

# Union County Board of Developmental Disabilities POLICY

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Title: Preschool Services-Harold Lewis Center		
Regulatory Authority: ORC 3321:04 & 3313.66, OAC 3301-51-01, 02, 03, 04; 3301-24, 330137-04, 3301-25-05, 5123:2-1-03, 3301-37-10, 5123:2-1-02		
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Reviewer/Job Title: Children's Service Director or designee		

## PRESCHOOL PROGRAM

### **(A) PURPOSE**

The purpose of the Union County UCBDD of Developmental Disabilities is to effectively meet the needs, interests, and abilities of children age's three to six through quiet and active play in an atmosphere that celebrates individual differences. These programs are coordinated with other UCBDD departments, families, public schools, and community agencies, so that services are flexible and build upon strengths and respond to the family's wishes.

### **(B) DESCRIPTION**

- (1) Preschool services are designed to:
  - (a) Provide a developmentally appropriate curriculum, which addresses developmental age and individual exceptionalities.
  - (b) It includes the following developmental domains:
    - (i) Adaptive;
    - (ii) Cognitive;
    - (iii) Communication;
    - (iv) Sensorimotor; and
    - (v) Social-emotional.
- (2) Includes a balance of both quiet and active play throughout the day. Play is designed to meet the intellectual, physical, social, and emotional needs of each child.
- (3) Encourages parental participation and keeps parents informed about the program and its services. Parents are afforded unlimited access to preschool programs. Activities for parents include, but are not limited to:
  - (a) Education;
  - (b) Family Support Services;
  - (c) Service Coordination;
  - (d) Linkages with other resources; and
  - (e) Transition planning.

### **(C) CALENDAR**

The UCBDD adopts a calendar for the preschool each year. The calendar is written and is available to families, staff, and other interested in preschool services. The calendar identifies program service days and staff training days.

**(D) CUMULATIVE AND HEALTH RECORDS**

Preschool staff have access to students' cumulative and health records as needed.

**(E) CURRICULUM**

The UCBDD Preschool will use curriculum which has been aligned to the Early Learning Content Standards (ELCS).

**(F) DEVELOPMENTALLY APPROPRIATE PROGRAM PLANNING**

Developmentally appropriate materials, equipment, and resources will be used to meet the intellectual, physical, social, and emotional needs of the preschool child.

**(G) DISCIPLINE**

Constructive, developmentally appropriate child guidance and management techniques will be used at all times and will include such measures and redirection, separation from problem situations, talking with the child about the situation, and praise for appropriate behavior. There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting.

**(H) ELIGIBILITY**

- (1) To be eligible for the UCBDD's preschool program, a child must be:
  - (a) At least three years old age, but not of compulsory school age;
  - (b) Have a disability, and meet the criteria as determined by the Ohio Department of Education;
  - (c) Have a current Individualized Education Plan (IEP).
- (2) A child who reaches compulsory school age during the school year may remain in preschool through the end of the school year.
- (3) A child must be properly evaluated and placed in the UCBDD preschool by his/her school district of residence.

**(I) ENROLLMENT AND WITHDRAWAL**

- (1) Preschool children with IEPs are enrolled in the UCBDD preschool after placement by their public school of residence.
- (2) A family may withdraw a student from the preschool program at any time for any reason. The child's school district of residence will be notified of the withdrawal.
- (3) Preschool children who are typically developing (Peer Models) may enroll in the UCBDD Preschool upon acceptance and payment of monthly tuition.

**(J) EXTENDED SCHOOL YEAR**

- (1) The UCBDD Preschool Program provides children with disabilities a free and appropriate public education (FAPE) by providing special education and/or related services on a year-round calendar.
- (2) Procedures for ESY services are contained in the ODE Model Policies and Procedures for the Education of Children with Disabilities.

**(K) FACILITIES**

The preschool program is located in a safe and convenient classroom that accommodates the enrollment, supports child growth and development to program objectives, and meets the requirements of the Ohio Revised Code.

**(L) INDIVIDUAL EDUCATION PLANS (IEP)**

School districts are responsible for IEP development. After the initial placement meeting, they may delegate this responsibility to the UCBDD. When the UCBDD is responsible for the IEP development, staff will follow procedures contained in the ODE Model Procedures for the Education of Children with Disabilities.

**(M) INTEGRATION OF TYPICALLY DEVELOPING CHILDREN**

- (1) The UCBDD Preschool Program promotes the integration of typically developing children into the Special Education Preschool. Each preschool classroom will integrate typically developing children (peer models) as appropriate in order to:
  - (a) Model typical behavior, social skills, and play activities to children with developmental disabilities; and
  - (b) Expose typically developing children (peer models) to individual differences and to celebrate individuality among their peers.
  - (c) Criteria for enrollment - Children meeting the following criteria may be considered for inclusion as typically developing children (peer models):
    - (i) Be three to six years of age; and
    - (ii) Payment of monthly tuition

**(N) MISSING CHILDREN**

- (1) The UCBDD addresses, in cooperation with local school districts of residence, the requirements of the “Missing Child Law.” The Superintendent and his/her designee will assure that:
  - (a) The local school district of residence is notified if the UCBDD preschool staff believe that a missing child is attending school;
  - (b) No student is permitted to leave the facility before the regular dismissal at the request of /or in the company of anyone other than a school staff person, police officer, or a parent or legal guardian, unless the parent has notified the program that another person will be picking up the child.

**(O) PROGRAM ATTENDANCE**

Children may participate in preschool programs for four one-half days, four days a week or any pro-rated portion of a day, week, or month. Unless otherwise specified on a child’s IEP, services will be offered no less than ten hours per week, per approved calendar. Attendance is at the parent or legal guardian’s discretion.

**(P) REPORTING PROGRESS**

A review of progress on IEP goals and objectives will be made quarterly. The UCBDD will ensure ongoing data collection of the student’s progress on IEP objectives by teachers, therapists, and other specialists. Per the LEA, that data will be summarized at least three times during the academic year and will be kept on file and accessible to classroom teachers, therapists, specialists, parents, and administrators. That data will be communicated to parents or legal guardians through written reports or parents conferences at least three times during the academic school years, one of which may be the annual IEP review.

**(Q) INSTRUCTIONAL CLASS RATIOS**

(1) Each preschool special education classroom shall serve up to eight preschool children with disabilities. The maximum teacher caseload shall be sixteen children with disabilities for half-day programs.

(2) Each preschool special education classroom may additionally integrate typically developing children up the space capacity limit identified in each classroom space.

**(R) SUSPENSION, EMERGENCY REMOVAL, AND EXCLUSION**

(1) Emergency Removal:

(a) A staff person may identify a student who is an immediate threat to the safety of self and/or others and initiate the least restrictive methods and graduating to more intrusive measures as needed.

(2) Suspension:

(a) The Lead Educational Agency (LEA) must initiate suspension of a preschool child if the child's inappropriate behavior cannot be directly attributed to his/her disability as determined by the IEP team during a meeting convened to consider a manifestation determination.

**(S) TRANSITION**

(1) Transition planning begins prior to the child turning six years old and includes the steps to be taken to support the family and the child during the transition of the child to school services. Transition procedures are in accordance with the Ohio Department of Education Model Procedures for the Education of Children with Disabilities.