

# Gahanna-Jefferson Public Schools Preschool Program



**Parent Handbook  
2018-2019**



Dear Parents,

As the Director of Special Education for Gahanna-Jefferson Public Schools, I would like to welcome you to preschool for the 2018-2019 school year. We are honored to have the opportunity to teach and nurture your child. The preschool years are a time of exciting growth and change and you will be amazed at the skills your preschooler will learn this year. We believe all students can and must learn. We are dedicated to creating a preschool environment that will support, help and challenge your child. Collaboration and partnership with parents are vital and we want to communicate with you throughout the educational process to ensure your child's future school success. I hope this handbook provides you with the information necessary to feel informed and ready for preschool. Please feel free to call my office with any questions or concerns at any time throughout the school year. Everyone in the preschool program is looking forward to meeting you and your child.

Sincerely,

Sue Wieging  
614-337-3777

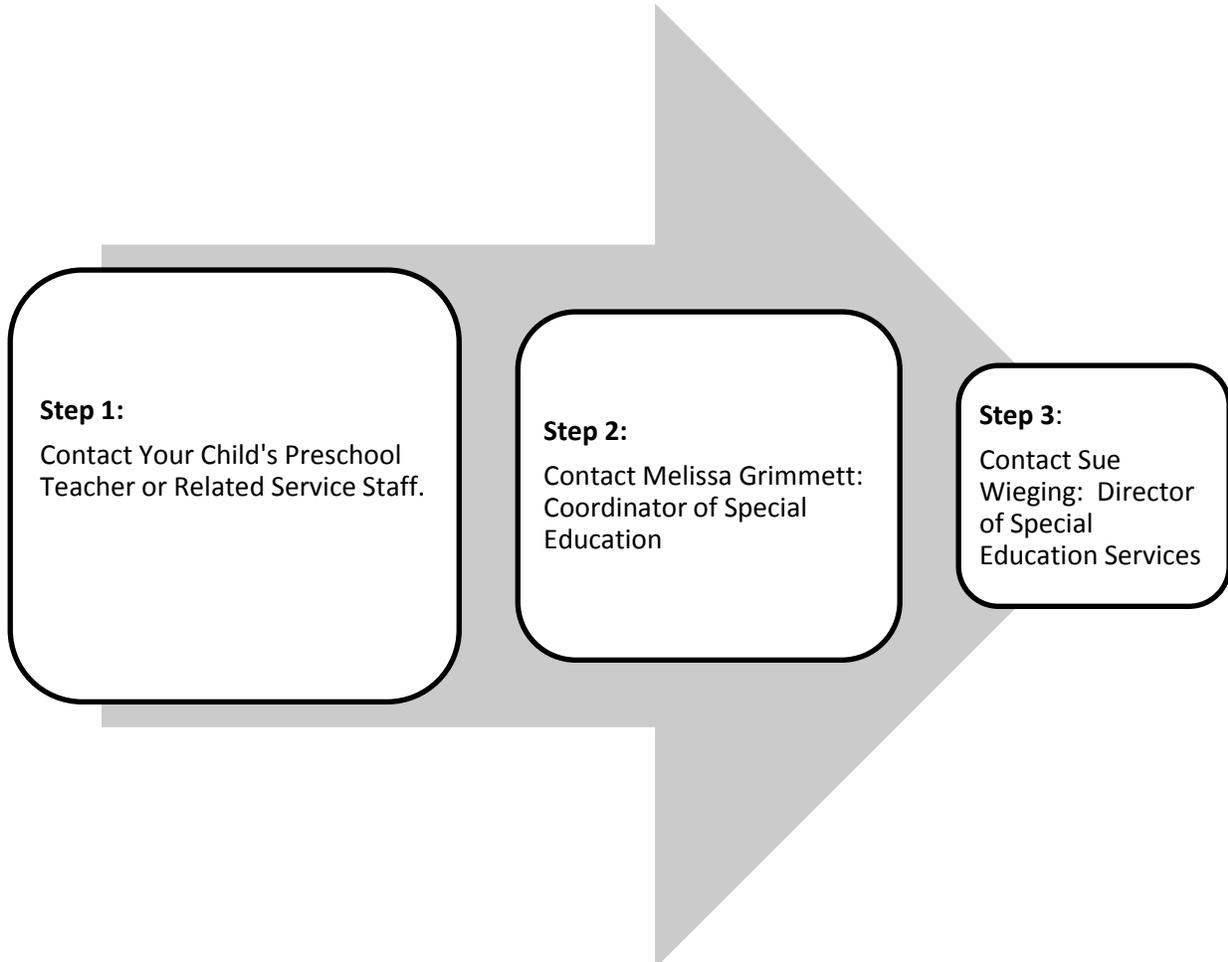
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## Parent's Guide to Communication

You will find important information in this handbook regarding Gahanna-Jefferson Public School's preschool program. Please read each section carefully. If you have questions regarding any information in the handbook, please feel free to contact your child's preschool teacher or the Coordinator of Special Education.

Our preschool believes in a strong partnership with families to help promote a positive educational experience for your son or daughter. It is extremely important for us to work collaboratively as a team and have consistent and open communication about your child. If you have concerns or questions about your child's educational programming, please follow the flow chart below of whom to contact to discuss your concerns. We value the importance of discussing concerns with your child's preschool teacher first. If you continue to have concerns or questions it is important to discuss them with the Coordinator of Special Education to brainstorm solutions. The Director of Special Education Services should be called if the family and the Coordinator of Special Education have not come to a resolution. Phone numbers are listed on page 4 of the handbook.



## **Board of Education**

Board President: Beryl Piccolantonio

Phone: 614-479-1305 | Email: piccolantonio@gjps.org

Jennifer Chrysler

Phone: 614-479-1303 | Email: chryslerj@gjps.org

Matthew Campbell

Phone: 614-479-1302 | Email: mcampbell@gjps.org

Daphne Moehring

Phone: 614-479-1301 | Email: moehringd@gjps.org

Bryan Hairston

Phone: 614-479-1304 | Email: hairstonb@gjps.org

## **Preschool Location**

### **Clark Hall**

380 Granville St. Suite B

Gahanna, Ohio 43230

614-269-4780

## **Preschool Staff**

Sue Wiegand, Director of Special Education Services

614-416-6501

Melissa Grimmett, Coordinator of Special Education

614-413-5593

Mary Ann Stevens, Preschool Secretary

614-479-1314

Sarah Barnard, Special Education Secretary

614-479-1315

## **Related Service Staff**

Autumn Hadley, School Psychologist

614-479-1324

Katerina Derdemezis, Speech Pathologist

Leah Chenevey, Speech Pathologist

Kara Waite, Speech Pathologist

Alyssa Johnson, Occupational Therapist

Brooke Padgett, Physical Therapist

Chase Harvey, Adaptive Physical Education Teacher

## **Preschool Teachers**

Jessica Lister, Preschool Teacher, Room 108

Stefania Celli, Preschool Teacher, Room 109

Abigail Hersey, Preschool Teacher, Room 110

Taylor Delara, Preschool Teacher, Room 111

Madison Miller, Preschool Teacher, Room 112

Erica Shearer, Preschool Teacher, Room 113

Hannah Morris, Preschool Teacher, Room 114  
Iris PrevotEAU, Itinerant Teacher

**Teacher Assistants:**

Dashauna Bowles  
Sara Dashner  
Caroline Dusenbury  
Christy Fleming  
Cathy Francis  
Gina Plaughner  
Cody Jones  
Jackie Morris  
Melissa Placides  
Lizette Swensen

**District Goals** *“Where Students Come First”*

We will dig more deeply into our current tools to enhance our teaching craft to maximize our impact on student learning.

We will seize as many opportunities as possible to write in all content areas.

**Preschool Philosophy**

The goal of Gahanna-Jefferson Public School’s preschool program is to provide opportunities for young children to develop skills in the areas of communication, social-emotional development, play, cognition, fine and gross motor, self-help and self-concept.

Philosophically, we believe in providing varied experiences in order to recognize the diversity of each student’s abilities, interests and cultural backgrounds. The needs of each child are met by utilizing developmentally-appropriate and age-appropriate practices as recommended by the National Association for the Education of Young Children (NAEYC). Our program follows the Ohio Department of Education’s Early Learning and Development Standards. All preschool classrooms are licensed by the Ohio Department of Education and accredited by the National Association for the Education of Young Children.

We believe children construct understanding of the world through active investigation with materials, people and concepts. As we focus on the development of the whole child, we strive to provide meaningful, hands-on learning experiences to engage the children in meaningful play, exploration and cooperative problem solving. We believe that all children develop a greater understanding of their world when given the opportunity to model and interact with peers of various developmental levels within the school community. Gahanna-Jefferson Public School’s preschool classrooms provide opportunities for integration with typically developing peers.

We believe that families are the child’s first and most important facilitators. Family support is provided through parent conferences, supplemental reading materials,

professional development opportunities, and classroom newsletters. We strive to maintain open communication with staff and parents.  
(AG 2280.02)

### *Preschool Mission Statement*

The Gahanna-Jefferson Preschool program is dedicated to providing a safe, nurturing, and engaging environment that is committed to growth for all learners, through a developmentally appropriate, multisensory, collaborative approach.

### *Beliefs*

We believe in child-led learning where children are observers, explorers, investigators, and discover the world around them.

We believe in supporting the whole child through naturalistic play while fostering their sense of independence.

We believe that all students can and will grow through a differentiated, multisensory approach to learning.

We believe in building a solid early learning foundation for each student that they can build upon as they continue their educational journey.

We believe collaboration between home, school, and community influences future success in school and life.

### *Vision Statement*

Through collaboration between school, home, and community, the Gahanna-Jefferson Preschool program commits to creating a solid early learning foundation that captures curiosity and fosters independence, while continuing to build and support life-long learners.

## **Preschool Programs**

Students who live within the boundaries of our school district and are between the ages of 3 and 5 may be eligible for special education services through a multi-factored evaluation process. Enrollment for those eligible students is the same as all students in the Gahanna-Jefferson Public School District. Our program does not discriminate in any way on the basis of race, religion, ethnicity, or socio-economic status. We welcome all young children with disabilities. In addition, we offer opportunities for non-disabled children to join the preschool program as peer models. Peer families pay monthly tuition and parents provide transportation. Openings are limited. Applications are accepted beginning in the spring for the next school year.

### *Center-Based Program*

We provide preschool center based programming at Clark Hall. Preschoolers with special needs and typical peer models who participate in our center-based classrooms attend a morning or afternoon session. Effective the 2018-2019 school year, the

preschool will be providing one full day general education classroom for peers and preschoolers with special needs. Parents are provided a daily schedule upon enrollment in the program.

Each preschool classroom is staffed with a certified Early Childhood Intervention Specialist and a paraprofessional (teaching assistant). A speech therapist, occupational therapist, physical therapist, and adaptive physical education instructor are assigned to classrooms as prescribed by Individual Education Plans (IEP's). The preschool also has a coordinator to oversee curriculum, instruction, licensing, and all parts of the programming.

### *Itinerant Program*

Itinerant-based program is to assist preschoolers with identified disabilities in their home, community based preschool, local daycare, or at a scheduled session in a center based preschool location. Itinerant-based services are provided within district boundaries.

A child's Individualized Education Plan (IEP) outlines the goals/objectives to be worked on, location and type of services. The itinerant teacher and/or related service staff provides feedback and encouragement to the parent/caregiver/teacher as well as suggestions and modeling of alternative teaching techniques. This option is available for students who are not enrolled in the center-based program.

Itinerant services are scheduled with the teacher and/or related service staff based on the location and amount of time designated on the Individualized Education Plan. Itinerant sessions within the center-based preschool will not be rescheduled if students are late and/or absent without prior notice from the parent.

### *Peer Model Program*

Our preschool program values and strives to integrate typically-developing preschoolers (peer models) with our preschoolers with disabilities. Gahanna-Jefferson Public School District offers an outstanding preschool program that serves children with disabilities and also provides an educational opportunity for typically-developing children to serve as social and academic peer models. Enrollment is open to children of district residents and children of Gahanna-Jefferson Public School's staff. An application must be submitted. New peer model applications will not be accepted after March 31, 2019 for the current school year.

Peer models are eligible to attend the half day program based upon the following guidelines:

- Must reside within the Gahanna-Jefferson Public Schools attendance area or child of staff member
- Child must be the age of 4 by December 1, 2018. Peer models enrolling after December 1, 2018 must turn 4 within 30 days of their start date in the preschool program. In addition, the Coordinator of Special Education responsible for Preschool has the authority to make case by case decisions regarding enrollment of peer models whose birthdays fall close to the December cutoff (e.g., a student

whose birthday is December 2 or 14) and whether they should be allowed to begin school in August or if they will be asked to wait until after winter break.

- Child must be toilet trained
- Child enjoys playing with other children, interacts well with others and engages in age-appropriate activities independently
- Child demonstrates strong communication skills: follows simple directions, answers questions, makes his/her needs known
- Child is a good role model: displays appropriate behaviors and social skills, separates easily from parents
- Must complete and submit enrollment packet (including medical, dental and history forms).
- Parent/guardian is responsible for agreeing to the contract, including monthly tuition payments.
- Parent/guardian must provide transportation to/from preschool program.

Peer models or preschoolers with special needs are eligible to attend the full day program based upon the following guidelines:

- Must be age-eligible for Kindergarten for the 2019-2020 school year (5 years old by August 1, 2019).
- Must be toilet trained
- Must be independent or needs minimal assistance with self-care tasks (e.g., dresses self, wash hands, carries own materials, etc.)
- Able to negotiate minor conflicts with peers
- Comments, protests and interacts appropriately across different activities, settings, and people
- Enjoys other children and age-appropriate activities and toys
- Consistently communicates
- Separates from caregivers easily once comfortable
- Follows 2 step routine directions

### **Half Day Tuition (for peer models only)**

The half day peer program is \$140 per month. A nonrefundable deposit of \$50 will be applied to the first month of tuition. Short months, five-week months, holidays, and snow days have been averaged. This means you will pay the same amount each month (September through May). Deductions will not be made for a child's absence due to illness. There also will be no deductions for family vacations.

Refunds are not offered for the time period your child attends the preschool program as a peer model if your child qualifies for special education services as a preschooler with a disability.

Using the District's Direct Payment Plan, preschool tuition payments will be deducted automatically from your checking or savings account.

### **Full Day Tuition**

The full day peer program is \$280 per month. A nonrefundable deposit of \$110 will be applied to the first month of tuition. Short months, five-week months, holidays, and snow

days have been averaged. This means you will pay the same amount each month (September through May). Deductions will not be made for a child's absence due to illness. There also will be no deductions for family vacations.

Refunds are not offered for the time period your child attends the preschool program as a peer model if your child qualifies for special education services as a preschooler with a disability.

Using the District's Direct Payment Plan, preschool tuition payments will be deducted automatically from your checking or savings account.

**Here's how the Automatic Payment Plan works:**

You authorize nine (9) monthly payments of \$140.00 (per month for half day session or preschoolers with special needs enrolled in full day session) or \$280.00 (per month for full day session) for the Preschool Program to be made from your checking or savings account. Your payments will be made automatically on the fifteenth day of each month for nine (9) months beginning September 15, 2018, and ending May 15, 2019. Detailed information will be collected upon enrollment.

Payments will not be accepted by the preschool teachers. Questions about payment for peer models can be answered by: Mary Ann Stevens, 614-269-4780

**Late Pick up Fees:** Parents of peer model(s) who pick up their child after the scheduled pick-up time will be charged a late fee equal to \$1.00 per minute, per child. Teachers will be asked to complete a **Late Pick Up Acknowledgement** form for parent(s) of peer model(s) who pick up their child(ren) after the scheduled pick up time. Parents will be asked to sign the **Late Pick Up Acknowledgement** form and will be given a copy before leaving the preschool with their child(ren). The fee must be paid in cash or check to the secretary at the Preschool, 380 Granville St., Suite B. Gahanna, Ohio 43230 **before** your child(ren) can be admitted back to their preschool class. If there are more than **six** violations, then your child may be dismissed from the program. (AG 2280.02)

**Non-Sufficient Funds:** If a direct deposit payment is declined, you will get a notification by phone and mail. Tuition must then be paid in person (cash only if payment was declined due to insufficient funds) to the secretary at the Preschool, 380 Granville St., Suite B, Gahanna, Ohio 43230. If payment is not received within 3 business days of notification, your child(ren) will not be allowed to attend preschool until the tuition is brought current. Students will be withdrawn from the preschool program if tuition is not paid by 4 pm on the last business day of the month. The child's spot will be given to the next student on the waitlist.

**Preschool Instructional Fees:** All students enrolled in the half day session are charged \$17.50 per year for instructional fees. All students enrolled in the full day session are charged \$35.00 per year for instructional fees. Payment can be made in cash or check with the secretary at the Preschool.

## Curriculum

On October 9, 2012, the State Board of Education adopted Ohio's Entry Early Learning and Development Standards in all domains of school readiness to reflect the comprehensive development of children beginning at birth to kindergarten entry. The development of these standards represented collaboration between state agencies serving young children including Ohio Department of Education, Ohio Department of Job and Family Services, Ohio Department of Health, Ohio Department of Mental Health, Ohio Department of Developmental Disabilities, and the Governor's Office of Health Transformation. The state agencies worked with national experts and writing teams made up of Ohio-based content experts and stakeholders to revise and expand the standards. These new standards describe key concepts and skills that young children develop during the birth-to-five-year period. Their purpose is to support the development and well-being of young children and to foster their learning. The standards promote the understanding of early learning and development, provide a comprehensive and coherent set of expectations for children's development and learning, and guide the design and implementation of curriculum, assessment and instructional practices with young children.

More information regarding the Early Learning Program Standards is available at the following website <http://education.ohio.gov/Topics/Early-Learning>.

Each preschool classroom utilizes an approved, research based curriculum, which guides classroom planning in the following areas:

- Fine Motor – hand and small movements
- Gross Motor – large movements
- Adaptive – self-help skills
- Cognitive – pre-academics
- Social/Communication – language
- Social – interactions with others

This curriculum aligns to the State of Ohio's Early Learning and Development Standards to provide students with a wide variety of learning experiences. The Early Learning Content Standards are the introduction to school age learning standards in the areas of Social-Emotional Development, Approaches Toward Learning, Physical Well-Being and Motor Development, Cognitive Development and General Knowledge, and Language and Literacy Development. Purposeful activities, materials and environments help to support children's active learning and kindergarten readiness.

The curriculum includes ongoing assessment of a child's development with input from the educational team members, including preschool teachers, teaching assistants, parents and may include related staff – Speech Language Pathologists, Occupational Therapists, Physical Therapists, and Adaptive Physical Education. Through observation of planned activities, interviews of parents/caregivers, and daily routines, team members record data on children in all developmental areas, giving us a picture of the whole child in his/her natural environment(s).

The curriculum, content standards, assessment results and individual student IEP goals are used in planning lessons and designing classroom learning environments. Lessons are presented in large/small group activities and individual instructions delivered by a classroom team. All classroom events, transitions, play areas; teacher-led activities and interactions provide learning opportunities for students.  
(AG 2280.02)

### **Ohio's Early Learning Program Guidelines and Development Standards**

Ohio's Early Learning Program Guidelines were developed to provide a framework for preschool and childcare programs across the state to better meet the educational needs of children. The Early Learning Program Guidelines serve as the foundation for all programs funded through the Ohio Department of Education, Office of Early Learning and School Readiness. The guidelines encompass the desired outcomes and goals considered essential for children's learning and healthy development. The Gahanna-Jefferson Public Schools Preschool Program is striving to follow the recommendations of these guidelines.

The guidelines are divided into four sections, representing the philosophy that:

- All children are born ready to learn
- Environments matter
- Relationships are influential
- Communication is critical

These guidelines were constructed on the following beliefs:

- Children are competent and resourceful learners;
- Children can and do make meaning of complex ideas and concepts;
- Children want to and do contribute to their own learning;
- Learning takes place through social interaction;
- Learning experiences can be tailored for different periods in a child's life and also for the contribution to the intellectual and social child of the future;
- Learning experiences can take place in the context of play as well as through structured activities in the hands of competent teachers;
- Families have the right to participate in their child's education journey;
- Families desire to be competent parents;
- Families have a right to educational experiences that recognize cultural, linguistic and racial identity;
- Teachers hold a position of power and by sharing the power contribute to the learning of all;
- Teachers grow in confidence and competence through relationships and connections with children, families, their peers, and community services; and
- Teachers by virtue of their position, have an obligation to do their very best for children within their care.

During the 2014-2015 school year, the preschool transitioned to Step Up to Quality, a tiered quality rating and improvement system operated by the Ohio Department of Education. Step Up to Quality replace the Early Learning Program Guidelines and will

be used by all state funded early learning programs throughout the state of Ohio. To find out more information on Step Up to Quality visit the following website <http://education.ohio.gov/Topics/Early-Learning/Step-Up-To-Quality-SUTQ>. (AG 2280.02)

### **Preschool Staggered Start Dates**

Staggered start dates for preschool will be August 16, 2018 through August 21, 2018. Students will be scheduled to attend only one of the staggered start dates. All preschoolers will begin on August 22, 2018.

The schedule for staggered start will include:

- Introduction to preschool/arrival/circle time
- Developmental Centers (sensory play, toys & blocks, dramatic play, art)
- Academic Centers (library, writing center, computer/listening story, math center)
- Curriculum based assessments (Language and Literacy, Numbers and Math)

### **Progress Reporting**

All students will receive a report card each trimester. Our preschool students who have an identified disability has an Individualized Education Plan (IEP), which requires an annual review and written progress reports that will be sent home on a trimester basis. In addition, we will have several other opportunities to share your child's achievements. Parent/Teacher conferences will be held twice during the school year to discuss progress. You will also have the opportunity for a home visit from our staff. Preschool teachers are available by phone or email. You are encouraged to talk with your child's preschool teacher anytime you have concerns or questions.

(AG 2280.02)

### **Photo Permission**

From time to time, the District takes pictures or video of students in their learning environments. The photographs and videos can be used in a variety of publications to document our programs. The images may appear in, but not limited to program newsletters, publications and/or the website. The District keeps a record of students who do not have permission to be photographed. These forms are part of the enrollment packet.

### **Clothing**

A change of clothing should be sent to school marked with your child's name. Please label outside clothing, including boots and mittens. During cold weather, it is wise to send a sweater that may be kept at school. All items of clothing must be labeled to avoid confusion and loss.

### **Dress Code**

Clothing should be comfortable, clean, and appropriate for the weather. It is helpful if the children wear clothes they can manage themselves. Our classrooms are relaxed, creative, and active. Play clothes that are washable are most appropriate. Our buildings

are air-conditioned and we go outdoors almost every day; so jackets, sweatshirts or sweaters are a must. Please make sure jackets, book bags, and any items that could get lost have your child's name on them.

Many students like to bring toys or special belongings with them to school, which is fine, with some reservations. We prefer that the items be small enough to fit in their book bags. If it is something that could be misplaced, label it with the child's name or initials. We encourage the students to tell us about why they have brought the item and they are allowed to use it or play with it during free time. When we pick up the room, the students understand that it is time to put their "special things" back in their book bags. The school cannot be responsible for loss of or damage to items brought from home.

### **Personal Property at School**

Frequently, unmarked articles of clothing are turned into the office and are not claimed by the owner. Parents are requested to mark their children's coats, rainwear, sweaters, hats, gloves, boots, lunch boxes, and backpacks so that they may be easily identified. Each school has a Lost and Found that students and parents should check for any lost items. Unclaimed items are given to charity on a quarterly basis.

### **Medicaid Annual Notification**

The Gahanna-Jefferson Public School District is eligible to receive federal Medicaid reimbursement for medically necessary services provided to their special education students when the services meet the requirements of the state's School-Based Medicaid Program and are provided in accordance with the students' IEPs (§300.154(d)(2)(i)-(iii)).

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the Family Educational Rights and Privacy Act (FERPA) require schools to notify parents that the district participates in this program. The district utilizes services ordered in the IEP and the Medicaid identification number, in conjunction with the state Medicaid Agency and our Medicaid billing agent, to receive reimbursements for these services from the School-Based Medicaid Program.

The district's participation in this program in no way impacts the services being provided to the student nor impacts the family's Medicaid benefits. In the event parents no longer want the district to access student information for the purposes of seeking reimbursements through this program, they can notify the district Special Education department by calling 614-337-3777.

### **Attendance**

Daily attendance is encouraged and expected. Students benefit most from our program when they can be part of the classroom every day. Of course, there are good reasons for excused absences from school, which may include: personal illness, illness in the family, observation or celebration of a religious holiday. (AG 2280.01)

### **Reporting Absences**

If your child will not be attending school, it is important to call:

- Mary Ann Stevens, preschool secretary, at 614-269-4780
- Transportation Department at 614-751-7581 to inform the person who answers or simply leave a message that your child will not be attending for the day (only for students identified as having a disability).
- Your child's preschool teacher (please refer to page 4 under preschool staff and locations)

Leave your child's name and reason for his or her absence on the voice mail if we are unable to answer your phone call. It is important to know the reason your child is absent, especially if he or she has a contagious illness such as chicken pox, pink eye, mumps, measles, etc. A note will be sent home to other classmates to be aware of the illness.

Please do not send your child to school with a fever, bad cough or severe cold (within the past 24 hours). Please inform your teacher in writing of any changes in medication including the addition of antibiotics. Please see the communicable disease policy on page 15 for a list of guidelines for keeping your child home.

### **Emergency Weather Delays and/or Closing of School**

There will be NO AM preschool on days when school is delayed due to inclement weather. PM preschool students will attend at the regular time. If early release is announced prior to pick up time for the PM session, there will be no PM preschool. Parents need to have a plan in place for their children.

**SEVERE WEATHER: SCHOOL CLOSING INFORMATION:** In case of severe weather (snow, low temperatures, ice), the official announcement for school closings will be broadcasted on local radio and television stations. Prior to 7:00 a.m., listen for "GAHANNA SCHOOLS" or "GAHANNA-JEFFERSON SCHOOLS". Occasionally it becomes necessary to close school earlier than the regular dismissal time, and since it is impossible to contact every parent, please instruct your child where he/she should go. A form is provided for this information. Please do not call the school during these times if at all possible. Please listen for radio and TV announcements.

### **Arrival and Dismissal**

Children should arrive at the time indicated on the preschool welcome letter. If you are transporting your child, please escort him/her into the building/classroom and inform the preschool teacher or teacher assistant of your child's arrival. Arrival time requires the careful attention of both the preschool teacher and assistant. Therefore, staff is unable at this time to focus and respond appropriately to questions or communication concerning your child. You are welcome, however, to send a note, leave a phone message, or schedule a conference at any time to address your needs. Children will only be released to assigned bus drivers, parents/guardians, or those individuals who are designated on the child's release form. If someone else is picking up your child,

please send a note or call the school. Those individuals unfamiliar to classroom staff will be asked to show identification.

## **Field Trips**

In the event that a field trip is planned for your child's class, families will be notified in advance. For each event, your child will bring home a permission slip with information including where they will be going, date of the trip, how they will be transported, and who is responsible for the trip. First aid supplies and emergency transportation cards will be brought along on all field trips. Students will wear an identification tag with their name, school name, address, and phone number. Please refer any additional questions regarding field trips to your child's preschool teacher.

## **Snacks, Holiday/Classroom Parties, and Birthdays**

Gahanna-Jefferson Public Schools promotes good nutrition in school as one way for our students to receive a quality education and build healthy habits for life. Childhood obesity rates are on the rise, and because this issue can lead to chronic health problems, it is up to us as parents and educators to take an active role in addressing this problem. Also on the rise are the number of severe food allergies. For this reason, students may not bring in any food treats as part of a birthday celebration. Food items will also not be allowed for any classroom or holiday parties. Non-food items may be used as part of these celebrations.

Suggested alternatives to food treats for birthdays and holiday parties may include:

- Party favors such as erasers, pencils, stickers, bracelets, keychains, slinkies, etc.
- Parent/Guardian or guest can visit the classroom and read a book to the students
- Donate an item to the classroom such as a book, game, plant, craft, etc.
- Provide an item student's can sign such as a t-shirt, tote bag, autograph book, etc.
- Plan and have the students do an activity such as a craft, a dance party, etc.

In an effort to protect each child's safety, Gahanna-Jefferson Public Schools will only permit peanuts and tree nuts in the cafeteria. All instructional spaces (classrooms) and common areas where students have access will be nut free. There will be a designated "nut free" table in the cafeteria. Peanuts and tree nuts will be monitored closely by trained staff and faculty. All school lunches prepared and purchased from the cafeteria are nut free.

If your student is in a classroom that allows daily snacks, the student's snacks must meet allergy restrictions for all students in the class. This will be monitored by teachers. A letter will be sent to parents at the start of the school year with a list of safe snacks for that class/year.

Teachers will plan ahead for community trips, field trips and class-wide cooking activities or meals and will follow all allergy restrictions (per student if ordering individually) to allow all students to participate.

## Supplies

At the beginning of the school year, your children may be asked to bring in supplies. Your child's preschool teacher may send you a list after the beginning of school to indicate what is needed for the preschool classroom. If you have any questions, please contact your child's preschool teacher.

## Parent Participation

We recognize parents and families are valuable members of each child's educational team. There are many opportunities to be involved in our program such as:

- Documentation – These are required by State of Ohio Licensure. Please fill in and turn in all preschool forms on or before the first day of school year; please make sure forms are completed in pen. The Medical Form must be completed and signed by a physician every 13 months, including an updated immunization record.
- Preschool Open House – Held before opening of school; a specific supply list will be handed out as well as required forms to be completed.
- Parent/Teacher Conferences --Following district calendars and/or as needed or requested by the parent.
- Annual IEP conferences --Held for students identified as having a disability.
- Special Events/Celebrations – Check with your child's preschool teacher for details on classroom celebrations for special days and other opportunities to volunteer.
- Ongoing Communication --Through notebooks, folders, parent newsletters, messages and phone calls. Please check with your child's preschool teacher for the best times of the day to call classroom staff directly. Messages can be left with the building secretary.
- Donations --Parents will have opportunities to donate additional supplies or materials for special projects. Ask your child's preschool teacher if there is a class wish list.
- Classroom Roster – A class roster of parent/child names, addresses and phone numbers is available to the families in your child's class. It is your choice to be on the roster or not. Parents can be a great support and resource for each other. The roster can also provide contacts for families to get students together outside of school.
- Classroom Visitations – We would love to share our classrooms with you; however, due to the needs of some of our students, visitors may be very distracting to some classes.  
To keep disruptions at a minimum, please use the following procedure:
  - Arrange a visit with your child's preschool teacher in advance.
  - Sign in with the building office and follow procedures for visitation.
  - Since staff is directly responsible for students, please reserve questions and discussions with classroom staff for a time when they are not involved with students.
  - Please refrain from interrupting student routines.
  - Please respect the confidentiality of other students.

- Each building/district may have policies that vary from this general statement. Please see your child's preschool teacher for specifics.
- Opportunities to collaborate with Classroom and District wide staff:
- Act as a resource for staff on assessments and surveys.
  - Bring questions and concerns to the preschool teacher.
  - Share and request information on resources for children, therapies, families and more.
  - Attend parent meetings held or sponsored by the District.

## **Parents Helping Teachers**

You can make sure your child starts each day on a positive note by cooperating with and supporting our efforts in the following ways:

- It is very important to establish a bedtime routine for your child. Young children need between 8-10 hours a night and learn best when they are refreshed and awake while at school.
- Please dress your child in comfortable clothing. Tennis 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 label all clothing and supplies sent to school with your child's name.
- 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 (avoid name calling, arguing, etc.).
- Above all else, tell your child when he/she is trying their best at school – praise him/her for good efforts and good behavior at school.

## **Behavior Management/Discipline**

The Gahanna-Jefferson Public Schools provides a safe and nurturing preschool environment through the use of such techniques as positive reinforcement, praise and redirection. If needed and upon request, the child's team will work with the family to develop a consistent plan for behavior modification.

Discipline plans vary based on individual student and classroom needs. In our effort to create a safe and structured environment for your child, the following guidelines are implemented:

- A preschool staff member in charge of a child or group of children will be responsible for their discipline.
- The program will have a written discipline policy describing the philosophy of discipline and specific methods of discipline used. This written policy shall be on file in the program 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.

- Behavior management/discipline policies and procedures will ensure the safety, physical, and emotional well-being of all individuals on the premises
- The program's actual methods of discipline will apply to all persons on the premises and will be restricted as follows:
  - There will be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking or biting.
  - No discipline will be delegated to any other child.
  - No physical restraints will be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control.
  - No child will be placed in a locked room or confined in an enclosed area such as a closet, a box or a similar cubicle.
  - No child will be subjected to profane language, threats, and derogatory remarks about himself or his family or other verbal abuse.
  - Discipline will not be imposed on a child for failure to eat, failure to sleep or for toileting accidents.
  - Techniques of discipline will not humiliate shame or frighten a child.
  - Discipline will not include withholding food, rest or toilet use.
  - Separation, when used as discipline, will be brief in duration and appropriate to the child's age and developmental ability. The child will be within sight and hearing of a preschool staff member in a safe, lighted and well-ventilated space.
  - The center will not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the early learning program.
- The parent of a child enrolled in a center will receive the program's written discipline policy.
- All preschool staff members will receive a copy of the program's discipline policy for review upon hire. (AG 2280.05)

## **Positive Behavior Intervention and Supports and Limited Use of Restraint and Seclusion**

5630.01- The Board is committed to the District-wide use of PBIS with students. Student Personnel shall work to prevent the need for the use of restraint and/or seclusion. Professional staff members and support staff determined appropriate by the Superintendent are permitted to physically restrain and/or seclude a student in limited circumstances as set forth in this Policy.

All restraint and seclusion shall only be done in accordance with this Policy, which is based on the standards adopted by the State Board of Education regarding the use of student restraint and seclusion, and consistent with the Ohio Department of Education's (ODE's) Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion (adopted January 15, 2013). The Superintendent shall develop emergency procedures for the District.

Physical restraint and seclusion shall be implemented only by Student Personnel who have been trained in accordance with this Policy to protect the care, welfare, dignity and safety of the

student, expect in the case of rare and unavoidable emergency situations when trained personnel are not immediately available.

Notwithstanding the requirements of this Policy and ODE's corresponding standards and policy, school personnel may use reasonable force and restraint in accordance with R.C. 3319.41. Persons employed or engaged as teachers, principals, or administrators, non-licensed school employees and school bus drivers may, within their scope of their employment, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil, for the purpose of self-defense, or for the protection of persons or property.

Seclusion of a preschool-age student is prohibited, except that a preschool-age child may be separated from his or her classmates, either in the classroom or in a safe, lighted, and well-ventilated space, for an amount of time that is brief in duration and appropriate to the child's age and development, if the child is always within sight and hearing of a preschool staff member. The following practices are prohibited under all circumstances, including emergency safety situations:

- Corporal punishment;
- Child endangerment as defined in Ohio Revised Code 2919.22;
- Aversive behavioral interventions.

## **Preschool Positive Behavior Intervention and Support**

The preschool program implements a school-wide PBIS system which follows guidelines and evidenced based strategies that are aligned with the Early Childhood Pyramid Model. All preschool students will be taught common behavior expectations (**C**aring for others, **U**sing kind words and actions, **B**eing responsible, **S**taying safe) through shared lesson plans for classroom expectations, hallway expectations, and gross motor expectations. Lesson plans are revisited after long breaks to reteach and reestablish behavior expectations in the preschool setting. The preschool program has developed an acknowledgement system to reinforce individual students for appropriate behaviors by providing specific feedback directly related to the child's behavior. Class-wide and school-wide incentives are integrated within the the preschool program and individual classroom settings. The preschool program will provide opportunities for families to be involved with the CUBS school-wide PBIS system.

Staff within the preschool program have developed and follow a behavior flow chart for responding to and re-teaching problem behaviors. Please see the behavior flow chart and incident reporting on page 28 and 29 for further information. Parents will be notified if a preschool student reaches a level 3 response from preschool staff in the flow chart.

## **Confidentiality**

The preschool program follows procedures consistent with the Family Education Rights and Privacy Act. Records and files are available only to staff and district personnel directly involved with your child and others as permitted by the law. All other access requires written parent permission.

If you wish to review your child's records, please contact the Coordinator to arrange a time. You may review and receive copies of the reports maintained. Each year, with your permission, we will make available a roster of children in your child's class with a parent's name and phone number. This is available to parents of enrollees only.

### **Missing Children Act**

The District supports activities that may locate and identify a missing child. Therefore, efforts will be made by the school to identify possible missing children and to notify the proper persons or agencies. It is extremely important that parents or persons responsible for the child provide the school with a current address as well as home, work and emergency telephone numbers. **It is equally important that parents contact the school if their child is absent for any reason.**

### **Child Abuse and Neglect Reporting**

As required by law, all school employees and administrators must immediately report any suspicions of abuse or neglect to their respective Children's Services (AG 2280.03).

### **Communicable Disease Policy**

In an effort to create a healthy experience for your child, a person trained to recognize the common signs of communicable disease or other illness shall observe each child daily as he enters a group. We follow these guidelines:

- Children who are ill will be more comfortable at home.
- Children who exhibit one or more of the following symptoms should be kept at home:
  - Temperature at or above 100 degrees F. (Child should be fever free for 24 hours)
  - Sudden skin rash
  - Diarrhea and/or vomiting two or more times per day
  - Evidence of lice, scabies or other parasite infection
  - Difficulty or rapid breathing
  - Yellowing skin or eyes
  - Dark urine and/or gray or white stool
  - Stiff neck
  - Conjunctivitis (Pink eye)
  - Severe coughing, causing the child to become red or blue in the face or to make a whooping sound
  - Symptoms of common childhood illnesses can be found on the Communicable Diseases Chart posted at each site.

If any child is observed with any of the above symptoms at school, the child will be isolated and kept in a quiet, comfortable location away from the group. Parents will be notified and are responsible for responding as quickly as possible. The child, while isolated at the program, shall be carefully watched for symptoms listed above as well as the following:

- Unusual spots or rashes
- Sore throat or difficulty in swallowing

- Elevated temperature
- Vomiting.

Parents will be notified in writing and bulletins will be posted whenever a student has been exposed to a communicable disease.

Medications, prescribed lotions, vitamins, or special diets will not be administered to any child without written instructions, signed and dated by a licensed physician and prescribed for a specific child. Written and signed instructions (by parent and physician) on the appropriate form are also required.

Prescription or non-prescription medication must be kept in original container. Prescription medication must contain the child's name and the label must be legible and should be given directly to teacher/nurse by the parent. (AG 2280.03)

## **Medication Procedures**

If a child requires any oral, topical, optical, or rectal medications at school, a parent/guardian is responsible for providing the school with the over-the-counter or prescription medication and a completed medication request. District forms for all over-the-counter and prescription medication authorizations are available on the district's web site or in the clinic.

### Prescription Medications

Prescription medication requests for school require a licensed prescriber's signed order and a signed parent release. All prescription medications must be stored in the clinic except for students who have an authorization on file to self-carry an inhaler or epinephrine auto injector. (AG 2280.03)

### Regulation for Administration of Prescription Medications (Policy 5330)

- Written request must be obtained from an Ohio-licensed prescriber and the parent/guardian each school year before any prescription medication may be administered by school personnel (form #5330 F1).
- All prescription medication must be received in the original container in which it was dispensed by the doctor or pharmacist. Pharmacists can make a duplicate bottle for the school.
- New request forms must be submitted each school year and whenever there is any change in the medication order, such as an increase or decrease in dosage, or a change of medication.
- The medication and the signed permission form should be brought to the school by the parent/guardian. Completed forms can be faxed from home or the doctor's office to the school.
- Accurate records of the administration of daily medications will be kept in the student's health file for seven years. (AG 2280.03)
- A student cannot self-carry or administer her/his own prescription medication except as designated in #7. Prescription medication will be stored by school personnel in a locked area unless it requires refrigeration, in which case it will be kept in a refrigerator in a place not commonly used by students.

- A student may self-carry and administer his or her own prescription medication via inhaler or epinephrine auto injector with assistance, once a medication request for the student to do so is completed by a licensed prescriber and a parent/guardian in advance and is on file in the school clinic.
- The school board designates the following personnel to administer prescription medication: nurses, teachers, aides, secretarial/office staff, bus drivers, bus aides, assistant principals, principals, other district administrators and others as designated by the student's IEP and/or 504 Plan and/or any other person(s) as determined and designated by the superintendent or designee to meet the needs of a particular student. Any of the foregoing personnel administering medication may do so only after completing the District's drug administration training program and reviewing the applicable request form, including the prescriber's order, instructions, and signature and a parent/guardian signature.
- Parents/guardians are responsible for picking up unused prescription medications at the end of each school year. Medications will not be sent home with students. Any medications remaining in the clinic will be discarded.
- Medication forms for prescription medications; including Diastat, Glucagon, self-carrying inhalers, and epinephrine auto injector are available online or may be picked up at the end of each school year so that your student will have their medication available on the first day of the new school year. These forms must be properly completed and signed by a licensed prescriber and parent/guardian each school year.

#### Non-Prescribed (Over-the-Counter) Medications for Grades Pre-K to 5 (Policy # 5330)

- Non-prescription medications may be administered by school personnel with the completion of Form 5330 F6 by the parent or guardian.
- Parent-requested dosage shall not exceed the maximum recommended dose of the manufacturer unless prescribed by a physician.
- No aspirin will be administered to students except by written physician request because of its association with Reye's Syndrome.
- All over-the-counter medication must be brought in by the parent in the original container and will be kept in the clinic for designated staff to administer.
- When medication is requested, a parent will be contacted to assure the medication was not already administered to the student at home. Medication will only be administered according to the time frame recommended by the manufacturer.
- If a student has obvious signs of injury or illness, such as a fever, rash, vomiting, diarrhea, or other signs of a possible communicable illness or serious injury, the medication may be given, but the student will be sent home to recover.
- Parents are responsible for picking up unused medication at the end of the school year. Medications will not be sent home with students.
- Parents must supply all over-the-counter medications to their child or the school clinic.

## **Immunization**

Records must be on file at each state licensed early childhood program showing that each child has received immunizations required by statute for admission to school. Records should be on file, unless evidence is provided (written documentation) that the series is currently in process, that your child's physician advises against it, or that it is against your religious beliefs. If your child is medically or religiously exempt from immunizations, please make sure your child's medical form is complete and up to date.

The following are the minimal state required immunizations for the 2017-2018 school year for

Early Learning Programs:

- 3-4 HIB
- 3 Hepatitis B
- 4 DTP (Diphtheria, Pertussis, Tetanus)
- 3 Polio
- 1 MMR (Measles, Mumps, Rubella)

Exemptions: Parent Objections

A student shall be exempted from mandatory immunization if the parent objects in a written signed statement upon the grounds that the parent declines to have the student immunized for reasons of conscience, including religious convictions. This statement will be kept by the school as part of the student's immunization record.

A student may be admitted to school on a provisional basis if a physician or health department indicates that immunization of the student has been initiated and that the student is in the process of complying with all immunization requirements.

Such provisional admission shall be only for a length of time necessary to complete the inoculations.

#### Documents Accepted as Evidence of Immunizations

The following documents will be accepted as evidence of a student's immunization history provided they comply with State requirements and contain the date when each immunization was administered:

- An official school record from any school
- A record from any public health department
- A certificate signed by a licensed physician (AG 2280.03)

### **Required Records**

Each school shall maintain a record of immunizations, medical statement and dental screening for every student enrolled in the center-based preschool program. Medical statements and dental screenings need to be updated annually. A child can be excluded from the preschool program if necessary documents are not received within 30 days of the child's start date within the preschool program.

### **Safety and Health**

Student safety is a responsibility of the staff. All staff members are familiar with emergency procedures such as fire and tornado drills and accident reporting

procedures. At least one staff member is trained in communicable disease and first aid, as is the clinic aide in each building (AG 2280.03). In addition, the preschool program abides by the following practices:

- No child will be left alone or unsupervised at any time. (AG 2280 G1e)
- The staff has access to a telephone at all times. Emergency medical procedures are posted near each telephone as well as in the classroom. (AG2280 G1d)
- Fire and tornado drill plans are posted in each classroom. Plans for rapid dismissals and lock-down drills are available in individual buildings. (AG 2280 G1b, 2280.03)
- First-aid supplies are available in all preschool classrooms. (AG 2280 G1f)
- Staff members are trained in first aid, communicable disease, and child abuse recognition. (AG 2280)
- Medical and dental emergency plans are posted in each preschool classroom. (AG 2280.03)
- Each child must have completed annually a medical evaluation (including updated immunization record) and emergency medical authorization form. All required forms are kept in student files in classroom. A preschool child with a disability shall not be excluded from the program for lack of a medical statement until the team responsible for the Individualized Education Plan (IEP) established pursuant to A.C. 3301-51 reconvenes; exclusion from the program until the IEP is revised may be a denial of a free and appropriate public education. (AG 2280.01)
- Each classroom has hand-washing procedures posted in the classroom. (AG 2280.03)
- All preschool staff members shall wash their hands with soap and running water after each diaper change, or after assisting a child with toileting; after cleaning; after toileting; before preparing or eating food; before feeding any child; and when hands have been in contact with nasal or mucous secretions. Disposable towels or an air hand dryer shall be available at all times.
- Staff medical statements will be obtained every 3 years. (AG 2080 D)
- Programs shall notify parents when a child is injured and maintain a log of injury. (AG 2280.01)

## **Release of Information**

Parents and eligible students have the right to:

- Inspect and review the student's education records;
- Seek, in accordance with administrative regulations, to correct parts of the student's education records, including the right to a hearing if the school authority decides not to alter the records according to the parent(s) guardian or eligible student's request;
- File a complaint with the U.S. Department of Education if the District violates relevant
- Federal law, specifically the Family Educational Rights and Privacy Act (FERPA) and
- Acquire information concerning the procedure which the parent(s)/guardian or eligible student should follow to obtain copies of this policy, the locations from

which these copies may be obtained, as well as fees to be charged for such copies.

## **Complaint Procedures**

It is the desire of the Gahanna-Jefferson Board of Education to rectify any misunderstandings between the public and the preschool program by direct discussions of an informal type between the interested parties. If such meetings fail to resolve the difference, more formal procedures may be employed. The district maintains policies regarding public concerns/complaints for those problems not resolvable at the school building level and requiring Central Office or Board of Education involvement. Copies of Policy and Administrative Guideline 9130 may be obtained from your building, our web site, or from the Superintendent's office. Please follow the communication contacts flow chart on page 3 for further information on complaint procedures, or if you have a problem to solve.

All complaints and reports concerning the operation of the Preschool Program may be reported to the Department Ombudsman at the Office of Early Childhood Education at 614-466-0224. Parents may also receive copies of inspection reports of the program from their child's preschool teacher or from the Director of Special Education.

## **Anti-Harassment Compliance Officers**

The Board designates the following individuals to serve as "Anti-Harassment Compliance Officers" for the District.

Matt Cygnor  
Human Resource Director  
614-471-7065  
160 S. Hamilton Rd.  
Gahanna, Ohio 43230

Sue Wieging  
Special Education Director  
614-471-7065  
160 S. Hamilton Rd.  
Gahanna, Ohio 43230

The Compliance Officers are available during regular school/work hours to discuss Title IX questions, sexual violence concerns, and to assist students, other members of the School District community, and third parties. Compliance Officers shall accept sexual violence complaints directly from any members of the School District community or a visitor to the District, as well as those initially filed within a school building administrator. Upon receiving a complaint, the Compliance Officer or designee will discuss confidentiality issues with the complainant (and his/her parent, if the complainant is a minor), and open an investigation as described in policy 5517.02

## **Equal Education Opportunity and Complaints Relating to Section 504**

The Board of Education declares it to be the policy of this district to provide an equal opportunity for all students, regardless of race, color, disability, religion, sex, ancestry, age, national origin, place of residence within the boundaries of the district, or social or economic background, to learn through the curriculum offered in this district. Any person who believes that the school or any staff person has discriminated against a student has the right to file a complaint.

A formal complaint can be made in writing to the school district's compliance officer (Section 504 Compliance Officer/ADA Coordinator):

Address: 160 South Hamilton Road Gahanna, OH 43230

Phone: (614) 337-3777

Fax: (614) 478-5568

The District Compliance Officer is responsible for coordinating the District's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the ADA. A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from the District Compliance Officer.

The District Compliance Officer will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints.

The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. The Board will further establish and implement a system of procedural safeguards in accordance with Section 504, including the right to an impartial due process hearing.

### **Child Find – Help Gahanna-Jefferson Public Schools Identify Children with Disabilities, Including Students Eligible for Protection Under Section 504**

Child Find is the process of locating, evaluating, and identifying children with disabilities who may be in need of special education and related services and/or may be entitled to protection from discrimination based on his/her disability. Parents, relatives, public and private agency employees, childcare providers, physicians, and concerned citizens are encouraged to help the school district find any child, age birth – 21, who may have a disability and is in need of special education and related services. If you suspect a child may have a disability, help is available. Contact the Gahanna-Jefferson Public Schools Department of Special Education at 160 S. Hamilton Road or phone 614-337-3777.

You can also visit our website at [www.gahannaschools.org](http://www.gahannaschools.org)

## GAHANNA-JEFFERSON PUBLIC SCHOOLS | 2018-2019

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## GAHANNA PRESCHOOL BEHAVIOR FLOW CHART

### LEVEL 1:

After making sure universal supports are in place, green will be used to address behaviors first. Any of these strategies can be used in any order, as appropriate for the student and the situation.

- Prompting: State the expectation- "Make sure you walk in the hallways so we stay safe."
- Reminding: "Can you show me how to be a CUB by using walking feet?"
- Re-teaching: "Can you show me how to be a CUB by using walking feet?"
- Verbal / Non-verbal cues: Teacher touches students shoulder as they are turning away from group activity, teacher says "Right Johnny?" when she notices Johnny starting to lose focus.
- Natural consequences: "Johnny, you will fall if you are being unsafe in your chair."
- Choices: "You can use walking feet or you can hold my hand."
- Planned ignoring: Student shouts out answer, you call on a friends " I'm going to call on Becky because she was raising her hand." Then call on student when they do raise their hand.

### LEVEL 2:

Level 2 strategies are implemented after trialing use of Green Level 1 strategies. If none are effective and the problem behavior persists, the student should be engaged in one of the following Yellow Strategies. In this phase, teacher support and modeling is provided to the student in a one-on-one setting to allow opportunity to practice the skill and briefly debrief from the initial situation prior to returning to their peers. "Time away" refers to a brief break from the activity and/or peers so that the student can identify and access an appropriate problem-solving strategy for the situation at hand. Time away from the activity may involve use of any of the following strategies:

- Sensory breaks: Taking a sensory break (OT should be consulted for recommendations)
- Solution kit: Use of Solution Kit in order to identify a solution they can present to their peer
- Emotion pictures / cards: Identify feelings through the use of picture cards/feeling chart,
- Problem solving strategies: Use of problem solving steps and solution kit as needed
- Social stories: Reading a social story related to the behavior / problem with a teacher

### LEVEL 3:

Any physical aggression (Follow steps 1-4)

1. **Remove student to safe spot** – In a calm manor (with minimal physical/verbal interactions), remove child from area/activity to a safe space, or move other students to another location and engage in another activity. Let other students know child is upset but okay, and will rejoin the activity when they are calm.
2. **During safe spot** – Allow child to calm down, stay near to ensure safety. Use minimal verbal/physical interactions.
3. **Once calm in safe spot** – "When you are calm, we can discuss your choices." Review behavior child displayed, then model and reteach appropriate expectation(s).
4. **Return to activity** – Follow through by supporting the child in reentering the activity and completing any missed tasks.

**GAHANNA PRESCHOOL BEHAVIOR INCIDENT REPORTING FORM**

Child's name \_\_\_\_\_ Classroom Teacher \_\_\_\_\_

Person reporting \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Descriptive information may be reported on another sheet. A separate incident = the child is engaged in an activity with appropriate behavior for 15+ minutes before behavior is repeated or another problem behavior is demonstrated.

PROBLEM BEHAVIOR	LOCATION	OTHERS INVOLVED
<input type="checkbox"/> Defiance <input type="checkbox"/> Verbal Aggression <input type="checkbox"/> Tantrum <input type="checkbox"/> Physical Aggression  <input type="checkbox"/> Property damage <input type="checkbox"/> Harm self or others	<input type="checkbox"/> Structured classroom activity <input type="checkbox"/> Unstructured classroom activity <input type="checkbox"/> Transition <input type="checkbox"/> Hallway <input type="checkbox"/> Playground <input type="checkbox"/> Bus <input type="checkbox"/> Other: _____	<input type="checkbox"/> Peer[s] <input type="checkbox"/> Teacher <input type="checkbox"/> Aide <input type="checkbox"/> Specialist <input type="checkbox"/> Bus driver <input type="checkbox"/> Substitute <input type="checkbox"/> Administration <input type="checkbox"/> Others: _____ _____

INITIAL TRIGGER FOR BEHAVIOR	RESPONSE TO BEHAVIOR	
<input type="checkbox"/> Obtain or seek interaction with, or access to, preferred materials, person or activity. <input type="checkbox"/> Escape or avoid non- preferred activity, or person. <input type="checkbox"/> Sensory stimulation	<b>Level One</b> <input type="checkbox"/> Prompt/reminder <input type="checkbox"/> Re-teaching rule / routine <input type="checkbox"/> Verbal /nonverbal prompt <input type="checkbox"/> Behavior choice given <input type="checkbox"/> Natural consequence <input type="checkbox"/> Planned ignoring	<b>Level Two</b> <input type="checkbox"/> Problem solving with support <input type="checkbox"/> Sensory break <input type="checkbox"/> Solution kit <input type="checkbox"/> Social story <input type="checkbox"/> Emotion cards/pictures <input type="checkbox"/> Calm corner
	<b>Level Three</b> <input type="checkbox"/> Move to Safe Spot <input type="checkbox"/> Parent Contact <input type="checkbox"/> Other: _____	

**Comments:**

This report will not be sent home. It is for collection of anecdotal information only.  
 \*\*If a level 3 consequence is given, or if the behavior is chronic, the report will be sent home.  
 Parent contacted:  In person  By telephone   Date Incident Report provided: \_\_\_\_\_

## **Acknowledgement Form**

We ask that you read over the 2018-2019 Preschool Student-Parent Handbook. If you have any questions, please feel free to call your child's school. Please return the bottom half of the page when you have completed reading over the handbook.

Respectfully,  
The Preschool Staff

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I have read, understand and agree to abide by the rules and regulations of Gahanna-Jefferson Public Schools as set forth in the 2018-2019 Gahanna-Jefferson Public School's Preschool Program Parent Handbook.

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Parent/Guardian Signature

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Student Name (printed)

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Date