

Milford Exempted Village School District

Preschool Parent Handbook

2021-2022



**1039 State Route 28
Milford, Ohio 45150
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Director
Administrative Assistant
School Psychologist

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The Milford Exempted Village School District hereby gives notice that it does not discriminate on the basis of race, color, national origin, sex, or handicap in the educational programs and activities operated by the district.

Mission Statement

The Milford Exempted Village School District's Vision Statement is to inspire and prepare our students to reach their fullest potential in a diverse and dynamic world.

School Contacts

Boyd E. Smith Elementary

Mrs. Minna Espy, Principal
Phone: 576-1643

Pattison Elementary

Mrs. Tiffany Selm, Principal
Phone: 831-6570

Meadowview Elementary

Mrs. Kelli Ellison, Principal
Phone: 831-9170

Milford Jr. High School

Mrs. Misty Goetz, Principal
Phone: 831-1900

Milford Preschool

Mrs. Sarah Sloan, Director
Phone: 728-7400

Mulberry Elementary

Mrs. Sarah Greb, Principal
Phone: 722-3588

Charles L. Seipelt Elementary

Ms. Melissa Carraher, Principal
Phone: 831-9460

McCormick Elementary

Mr. Tom Willson, Principal
Phone: 575-0190

Milford High School

Mr. Joshua Kauffman, Principal
Phone 831-2990

BOARD OF EDUCATION – 831-1314

Mr. George Lucas, President Mrs. Debbie Marques, Vice President
Mrs. Andrea Brady, Member Mr. David Yockey, Member Mr. Chris Hamm, Member

Ohio Department of Education - 877-644-6338

LICENSING

Since July 22, 1991, the Ohio Department of Education has been responsible for licensing and monitoring all early childhood programs operated through the public schools, county boards of Mental Retardation and Developmental Disabilities, and eligible chartered nonpublic schools under Am. Sub HB 155. The Department also licenses and monitors all eligible school age childcare programs that receive state or federal funds.

Educational entities serving preschool and school age children enrolled in early learning environments and before- and after-school programs, are issued a license based upon evidence that the site is in full compliance with applicable state rules.

Licensed and monitored sites ensure that programs:

- are located in safe, convenient facilities;
- are developmentally appropriate;
- are administered according to established rules, goals, objectives and procedures;
- are staffed by persons qualified to teach and nurture young children;
- ensure that children are immunized; and
- involve parents in their child's education.

The licensing and monitoring process includes one site visit annually (and one additional if needed) to each preschool or school age childcare program; the reporting of noncompliance issues to superintendents and CEOs; and the aggregation of data for an annual report to the Governor and legislators.

The rules for Licensing Preschool Programs, Chapter 3301-37 of the Ohio Administrative Code are revised and approved by the State Board of Education. The revised rules were updated June 30, 2014. An overview of the revision process and a summary of the revisions are available at:

<http://www.ode.state.oh.us/ece/licensing/psrules.asp>

All complaints and reports concerning the operation of programs regulated by the Administrative Code and sections 3301.52 to 3301.59 of the Revised Code may be reported to the Department ombudsman or the Office of Early Childhood Education. (The Ohio Department of Education can be reached at: (614-995-1545).

Because out-of-home early childhood programs play a growing role in children's lives, it is more important than ever that early learning services promote children's health, safety and development. The Department of Education continues its commitment to ensure that Ohio's young children are served in safe, nurturing environments by qualified staff.

PRESCHOOL PHILOSOPHY

The philosophy of the Milford Exempted Village School District Preschool Program is based on the belief that every child is unique and special, and in need and deserving of respect, nurturance, continuity and safety. We believe in the celebration of all children.

We believe that families are the first and best teachers of their children. We believe in the integrity of individual families and respect parents' choices in regards to their child. We believe in establishing relationships with families that are mutually supportive, and which empower families to make informed and appropriate decisions for their child based on their unique family strengths, circumstances, and desires within the context of the community within which they live.

We believe that every child can learn, and the motivation to learn is intrinsic in every child. We view learning as an interactive process and believe that children acquire knowledge about themselves, each other, and the world in which they live through active exploration and interaction with other children, adults, and materials. We believe that play is the primary vehicle for learning during the infant, toddler, preschool and school age years. We support the constructivist approach to early learning and believe that repeated practice of an acquired skill provides the groundwork for the challenge of moving on to a more difficult level of mastery.

We believe in providing learning environments for children that are age appropriate and individually appropriate, which we provide opportunities for children to participate in activities relevant to their specific interests, and their unique developmental needs. We believe that children thrive when choices each day include individual and group opportunities; quiet and active play choices; and daily opportunities to use both large and small muscles. We believe in incorporating a spirit of cooperation, not competition in and among children; all social interactions are viewed as opportunities for learning to care about one another and ourselves.

We believe that it is the role of all adults to work together to create a framework and learning opportunities in which children have some control, input and can make choices based on their interests and abilities. We believe that adults cooperatively working together to insure continuity in program planning contributes to the balance, sense and security that all sound children need.

Goals

The Milford Exempted Village School District Preschool is committed to providing excellent early childhood services to the families and young children of the Milford community.

1. To provide or to assist in developing an environment that is safe for our children.
2. To nurture the development of self-esteem, independence and self-assurance in each child.
3. To promote and enhance growth in all areas of development for each child.
4. To provide or assist in providing an environment that is responsive to and celebrates the individual differences, learning styles, interests, family backgrounds, gender, race, and religion.
5. To provide materials and activities that are relevant to every child's age, interests, and abilities and which provide opportunities for movement on to more difficult levels of mastery based on the unique strengths, needs, learning characteristics, and individual place of each child.
6. To ensure that families have information regarding (and access to) all appropriate services for which they are entitled.
7. To provide a variety of service delivery options to ensure that appropriate choices for families are available based on individual family desires as they pertain to their child and within the context of their community.
8. To provide an environment that supports and nurtures cooperative and collaborative relationships between and among staff, families, outside agencies, administrators, school district personnel, and any other adults pertinent to the well being of every child.
9. To promote open, ongoing evaluation of the Preschool Program and ensure excellence in all areas of service.
10. To explore and research new methods and state-of-the-art practices in the field of early childhood education, and to ensure that the young children in the Milford community and their families receive the best services available.

The Milford Exempted Village School District Preschool Program is based on The Ohio Department of Education's Early Learning Content Standards.

These standards contain essential concepts and skills that young children should know and be able to do at the end of their preschool experience. Based on research, these achievable pre-kindergarten standards are relevant to all early learning experiences and are aligned to the K-12 standards that result in a seamless continuum of learning for children pre-kindergarten through kindergarten and primary grades. Copies of the Ohio Department of Education's Early Learning Content Standards are available for parents to review in each classroom and online at www.ode.state.oh.us .

Special Education Preschool Curriculum

The curriculum in the Special Education Preschool classroom is based on the Ohio Department of Education's Early Learning Content Standards, but is modified to meet the needs of the IEP goals for the special needs student.

Curriculum for young children is comprehensive, addressing all aspects of development through a program that is both age and individually appropriate.

- The curriculum addresses affective, cognitive, language, and physical development.
- Goals, processes, content, and learning experience are based on established developmental norms.
- The curriculum allows for expansion or contraction of goals, content, and learning experiences to meet the individual needs of children.
- The child's individual and cultural background, including developmental history is an important determinant of curriculum goals for that child.
- Assessment and curriculum development are both an ongoing and an integrated process.

The child is an active learner throughout the day.

- The curriculum provides opportunities for children to pursue their own interests and curiosities and to make appropriate choices.

Learning is integrated throughout the day.

- Teaching isolated skills and concepts is avoided. The curriculum stresses processes and content that incorporate skill development.
- Content is based on criteria that include interests (both developmental & cultural) appropriateness, and potential for enhancing life skills.
- Curriculum stresses thinking and problem solving.
- Themes or units are used as a framework for organizing and integrating the curriculum.
- The physical environment includes materials and equipment to meet the diverse learning needs of the children.
- Play materials encourage children to engage in manipulation and exploration, transform from real to pretend, and collaborate with others in developing play themes.

- Play materials avoid stereotypic play themes; rather, they encourage children to explore a variety of roles and themes. Materials provide a multiethnic, multicultural, non-stereotypic emphasis.
- A variety of sensory materials is available to the children, including sand, water, paint and a variety of textures.
- Children have substantial uninterrupted blocks of time to engage in self-selected activities.

Interactions between adults and children, and among children, are a central component of an early childhood curriculum.

- Adults are responsive to child-initiated communication, engage in meaningful talk, and encourage meaningful conversations.
- Learning takes place in a social context; children have many opportunities to learn and practice social and problem solving skills with their peers.

Curriculum development is an interactive process involving children, families, teachers, administrators, and the community. Rather than being predetermined, curriculum evolves for each group of children.

- Children's ideas are solicited and valued.
- Families have meaningful opportunities to provide input regarding their children's goals.
- The curriculum reflects the diverse cultural groups and individuals in the community and society.
- The curriculum reflects and acknowledges the multiple contexts in which children and families function.
- Families and teachers regularly confer about children's developmental progress.

Assessment is an ongoing process of gathering information relative to children's development. That information is coupled with norms for child development in planning an appropriate curriculum.

- Assessment procedures involve utilizing multiple information sources about the child's development.
- The range of normative development is considered.
- Each child's rate and expression of development serve as a base for planning an appropriate program.
- Results of ongoing assessment of the individual child are communicated to families on a regular basis.

FEES

All other fees for Milford Preschool vary depending on the program in which a child participates. All prices are per week per child. **Tuition is charged and due weekly.**

Registration Fee: There is a \$65.00 ***non-refundable*** registration fee per child due at the time of registration.

Make Checks or Money Orders Payable to: *Milford Board of Education.* Please print your child's name in the memo section of the check. We appreciate your cooperation in this matter. We are unable to accept cash as payment.

Credit Card payments: Tuition payments can now be made by MasterCard or Visa. If you are unable to make a payment in person, individual transactions are accepted by telephone. (513-728-7424). Registration fees must be paid by check or money order.

Return Check Fee: If your check is returned for nonsufficient funds (NSF), you will incur a fee of \$35.00 plus the face amount of the check.

Late Pick-Up Fee: When a student is picked up late, a \$10.00 charge will be assessed for every 10-minute increment after the end of class (A.M. and P.M. session). Please note that parents will forfeit their child's spot at Milford Preschool after the third late pick up event, unless there are extenuating circumstances that are discussed with the preschool director. Late charges will be added directly to tuition.

Prices are per week per child.

3 year old Typical Placement (Mon.-Thur., 9:05-11:35a) \$59.00/weekly

4 year old Typical Placement (Mon.-Thur., 1:05p-3:35p) \$59.00/weekly

3 & 4 year old Special Needs Placement No Preschool tuition (as required by law)

w/4 days Extended Day* (Mon.-Thur., 6:30a-6:30p) = \$174.00/weekly (Typical), \$114.00/weekly (S/N)

w/5 days Extended Day* (Mon.-Fri, 6:30a-6:30p) = \$191.00/weekly (Typical), \$132.00/weekly (S/N)

****Due to limited availability, Extended Day services are offered on a first come, first serve basis.***

Four year old enrichment day (Friday) pricing

Friday Enrichment Day 4 year old Typical & Special Needs** (Fri 1:05p-3:35p) \$11.00 additional cost per week

Special Needs Students: A once-a-year school fee of \$35.00 is charged only to students participating in the special needs portion of the program. This school fee covers the cost of materials consumed in the classroom. This notice is sent early in the school year.

Itinerant Students: A once-a-year school fee of \$15.00 is charged only to students participating in the itinerant portion of the program. This school fee covers the cost of materials consumed in the classroom. This notice is sent early in the school year.

The Board of Education Reserves the Right to Change the Regulations, including the Fee Structure for the Preschool Program at any time.

Preschool Staff

All preschool teachers hold a valid Ohio Teaching license; or a valid Ohio Special Education or Early Childhood License, with validation in Early Education of Handicapped Children (EEH). Continuing education is required on an annual basis.

The Special Education Preschool classes are an interdisciplinary model. Teaching and therapy is provided through a team model. The team consists of a special education teacher and a teaching assistant. The following specialists also serve as team members and serve the children with special needs: Speech Pathologists, Occupational Therapists, Physical Therapists, Audiologists, Sign Language Interpreter, Adaptive Physical Education Teacher and Supplemental Services Teacher for Visually and/or Hearing Impaired.

Therapists all hold current licenses as mandated by their specific area and certificates issued by Ohio Department of Education in their respective areas.

Teaching assistants all hold current teacher aide permits issued by the Ohio State Department of Education and the Para-professional Certification.

SPECIAL EDUCATION PRESCHOOL

Each preschool unit consists of a morning and afternoon session. Each session consists of a maximum of 16 preschool children ages three to five years. Up to eight of the preschoolers are students with special needs, while up to eight additional students will be typically developing children. All classes are assigned a full time teacher and a full time teaching assistant.

ELIGIBILITY

Integrated Preschool: For Integrated preschool, a child must be three years old prior to September 30th and must be toilet trained. ***All necessary forms must be on file in the school office before the child attends his/her first day of class.***

Special Education Preschool: A multifactor evaluation by the staff of the Milford Exempted Village School District will determine the eligibility for children with disabilities. Eligibility is determined by the Rules for the Education of Preschool Children with Disabilities Served by Public Schools (Chapter 3301-31).

All applicants will be restricted to children living in the Milford Exempted Village School District.

CLASS DESCRIPTIONS

The daily Preschool schedule is designed to meet the developmental levels of the children within each group. Time frames include both active and quiet sessions as well as group and individual sessions. Outdoor play is incorporated into each day, weather permitting. Snack time is incorporated into each day with nutritional choices being considered at all times.

Each preschool session is 2 1/2 hours in duration. A typical day in preschool will include the following:

- * **Large group welcome and sharing circle**
- * **Free choice in learning centers**
Blocks/toys Math Writing Science Puzzles & Manipulatives
Listening Reading Computers Sensory Table Dramatic Play
- * **Large motor activity (playground or gross motor area)**
- * **Snack for special needs classrooms only**
- * **Story time, music, art, language activity**

PARENT INVOLVEMENT

Parent involvement is a vital component of a child's school experience. Parent involvement and participation in his/her child's program is encouraged and supported. The list below identifies some of the ways that this might occur.

Preschool

- Two parent conferences are held each school year.
- Classroom visits and observations should be arranged in advance with the classroom teacher.
- Assist in special classroom activities or on field trips.
- Child progress reports will be shared with parents four times a year or as requested by the parent.
- Inspection reports of the program are available through the school office.

Special Education Preschool (only)

- Participation in the development and implementation of the child's IEP.
- Attend annual conferences to review the IEP.
- Home visits for the purpose of exchanging information between teachers and parents.

CLASSROOM MANAGEMENT / DISCIPLINE

The goals of discipline in early childhood are to help children develop self-control and problem solving techniques. Children develop these skills by experiencing opportunities to make decisions and learning from their consequences. The classroom staff act as facilitators, helping young children express their feelings appropriately and generate solutions.

Classroom management is designed to respect the emotional needs and feelings of each child. Classroom management is non-threatening and respects the dignity of each child. Limits and boundaries are structured in a clear, consistent and fair manner. Rules are taught, practiced and reinforced on a regular basis. In addition to the rules, children are taught the rationale for those rules, which aids in the development of their personal judgment.

Our staff is proactive and establishes appropriate expectations in children regarding their physical, cognitive, social and emotional behavior. Interventions are implemented as potential problems arise and used as learning experiences for the children.

As needed, individual behavior-management programs are developed with the involvement of the parent to meet the individual needs of a child.

A staff member trained in first aid and recognition of communicable diseases is available at all times. A first aid kit is always on site.

Playground, play areas, and other facilities are supervised when in use by the children.

A child will not be released to anyone other than a parent or legal guardian without written notification from the parent or legal guardian.

Procedures for emergency situations, including fire drills, rapid dismissals and tornado drills will be posted in the classroom.

CODES OF CONDUCT

Parents will be notified of serious and/or recurrent problems. Severe behavior may result in suspension or dismissal from the program. Parents have the right to appeal such decisions to the superintendent or designee.

BEHAVIOR MANAGEMENT/DISCIPLINE

PBIS

Positive Behavioral Interventions and Supports (PBIS) will be implemented at all buildings as a district wide approach to social emotional learning. PBIS is a framework for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.



MILFORD PRESCHOOL PBIS

What is PBIS?

- PBIS stands for Positive Behavioral Interventions and Supports
- The purpose of the Preschool PBIS program is to establish and maintain consistent behavioral expectations across all learning environments to help students attain optimal success.

What are the Preschool PBIS expectations?

- We choose to be RESPECTFUL
- We choose to be RESPONSIBLE
- We choose to be SAFE

What does it look like to be RESPECTFUL, RESPONSIBLE, and SAFE at the Preschool?

- The Preschool's [Expectation Matrix](#) outlines what these actually look like across different school settings. There are also signs throughout the building to indicate expectations in different settings.
- These expectations have been explicitly taught to our students at the beginning of the school year by their teachers with refreshers that are provided daily throughout the school year.

How are students acknowledged for showing the Preschool PBIS expectations?

- A major part of any successful PBIS system is its acknowledgement system to help students get excited about the program and have recognition for good behavior.
- Students are recognized daily for showing positive behaviors by earning [Preschool Power Cards](#). The cards show which of the three expectations the student exhibited (Respectful, Responsible, or Safe). The cards are sent home on the day they are earned so that parents may celebrate with their child.
- Students are further individually recognized for showing positive behaviors by earning star stamps on a ticket. Stamps are earned each time a student gets a Preschool Power Card. Once all of the spaces on their ticket have been stamped, the student will receive a [reward](#) of their choosing.
- Classrooms are recognized for showing positive behaviors in the hallway by earning eagle pieces by an Office staff member. Once the eagle puzzle is complete, students earn Dance Party time with Mrs. Sloan.

What happens when students don't show the Preschool expectations?

- The Preschool has a [Corrective Consequences Flowchart](#) to help guide how to handle misbehavior and to provide guidance on classroom-managed vs. office-managed behaviors.

- When students fail to meet expectations, we must teach the student the correct behavior and provide corrective consequences. Suggestions for consequences are listed on the Flowchart.
- A [Think Sheet](#) is also used to help students reflect about their behavior and serves as a record of the behavior.

***Together, through consistency and positive relationships, we will improve the behavior of all students!
Thank you! If you have any questions during your time here at the Preschool, please ask a teacher or any of the Preschool PBIS Committee.***

The Preschool PBIS Committee: Sarah Sloan, Chris Westerkamp, Jeannie Clough, Jamie Moreira, Kara Settles, Jessica Smallwood.

Students will receive a Preschool Power Card for meeting the behavioral expectations of being Respectful, Responsible, or Safe. Examples include:

- Peer consolation
- Sharing without having to ask
- Independently applying a skill for the first time
- Team work
- Progress
- Helping without being asked
- Homework
- Appropriate behavior across all settings (Speech/OT/PT/with parents/a substitute)

For each Preschool Power Card, students will receive stamp on their STAR card. Once their STAR card has been fully punched, students will be able to cash it in for a reward of their choice from the following:

- Classroom treasure box
- Talk on the walkie talkie
- Office treasure box
- Have first pick for playtime for a day.
- Sit in a “special” chair during story time.
- Have teacher call home/send a note/certificate to say you are doing a good job at school.
- Play a game with Mrs. Westerkamp, Mrs. Sloan, or other preferred adult.
- Bring something from home to “show & tell”



Milford Preschool PBIS Matrix

	<u>Playground</u>	<u>Hallways</u>	<u>Classroom</u>	<u>Gym</u>
<u>Be Safe</u>	<ul style="list-style-type: none"> • Sit on slide and swing on your bottom • Stay on the playground area 	<ul style="list-style-type: none"> • Use walking feet • Look forward when walking 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Use walking feet 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Look when you are running and playing
<u>Be Respectful</u>	<ul style="list-style-type: none"> • Keep hands to yourself • Keep mulch and rocks on the ground 	<ul style="list-style-type: none"> • Silent voices • Stay in your place in line 	<ul style="list-style-type: none"> • Use quiet voices and have listening ears • Use kind words • Take turns and share 	<ul style="list-style-type: none"> • Use kind words • Take turns and share • Line up when your class is called
<u>Be Responsible</u>	<ul style="list-style-type: none"> • Line up when your class is called • If you or a friend need help, tell a teacher 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> • Hang up your coat and backpack • Clean up toys 	<ul style="list-style-type: none"> • Put toys back where they belong

ATTENDANCE

Integrated Preschool

Integrated Preschool classes meet Monday through Thursday for 3-year olds (9:05am-11:35am) and 4-year olds (1:05 pm-3:35pm). The preschool classes will follow the Milford Exempted Village School District calendar. Classes will be in session on early release days and delay days.

Enrichment Day

Enrichment Day is held on Friday afternoons from 1:05 p.m. - 3:35 p.m. Enrichment Day includes a supplement to our current preschool curriculum to enhance kindergarten readiness through extended experimental and application of learning. Enrichment Day has not been found to be a required part of a child's special education under IDEA.

Enrichment Day participation requires a full year commitment and cannot be attended on a week to week basis.

Reporting Absences

You may call the Milford Preschool Office and speak to Janet Short or you may email her at short_j@milfordschools.org to report an absence.

TRANSPORTATION

Preschool:

Milford Exempted Village School District will provide transportation ONLY for preschoolers identified as special needs as determined by the I.E.P. team and attend the special education preschool. Ohio law requires transportation for those students.

All questions or concerns about transportation should be directed to: Karen Hall, Director of Transportation at 575-1563.

INCLEMENT WEATHER

Please listen to your local radio station or watch the local news for school closing information. The Preschool Program is closed whenever Milford Exempted Village School District is cancelled. Additionally, notification to you via e-mail and/or automated phone calls to your numbers are available through the *School Messenger* system. The district also provides information on the district website at www.milfordschools.org.



*Please note:
Both the starting times AND dismissal times
are altered on Delays!*

ONE HOUR SNOW DELAY:

A. M. Session ~ Starting time = 10:05 a.m.	Dismissal time = 12:05 p.m.
P. M. Session ~ Starting time = 1:35 p.m.	Dismissal time = 3:35 p.m.

TWO HOUR SNOW DELAY:

A. M. Session ~ Starting time = 11:05 a.m.	Dismissal time = 12:35 p.m.
P. M. Session ~ Starting time = 2:05 p.m.	Dismissal time = 3:35 p.m.

In the event of an Early Release, PM Preschool will be cancelled. AM Preschool students that receive Milford transportation services may not be released at their normal drop off time. Due to district transportation needs, drop off may extend past lunch time, in which students will be provided lunch at the Preschool. Parents are more than welcome to pick up their child, as well.

MEDICAL POLICY AND PROCEDURES

The Ohio Department of Education Rules for Preschool Programs requires that each child have a file in the office prior to being permitted to start preschool. This file must include:

- A medical form completed by a licensed physician and a dental form completed by a licensed dentist prior to the date of admission or not later than thirty days after the date of admission and annually from the date of examination thereafter.
- Physician's, dentist's authorization and written instructions to administer prescription medication to a child enrolled in the program, if applicable.
- Immunization record as required by section 3313.67 of the Revised Code; record shall include immunization required by section 3313.671 of the Revised Code. Children who do not have evidence of proper immunizations will be excluded from preschool.
- Each child is required to have an emergency medical authorization form on file. These forms must be completed and returned before the first day of school. They will be kept on file in the classroom. In the event of an emergency, the following procedures will be taken:
 - * Parents will be contacted immediately unless the situation is life threatening. In this case, 911 is called before attempting to reach the parents.
 - * If efforts to reach the parents are unsuccessful, the faculty will follow instructions listed on the Emergency Medical Form.

FOOD ALLERGY GUIDELINES

Individual families with food allergies should contact your child's school prior to the beginning of the school year to schedule a meeting with the Health Aide and your child's teacher. A copy of the district's complete Food Allergy Guidelines is available at our Website: www.milfordschools.org.

CLINIC

Children who become ill or injured during the day may come to the school clinic for help. Depending on the nature of the illness, a child may rest in the clinic for a short period of time or a parent may be notified to transport a child home. If it has been determined that the child needs to go home, it is our hope that the parent will make every effort to use expediency in seeing that the child's needs are met, and the school is not placed in the position of trying to comfort the child for an unreasonable period of time. No student will be allowed to leave the building without the permission of a parent, guardian.

Any existing physical conditions should be noted on the child's physical and Emergency Medical Authorization Forms. Parents are encouraged to contact the School Health Aide when medical or other conditions arise.

Immunization Law (O.R.C. 3313.67-3313.6711) Students who do not have evidence of proper immunizations **will be excluded** from school following the 14th day after admission.

GUIDELINES FOR ILLNESS AND MEDICAL CONCERNS

Children perform best in a healthy, clean and managed environment where they feel rested. It is sometimes difficult to decide when and how long to keep an ill child home from school.

DO I KEEP MY CHILD HOME FROM PRESCHOOL & EXTENDED DAY?

Just reminders...DO NOT send your child to school if ANY of these signs or symptoms has occurred:

- Vomiting more than 2 times in 24 hours
- Elevated temperature (100° or higher)
- Repeated Diarrhea (more than 4 loose stools in 24 hours)
- Acute cold with thick nasal drainage, sore throat or persistent cough associated with a fever above 100°
- Unusual lethargic behavior
- Frequent asthma attacks that are not responsive to normal medication
- Untreated Head Lice

There will be times when it is difficult to tell when your child is too ill to go to school. Like adults, children have very different tolerances to discomfort or illness. Even the common cold affects everyone differently. If your child is coughing continuously, he or she will not be able to concentrate and will disrupt others in the classroom. A day of rest at home combined with lots of fluid speeds their recovery. If you decide to send your child to school when he or she is on the “borderline” of being ill, it is a good idea to call your school nurse or health aide. **BE SURE** to let the school know where you can be reached in case your child’s condition worsens.

If your child is sent home with a fever above 100° or has vomited, the child is required to stay home the following day. The student may return when there has been no vomiting and no fever without the use of fever reducers for 24 hours.

When children become ill at school, the school clinician or other staff member will determine if the child is well enough to stay at school. If it is determined that the child is ill and should go home, then school personnel will contact the parents of the child to come and get him/her. State guidelines mandate that any child with the signs of communicable disease or illness must be immediately isolated. Parents will be notified immediately to come and pick up the child. If your child has been isolated for a communicable disease, please contact the school nurse in regard to a need for doctor’s permission to return. Parent cooperation and understanding in this matter is appreciated.

As recommended by the Clermont County Health District, if your child is diagnosed with the following, they may return to school as indicated:

Strep throat –

24 hours or 3 doses of antibiotics, fever-free and physician's return to school excuse.

Pink eye (conjunctivitis) –

No exclusion necessary.

Influenza –

Fever-free

STUDENT RECORDS

Confidentiality

Student records are confidential and are protected by the "Privacy Act". Only authorized school personnel and the child's natural parents or legal guardians have access to these records. Information is only given to others after the child's parents have granted permission.

Child Custody

Parents are to inform the school anytime the custody of a child changes (SB-140 requires this information.) School officials will need to see a copy of Court Orders pertaining to a child's custody. Questions concerning proper procedures will be handled through the school office. Restraining orders must be on file in our office to activate non-release of children. Should the restraining order not be in effect, it is the responsibility of the parent to contact the school.

Parent's Access to Student Records

Communication lines between parents and teachers must remain open concerning the records being maintained on the progress of children. School records must contain personal information about the student (name, birth date, address, phone, etc.), health and emergency information, information about the child's academic progress. Parents have the right to request access to their child's school records and the reasonable request of school officials to explain and/or interpret those records. Parents may request copies of the records and they are afforded the opportunity for a hearing to challenge the contents of the records. School officials must grant access to these records within 45 days of request. A fair charge may be imposed for the cost of the copies.

Non-Custodial Parent Access to Student Records

A divorce or change in custody does not change the right of a natural parent to have access to their child's records. A non-custodial parent may request and receive a copy of the child's records; however, step-parents have no rights to records, reports, or conferences unless granted by the custodial parent.

CENTRAL OFFICE ADMINISTRATION

Board of Education Office/Central Office Administration 1099 State Route 131, Milford, Ohio 45150	513-831-1314
Mrs. Nancy House, Superintendent	513-831-1314
Mr. Brian Rabe, Treasurer	513-831-1314
Dr. Jill Hollandsworth, Assistant Superintendent, Director of Teaching and Learning	513-831-1314
Mr. John Spieser, Director of Human Resources	513-831-1314
Mr. Paul Daniels, Director of Secondary Curriculum and Instruction	513-831-1314
Mr. Jeff Johnson, Director of Business Operations	513-831-1314
Mr. Jud Philips, Transportation Office	513-575-1563
Mrs. Gerry Levy, Director of Nutrition Services	513-831-5030
Mrs. Lisa Hair, Director of EMIS	513-831-1314
Mrs. Jennie Berkley, Director of Student Services	513-831-1314

School District Web Address: www.milfordschools.org

Contact information, policies, and forms can be found at the district website