresses thinking and problem solving.
- Themes are used as a framework for organizing and integrating the content.

Assessment and curriculum development are both an ongoing and integrated process. The children are active and engaged learners throughout their school day.

DEVELOPMENTAL PROGRESS

Individual progress notes for all children will be sent home at established intervals, at least two times per year. Parent-teacher conferences will be held twice a year. If you have concerns regarding your child's progress, please contact your child's teacher. At the beginning of each school year, your child will participate in a screening process for preschool. Progress is measured by the Early Learning Assessment, an assessment that measures progress in the Early Learning Standards, teacher observations, and student work samples. In addition, if your child has an Individualized Education Plan, you will receive progress monitoring updates throughout the year on their progression with their IEP goals and objectives.

RECORDS TRANSFER POLICY

Procedure for obtaining family consent of the child's current records: Student records are maintained in the front office at Waynesville Elementary School. Upon enrollment, if students attended another early childhood preschool setting, parents/guardians will complete a "REQUEST FOR TRANSFER OF EDUCATIONAL RECORDS" form with the school secretary.

Procedure for obtaining family consent to release children's records to a new setting: At the time of withdrawal from Waynesville Preschool, parents/guardians must complete a "REQUEST FOR TRANSFER OF SCHOOL RECORDS" form to transfer records to a receiving school.

STUDENT TRANSITION POLICY AND SUPPORTS

Transition into Preschool Classroom: Parents/guardians complete the registration process in Final Forms. Parents/Guardians will be notified when the registration process is complete based on a review of all required enrollment documents. Upon enrollment, the assigned classroom teacher will contact the parents/guardians to schedule a classroom visit. At the time of the classroom visit, the teacher and parents/guardians will review the daily schedule, preschool classroom routines, classroom expectations, and discuss helpful transition activities to implement to support the child's transition into the new environment.

Transition between Classrooms: The Waynesville Preschool Program serves students within multi-age classrooms; therefore, it is likely that your child will not transfer between classrooms. On occasion, students may transfer between classrooms due to the needs of the child (i.e., special education team decisions) or due to classroom assignment decisions made at the start of a new school year. At that time, parents/guardians are notified of the change via letter and phone contact. The incoming and outgoing teachers are involved in the transition planning process by meeting with the family to discuss the transition needs of the child. The new classroom teacher will contact the parents/guardians to schedule a classroom visit. At the time of the classroom visit, the teacher and parent/guardian will review the daily schedule, preschool classroom routines, classroom expectations, and discuss helpful transition activities to implement to support the child's transition into the new environment.

Transition to Kindergarten: The process of transitioning your child to become “Kindergarten Ready” is an exciting step in a child’s educational journey. In order to prepare students and families, opportunities to support this transition are specifically implemented. The Wayne Local School District offers several parent/guardian-teacher conference opportunities that will be communicated to families in order to meet and discuss the transition process. Expectations for your child to support their transition to Kindergarten will be outlined at the parent/guardian-teacher conference. Communication will also be shared with families about special events to support the transition such as: Kindergarten Registration and Kindergarten Parent Night. The preschool classroom will also visit the kindergarten and have visits from the Waynesville Elementary Kindergarten teacher in order to share information about expectations, activities, and experiences to help support the transition. At the end of the year, the preschool teacher will provide all families with an “end of the year” activities packet to support their child over the summer.

ATTENDANCE

If a student is going to be absent from school for any reason, parents/guardians should call the 24-hour attendance line. Waynesville Elementary School: (513) 897-2761. If a student utilizes district transportation, parents/guardians should call the Transportation Office at (513) 897-8511.

TARDINESS

If a student is late arriving to school, s/he must report to the school office before going to his/her preschool classroom. Parents/Guardians must sign in their child.

EARLY PICK-UPS

Staff members are not permitted to allow students to leave the school before the regular hour of dismissal without the knowledge and approval of the principal and with the knowledge and approval of the student's parents/guardians. Therefore, parents/guardians must go to the main office to sign out their child. Children will only be released to other family members if other arrangements are specified and communicated in writing to the staff, including the school office. If a family situation changes, please remember to notify the child’s teacher and the school office.

INCLEMENT WEATHER

School closings and delays are based on concern for the safety of students, parents/guardians, and employees. Waynesville Schools works to ensure students, staff and parents/guardians are safe when the temperature drops and the roadways become hazardous. Operations employees personally drive roads to help assess road conditions and the district works with local meteorologists and road crews. Waynesville Schools knows students are better served academically when in school, but the top priority is safety.

If the school must be closed or the opening of school is delayed because of inclement weather or other conditions, the school district will notify local radio and television stations. Information concerning school closings or delays can also be found on the district website, <https://www.wayne-local.com>, and the district's Facebook page. Parents/Guardians will be notified of a school closing or delays via a pre-recorded telephone message delivered to the primary phone number on file. In the fall, parents/guardians will receive a letter from the district outlining procedures for school delays and closings during inclement weather.

GENERAL GUIDELINES FOR KEEPING CHILDREN HOME FROM SCHOOL DUE TO ILLNESS/COMMUNICABLE DISEASE PREVENTION POLICIES

Children who are identified as having a communicable disease may return to class:

- 1) With a physician's statement that the child is free from communicable disease and returning to the program
presents no risk to the child or others. -OR -
- 2) If the child is visibly free from communicable illness. In addition, the child must be:
 - Fever-free WITHOUT fever-reducing medicine for 24 hours
 - Free of vomiting or diarrhea for 24 hours while eating a normal diet

It is sometimes difficult to decide when and how long to keep an ill child home from school. The timing of the absence is often important in order to decrease the spread of disease to others and to prevent your child from acquiring any other illness while his or her resistance is lowered. The following guidelines represent the common childhood illnesses and nursing recommendations.

Chicken Pox: A skin rash consisting of small blisters that leave scabs. A fever may or may not accompany the blistering condition. Students who are diagnosed with this affliction should remain home until all blisters are scabbed over, usually five to seven days.

Common cold: Irritated throat, watery discharge from the nose and eyes, sneezing, body chills and general body discomfort are common symptoms. Students should remain home if the symptoms are serious enough to interfere with the student's ability to learn. Medical care should be obtained if symptoms persist for seven to ten days, fever develops, or nasal discharge becomes yellow or green.

Fever: If a student's temperature is 100° Fahrenheit or greater, he or she should remain home from school until any related symptoms are gone and the student is fever-free for 72 hours

without the use of fever-reducing medications.

Flu: Abrupt onset of fever, chills, headaches, and sore muscles may be indications of the flu. Common symptoms of the flu include runny nose, sore throat and cough. Students should remain home until all symptoms subside and the child is fever-free for 24 hours.

Pain: If a student complains or behavior indicates that he or she is experiencing persistent pain, her or she should be evaluated by a physician before coming back to school.

Pink Eye: Redness and swelling of the membranes of the eye, burning, and itching of the eye, matter discharging from the eye, or crust on the eyelids can be symptoms of pink eye. Students with pink eye should remain home from school until they have received 24 hours of antibiotic therapy and discharge from the eyes has stopped.

Skin Rashes: such rashes of unknown origin should be evaluated by a physician before a student is sent to school

Strep Throat and Scarlet Fever: Strep throat can begin with fever, sore throat, pus spots on the back of the throat, and or tender swollen glands of the neck. With scarlet fever, there are all symptoms of strep throat as well as a strawberry appearance to the tongue and skin. High fever, nausea, and vomiting may also occur. A student should remain home until receiving at least 24 hours of antibiotic therapy and fever-free for 24 hours.

Vomiting, Diarrhea/Viral Infections (intestinal): Symptoms include stomach ache, cramping, nausea, vomiting and/or diarrhea, fever, headache, and body aches. Students should remain home with symptoms for a full 24 hours. If the student is afflicted with these symptoms overnight, please keep your child home the following school day.

Head Lice: Lice are small, grayish tan, wingless insects that lay eggs called nits. Nits firmly attach to the hair shafts close to the scalp. Following lice infestation, students may return to school after receiving treatment and checking with the school nurse.

Impetigo: Blister-like lesions, which later develop into crusted pus-like sores. Students with these symptoms should remain home from school until receiving 48 hours of antibiotic therapy and sores are no longer draining.

The school nurse or health room aide will examine students during the school day if symptoms appear and the school team deems necessary.

ADDITIONAL INJURY AND ILLNESS GUIDANCE

All injuries must be reported to a teacher or the nurse's office and documented in an incident log. If the injuries are minor, the student will be treated and may return to class. If medical attention is required, the office will follow the school's emergency procedures and make contact with the student's parents/guardians.

All preschool students and staff will wash their hands upon arrival at school. In addition,

students/staff will wash their hands before eating, and after using the restroom/toileting. In addition, students and staff will be encouraged to wash their hands after blowing their nose, coughing, or sneezing.

A person trained to recognize the common signs of a communicable disease or other illness shall observe each child daily as needed when they arrive at school. A "person trained to recognize the common signs of communicable disease" means any person trained in the prevention, recognition, and management of communicable diseases.

A staff member trained in first aid and recognition of communicable diseases is available at all times. A first aid kit is always on-site, as well as in the school clinic. A registered nurse acts as a consultant to the school program as needed.

If a child becomes ill at school, the child will be sent to the school nurse and kept isolated until parents are contacted and can retrieve the child.

Procedures for notifying a mildly ill child who does not have a fever will be based on whether or not a child feels well enough to participate in class. If a child does not feel well enough to participate, the child's parents/guardians will be notified by the school nurse and procedures for an ill child will be followed.

As needed with the direction of the Health Department, parents/guardians will be notified if their child is exposed to a diagnosed communicable disease while at school.

MEDICAL EMERGENCY PLAN

Each child is required to have a current emergency medical authorization form on file. These forms must be completed and returned by the first day of school. Any child without these forms will not be permitted to attend class. In the event of an emergency, the following procedures will be taken:

- Parents/Guardians will be contacted immediately unless the situation is life-threatening. In this case, 911 will be called first.
- If efforts to reach the parents/guardians are unsuccessful, the faculty will follow the instructions listed on the emergency medical form.

MEDICAL POLICY

The Ohio Department of Education Rules for Preschool Programs require that each child have on file:

- A medical form completed by a licensed physician prior to the date of admission and annually from the date of examination.
- A physician's and/or dentist's authorization and written instructions to administer prescription medication to the child enrolled in the program.
- Immunization records as required by section 3313-67 of the Ohio Revised Code, which record shall include immunizations required by section 3313.671 of the revised code.

*All students enrolled in the Waynesville Preschool Program must have all paperwork completed, signed and verified by your child's teacher BEFORE your child may begin class. The State of Ohio requires teachers to have this paperwork in order for the program to be licensed. Classrooms are visited twice yearly for licensure inspections.

DRESS

The preschool program encourages comfort and independence. The preschool classroom will do many different projects involving many different types of materials. Therefore, we encourage parents/guardians to outfit their children in comfortable clothing that is easily washed and changed. It is important for parents/guardians to provide a seasonally appropriate change of clothing for their child. Additional underwear should be sent along with diapers. We do not provide diapers or wipes and you are required to maintain an adequate supply at school, if applicable.

ALLERGIES AND SNACKS

During the school year, there may be opportunities for you to send in special snacks/treats in celebration of your child's special day or holiday. Please check with the teacher to note any allergies or special needs prior to sending in any food items.

Children in the program will be provided a daily small healthy snack and drink. If your child has any food allergies, please alert the staff. Children in our program will be encouraged to try different foods at snack time.

SHARING INFORMATION

Your children are often affected by events and changes in their environment. Children may not be able to express their feelings or relay significant information. To help your child deal with changes, please keep us informed of any events including:

- Illness or hospitalization of family members
- Pregnancies or births
- Deaths of family members or close friends
- Changes in family structure in the home
- Plans for moving
- Extra stimulation such as visitors or celebrations
- Change of address or phone number

PARENT/GUARDIAN INVOLVEMENT

We welcome all efforts of parent/guardian support and help. The classroom teacher will contact parents/guardians to survey their areas of talent, support, and assistance. All volunteers are required to have a background check. Background checks are processed in the Central Office at the cost of \$60. Please contact the elementary office at (513) 897-2761 for any questions. The classroom is open for any parent/guardian approved through the Central Office to stop by for brief visits or to assist the teacher in a designated way. These visits must be scheduled in advance

with the teacher. We hope and expect parents/guardians to respect the educational process and allow the teachers to keep the routine of the day. Any questions or conversations for the teacher/aide should be conducted before or after class to avoid interruptions of instruction and to allow teachers and aides to focus on child safety during the transition from classroom to bus or car. At this time in their life, your children are learning independence and exploring new settings. It is important for them to be given the opportunity for self-confidence in separation from you as their parents/guardians. During the first few weeks of school, parent/guardian time in the classroom should be very brief and approved by the teacher to ensure a successful child transition into the program.

Your child's teacher will notify the parents/guardians about the best method to reach them for an emergency or for routine questions and responses. Please note that while students are in the building, the teacher will not be available to take calls or answer emails. Your child's teacher will contact you as soon as possible. There will be opportunities for the parents/guardians to network with each other. Parents/guardians are given the option to have their names listed on a class roster for sharing. You will be provided with a form (through Final Forms) providing you with the option to be included in the parent/guardian roster or to decline. Parent/guardian rosters are available at any time by your classroom teacher.

Communication between preschool and home is an important link for learning with your child. During the school year, parent/guardian conferences are scheduled to discuss your child's progress twice a year. Additionally, periodic updates/progress reports are given by the teacher to gauge ongoing learning and development. Staff may also keep you informed by class newsletters, notes, telephone calls, and/or student notebooks.

Significant incidences of injury and/or illness requiring medical attention will be documented on a form known as the Incident Report. Copies of the incident report are sent home to parents/guardians for review/signature. A written documentation log of all incidents will be kept on file in the licensing book.

TRANSPORTATION

Special transportation is considered an IEP-related service. Special transportation is provided when it relates to the child's disability through an IEP meeting. Regular transportation is provided for students with disabilities who cannot provide their own transportation.

Students may only ride assigned buses and must board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the principal. The principal may approve a change in a student's regular assigned bus stop to address a special need. Parents/Guardians should send a note to the principal stating the reason for the request and the duration of the requested change.

Parents/Guardians should wait with students for the bus when loading a bus to go to school. Parents/Guardians are asked to be at a bus stop 5 minutes before a student arrives after school to go home. Parents/Guardians should wait in plain sight of the bus driver, outside of the home, to ensure the safety of the parent/guardian and ensure the student is released to their parents/guardian.

It is the parent/guardian's responsibility to inform the bus driver when their child will not be aboard school transportation. Drivers will not wait for students who are not at their designated stops on time. Special equipment must have the approval of the Transportation Supervisor before it can be transported on the bus. Due to safety considerations of all children being transported, not all special equipment and/or devices can be transported by bus.

BUS CONDUCT

Students who are riding to and from school on district-provided transportation must follow all basic safety rules. This applies to school-owned buses as well as any contracted transportation. The driver may assign seating or direct students in any reasonable manner to maintain transportation safety. Students must comply with the following basic safety rules.

Each student shall:

- be on time at the designated loading zone 5 minutes before the scheduled stop
- stay off the road at all times while walking to and waiting for school transportation
- line up a single file off the roadway to enter
- wait until the school transportation is completely stopped before moving forward to enter
- refrain from crossing a road until the driver signals it is safe to cross
- properly board and depart the vehicle
- refrain from eating or drinking on a bus
- go immediately to a seat and be seated

Parents/Guardians should contact the Transportation Department at (513) 897-8511 and the Waynesville Elementary office at (513) 897-2761 if there is a change in transportation. This includes absences for illness, vacation, appointments, etc.

FIELD TRIP GUIDELINES

In the event of a field trip, the following precautions will be taken to ensure each child's safety:

- A first aid box, which meets Ohio licensing rules, will be available.
- A faculty member trained in first aid will be present.
- Children will have identification without their names but with the school's name and phone number.

Parents/Guardians/Caregivers are encouraged to participate to maximize the success of the field trip. Field trip forms must be signed by the parent/guardian for permission.

POLICY ON CHILD ABUSE AND NEGLECT

In compliance with Section 2151.421 of the Ohio Revised Code(ORC), any employee of the Waynesville Schools who is acting in his or her official or professional capacity, and who knows or suspects that a child under 18 years of age or a physically or mentally handicapped child under 21 years of age has suffered any wound, injury, disability or condition of a nature that reasonably indicates abuse or neglect of the child shall immediately report that knowledge to

Child Protective Services at 513-695-1546 or the local law enforcement department where the child reside. Following the initial oral report to the above-mentioned authorities, the employee shall immediately report to the principal/administrator of the building in which the employee is located or in which the child is enrolled.

Any report made as a result of the policy and the Ohio Revised Code, section 2151.42 shall be maintained as confidential and available only to the person initiating the complaint, the principal/administrator, the superintendent, the Board of Education and legally constituted authorities entitled to said report pursuant to section 2151.421 of the Ohio Revised Code.

ORC 2151.421 provides immunity from civil and/or criminal liability for reports and child abuse and neglect. Failure to report suspected child abuse and neglect shall be subject to ORC 2151.99.

BEHAVIOR MANAGEMENT/DISCIPLINE POLICY

All preschool staff members and persons interacting with students will adhere to the following behavior management/discipline policy.

The goal of discipline is to help children build their own self-control and ultimately direct their own behavior. We recognize the important role self-esteem plays in this process and strive to enhance each child's positive feelings of self. Each child's emotional needs and feelings are respected within the classroom setting.

Clear and reasonable ground rules are established for each child's safety and to protect the rights of all children. The rules are few in number and are frequently discussed in the classroom. When ground rules are broken, they are clearly and firmly restated. When rules are followed, students are rewarded with praise and recognition. When a child is in a conflict situation, he or she is encouraged to verbalize his or her anger or concerns. When a child infringes on the rights of another, the other child is encouraged to talk about how he or she feels. Problem-solving techniques are encouraged in the classroom during which time the teacher often acts as a facilitator, helping young children express their feelings and generate solutions. When appropriate, redirection and separation from the problem can occur. Children are taught to become part of the solution rather than part of the problem to promote restoration and preservation of self and others.

Classroom environments are structured to encourage positive behavior; redirection of children occurs positively, keeping in mind the child's interests and motives. Teacher intervention in potential problem situations is well-timed and logical consequences of behaviors are implemented. Physical punishment is never used. If behavior problems persist, an individual behavior management program will be developed with parent/guardian participation. Ongoing discussions will occur to review possible solutions and alternatives.

Per Ohio Department of Education Preschool Licensing Rules, the discipline policy includes the following:

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

- 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.
- Behavior Management/discipline policies and procedures shall ensure the safety, physical, and emotional well-being of all individuals on the premises. If suspension, expulsion, or removal policies exist, they are to be written in accordance with Section 3313.66 of the Revised Code.
- The following restrictions will be followed based on the Ohio Administrative Code (3301-31-10):
 - There shall be no cruel, harsh, corporal punishment or any unusual punishment such as, but not limited to; punching, pinching, shaking, spanking, or biting (PS 37-10-C1).
 - No discipline shall be delegated to any other child (PS 37-10-C2).
 - No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control (PS 37-10-C3).
 - 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 (PS 37-10-C4).
 - No child shall be subjected to profane language, threats, and derogatory remarks about himself or his family, or other verbal abuse (PS 37-10-C5).
 - Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents (PS 37-10-C6).
 - Techniques of discipline shall not humiliate, shame, or frighten a child (PS 37-10-C7).
 - Discipline shall not include withholding food, rest, or toilet use (PS 37-10-C8).
 - 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 (PS 37-10-C9).
 - The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program (PS 37-10-C10).

- 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, in writing, and signed by the parent/guardian.
- All preschool staff members shall receive a copy of the center's discipline policy for review upon employment.

COMMUNITY RESOURCES

- [Warren County Department of Human Services](#): The Warren County Department of Human Services is a county, state and federally supported agency responsible for basic financial, medical and social services programs. Programs are available to ensure that no one is forced to go without food, clothing, shelter, medical care and necessary life-sustaining services because of lack of resources. Along with those necessary support services, they provide education and training to help individuals find quality jobs enabling them to move from short-term assistance to independence and self-sufficiency in the shortest time possible. Phone: (513)695-1420
- [Warren County Board of Developmental Disabilities](#): For any Warren County Board of Developmental Disabilities service, an individual must reside in Warren County and be deemed eligible for County Board of DD services. The Support Services Division is the starting point for services for all individuals over three years of age. The Intake Specialists will assess all individuals requesting services to determine the eligibility of the individual. For those who are currently eligible for County Board of DD services, eligibility is reviewed at the age of three, six, and sixteen. The onset of the disability must have occurred prior to the age of 22. Phone: (513)228-6400
- [Warren County Community Services](#): Information and referral program that also assists with energy needs. Phone: (513)695-2100
- [Warren County Health District](#): Provides affordable clinics, vaccinations, and health information. Phone: (513)695-1228
- [Mental Health Recovery Board Serving Warren and Clinton Counties](#): The Mental Health Recovery Board Serving Warren & Clinton Counties supports a healthier community by investing in a system of mental health and substance use disorder services for the people of our counties. Phone: (513)695-1695
- [Warren County Community Resource Guide](#)