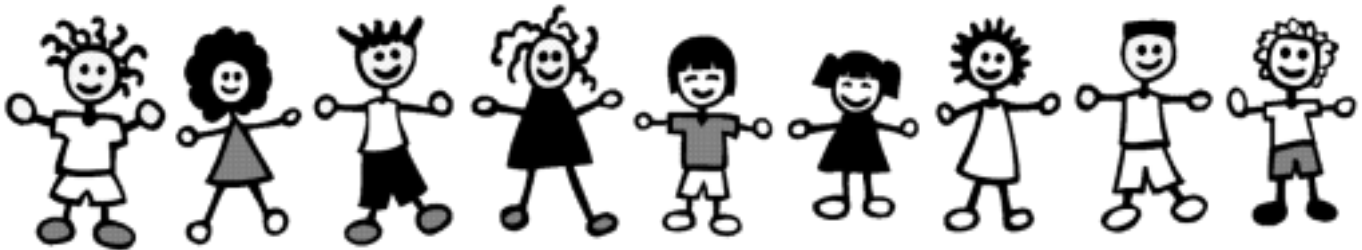


Willoughby-Eastlake Preschool

EARLY CHILDHOOD FAMILY HANDBOOK

2024-2025

I love preschool for all the little reasons!



Willoughby-Eastlake Preschool
At the Northern Career Institute-Eastlake
34050 Glen Drive
Eastlake, OH 44095
(440) 283-2220
(440) 283-0428 fax

Dear Families,

The Willoughby-Eastlake City School District provides comprehensive early childhood/preschool programming for children three through five years of age. Our program offers a continuum of services that include: •

Regular Education classroom

- Regular Education/Co-taught classrooms
- Integrated Preschool classrooms
- Special Education Resource Room

The classrooms, located in the Willoughby-Eastlake Preschool, offer a spacious and inviting environment for young children. A gymnasium and outdoor play area offer opportunities for active play.

This handbook gives a basic overview of our Early Childhood Program. We invite you to be an active participant in your child's educational program. If, at any time, you have questions or concerns, please contact your child's teacher.

Welcome!

Willoughby-Eastlake City School District
Willoughby-Eastlake Preschool Staff

PROGRAM PHILOSOPHY

The educational philosophy of the Willoughby-Eastlake City School District's Early Childhood Program is based on a developmental and experiential approach to education. The program provides an environment that respects children and is designed to meet the unique social, emotional, cognitive, and physical needs of each child as he/she passes through the stages of childhood development.

The program identifies and appropriately provides for the uniqueness of each child's needs, characteristics, and abilities. Programming promotes a child's total development; it recognizes that different levels and abilities are expected, valued, and accepted. The program is child centered and teacher-supported. Children are active learners in an environment that encourages and fosters activities and experiences that are based on the developmental knowledge of how young children grow, develop, and learn. Children are also encouraged to interact, be happy, and enjoy school, their friends, and their teachers.

Our continuum of programming allows children, both typically developing and children with disabilities, to interact and gain a broader perspective of the real world. A variety of learning experiences promote positive attitudes about human differences. An important component of our early childhood program is to help children see that beneath the surface, differences of race, religion, culture, and ability, the same things matter to all people: love, life, goodness, and friendship. Another vital component of our program is family involvement. The family is an integral part of a child's learning experience and an essential part of the child's educational team. Therefore, the program provides many opportunities for families to be active participants in their child's early education.

Each child is valued as a unique person with a distinctive pattern of growth and development. We provide a loving environment stressing the development of a child's positive self-image in the world around him.

PROGRAM DESCRIPTION

The Willoughby-Eastlake City School District's Early Childhood Program serves children ages three through five years in a variety of classroom settings. The classrooms are located at the Willoughby Eastlake Preschool. The program offers a variety of classroom options and services to best meet the developmental needs of all young children.

The inclusion of both children with special needs and children who are typically developing is a major component of the program. Educational experiences and opportunities for interaction are developed for the benefit of all children.

The curriculum is a combination of "traditional" early childhood programming, developmentally based and specially planned, along with structured interventions and procedures to address the special needs of each child. The Ohio Early Learning and Development Standards guide the program and provide the focus for daily lessons and weekly themes. The entire preschool staff includes certified early childhood teachers, certified early childhood intervention specialists, school psychologists, classroom educational assistants, speech/language pathologists, an audiologist, and occupational and physical therapists.

Parent involvement is a vital component of a child's early education. Parents and families provide valuable input that helps ensure a successful transition between home and school. Our program provides many opportunities to become actively involved. Parent/family meetings are scheduled on a regular basis for information and support. Teachers and parents maintain communication through phone calls and written correspondence. Progress reports are sent home quarterly. Family services such as additional conferences, consultations, and home visits are scheduled as needed. Visits to your child's preschool are always welcome.



Congratulations!! Willoughby-Eastlake Preschool Families

Your child is enrolled, or you may be considering enrolling your child, in a learning and development program with a level of quality that exceeds Ohio's child care licensing standards.

High-quality learning and development programs are important because early experiences last a lifetime. Your child has approximately 1,892 days from the time he or she is born until kindergarten. What happens on this journey lays the foundation for success in school and life.

A Step Up To Quality **Four-Star** rating means your child is in a program that has demonstrated the highest level of quality. Below are some of the ways a program can provide increased quality at the five-star level.

- **There are more staff members per child.**

Teachers have more time to support your child's individual development and learning. This is important because 90 percent of brain development occurs by the time your child is 6 years old.

- **The administrator and teachers have higher educational qualifications.** The administrator and most teachers have a bachelor's or master's degree and many years' experience working with young children. These qualifications benefit your child's development and learning.

- **The administrator and teachers complete more than 20 hours of specialized training every two years.**

The administrator and teaching staff are committed to expanding their education and skills to better support your child's development and learning.

- **Teachers develop lesson plans that support each child's growth.** Teachers plan intentional and purposeful activities and experiences that meet the needs, interests and abilities of children. These activities and experiences support them and their development.

- **Program staff completes assessments to evaluate and improve the learning experience.**

Assessments with your child help keep track of his or her growth over time. This lets teachers adjust how they offer experiences to your child daily.

- **Families and the community are valued.**

Programs work with families and neighborhood organizations to provide more opportunities for children.

The program provides at least three of the following to staff: health insurance, paid leave, tuition reimbursement, discount on child care, paid professional development, retirement, flexible spending account, one hour of paid planning time weekly, paid holidays or life insurance.

- The program supports and values employees and retains good teachers.

To stay current with information regarding early learning and development programs in your area and statewide, visit www.earlychildhoodohio.org.

PROGRAM GOALS

Our preschool program explores practical opportunities for actualizing caring in the classroom so that we can indeed make a difference in the lives of our students while keeping our enthusiasm and idealism intact.

Self-Help/Adaptive

The program will provide opportunities for the children to become self-sufficient, independent preschoolers. They will be encouraged to become independent in all of the daily preschool routines, including: arrival, dismissal, snack, and toileting. The children will practice these skills daily and be provided with support both at school and home.

Social-Emotional/Socialization

The program will provide opportunities for the children to behave in positive ways and socialize with their classmates and teachers. The children will be encouraged to follow the daily routine, transition from one activity to the next, cooperate with peers, share, and take turns. The children will also be encouraged to try new and different activities. They will be supported as they learn to accept and handle changes as they grow and develop.

Fine Motor

Our program will provide opportunities for children to develop fine motor skills through activities such as: puzzles, play dough, beads, scissors, crayons, blocks, and buttons. Writing, drawing, and cutting activities are difficult for many preschoolers. They may experience frustration when asked to do these activities that require control of their hand muscles. Giving them open ended activities such as exploring writing, painting, and working with play dough or shaving cream will help to develop these muscles. These activities are essential for fine motor development and promoting self-confidence in the development of their writing ability.

Gross Motor

Our program will provide opportunities for children to develop and use their large motor muscles through activities such as jumping, running, hopping, climbing, playing on outside playground equipment, and creative dance.

Pre-academic

The program will provide the opportunity to develop pre-academic skills and help foster self-confidence and enthusiasm for school, as well as, increasing the child's knowledge of the Early Learning and Development Standards and the world around them. Providing academic activities is an opportunity to engage children when they are young, eager, and curious and to challenge them by setting reasonable goals and helping them achieve those goals.

Communication/Speech & Language

The program will provide a language rich environment that gives opportunities for children to develop their communication skills. Children will develop their articulation/phonology skills, expand their vocabulary, ask and answer questions, participate in discussions, and develop social language skills including participating in conversation, staying on topic and taking turns. Children are encouraged to use their language to express their feelings and ideas.

DAILY SCHEDULE

Our preschool program provides a daily schedule that is age appropriate and meets the needs of all the students. The following reflects our daily schedule along with goals that further develop the student's needs in all areas of development.

Arrival/Dismissal/Adaptive Behavior Skills -

Goal -- Children will work on general independence throughout the school day. This includes developing independence with separating from parents, dressing skills, caring for their own belongings, and social greetings/farewells.

Circle -

Goal -- Children will participate in story time, discussions, songs, games, and finger plays that help them develop numerous cognitive, language and social skills. Participating appropriately in a group setting is emphasized.

Free Play -

Goal -- Children will be given the opportunity to make choices of play activities, gain social skills with peers, as well as, cooperative play skills that include sharing and taking turns with others.

Tabletop/Fine Motor Activities -

Goal -- Children will be given a variety of materials (markers, crayons, paint, glue, etc.) in order to develop fine motor abilities and cognitive skills through a variety of creative tasks.

DAILY SCHEDULE (cont.)

Science/Math -

Goal -- Children will be provided hands-on learning experiences that will allow them to follow directions to complete a process and eventually reach a finished product or make a discovery. Children will be able to use higher level thinking skills as they ask/answer questions and draw conclusions.

Gross Motor/Outdoor Play/Gym Time -

Goal -- Children will be given opportunities to build skills in the areas of coordination, balance, movement, and strength through large muscle movement. They will also be exposed to a variety of activities that promote a healthy lifestyle.

Snack -

Goal -- Children will be given the opportunity to develop their eating skills such as using proper utensils, using good manners, displaying appropriate social exchanges during eating times, and gaining an understanding of healthy eating choices.

Bathroom

Goal -- Children will gain independence in the toileting routine by caring for their own personal needs through clothing management, usage of facilities, and learning good hand washing techniques.

DAYS AND HOURS OF OPERATION

REGULAR EDUCATION PRESCHOOL CLASSROOM

3 & 4 year old M-Th AM: 9:00-11:30 am

4 & 5 year old M-F PM: 1:00-3:00 pm

REGULAR EDUCATION/CO-TEACH PRESCHOOL CLASSROOMS

3 & 4 year old M-Th AM: 9:00-11:30 am

4 & 5 year old M-F PM: 1:00-3:00 pm

INTEGRATED PRESCHOOL CLASSROOMS

3 & 4 year old M-Th AM: 9:00-11:30 am

4 & 5 year old M-F PM: 1:00-3:00 pm

SPECIAL EDUCATION PRESCHOOL RESOURCE ROOM

ALL DAY/EVERYDAY M-F: 10:00 am-3:00 pm

PRESCHOOL TEACHERS/ROOM NUMBER/Phone Numbers

Main Office	Cindy Mizner/Secretary	975-3802/283-2705
Director	Camille Ritt	975-3808/283-2220
Room 3	Tonya DiFranco/Heather Padus	283-2704
Room 4	Chrissy Nemeth/Emily Bratcher	283-2703
Room 5	Jane Fath/Deana Lako/Doralynn Bratcher	283-2222
Room 6	Sarah Gerard/Melody Reed/Andrea Waite	283-2716
Room 7	Kristen Tresler/Heather Vale/Dani Moody	283-2224
Room 8	Alyssa Lupica/Carolyn Flacke	283-2223
Room 9	Kathleen Robinson/Anna Johnson	283-2221
Room 10	Maria Prayner/Kathy Kovach	283-2713
Room 11		
Speech	Michelle Toth/Maura Blake	283-2707
Speech	Kaitlyn Brzeczowski	283-4331
Speech	Jessica Miller	918-1143
Psychologist	Amanda Kravochuck	283-2218
Psychologist	Ann Grosz	975-3846
OT	Jordyn Hambleton/Laura Say	

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS/DISCIPLINE POLICY

Our preschool will use developmentally appropriate child guidance and management techniques which are in alignment with the Willoughby-Eastlake City School District's Positive Behavioral Interventions and Supports policy. These include such measures as redirection, separation from problem situations, talking with the child about the situation, and praise for appropriate behavior. PBIS is an instructional approach to teaching social skills through the use of systematic and individual strategies. It is designed to build positive relationships among all school stakeholders and to prevent problem behaviors. PBIS establishes clear expectations for behavior program wide. Behavior management/discipline policies and procedures shall ensure the safety and the physical and emotional well-being of all individuals on the premises. To achieve this, we encourage each child to develop self-control and for children to be responsible for their own actions. At W-E Preschool, our students will be expected to be Respectful, Responsible and Ready to Learn.












Our Early Childhood Program will:

- recognize the age level characteristics and needs of individual children in planning programs to meet these needs
- provide many choices of play equipment and activities
- clearly define limits and consistently and fairly maintain them
- allow children time and opportunities to solve problems for themselves
- state suggestions or directions in a positive manner
- use words and tone of voice that helps the child feel confident and self assured
- provide redirection
- provide outlets for releasing feelings
- remove a child from the group or area for a limited time out, one minute for each year of age, if inappropriate behavior continues
- provide support and continued communication to insure appropriate behavior

A preschool staff member in charge of a child or a group of children shall be responsible for their use of behavioral interventions and supports. The program's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows:

- there shall be no cruel, harsh, corporal or unusual punishments •
no discipline shall be delegated by any other child
- 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
- 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.
- no child shall be subjected to profane language, threats, derogatory remarks about himself or his family or other verbal abuse
- discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents
- techniques of discipline shall not humiliate, shame, or frighten a child •
discipline shall not include withholding food, rest, or toilet use •
separation, when used as a behavioral intervention 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
- the preschool staff shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program
- a staff member who suspects that a child has been abused or neglected is to immediately notify the public children services agency and a serious incident report is to be completed and submitted to the department in accordance with section [2151.421](#) of the Revised Code.

Willoughby-Eastlake Schools Preschool
'Bee-havior' Matrix

	<p style="text-align: center;">Be Respectful</p> 	<p style="text-align: center;">Be Responsible</p> 	<p style="text-align: center;">Be Safe/ Be Ready to Learn</p> 
<p style="text-align: center;">Arrival</p> 	<p style="text-align: center;">- Greet teachers and friends</p>	<p style="text-align: center;">your assigned area</p> <p style="text-align: center;">- Hang up all belongings</p>	<p style="text-align: center;">- Eyes and Ears on teacher</p> <p style="text-align: center;">- Hands and feet to yourself (self control)</p>
<p style="text-align: center;">Classroom</p> 	<p style="text-align: center;">- Use inside voice and kind words</p> <p style="text-align: center;">- Raise hand to share</p> <p style="text-align: center;">- wait your turn</p>	<p style="text-align: center;">- Take care of belongings</p> <p style="text-align: center;">- Complete your work</p> <p style="text-align: center;">- Help friends</p> <p style="text-align: center;">- Try your best</p>	<p style="text-align: center;">- Calm body</p> <p style="text-align: center;">- Stay in your space</p> <p style="text-align: center;">- Join in (I do , you do, we do)</p>
<p style="text-align: center;">Hallway</p> 	<p style="text-align: center;">- Quiet Voice</p> <p style="text-align: center;">- Quiet body</p>	<p style="text-align: center;">- Walking feet</p> <p style="text-align: center;">- Keep up "pace" and stay with friends</p>	<p style="text-align: center;">- Eyes Forward</p> <p style="text-align: center;">- Hands and feet to self</p>
<p style="text-align: center;">Restroom</p> 	<p style="text-align: center;">Privacy:</p> <p style="text-align: center;">- Your body</p> <p style="text-align: center;">- Your space</p>	<p style="text-align: center;">- FLUSH</p> <p style="text-align: center;">- Wash & Toss</p> <p style="text-align: center;">- Ask for help</p>	<p style="text-align: center;">- Stay on the waiting wall (if you can't see me I can't see you)</p>
<p style="text-align: center;">Snack/Lunch</p> 	<p style="text-align: center;">Good manners:</p> <p style="text-align: center;">- Say please and thank you</p>	<p style="text-align: center;">- Clean up after yourself</p>	<p style="text-align: center;">- Sit, wait, and request</p>
<p style="text-align: center;">PlayArea/Gym Playground</p> 	<p style="text-align: center;">- Be Kind</p> <p style="text-align: center;">- Invite friends to play</p> <p style="text-align: center;">- Take turns and share</p>	<p style="text-align: center;">- Clean up when done</p> <p style="text-align: center;">- Be a good friend</p>	<p style="text-align: center;">- Use equipment correctly and safely</p> <p style="text-align: center;">- Be active and play</p>
<p style="text-align: center;">Dismissal</p> 	<p style="text-align: center;">- Wait and talk quietly in your area</p>	<p style="text-align: center;">- Report directly to your assigned area</p> <p style="text-align: center;">- Be prepared and know your plan</p>	<p style="text-align: center;">- Eyes and Ears on teacher</p> <p style="text-align: center;">- Hands and feet to yourself (self-control)</p>

Busy-Bee Challenging 'Bee-havior' Definitions:

These Definitions may be useful when completing the 'bee-havior' reports.

1. **Physical Aggression**-forceful physical actions directed towards adults or peers that may result in physical contact and injury (hitting, spitting, pinching, and throwing objects)
2. **Self-Injury**-Physical actions directed towards oneself, which may result in visible injury (hitting, spitting, pinching, throwing objects, pinching, scratching oneself)
3. **Disruption/Tantrum**-an outburst or action that prevents learning or interferes with teaching and persists despite an adults request to stop or attempt to provide support
4. **Inappropriate Language**-the repeated use of words or phrases that are typically unexpected for the child's developmental age or level (searing, profanity)
5. **Verbal Aggression**-the use of threatening, offensive, or intimidating language and words that are directed at a peer and/or adult.
6. **Non-Compliance**-refusal to follow a reasonable request, direction, or the established routine, which persists after multiple requests and a reasonable amount of time.
7. **Social withdrawal/isolation**-non-participation in class activities or withdrawal from play or social interactions with peers or adults that interferes with the child's ability to learn and interact with others which is outside the typical range of temperament.
8. **Running away**-the act of leaving a designated area of supervision/boundary of play without permission and without responding to the requests of an adult to return
9. **Property damage**-Purposeful actions directed towards items or property that may have destructive results (ripping a book, knocking over shelves, throwing chairs).
10. **Unsafe Behaviors**-Physical actions which may directly or indirectly result in physical injury to self or others that persists despite an adults request to stop. (climbing on furniture, running into people, inappropriate use of materials)

HEALTH AND SAFETY

Our program's health and safety policies and procedures ensure that the health and safety of the children are safeguarded by an organized program of school health services designated to identify child health problems and to coordinate school and community health resources for children.

- Parents of a child enrolled in the program shall be permitted access to the school during the hours of operation to contact their child, evaluate the care provided by the program, the premises, or other purposes approved by the director
- Child/Staff ratios and maximum class sizes are maintained
- No child will ever be left alone or unsupervised
- Phones are available in every classroom during school hours • Emergency procedures, including fire drills, rapid dismissals, and tornado drills, and emergency contact information are posted in every classroom
- All preschool staff are trained to recognize signs and symptoms of illness and in hand washing and disinfection procedures
- The program follows the Child Daycare Communicable Disease Chart • Parents shall be notified of accident or injury using an Incident Report. The program shall maintain a log of Incident Reports.

COMMUNICABLE DISEASE

The following precautions shall be taken for children suspected of having a communicable disease:

1. Preschool staff will immediately notify the parent/guardian of the child's condition when a child has been observed with signs or symptoms of an illness.
2. A child with any of the following signs or symptoms of illness shall be immediately isolated and discharged to his/her parent/guardian: •
Diarrhea (more than 1 abnormally loose stool within a 24-hour period)
 - Severe coughing, causing the child to become red or blue in the face or to make a whooping sound
 - Difficult or rapid breathing
 - Yellowish skin or eyes
 - Conjunctivitis, often referred to as "pink eye", is the swelling or inflammation of the conjunctiva, the thin, transparent layer of tissue that lines the inner surface of the eyelid and covers the white part of the eye
 - Temperature of 100 degrees Fahrenheit taken by the axillary method in combination with other signs of illness
 - Untreated, infected skin patch(es)
 - Unusually dark urine and/or gray or white stool
 - Stiff neck
 - Evidence of lice, scabies, or other parasitic infestation
 - Sore throat or difficulty swallowing; or
 - Vomiting more than one time or when accompanied by any other sign or symptom of illness

A child with any of the following signs or symptoms of illness shall be immediately isolated in a room or portion of the room not being used in the preschool program within sight and hearing of an adult at all times:

- Unusual spots or rashes
- Sore throat or difficulty in swallowing
- Elevated temperature
- Vomiting

The child shall be made comfortable on a cot. Decisions regarding whether the child should be discharged immediately or at some other time of the day shall be determined by the teacher and parent/guardian. The child, while isolated at the program, shall be carefully observed for signs of additional symptoms and/or worsening symptoms. All linens and blankets used by the ill child shall be laundered before being used by another child. The cot shall be disinfected with an appropriate germicidal agent. If soiled with blood, feces, vomitus, or other bodily fluids, the cot shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent.

MILDLY ILL CHILD

"Mildly ill child" means a child who is experiencing minor common cold symptoms or a child who may not feel well enough to participate fully in activities, but who is not exhibiting any of the symptoms related to Communicable Diseases. A "mildly ill child" will be carefully observed by the classroom teacher for symptoms of illness. Parents will be notified should symptoms worsen. The teacher and parent will determine whether the child should be discharged at some point during the day.

According to Ohio Child Care Licensing Regulations, we are not allowed to keep actively sick children in the classroom. Parents are encouraged to develop alternative sick childcare arrangements before they may be needed.

READMISSION POLICY

- Children may return to preschool under the following conditions:
- When they have been treated with prescription medication for 24 hours
 - With a note from a physician or other medical professional stating they are no longer contagious
 - When they are fever or symptom free for 24 hours without the aid of fever reducing or other medications

MEDICATION POLICY

The medication policy complies with state guidelines to ensure the health and safety of all students requiring medication in school. All medications (including inhalers, antibiotics, pain relief products, cough/cold products, etc.) require both parental and physician approval. Medications must be supplied by the parent, transported to and from school by the parent, and be properly labeled in the original container. Prior to administration of any medication staff will: Secure the written instructions of a licensed physician or licensed dentist as appropriate for administration for any medication. Each time the medication is administered, a written record or log including the dosage, date, and time shall be made. That record or log shall be kept on file for one year. Only employees who are health professionals or who have completed drug administration training may administer medication. Medication shall be stored in a designated locked storage place, except drugs requiring refrigeration shall be kept in a refrigerator not accessible by children. For children requiring medication during school hours, additional information/forms are available on the Willoughby-Eastlake City School District's website (weschools.org) or by contacting the preschool.

CHILD ABUSE POLICY

Staff needs to be alerted to the physical and emotional state of each child. Parents are asked to inform their classroom teachers of any minor or major incidents that occurred outside of school. This will enable the teachers to be aware of previous illness/injuries while caring for the child's health and safety. If child abuse or neglect is suspected, as mandated reporters, under the Ohio Revised Code, all child care staff are required to immediately report suspicions of abuse or neglect to their local public children's services agency. A report to Lake County Jobs and Family Services can be made by phone, in person or in writing.

PRESCHOOL PROCEDURES

ADMISSION

Parents of new students will complete a student enrollment packet consisting of the following forms: registration, poverty, proof of address, pink emergency, physical, immunizations, dentist, medical contacts, and health history. Copies of the child's birth certificate and 2 proofs of residency are required. Typically developing students also must submit a tuition deposit at time of registration. This information is entered into The Willoughby-Eastlake City School District's EMIS system to enroll the student. The student is then added to the class list. Transportation for all preschool students is requested through Pupil Services.

PLACEMENT

The IEP team, consisting of the parents, an intervention specialist, a regular education preschool teacher, related service providers, and a district administrator will make a placement decision.

WITHDRAWAL

After a parent advises the school that a student will be leaving the district, a withdrawal form is completed and signed by the parent. (Paperwork is done by phone if the move has already occurred). The student is withdrawn from the computer and taken off of the class list. The student is listed on the withdrawn spreadsheet. Records are compiled and forwarded to the new district once a record request is received.

ENROLLMENT

The following forms must be completed by the parent/caregiver and/or physician and are kept on file upon enrollment:

- Willoughby-Eastlake enrollment application
- Copy of birth certificate
- Willoughby-Eastlake Preschool Physical Form signed by a physician

- Willoughby-Eastlake Medical Emergency Information Form •
- Health History
- Immunization Report
- Emergency Transportation Release/Pick Up Authorization •
- Ohio Department of Health Oral Assessment

TUITION AND FEES

Tuition can be paid with cash, check, money order, or credit card. Please note that the Willoughby-Eastlake Preschool is able to offer tuition waiver/reduction placements for the 2024-2025 school year through the Early Childhood Entitlement Grant Program. In order to qualify, your child must be 4 years old by 8/1/24 . These placements will be awarded to families with the greatest amount of financial need. Please Contact Camille Ritt at [440-975-3808](tel:440-975-3808) for more information.

AM Class 3-4 Year Old Class M - TH 9:00 - 11:30 AM	\$1700.00 per year
PM Class 4-5 Year Old Class M - F 1:00 - 3:00 PM	\$1700.00 per year

*The \$50.00 registration fee is non-refundable and is not part of tuition. *
 The program will not deny enrollment to any person with regard to race, color,
 religion, gender, national origin, age or disability.

You must live in the Willoughby-Eastlake City School District

SNACK FEE

The Ohio Department of Education Preschool program licensing Rule: PS 3709-B7 indicates that parents providing snacks for their children shall be provided information on nutritional snack choices. In order to follow this rule, nutritional guidelines for all daycare and preschool programs have been established. These guidelines include teaching parents and children about the benefits of good dietary habits. It also includes giving a child a choice from two of the food groups listed for snack.

In order to adhere to these guidelines Willoughby-Eastlake's Preschool program will be charging a **\$20.00 snack fee each semester**. It is our hope that purchasing large quantities of these items will help to keep the cost of healthy, nutritional snacks to a minimum.

If you would prefer to provide your child with their own snacks, these snacks must be sent in daily. Children have one snack time during the day. We encourage you to provide a variety of healthy and nutritional snacks.

Special diets will be adhered to and discussed with the preschool team on an individual basis. Please report any food allergies to your preschool team.

It is our hope that parent's, caregivers, and teachers will work together to establish a mutual understanding of how best to meet each child's individual nutritional needs and establish healthy eating habits in your child's early years.

PARENT DROP OFF /PICK UP

If you are transporting your child to/from school, the preschool staff requests that you please be prompt in dropping off and picking up. The parking lot at the side of the school is to be used by parents in both the AM and PM classes. Parents are to approach the Willoughby-Eastlake Preschool from Willowick Drive rather than Route 91 (SOM Center Road). This will allow the flow of traffic to be moving in the same direction. Parents are strongly encouraged to enter the west end of the parking lot,

circle around to the side door of the preschool where a staff member will assist you in getting your child out of the car. We then ask parents to exit the parking lot through the same exit and turn right onto Glen Drive.

If a child arrives or must be dismissed at a time other than the scheduled drop off and pick up times, parents are asked to make arrangements with the classroom staff. The classroom staff will meet the parent at the Preschool entrance at the established pick up or drop off time. The child then will be escorted to the classroom or release to the parent at the time.

BUS RIDERS

The Transportation Department (975-3736) will notify bus riders of the pick-up and drop-off times. If your child will be absent from school or will not need a bus on a given day, please call the Transportation Department and the school.

ABSENCES

If your child will be absent, please call the preschool. In order for everyone to have a healthy school year, it is important for you to notify the preschool if your child is absent because of a communicable illness (strep throat, pink eye, chicken pox, etc.). This will allow us to notify parents if their child has been exposed to certain illnesses and to watch for symptoms. REMEMBER, children need to be diarrhea, vomit, and fever free (without medication) for at least 24 hours before returning to preschool. Lastly, although it is fine to send your child to school with a mild cold, please keep him/her home if he/she has excessive nasal discharge, a persistent cough, or is simply not able to actively participate in all activities.

FIRE/TORNADO SAFETY

Drills are held monthly. Every effort is made to teach your child calm evacuation procedures from the building and/or tornado procedures.

MEALS AND SNACKS

Please inform us if your child has any known allergies or if there are any foods that your child cannot eat. A variety of healthy foods will be presented at snack, and children will be encouraged to try new foods. Please refer to the monthly snack and activity calendar. Students in the all-day/everyday program may purchase lunch at school or may bring a packed lunch. A lunch menu will be sent home at the beginning of the month for those students.

NAPTIME

Students in the all-day/everyday program who attend more than 5 hours/day will have a daily nap or quiet time. It is important that young children have a break in the activity of the preschool day to rest and "recharge." Students will rest on an assigned mat or cot with their blankets after their lunch time. It is not expected that all children sleep, and after a reasonable quiet time, children may participate in quiet activities.

SNOW/SEVERE WEATHER POLICY

When The Willoughby-Eastlake City School District is closed the Willoughby-Eastlake Preschool will also be closed. Check our website (weschools.org) and local television/radio stations for up to date information. Parents can sign up for text for Snow Day Alerts via School Messenger. School Messenger is an automated system being used by Willoughby-Eastlake City Schools to send district wide messages, such as school closing due to inclement weather. Parents may register for School Messenger through the parent portal in PowerSchool. Additional resources are as follows:

- Wkyc.com: click on IAlerts
- Newsnet5.com: click on weather-school closing alerts
- Fox8.com: click on weather-closing -alerts
- Woio.com: click on weather-school closing alerts

COMMUNICATING WITH YOUR TEACHERS

Please feel free to telephone or email your classroom teachers to ask questions, discuss concerns, or set up an appointment for a conference. Conferences will be held at least twice during the school year. Every effort will be made to accommodate the family's schedules, including in person and telephone conferences. If you contact the classroom teachers by telephone during school hours, please leave a message and your call will be returned as soon as possible.

STUDENT RELEASE

A pick-up authorization form must be filled out and signed by parent/guardian at the beginning of the school year. Children will only be released to people who are listed on that form. People authorized to pick up a child must provide a valid driver's license or similar identification before that child is released. This is for the protection of our children.

PARENT INVOLVEMENT

A vital component of our early childhood program is family involvement. The family is an integral part of a child's learning experience and an essential part of the child's educational team. Therefore, the program provides many opportunities for families to be active participants in their child's early education, such as: visiting the classroom, sharing a book/skill with the class, family field trips, and family night. Families are also given numerous opportunities to reinforce classroom concepts through activities sent home by the teacher.

CONFERENCES

Children's developmental progress shall be reviewed and reported to parent(s) at established intervals. A conference involving the teacher and parent shall be held at least twice a year.

ROSTER

A roster from each classroom in the program shall be prepared annually. The roster will contain the child's name and the name, telephone number and e-mail address of the child's parent. This roster will be available upon request. The roster will NOT include the name, telephone number, or e-mail address of any parent who requests to not be included. The roster will not be made available to any person other than the parent(s).

TRANSITION PROCEDURES

The Willoughby-Eastlake Preschool has established procedures/activities designed to assist children and their families through the transition process. These procedures/activities will be implemented when a child is transitioning into the preschool program, within the program (from one classroom to another) and out of the program to another preschool program or to kindergarten. These procedures/activities have been put into place to ensure a successful transition from home or from one educational setting to another.

The Willoughby-Eastlake Preschool develops an individualized Transition Plan for each child and family. The classroom team, including the parent, teacher and assistant teacher, will develop this plan. The classroom team will then engage the child and the family in age-appropriate activities to prepare them for the transition to preschool, to a new preschool classroom or to a new educational setting. The classroom team will observe how well the child is adapting and be flexible with the transition plan, based on the child's needs. The transition plan will be modified with input from the staff and the family.

At the start of each school year, children and families will receive a letter in the mail from the classroom teacher inviting them to participate in Preschool Orientation Day. At Orientation, the child and the family will receive online access to the Willoughby Eastlake Preschool Handbook, a copy of the Ohio Department of Education's Early Learning and Development Standards, a booklet on Community Resources, and the Willoughby-Eastlake City School District's Calendar. In addition, each classroom team will provide the family with a folder containing specific information about the classroom, like the daily schedule, a monthly calendar, important phone numbers, and general information about the classroom and program operating procedures. During Orientation, the child and the family will be able to meet the teacher and see the classroom along with all the fun activities they will be able to do. Below is a list of transition activities/strategies that may be utilized to help children and families in the transition process:

Please be assured that the staff at the Willoughby-Eastlake Preschool has helped many children (and families) deal with separation/transition difficulties. Parents who are very concerned about transition are encouraged to please speak to the child's teacher ahead of time. The classroom team will develop an appropriate transition plan in order to make both the family and the child comfortable in the school setting.

Transition Needs and Preferences Planning Form:

Child's Name: _____ Date of Birth: _____

Date the Transition Plan was developed: _____

Please List the members involved in completing this transition plan

Team Members Involved in the Plan	Title	Signature

Parent Input:

Description of plan to be implemented

Transition Strategies/Activities Children and Families Entering the Willoughby-Eastlake Preschool Program

Check off the activities to be implemented by the team

- ☐ Schedule a visit to the preschool classroom
 - ☐ Parent and/or child observe the new/potential classroom
 - ☐ Teachers in the new classrooms meet with child and the family to discuss the child's growth and development and the new classroom expectations, schedules and procedures.
 - ☐ Teachers and family jointly develop a transition schedule
 - ☐ Spend time in the classroom with the family present
 - ☐ Spend time in the classroom separate from the family
 - ☐ Slowly increase of time in the new classroom until full participation is achieved ☐
- Assign the child a classroom "buddy" to help them become comfortable with their peers
- ☐ Make a social story to help the child understand their new environment
 - ☐ Help the child learn about how they will be transported to and from school and the rules that go along with that (i.e bus safety, parent drop-off/pick-up procedures) ☐
- Schedule follow up meetings if needed to discuss teacher or family concerns and any adjustments to the Transition Plan

Transition Strategies/Activities Children and Families moving within the Willoughby-Eastlake Preschool Program

Check off the activities to be implemented by the team

- ☐ Schedule a visit to the new preschool classroom within the program
 - ☐ Introduce the teacher and talk to the child about the schedule
 - ☐ Spend time in the classroom being transitioned into
 - ☐ Parent and/or child observe the new/potential classroom
 - ☐ Teacher and family jointly develop a transition schedule
 - ☐ Slow increase of time in the new classroom until full participation is achieved ☐
- Assign the child a classroom "buddy" to help them become comfortable with their peers ☐
- Make a social story to help the child understand their new environment
- ☐ Help the child learn about how they will be transported to and from school and the rules that go along with that (i.e bus safety, parent drop-off/pick-up procedures) ☐
- Teachers in old and new classrooms meet with families to discuss the child's growth and development and the new classroom expectations, schedules and procedures
- ☐ Schedule follow up meetings if needed to discuss teacher or family concerns and any adjustments to the Transition Plan

Transition Strategies/Activities
Children and Families moving exiting the Willoughby-Eastlake Preschool Program

Check off the activities to be implemented by the team

- ☐ Schedule a visit to the kindergarten classroom/new school classroom
- ☐ Introduce the teacher and talk to the child about the schedule
- ☐ Parent and/or child observe the new/potential classroom
- ☐ Teacher and family jointly develop a transition schedule
- ☐ Spend time in the classroom being transitioned into
- ☐ Slow increase of time in the new classroom until full participation is achieved
- ☐ Assign the child a classroom "buddy" to help them become comfortable with their peers
- ☐ Make a social story to help the child understand their new environment
- ☐ Help the child learn about how they will be transported to and from school and the rules that go along with that (i.e bus safety, parent drop-off/pick-up procedures)
- ☐ Teachers in old and new classrooms meet with families to discuss the child's growth and development and the new classroom expectations, schedules and procedures.
- ☐ Assist children leaving the program in saying good-bye to peers and teachers
- ☐ Provide families with work samples/progress reports to share with the new program

DEVELOPMENTAL SCREENING PROCESS

At the Willoughby-Eastlake Preschool, each child is given a comprehensive developmental screening that is valid and reliable within sixty business days of entry into the program and annually thereafter. The tool utilized for screening purposes is the Ages and Stages Questionnaires-Third Edition (ASQ-3) which screens children in the following domains: language, cognitive, motor, and social and emotional and behavioral development. Necessary referrals are completed within 90 days of identification of need and the results are formally communicated with families. Staff is trained to administer, score and use the screening tool appropriately.

The Willoughby-Eastlake Preschool maintains a file of the documentation of screening tools that are completed for each child within 60 days of enrollment and annually thereafter. The documentation includes the child's name, date of enrollment, and the date that the screening tool was administered, and date of referral if necessary.

In addition, all children have a vision and hearing screening. The vision screenings are completed by the school nurse, and the hearing screenings are completed by the school speech-language pathologist or audiologist. For children attending preschool due to an initial Individualized Education Program, completed vision and hearing screening results obtained as part of the Multi-factored Evaluation can be used. Otherwise, appropriate screening will be completed within 60 business days. Once screenings are completed, the results are documented on a Preschool Worksheet. Parents are informed of all screenings by fall conferences in writing.

For children demonstrating developmentally appropriate skills, the results are shared with parents and developmental and learning goals are created utilizing the Future Planning Goal Statement Form. For children demonstrating weakness in an area but not suspected of having a disability, the preschool staff and parents will create developmental and learning goals utilizing the Future Planning Goal Statement Form. The preschool staff will then provide interventions and document the student's growth for a six-week period of time. For children suspected of having a disability, a formal referral will be made to the preschool psychologist/s. As with other community referrals, a formal screening will be completed within 30 days of the referral. If the district suspects a disability, the child will be referred for a multi factored evaluation and follow the appropriate procedure and timeline to complete the process.

Future Planning Goal Statement

1. What would you like your child to be able to do by the end of this semester? 2.

What would you like your child to be able to do by the end of this school year? 3.

Where would you like to see your child in three years?

Form completed by: _____ Date: _____

Signature: _____ Date: _____

Comments on Student Progress:
(Completed by School Teacher)

1. End of Semester Goal Comments:

2. End of School Year Goal Comments:

3. 3 Year Future Goal Comments:

Willoughby Eastlake Preschool Parent Community Resources

Ohio Department of Education, Early learning family resources

URL: <http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Family-Resources>

Description: Check out the preschool resources section, which contains a variety of topics, some of which include:

- Your child's development: birth to age 5
- Food & nutrition
- Early literacy tips for preschoolers
- Getting involved with your child's learning
- Kindergarten readiness checklist

Pathways

Website: <https://pathways.org>

Description: Pathways provides free online resources to ensure your child's development is on track and tools to maximize child development. Check out the *information by age* link.

Zero to Three

Website: <https://www.zerotothree.org>

Description: This site contains information ranging from child development (**birth to 36 months**) to outlining strategies to support early development and learning. Check out the *explore our topics* and *find resources and services* tabs. Examples of topics include:

- Discipline and limit setting*
- Language & communication*
- Brain development*
- Challenging behaviors*
- Social skills & play*

TACSEI, Technical Assistance Center on Social Emotional Intervention

URL: <http://challengingbehavior.fmhi.usf.edu/do/resources.htm>

Description: TACSEI provides free products and resources to improve the social emotional outcomes for children. Check out the *families* and *browse resources* tab for useful information, a few of which include:

- How to help your child stop whining*
- How to help your child have a successful morning*
- How to help your child learn to share*
- Making life easier: bedtime and nap time*
- Making life easier: running errands*

Reading Rockets

Website: <http://www.readingrockets.org>

Description: Find resources and activities that promote literacy to help your child become an engaged reader. Check out the *resources for parents* section for reading tips, children's books & authors, early literacy and many more topics.

ABCYA.com

Website: <http://www.abcya.com>

Description: This site provides educational games and apps for children to use under the

guidance of their parents. It is **FREE** to use on PC, however, there is a monthly charge associated with other devices.

ABC Mouse

Website: <https://www.abcmouse.com>

Description: ABC Mouse helps children learn to read and offers activities across subject areas. There is a monthly charge associated with this site, yet you can sign up for your first month for FREE.

PBS Parents

URL: <http://www.pbs.org/parents/>

Description: PBS parents offers information about child development, parenting, and games/activities for kids. Check out the *education* tab for information related to developmental milestones and fun activities for preschool aged children.

Sesame Street

Website: <http://www.sesamestreet.org>

Description; This website contains free online videos and games. Check out the *printables* and *tool kits*.

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

Website: <http://csefel.vanderbilt.edu>

Description: CSEFEL focuses on promoting the social emotional development and school readiness for children from birth to five. Check out the parent modules and family tools sections to learn more about children's social emotional development and strategies to address challenging behaviors.

State Support Team 4

Website: <http://www.sst4.org>

Description: The State Support Team is an organization that provides support in different areas:

Early learning
Family engagement
Literacy
Special education

This organization also hosts a monthly autism support group for the families of loved ones diagnosed with an Autism Spectrum Disorder (*see family engagement tab*).

Sensory Processing Disorder Resource Center

Website: <http://www.sensory-processing-disorder.com>

Description: This site contains information and activities related to sensory processing and related disorders. It also includes activities to promote the development of fine motor skills. Examples of topics include, but are not limited to:

Sensory diet
Picky eaters
Symptoms checklist
Behavior problems
Heavy work activities

Therapy Street for Kids

Website: <http://therapystreetforkids.com>

Description: This website provides a resource for parents interested in working on fine motor activities in the home setting. Sample topics include, but are not limited to:

Pre-writing skills

Scissor skills

Eye-hand coordination

Sensory strategies

Self-help skills

Pink Oatmeal

Website: <http://www.pinkoatmeal.com>

Description: Pink Oatmeal provides information and activities related to child development, play, & movement.

The Inspired Treehouse

Website: <http://theinspiredtreehouse.com>

Description: This website features child development information. It also has gross motor, fine motor, and sensory processing activities.

Ooey Gooey, Inc.

Website: <http://www.ooeygooey.com>

Description: The Ooey Gooey website focuses on the importance of play in contributing to school readiness. Check out the resources tab, which contains *make and take activities* and *favorite books* links.

Online Physical Education Network

Website: <https://openphysed.org/movement/ec>

Description: This website includes 10 minute activities that involve physical activity you can engage in with your child(ren).

Aha Parenting.Com

Website: <https://www.ahaparenting.com/>

Description: Includes parenting resources and information from infants to teenagers.

HANDBOOK

Our program will provide access to each parent a parent handbook that encourages parental participation and keeps parents informed about the program's operations, services and policies, including notifying parents of early and periodic screening, diagnosis and treatment (EPSTD) as well as developmental screening services available under section 619 and Part C of Individuals with Disabilities Education Act (IDEA). The handbook shall include information to advise parents how to obtain copies of inspection reports of the program and how to file a complaint.

LICENSING

Our program is licensed by the Ohio Department of Education. The inspection report and license are posted by the door of every preschool classroom and available for review. If parents want to make any comments or complaints, they can call the Office of Early Learning & School Readiness at 1-877-644-6338.

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

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

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

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

Parents or eligible students who wish to ask the Willoughby-Eastlake Schools to amend a record should write to the building administrator, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of

their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

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

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

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student -

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

**Family Educational Rights and Privacy Act (FERPA)
Model Notice for Directory Information**

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Willoughby-Eastlake School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Willoughby Eastlake City School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Willoughby-Eastlake City School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.¹

If you do not want Willoughby-Eastlake City School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 1, 2022. The Willoughby Eastlake City School District has designated the following information as directory information:

[Note: an LEA may, but does not have to, include all the information listed below.]

- Student's name
- Participation in officially recognized activities and sports
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards
- Date and place of birth
- Major field of study
- The most recent educational agency or institution attended
- Dates of attendance
- Grade level
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

¹ These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

Parent Acknowledgement and Receipt of the Willoughby-Eastlake Preschool Handbook

I acknowledge that I have received a copy of the Willoughby-Eastlake Preschool Handbook. I understand that it contains important information on policies and procedures. I realize this handbook is not intended to cover every situation which may arise but is simply a general guide to refer to. I understand that it is my responsibility to familiarize myself with the information and that I agree with the policies and rules of the school. I further understand and acknowledge that the Willoughby Eastlake City School District may change, add or delete any policies or provisions in this handbook as it sees fit in its sole judgment and discretion. I acknowledge and understand that this Willoughby-Eastlake Preschool Handbook supersedes and replaces any and all prior handbooks or materials previously distributed.

Student's Name _____

Class _____

Parent's Printed Name _____

Date _____

Parent's Signature _____