

Welcome

To
Crestline
Preschool





I received a copy of the Preschool 2020/2021 Handbook.

Child's name _____

Parent/Guardian name _____

Crestline Preschool Educational Philosophy

The Crestline Preschool believes:

- 1. All Children are ready to Learn.** Children do not need to be forced to learn; they are motivated by their own desire to make sense of the world. We will help children acquire knowledge about their physical and social environment through playful interactions with people and objects. All activities will be both age and developmentally appropriate as well as organized to meet individual needs. Children will have the opportunity to use materials, equipment and resources to help them meet their intellectual, physical, social and emotional needs. We also believe that children with special needs are more like other children than unlike them and should be in settings that include typically developing children. We believe that a confident, socially acceptable child will be able to transfer positive feelings and learning habits to other environments.
- 2. Relationships are influential.** Because relationships are so important for children's psychological well-being, we will provide a safe environment that encourages interaction, exploration and learning with a caring, positive responsive staff. We also recognize that parents are a child's primary teacher and decision makers in the parent/teacher relationship. Early education is only a supplement to the homes' influence on a child's self-image. A successful preschool education must involve the family and help them to adapt to the developmental needs of their children. We will attempt to aide parents through evening activities centered on literacy, math and social interaction. We will make parents feel welcomed and valued as they drop off/pick up their child or visit the classroom. Classroom volunteering will be encouraged.
- 3. Environment matters.** We understand that a young child's well being is dependent on the need for a safe and predictable environment. We will have an environment that contains "hands on" learning where children understand that learning can take place through mistakes and taking risks is important. We will have predictable schedules that contain time for individuals, small group and whole class activities. We believe that children should learn in an environment that includes a variety of multicultural materials and is accepting of all children regardless of race, culture, gender or disability.

Crestline Preschool Mission Statement

At Crestline Preschool we are Caring, Learning and Succeeding.

Crestline Cooperative Preschool
435 Oldfield Road
Crestline, OH 44827
(419) 683-3647 ext 46410



WELCOME.....

Welcome to the Crestline Cooperative Preschool. We encourage you to become involved in your child's preschool experience. We believe that if parents and staff work together we can "Build Our Children's Future Together".

The Crestline Cooperative Preschool will provide developmentally appropriate learning experiences for your child that is educational and fun. Our staff will get to know and care for your child as an individual and work towards developing his/her highest potential. It is our intent to provide a rewarding, learning experience that aids in the social, emotional, physical and cognitive development of your child.

This handbook has been prepared as a guide and a source of information for you and your child when questions arise. We are always available to answer your questions.

We hope that your child has a great year in Preschool .

Sincerely,

Beverly Payne

Secretary

This program does not discriminate in enrollment of children upon basis of race, color, religion, sex or national origin.

Educational Goals

The Crestline Preschool will provide each child with opportunities to:

1. Develop a positive, healthy self-image.
2. Develop communication skills.
3. Develop self-control, self-direction and independence.
4. Develop social skills through group interaction.
5. Develop intellectually through a balance of teacher directed and free choice activities.
6. Develop auditory skills, visual acuity and rhythm awareness.
7. Increase attention span.
8. Follow simple directions
9. Practice thoughtful and courteous behavior.
10. Develop fine and gross motor skills.
11. Develop an awareness of good health habits.
12. Develop moral and aesthetic values.
13. Develop a respect for individual and cultural differences.
14. Assume responsibility in given tasks.
15. Experience a high degree of success in developmental appropriate activities.
16. Begin to make connections between the written and spoken language through books, language activities and writing centers.
17. Develop readiness skills in math, language, social-emotional and motor development.

These goals will be met by following the Preschool Learning Standards and using the Creative Curriculum program.

Preschool Curriculum

The Crestline Preschool will provide an environment and curriculum that meets the developmental needs of young children while incorporating the Pre-K state standards. Our program consists of the following:

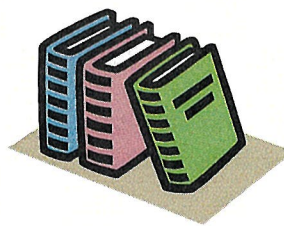
1. A variety of learning centers designed to offer young children an individualized developmental approach to learning.
2. Individual, small group and large group instruction directed by the teacher.
3. Integrated approaches to learning such as thematic units and extended interest areas that offer content learning opportunities through a variety of interrelated experiences and activities.

5. Monitoring of each child's development and understanding through the Pre-K standards, Creative Curriculum and GGG (Get It, Got It, Go) and portfolio examples.

The following learning areas have been incorporated into our preschool classrooms:

Circle Time

Stories, large group activities and the introduction of new activities happen during circle time. It is important for children to learn to function in large groups. Circle time will help attention spans increase at the year progresses.



Writing Centers

Library and Language Arts

The main objective for this area is to develop an understanding of the relationship between oral and written language, to promote success and satisfaction in beginning reading and to encourage independent reading and thinking for information and pleasure.

Examples of equipment in this area would be a large variety of books; puppets; listening tape; a variety of writing materials including pens, pencils, markers, stencils, magna doodles, dry erase, chalk boards, magnetic letters and other ABC materials.



Blocks

Blocks are multi-purposeful in early childhood development. Block play assists the development of self-concept, social interaction, and cooperation, motivates dramatic play and allows acceptable and emotional release. The manipulative nature of blocks aid in eye-hand coordination, visual perception and both large and small muscle development.

Blocks also help conceptual development in the following areas:

1. Math-measurement, fractions.
2. Science-balance, gravity, stability.
3. Social Studies, communities and mapping.

The key elements of this area are a set of unit blocks of various sizes and shapes, cars, animals and play figurines.

Computers

The computer center offers children an opportunity to explore the latest in technology and children's software. Children are introduced to basic computer skills including using the mouse and simple keyboarding.

The Crestline Preschool has a variety of software to help your child learn about colors, shapes, size comparisons, number and ABC concepts.

Large Muscle Area

The multi-purpose room will be used for large muscle activities as well as the outdoor playground area.

The main objective of this area is to promote large muscle development while young children are running, jumping, catching, throwing, balancing, pushing, pulling, and riding. Physical exercise also aids body control and

provides time for children to become sociable, build self esteem and help in direction following.

Music

Music is very important to preschoolers. It will be incorporated in the daily activities. Your children will learn a variety of songs, finger plays and other active musical activities. Music is often the last part of the day.

Dramatic Play

This area allows children to be creative, to act out feelings in comfortable settings, to develop communication skills, to take on a variety of roles and to develop social skills.

The important supplies for this area are child-sized furniture and appliances, dress-up clothes, props for cooking and cleaning, dolls, a full length mirror and special objects related to weekly themes. This area can be changed into a variety of places like a dentist office, pet store, beauty parlor or barber shop.



Woodworking

The woodworking center provides young children with an opportunity for cognitive, psychomotor and social emotional development. Woodworking naturally incorporates skills commonly used in language arts, math and science. The woodworking center also aides in the development of small muscle control, problem solving, respect for others and creative expression.

Materials in this center include a stump for hammering nails into, goggles, scraps of wood, glue and various other tools.

Manipulative

During manipulative play, children handle relatively small pieces of equipment such as puzzle pieces, rods, beads, Lego's, play dough, etc.

Manipulative play helps the physical development of fine motor skills and eye-hand coordination, as well as cognitive development in such areas as comparisons. Manipulation is essential in the development of pre-writing skills.

Discovery Area Science

The main purpose of the discovery area is to develop the attitudes and skills needed for science. Young children will observe, measure, classify, predict, experiment and then communicate their discoveries. Young children will begin developing the habits of problem solving, inquiring and investigation.

Typical of the materials in the discovery area will be weighing instruments, magnets, simple machines, small animal, an aquarium, magnifying glasses and various objects to take apart and rebuild. This center may not be available at all times or may be incorporated in to other centers.



Sensory Table

Sand and water play is very enjoyable experience for young children. As children play with sand, water and many other substances, many developmental activities happen naturally. Children use large muscles to dig, haul and build, they use small muscles to form and pick up. There are many possibilities for this area:

- Math concepts like measuring, estimation, equivalency and weighing.
- Language communication.
- Sequencing as children experiment with quantities and qualities of materials.

Common elements of this area are sand and water, plastic containers, measuring devices, mixers, sponges, eyedroppers, funnels, plastic tubing and objects that sink or float.



Creative Art

For young children, art is more than a creative activity. It helps develop fine muscle control and eye-hand coordination. Working with a variety of media and materials brings sensory pleasure to children while at the same time they can express their feelings and emotions in an acceptable, constructive manner.

Conceptually, children learn much about color, line, shape and texture during the art activity. Art also allows children to express themselves visually when they may not be able to do so with language.

The art center will also be used for skill building activities such as following 1-step directions and multi-step directions, cutting with scissors, folding and tearing paper and others. Activities are planned not only to be fun but also to aid in the development of young children.

The easel is available for painting every day. Typical art supplies are paints, crayons, paper, clay, paste, scissors and markers.

Licensing

Our preschool is licensed by the Ohio Department of Education, Office of Early Learning and School Readiness. The State visits our facility several times during the school year to make sure that we are in compliance with all the regulations. Further information can be obtained by calling the Ohio Department of Education in Columbus at (614) 466-0224. Our license and yearly inspection report is posted on the parent bulletin board and is available upon request.

Our preschool is a part of the Ohio Department of Education system. Ohio ranks the preschools in Ohio on The Step Up to Quality rating system that awards one to five stars to learning and development programs that go above and beyond minimum licensing standards. Star-rated programs lay the foundation for children's learning and development and build skills that are important for success in school and life. **Crestline Preschool received the highest ranking possible with 5 stars.**



Preschool Hours

Morning

Monday-Friday
8:15-11:00
Breakfast and Snack

Afternoon

Monday-Friday
12:15- 3:00
Lunch and Snack

Please DO NOT come to school more than 5 minutes before starting time. The time before class is given to the teachers for preparation and planning. Please pick your child up on time. If you cannot be here by dismissal, please make some other arrangements.

School Calendar

The Preschool will generally follow the school calendar with the exception of the starting and ending dates. A school calendar is included near the end of this book.

In the event of bad weather or other emergencies that may cause the school to delay or close, the **Crestline Schools will use the Honeywell Instant Alert call system** or you can check on the following radio stations:
WVNO 106 FM
WMAN 1400 AM **WBCO 92.1 FM**

Delays

If the school announces a **2 hour delay**, preschool hours will be:

AM is from 10:15 -12:15

PM is from 1:00 - 3:00

Meals

Breakfast and snack will be served during morning preschool. Lunch and snack will be served during afternoon preschool. Children will be encouraged to taste everything. Children are not permitted to pack their own meal or snack for preschool.

Parents need to fill out the application for Free/Reduced meals. Our program will then be reimbursed for the cost of the food and preparation.
****Allergies to foods or special diet require a physician's note.**



Modified Diets/Medication

Prior to any modified diet, food supplement or administration of medication there needs to be written instructions from a licensed doctor or dentist. Written, signed and dated instructions from the parent or guardian are also required on the medicine authorization. This is required by the Ohio Department of Education.

Communicable Diseases

If your child is ill and not attending school, please call the school and leave a message (419-683-3647). It is suggested that the child not return to school until they are fever free for 24 hours. Do not send your child to school if they are ill (even if they want to come.) They will not benefit from being there and they will only contaminate the other children.

All Preschool staff has communicable disease training and is certified in CPR.

It is important to remember that young children will catch everything that comes along. But take heart, because they are building up an immune system. Studies have shown that young children that attend preschool are generally more healthy than their counterparts in the elementary grades....There is hope!

Supplies

- Gallon Ziploc bags
- Quart Ziploc bags
- Baby Wipes,
- 2 Rolls Paper towels
- Elmer Glue bottles
- Hand sanitizer
- Tissues
- Clorox wipes
- Small plain white paper plates
- 1 pair fiskar scissors BLUNT
- 24 PK Crayola Crayons
- Backpack



Enrollment

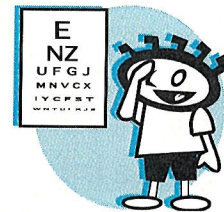
Enrollment packets are available in the North School office. **All preschoolers must be three by Aug. 1st and potty trained.** Children are enrolled on a first come basis; however, it is necessary for us to fulfill certain guidelines in order to maintain our funding.

Enrollment Information

The following information **must be completed for each child and in their file within 30 days of the beginning of school or the child may not return until it is completed.**

- White Enrollment Information
- Health form
- Physical
- Dental
- Immunization Record
- Copy of Birth Certificate
- Proof of income
- Custody Papers, if applicable
- Free/reduced lunch form.

This information is required by the Ohio Department of Education.



Screenings

All children enrolled in preschool will be screened for vision, hearing and speech, to determine if any problems exist. The classroom teacher will also use the E.S.I. (Early Screening Inventory) to help determine if a child may need special services to perform successfully in school. Parents will be notified if there are any concerns.

Special Needs

Children with special needs are served in our preschool. We are able to provide speech, physical and occupational therapy and other related services. A child is identified through a multi factored evaluation. Upon completion of the evaluation, the team and parents will meet to establish goals and to write an IEP (Individual Educational Plan)

Extra Clothes

Please send a complete extra set of clothing with your child in case of toileting accidents, juice spills or water play activities. They can be left in your child's cubby.



Outdoor Play

Please dress your child for outdoor play. We will go outside whenever possible: Almost daily in the fall and spring and 1-2 days each week during the winter. Label your child's coat and hat.

Wearing Shorts—Preschool will follow the North School Policy. Shorts may be worn from April 15 – October 15, unless otherwise stated.

Child Release Information

All parents/guardians will be required to sign a child release form that will include the names of people authorized to pick up your child.

Children will not be released to anyone but those listed. If the listed person is unknown to the staff, **identification will be verified by requesting a picture ID.**

Waiting List

A waiting list will be established when all preschool positions are filled. The list will be established according to these guidelines:

1. All funded positions will be filled first.
2. If an opening becomes available it will be filled with a child in the funding area.
3. Children that will be Kindergarten eligible the following year will be given priority over a younger child. This is to give each child the best start that we possibly can for his/her formal education

Parent-Teacher Conferences

A close relationship between school and home is important for your child to be successful. Preschool conferences are scheduled in the fall and again in the spring. If you have any questions or concerns, you are always able to talk to the staff.

Progress reports/Grade cards will be sent home twice a year.

Data Binders/Portfolio will be kept for each child and sent home periodically.

Weekly letters will be sent home by each classroom teacher explaining the week's activities and any other pertinent information.

Transportation Policy

Crestline Preschool students may be bused when the proper paper work is submitted. Morning preschool students may ride the Elementary Bus with a sibling. Afternoon students may ride the Elementary Bus home with a sibling

Parent Access

All parents must report to the office upon entering the building. The preschool entrance has a doorbell that rings into the office to allow access to the building.

Field Trips/Parent Volunteer

Education field trips will be planned yearly for preschool. There is no transportation for these trips. Parents/guardians must accompany the child on these trips. There may be a minimal cost for some of the trips but most are free. All information will be sent home and by DOJO.

Class celebrations will be held throughout the year and parent participation is encouraged. Any parent wishing to do additional volunteering in the classroom must have BCI/FBI background check.

District Discipline Policy

Our district has implemented a behavior program Preschool -12. This program is called Positive Students will be taught the expectations of their school day and will follow "We Care" attributes Behavioral Interventions and supports (PBIS). The goal of PBIS is to have staff be consistent, positive, and safe.

Discipline

Discipline is an ongoing process and should provide children with opportunities to grow and learn. If a need for discipline should arise, all staff members are knowledgeable about appropriate methods to be used. Here are some examples:

1. Redirecting the child to another activity.
2. Positive reinforcement when appropriate behavior is used.
3. Withdrawal of privileges when materials are being misused.
4. Explaining why a behavior is unacceptable.
5. Time out will be used as a last resort. The maximum time out is based on the age of the child

Crestline has a no corporal punishment policy in place.

1. Time Out
2. Informal conference with parent/guardian.
3. Formal conference with parent/guardian.

Depending on the circumstances of the behavior, the three steps just described may be waived. This judgment will be made by the Coordinator, Principal and Superintendent.

Conduct/Attitude/Responsibility/Effort). When a student follows the expectations and attributes the student will be rewarded for their behaviors.

Tuition

Tuition is based on a sliding fee scale. This scale is based on the Federal guidelines. These guidelines are applied equally to all families. Tuition ranges from \$0-75.00 per month. The scale takes into consideration members in the household and the income of each household member.

**Tuition is to be paid by the 6th of each month.

**You may pay by check or money order.

**If your child's tuition is not paid during the month, then your child will not be able to return the next month until tuition is paid.

Eligible children falling below 100% of the Federal Poverty Level will not be charged tuition or fees of any kinds and will attend the program at no cost.

2020-2021 Federal Poverty Guidelines

Source: Off. of the Asst. Secretary for Planning & Eval/US Dept of HHS.

Number in Family/ Household	Gross Annual Amount (200%)
1	\$25,520
2	\$34,480
3	\$43,440
4	\$52,400
5	\$61,360
6	\$70,320
7	\$79,280
8	\$88,240
For each additional person add:	\$8,960

- Based on the number of people in your household, if your gross annual income is the amount listed on the chart above or less, then you might qualify for low income status.
- To determine if you qualify for low income status, you must have your income verified by the Scholarship Program staff.
- Income status determines priority for awarding scholarships. It also determines if your family will be responsible for paying any tuition that is not covered by the scholarship.
- Obtain the Income Verification Form from the scholarship website. Complete the form and mail it, along with copies of your income documents, to the address listed on the form.

USDA INCOME ELIGIBILITY GUIDELINES

Fiscal Year 2021

Effective July 1, 2020 through June 30, 2021

Households with total incomes less than or equal to the values below are eligible for free or reduced-price meals.

HOUSEHOLD SIZE	FREE					REDUCED				
	ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY	ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY
1	\$16,588	\$1,383	\$692	\$638	\$319	\$23,606	\$1,968	\$984	\$908	\$454
2	22,412	1,868	934	862	431	31,894	2,658	1,329	1,227	614
3	28,236	2,353	1,177	1,086	543	40,182	3,349	1,675	1,546	773
4	34,060	2,839	1,420	1,310	655	48,470	4,040	2,020	1,865	933
5	39,884	3,324	1,662	1,534	767	56,758	4,730	2,365	2,183	1,092
6	45,708	3,809	1,905	1,758	879	65,046	5,421	2,711	2,502	1,251
7	51,532	4,295	2,148	1,982	991	73,334	6,112	3,056	2,821	1,411
8	57,356	4,780	2,390	2,206	1,103	81,622	6,802	3,401	3,140	1,570
For each additional family member, add	+5,824	+486	+243	+224	+112	+8,288	+691	+346	+319	+160

ANNUAL INCOME CONVERSION:

Weekly Income multiply by 52

Every Two Weeks Income (biweekly) multiply by 26

Twice Per Month Income (semi-monthly) multiply by 24

Monthly Income multiply by 12

This chart is to be used by institutions, schools, centers and sponsoring organizations to approve and categorize complete income eligibility applications for free and reduced-price meals.

This chart is not to be distributed to families/participant.

CHILD AND ADULT CARE FOOD PROGRAM: CHILD CARE COMPONENT
INCOME ELIGIBILITY APPLICATION FOR FREE AND REDUCED-PRICE MEALS Fiscal Year 2020-2021

INSTRUCTIONS: To apply for free and reduced-price meals, read the household Letter and instructions on backside of this form. Complete application and return to the center. In accordance with the NSLA, information on this application may be disclosed to other Child Nutrition Programs or applicable enforcement agencies. Parents/guardians are not required to consent to this disclosure. *Part 1* is to be completed by all households. *Part 2* is to be used only for a child living in a household receiving food assistance (SNAP) or Ohio Works First (OWF) benefits. *Part 3* is only for children NOT receiving Food Assistance or OWF benefits. *Part 4* an adult household member must sign and date form; the last 4 digits of social security number must be listed if Part 3 is completed. *Part 5* is optional. * Asterisks indicate info that must be completed. Form must be completed annually and valid for only 12 months.

CENTER NAME			CHECK IF A FOSTER CHILD (The legal responsibility of a welfare agency or court)	PART 2 – LIST EACH CHILD’S FOOD ASSISTANCE (SNAP) OR OWF CASE NUMBER, IF ANY. A VALID CASE NUMBER CONTAINS 7 DIGITS.		
PART 1 – PRINT INFORMATION FOR ALL CHILDREN ENROLLED AT CENTER				Check type of benefit: <input type="checkbox"/> FOOD ASSISTANCE (SNAP) or <input type="checkbox"/> OHIO WORKS FIRST (OWF)		
* NAME OF ENROLLED CHILD(REN)	AGE	BIRTH DATE		CASE NO.	_____	
1.				CASE NO.	_____	
2.				CASE NO.	_____	

PART 3 – TOTAL HOUSEHOLD SIZE, TOTAL HOUSEHOLD GROSS INCOME AND HOW OFTEN IT WAS RECEIVED: List names of all household members. List all gross income: list how much and how often. If Part 2 is completed, skip to Part 4.

a. LIST NAMES OF ALL HOUSEHOLD MEMBERS INCLUDING CHILDREN LISTED ABOVE IN PART 1	b. CHECK IF NO/ZERO INCOME	c. GROSS INCOME during the last month (amount earned before taxes & other deductions) and HOW OFTEN IT WAS RECEIVED: Weekly, Every 2 Weeks, Twice Per Month, Monthly, Annually			
		1. Earnings from work before deductions	2. Welfare payments, child support, alimony	3. Pensions, retirement, Social Security, SSI, VA	4. All Other Income
EXAMPLE: JANE SMITH	<input type="checkbox"/>	\$ amount / how often	\$ amount / how often	\$ amount / how often	\$ amount / how often
1.	<input type="checkbox"/>	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____
2.	<input type="checkbox"/>	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____
3.	<input type="checkbox"/>	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____
4.	<input type="checkbox"/>	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____
5.	<input type="checkbox"/>	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____
6.	<input type="checkbox"/>	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____

PART 4 – SIGNATURE & LAST 4 DIGITS OF SOCIAL SECURITY NUMBER: Adult household member must sign/date form. If Part 3 is completed, the adult signing the form must also list last 4 digits of his/her Social Security Number or check the “I do not have a Social Security Number” box.

I certify that all information on this form is true and correct and that all income is reported. I understand that the center will get Federal Funds based on the information. I understand that CACFP officials may verify the information. I understand that if I purposely give false information, I may be prosecuted.

* _____ SIGNATURE OF ADULT HOUSEHOLD MEMBER	* _____ DATE	* If Part 3 is completed, insert last 4 digits of Social Security Number <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Check if applicable) <input type="checkbox"/> I do not have a Social Security Number
Print Name:	Daytime Phone Number:	Work Phone Number:
Street / Apt:	City / State / Zip:	County:

PART 5: RACIAL/ETHNIC IDENTITY (Optional): Please check appropriate boxes to identify the race and ethnicity of enrolled child(ren).

<input type="checkbox"/> American Indian or Alaska Native	<input type="checkbox"/> Asian	<input type="checkbox"/> Black or African American
<input type="checkbox"/> Native Hawaiian or Other Pacific Islander	<input type="checkbox"/> White	<input type="checkbox"/> Other

Please mark one ethnic identity: Hispanic or Latino Not Hispanic or Latino

Privacy Act Statement: The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve the participant for free or reduced-price meals. You must include the last four digits of the Social Security Number of the adult household member who signs the application. The Social Security Number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number for the participant or other (FDPIR) identifier or when you indicate that the adult household member signing the application does not have a Social Security Number. We will use your information to determine if the participant is eligible for free or reduced-price meals, and for administration and enforcement of the Program.

State Distribution: 7/1/2020

THIS SECTION TO BE COMPLETED BY CENTER. Note: All information above this section is to be filled in by the parent or guardian.

Complete information below only if qualifying child(ren) by household income from Part 3. Per the total household size, compare total household income to the USDA Income Eligibility Guidelines to determine correct categorization. When income is listed in different frequencies of pay in Part 3, you must convert all income to annual income before determination. Use the following Annual Income Conversion: Weekly x 52, Every 2 Weeks (biweekly) x 26, Twice per Month (semi-monthly) x 24, Monthly x 12	Application Certified/Categorized as: <input type="checkbox"/> FREE , based on <input type="checkbox"/> Food Assistance/OWF Case No. <input type="checkbox"/> Household size and income <input type="checkbox"/> Foster Child <input type="checkbox"/> REDUCED , based on Household size and income
Total Household Size: _____	<input type="checkbox"/> PAID , based on <input type="checkbox"/> Income too high <input type="checkbox"/> Incomplete <input type="checkbox"/> Invalid case number or information
Total Household Income: \$ _____ Per: <input type="checkbox"/> week <input type="checkbox"/> every two weeks <input type="checkbox"/> twice per month <input type="checkbox"/> month <input type="checkbox"/> year	

Signature of Sponsor / Center Representative _____ Date Sponsor Certified/Categorized Form _____ Effective Date _____ Expiration Date _____
 Note: Effective date is determined by parent or sponsor signature date as selected on CRRS application. (From the first of month of date signed) (Valid until last day of month in which form was signed one year earlier)
 If date of parent signature is not within month of certification or immediately preceding month, effective date must be date of sponsor certification.

HOUSEHOLD LETTER - Dear Parent or Guardian

Please help us comply with the requirements of the U.S. Department of Agriculture's Child and Adult Care Food Program (CACFP) by completing the attached income eligibility application for free and reduced-price meals. All information will be treated with strict confidentiality. The CACFP provides reimbursement to the child care center for healthy meals and snacks served to children enrolled in child care. **The completion of the income eligibility application is optional.** Complete the application on the reverse side using the instructions below for your type of household. You or your children do not have to be U.S. citizens to qualify for meal benefits offered at the child care center. Households with incomes less than or equal to the reduced-price values listed on the chart at the bottom of this page are eligible for free meal benefits. An application must contain complete information to be considered for free or reduced-price meals. Households are no longer required to report changes regarding the increase or decrease of income or household size or when the household is no longer certified eligible for food assistance (SNAP) or Ohio Works First (OWF). Once approved for free or reduced-price benefits, a household will remain eligible for these benefits for a period not to exceed 12 months. During periods of unemployment, your child(ren) is eligible for meal reimbursement provided the loss of income during this time causes the family to be within eligibility standards for meals. In operation of the CACFP, no person will be discriminated against because of race, color, national origin, sex, age or disability §226.23(e)(2)(iv). If you have questions regarding the completion of this application, contact the child care center.

PART 1 – CHILD INFORMATION: ALL HOUSEHOLDS COMPLETE THIS PART (*denotes required info)

- Print the name of the child(ren) enrolled at the child care center. All children (including foster children) can be listed on the same application.
- List the enrolled child's age and birth date.
- Check box indicating if the child is a foster child. Foster children that are under the legal responsibility of the foster care agency or court are eligible for free meals. Any foster child in the household is eligible for free meals regardless of income.

PART 2 – HOUSEHOLDS RECEIVING FOOD ASSISTANCE OR OHIO WORKS FIRST: COMPLETE THIS PART AND PART 4 – If a child is a member of a food assistance (SNAP) or OWF household, they are automatically eligible to receive free CACFP meal benefits.

Circle the type of benefit received: Food Assistance (SNAP) or Ohio Works First (OWF).

- List a current food assistance or OWF case number for each child. This will be a 7-digit number. Do not list a swipe card number.

SKIP PART 3 – Do not list names of household members or income if you listed a valid Food Assistance (SNAP) or OWF case number for each child in Part 2.

PART 3 – TOTAL HOUSEHOLD SIZE, GROSS INCOME AND HOW OFTEN RECEIVED: ALL OTHER HOUSEHOLDS COMPLETE PARTS 3 & 4.

- a) Write the names of all household members including yourself and the child(ren) that attends the child care center, noting any income received. A household is defined as a group of related or unrelated individuals who are living as one economic unit that share housing and/or significant income and expenses of its members. This might include grandparents, other relatives, or friends who live with you. Attach another piece of paper if you need more space to list all household members.
- b) Check the box for any person listed as a household member (including children) that has no income.
- c) For each household member, list each type of income received during the last month and list how often the money was received.
 1. Earnings from work before deductions: Write the amount of total gross income each household member received the last month, before taxes/deductions or anything else is taken out (not the take-home pay) and how often it was received (weekly, every two weeks, twice per month, monthly, annually). Income is any money received on a recurring basis, including gross earned income. Households are not required to include payments received for a foster child as income. If any amount during the previous month was more or less than usual, write that person's usual monthly income. If you normally get overtime, include it, but not if you only get it sometimes. If you are in the military and your housing is part of the Military Housing Privatization Initiative and you receive the Family Subsistence Supplemental Allowance, do not include these allowances as income. Also, in regard to deployed service members, only that portion of a deployed service member's income made available by them or on their behalf to the household will be counted as income to the household. Combat pay, including Deployment Extension Incentive Pay (DEIP) is also excluded and will not be counted as income to the household. All other allowances must be included in your gross income.
 2. List the amount each person got the last month from welfare, child support or alimony and list how often the money was received.
 3. List the amount each person got the last month from pensions, retirement, Social Security, Supplemental Security Income (SSI), Veteran's (VA) benefits or disability benefits and list how often the money was received.
 4. List all other income sources. Examples include: Worker's Compensation, strike benefits, unemployment compensation, regular contributions from people who do not live in your household, cash withdrawn from savings, interest/dividends, income from estates/trusts/investments, net royalties/annuities or any other income. Self-employed applicants should report income after expenses (net income) in column 1 under earnings from work. Business, farm or rental property report income should be entered in column 4. Do not include food assistance payments.

PART 4 – SIGNATURE AND LAST 4 DIGITS OF SOCIAL SECURITY NUMBER: ALL HOUSEHOLDS COMPLETE THIS PART (* denotes required info)

- a) * All applications must have the signature of an adult household member.
- b) * The adult signing the application must also date the form.
- c) * Only an application that lists income in Part 3 must have the last four digits of the social security number of the adult who signs. If the adult does not have a social security number, check the box marked, "I do not have a Social Security Number." If you listed a food assistance or OWF number for each child or if you are applying for a foster child, the last four digits of the social security number are not required.

PART 5 – RACIAL/ETHNIC IDENTITY – OPTIONAL

You are not required to answer this part in order for the application to be considered complete. This information is collected to make sure that everyone is treated fairly and will be kept confidential. No child will be discriminated against because of race, color, national origin, gender, age or disability.

NON-DISCRIMINATION STATEMENT: In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov. This institution is an equal opportunity provider.

REDUCED INCOME ELIGIBILITY GUIDELINES

Guidelines to be effective from July 1, 2020 through June 30, 2021
Households with incomes less than or equal to the reduced-price values below are eligible for free or reduced-price meal benefits.

HOUSEHOLD SIZE	ANNUAL	MONTH	TWICE PER MONTH	EVERY TWO WEEKS	WEEK
1	23,606	1,968	984	908	454
2	31,894	2,658	1,329	1,227	614
3	40,182	3,349	1,675	1,546	773
4	48,470	4,040	2,020	1,865	933
5	56,758	4,730	2,365	2,183	1,092
6	65,046	5,421	2,711	2,502	1,251
7	73,334	6,112	3,056	2,821	1,411
8	81,622	6,802	3,401	3,140	1,570
For each additional family member, add	+8,288	+691	+346	+319	+160

Questions or Concerns

Please feel free if they are any questions or concerns to call or talk to your child's teacher

Preschool Staff: All can be reached at 419-683-3647

Board members: Jeff Wilhite, Robyn Almanson, Mindy Sipes, Lisa Anatra, and Jim Glauer

Superintendent – Mr. Matt Henderson

Principal – Mrs. Kristy Grimwood

Teacher/Aide– Mrs. Amy Hocker and Mrs. Cindy Earl

Preschool and Special Needs Teacher/Aide – Mrs. Tami Wheeler, Ms. Scotrisha Mabe

PreSchool Secretary - Mrs. Bev Payne

Ohio Department of Education: 614-466-0224

We are all here to help your child succeed!!!!

Have a Wonderful Preschool Year!!!

The Staff at Crestline Cooperative Preschool

August To-Do List

- Update student info spreadsheet
- Requisition forms due to office by 8/28

September To-Do List

- ELLCO complete by **9/4**
- Classroom Action Plan (Classroom goal based on ELLCO) complete and reviewed by 9/11
- Professional goal completed in eTPES by 10/4.
- Assistant teacher evaluations by October 11.
- Formal evaluations for new teachers will be completed by end of October (I will schedule with you).
- Newsletters shared with me, Timm and district admin)
- Field trip requests due 9/27 (use Google Form).
- Practice evacuation drill
- Fire Drill AM
- Fire Drill PM
- PAS (We will complete together. I will schedule with you)
- CIP (I will schedule to meet with you) *Continuous improvement plan*

Informal observations

I will begin conducting informal observations this month. I will be looking for...

- PAX implementation (class vision and harmonica use, at least)
- Classroom set up that is developmentally appropriate for preschool and follows curriculum
- Lesson plans up to date and posted

Please use the curriculum powerpoint as a reference...it is located under the "Classroom Resources" tab online.

Updated 9/10/19

October "To-do" list

- OES pre-conference
- OES lesson plan
- OES eval
- OES post-conference
- Submit newsletter
- Final professional goal written
- CIP and PAS (during site staff meeting)
- Prepare SUTQ student goal forms to be completed at conferences with parents.
- TA Evals due 10/11
- AM Fire Drill
- PM Fire Drill
- AM Evacuation Drill
- PM Evacuation Drill

SUTQ Book

October

- Family Night sign in and activity sheets
- Community Partners form from any field trips or visitors.
- Student goals from conferences
- Continuous Improvement Plan (CIP)
- PAS (Program Administration Scale)

November/December To-Do List

November:

- AM Fire Drill
- PM Fire Drill
- ELA completed in KReady by 11/14.
- ELA printout with comments to families by 11/22
- ELA in student file by 11/26
- Update spreadsheet info
- Submit walking trip dates (if necessary)
- Supply orders due by 11/8. NO LATE REQUESTS ACCEPTED.

SUTQ Book:

- Student goals from conferences
- Evidence of family engagement
- Monthly article on health/development
- Copy of student curriculum assessment
-
-

December:

- AM Fire Drill
- PM Fire Drill
- Update spreadsheet info
- Submit walking trip dates (if necessary)

SUTQ Book:

- Newsletter
- Lesson Plan
- Updated copy of OCCRRA registry

Spring "To-Do" List

March

- OTES (for some)
 - eval
 - post conference
- TA eval completed and submitted to Jackie by 3/19
- Tornado Drill AM
- Tornado Drill PM
- Document progress on professional & classroom goals and CIP.
- Fire Drill AM
- Fire Drill PM
- Conferences
 - Curriculum checklist for conferences
 - Update student goals at conferences
- Update spreadsheet
 - New student info
 - Forms
 - height/weight
- Registration packets out to returning families
 - Due back 3/19

April

- Continue work on ELA
- Complete walk through of evacuation
- Bomb Evacuation Drill
 - AM
 - PM
- Tornado Drill
 - AM
 - PM
- Fire Drill
 - AM
 - PM
- Screening, 4/3
- SPRING BREAK!
- Family Nights, 4/22
- Family Surveys distributed & collected. Will offer an online version.
- Update spreadsheet

May

- ELA completed and submitted by 5/14
 - 10 Required progressions SCORES reported in KReady
 - Gradecard collects data
- Document progress on professional & classroom goals and CIP.
- Staff meeting 5/1/20
- Lockdown Drill
 - AM
 - PM
- Tornado Drill
 - AM
 - PM
- Fire Drill
 - AM
 - PM
- Fredericktown
 - Check out @ NH 5/18, 2:00-Lori, Suzanne, Valerie?
 - Last day, 5/18
Happy Summer :)
- Centerburg
 - Check out @ NH 5/22, 1:00-Emma, Aimee, Angie, Jamie, Ellie
 - Last day 5/22
Happy Summer :)
- Danville
 - Check out @ NH 5/22, 12:00-Jenny, Karen B., Valerie?
 - Last day 5/22
Happy Summer :)
- New Hope
 - Check out @ NH 5/28, PM
 - Last Day 5/28
Happy Summer :)
- Closing checklist (to be distributed)
- Cleaning/organizing files
- Close down room
- Complete final student "grade card"
- Complete Assistant Teacher Evaluation and return to Jackie at checkout.