BURBANK EARLY CHILDHOOD SCHOOL

Where imagination is set free

2025-2026

FAMILY HANDBOOK

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ABOUT **BURBANK**

Burbank Early Childhood School (BECS) has proudly served the Upper Arlington early childhood community for approximately 40 years. Recognizing the need for high quality child care and the pivotal role that quality early childhood education plays in the lives of young children, Upper Arlington Schools established BECS in 1983.

BECS nurtures Upper Arlington's youngest learners during a formative time of development. Some of the BECS staff were once preschoolers at BECS when they were young and have returned to help new generations of BECS students discover, play and grow together.

Our Mission

CHALLENGE AND SUPPORT
EVERY STUDENT,
EVERY STEP OF THE WAY.

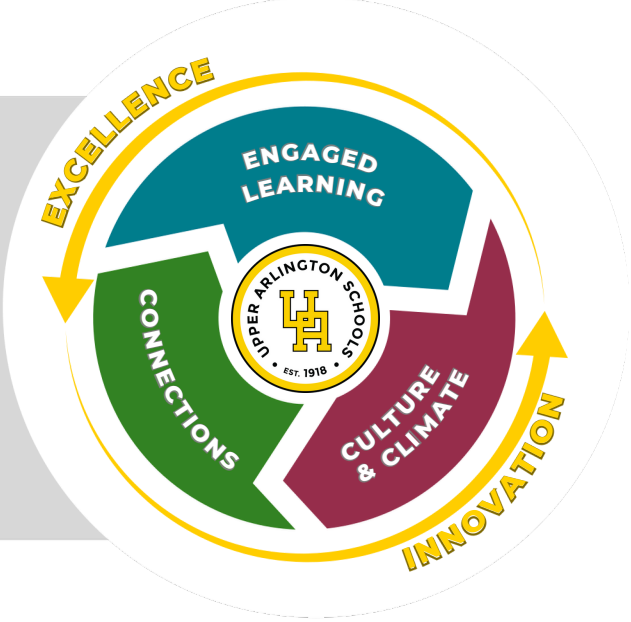
Our Values

START WITH HEART
STRENGTH IN TEAM
CONTAGIOUS DRIVE

Our Vision

UNIQUELY ACCOMPLISHED
STUDENTS PREPARED TO SERVE, LEAD AND SUCCEED.

EXCELLENCE & INNOVATION 2030



ENGAGED LEARNING

To challenge and support every student every step of the way and prepare them for their future, not the past, we will enact these strategies:

1. Strengthen academic excellence in foundational learning while integrating the characteristics within the Profile of an Engaged Learner by prioritizing authentic academic experiences such as service learning, real-life learning opportunities, and personalized pathways.

2. Develop, implement and evaluate a comprehensive professional learning plan (CPLP) with a team of staff that connects district goals to the needs of each school's student population.

3. Evaluate, monitor and facilitate the balanced and safe use of digital landscapes and emerging technologies while supporting staff learning along the way.

CULTURE & CLIMATE

To ensure our students, staff, and families are safe, valued and heard, and experience belonging, equity and access, we will enact these strategies:

1. Cultivate intentional structures and systems for authentic representation using an inclusive approach.

2. Design and implement consistent, evidence-based onboarding and retention approaches, including entrance and exit feedback, for new residents, students and staff.

3. Refine policies to strategically align resources, curriculum offerings and school participation.

CONNECTIONS

To engage the community and strategically leverage our resources to accomplish our collective vision of uniquely accomplished students prepared to serve, lead and succeed, we will enact these strategies:

1. Enhance and streamline communication systems and expand opportunities for two-way community engagement with district staff and Board of Education members.

2. Strategically cultivate partnerships to support engaged learning, well-being, family school connections, and the enhancement of resources.

3. Establish a process for reviewing and updating the facility master plan options, cost estimates, community desires and funding strategies.

4. Formalize and prioritize resource allocation that supports our strategic plan.

EDUCATIONAL **PHILOSOPHY**

Burbank Early Childhood School follows an Emergent Curriculum, where children and teachers co-construct learning opportunities together. We follow the interests of children to help children discover, play, and grow together. Positive, nurturing relationships are at the heart of all interactions. We employ developmentally appropriate evidence-based practices that support the district's Profile of an Engaged Learner. These practices help our students develop the skills and attributes that we believe will prepare them to serve, lead and succeed in Upper Arlington and beyond. You can learn more about the Profile of an Engaged Learner on the district's website, www.uaschools.org/ProfileofanEngagedLearner.aspx.

We are SOLUTION SEEKERS
when we engage curiously with each other and the world by asking meaningful questions, synthesizing knowledge, thinking critically and considering diverse perspectives to generate actionable ideas.

We are CREATIVE
when we take purposeful risks to build connections that allow us to innovate beyond what currently exists.

We are SKILLED COMMUNICATORS
when we clearly, thoughtfully and ethically give language to our ideas, listen with the intent to understand, and connect respectfully with others.

We are OPEN-MINDED and EMPATHETIC
when we listen with compassion, and seek to understand a range of perspectives different from our own and give space for all voices to be heard.

We are RESPONSIBLE and RESILIENT
when we own our actions. We take pride in our work, accept challenges, and persevere through setbacks.

We are WELL-BALANCED
when we make intentional decisions to recognize, prioritize and enjoy the academic, emotional, physical, and social aspects of our lives.

EDUCATIONAL **PHILOSOPHY**

How we bring this to life at BECS

- Teachers emphasize the importance of relationships by encouraging children to negotiate, cooperate, problem solve, and interact in courteous ways. Teachers encourage appropriate behaviors by modeling courtesy and respectfulness.
- Our teachers provide stimulating opportunities for children to question, predict outcomes, experiment, reflect on discoveries, and interact with people and materials.
- Teachers create opportunities throughout the day for children to work individually or in small groups on projects. Whole group time is used to build a sense of community and shared purpose.
- Teachers ensure a balance of quiet and active play through a carefully designed daily schedule.
- Lunch and snack menus are designed to not only meet the preferences of our children, but to also to offer a variety of well balanced food that support and health and growing needs of our children.
- Large muscle climbing rooms and an expansive outdoor playground provide an abundance of active play space.
- Curricular activities are developed based on current research and recommended practice. Lessons follow state Early Learning Standards and are sensitive to the cultural backgrounds, interests, and parental priorities.
- Foundational literacy skills include phonemic awareness (our ability to identify and manipulate speech sounds), oral language, and letter identification. BECS supports growth in each of these critical components throughout the day. The Heggerty curriculum and some components of Fundations are used to assist students in improving phonemic awareness and letter identification. Oral language is modeled and encouraged throughout the day. This promotes increased vocabulary and knowledge related to the structure of English. Finally, our teachers provide experiences for children to build background knowledge in the foundational pieces of science, math, and social studies. Literacy is incorporated throughout the day.
- We prioritize the social emotional development of children throughout all of our activities. We adopt the Zones of Regulation, Kelso's Choices, as well as a school-wide positive behavior intervention and supports (PBIS) model.
- Preschool classrooms have mixed age groups to promote maximum development.

CURRICULUM **DESIGN**

All classrooms utilize the High Scope Curriculum, an evidence-based early childhood curriculum.

> "*In a HighScope classroom, children are guided to explore, interact, and exercise their creative imagination through purposeful play. Well-prepared teachers support and extend each child's learning based on their developmental levels, so children enter school ready and eager to learn.*
>
> *"The HighScope Curriculum is uniquely designed to provide a rich academic foundation while promoting independence, decision making, cooperation, creativity, and problem solving in young children. How? The HighScope Curriculum includes learning objectives, effective adult interaction strategies, and assessment measures that help programs ensure a high-quality experience for all learners.*
>
> *"Teachers using the HighScope Curriculum work in partnership with parents and other family members to promote children's learning. They provide information about the curriculum and early learning, invite family members to participate in classroom activities and parent workshops, discuss children's progress, and share ideas for extending classroom learning in the home. As a result, teachers report that parents have a better understanding of how their children are developing and learning."*

OUR **PROGRAMS**

The Burbank Early Childhood School is proud to house two separate, high-quality early childhood programs: an Early Intervention program and a tuition-paying, full-day program.

Burbank Early Intervention Program

Our Burbank Early Intervention Program is provided free-of-charge to Upper Arlington residents ages three to kindergarten with an Individualized Education Plan (IEP).

We offer a continuum of services:

- **Itinerant services** - Special education services are provided by intervention specialists or related services personnel and occur in the setting where the child, the child and caregiver are located. For example, some of our students receive monthly visits from an intervention specialist in their community-based preschool.

- **Preschool Intervention classroom** - Special education services are provided to children on IEPs in a center-based program. These classrooms are led by an Upper Arlington intervention specialist and supported by a preschool aide. Each classroom has a maximum of eight children on IEPs and eight peer models.

When a child qualifies for an IEP, the IEP team works together to determine the placement that is best for the child. The parent is a crucial and valued member of the IEP team. The team aims for the child to receive special education services in the child's Least Restrictive Environment.

Full-day Preschool

BECS also has a full-day preschool. This program is a tuition-funded childcare program open to non-Upper Arlington residents. Childcare is available 7:00 a.m. to 5:30 p.m., Monday through Friday. Children are able to enroll five days a week (Monday-Friday); three days a week (Monday, Wednesday, Friday); or two days a week (Tuesday & Thursday).

Our BECS website contains more information regarding how to enroll in our private childcare.

PARENT **ENGAGEMENT**

At Burbank we strive to create positive partnerships with parents. We believe that parents are each child's best teacher, and we believe in working with parents to help children achieve their potential.

Classroom engagement

We encourage our families to be actively involved in the learning that is happening at school. This means:

- Parents can be mystery readers in each of our classrooms. Your child's teacher will be in touch with more specific information regarding this opportunity!
- Parents are invited to attend our frequent special events (e.g., town hall meetings or class parties).
- Custodial parents and legal guardians of enrolled children may visit at any time. We kindly ask you to let your child's teacher know 24 hours in advance, so they can ensure your visit is meaningful and worthwhile.

Classroom communication

We strive to keep our families informed with school and classroom happenings. Burbank sends out weekly newsletters with information that is important for the school community to know.

Our classroom teams communicate electronically with parents via an app called Kaymbu. This app allows families to receive regular classroom photos, instantly message classroom teams, and receive assessment results.

Progress reports

We offer parent/teacher conferences twice a year: once in the fall and once in the spring. Your child's teacher will be in touch with you to schedule these conferences.

Education

In addition, we encourage parents to take advantage of our parent education programs. Each week we provide our families with early childhood strategies and tools. In addition, we offer parent trainings such as webinars and/or in person trainings.

PARENT **ENGAGEMENT**

PTO

Parents are invited to connect with other families in a variety of ways. We have an active Parent Teacher Organization (PTO) that families can join. Our PTO plans family gatherings and school-wide events such as field day and restaurant nights.

All BECS parents/guardians and teachers are encouraged to join the PTO. Faculty representatives attend the monthly meetings to facilitate communication between staff and parents. The PTO is an opportunity for everyone to become involved in the activities at the school and occasionally off premises.

The PTO board consists of the president, secretary, treasurer and volunteer-coordinator. The school director and two teacher representatives are also part of the PTO board. There are committee chairpersons for each event. Any parent who is a member of PTO may serve on the board and all parents are encouraged to attend PTO meetings.

The PTO helps to fund equipment, activities and programming that are above and beyond the cost of tuition. Some examples include playground equipment and transportation for field trips. These things are made possible through PTO fundraisers, which vary from year to year.

Parent satisfaction

We are committed to ensuring that parents feel confident in the education that their children are receiving. We strive to exceed parent expectations but acknowledge that there will be times when parents have concerns or questions. We ask parents to please reach out directly to our Burbank staff to resolve any issues. We are committed to working together to help each child achieve his or her potential.

Suspected abuse

All employees are mandated reporters of child abuse and neglect. This means that any suspected child abuse or neglect will be reported to Franklin County Children's Services in compliance with Ohio law.

ENROLLMENT **PROCEDURES**

Burbank Early Intervention Program

Student on an IEP

When a child qualifies for an IEP, the IEP team works together to determine the placement that is best for the child. The parent is a crucial and valued member of the IEP team. The team ensures that the child receives special education services in the child's Least Restrictive Environment.

Peer model

We are proud to offer a high quality peer modeling program. In order for children to enroll as peer models in our Early Intervention program, they must meet the following criteria:

- 3 or older by September 1 of the current school year
- Upper Arlington resident
- Completely toilet trained
- Separate easily from parents/guardians
- Exhibit age-appropriate social, communication, behavioral and play skills

In order for children be a peer model, the following steps must be taken:

- Complete all PowerSchool registration forms
- Receive a positive recommendation form from a non-family member
- Pass a developmental screening assessment

We do not discriminate in the enrollment of children upon the basis of race, color, religion, sex, or national origin.

ENROLLMENT **PROCEDURES**

Burbank Childcare

In order for the Burbank childcare to enroll children, the following process will be followed:

- Any family who is interested in enrolling their child at the Burbank childcare will complete a Registration Form. More specifically,
    - One registration form should be completed for each child. (If a family wishes to enroll two children in the household, then a different Registration Form should be completed on each child.)
    - A family must submit a $50 nonrefundable fee for each submitted Registration Form.
    - Once the Burbank childcare office receives the completed Registration Form as well as the nonrefundable fee, the form will be “date stamped.”

Children will be enrolled at the Burbank childcare based upon their date stamp. Available classroom spots will be filled first with the "oldest" date stamp. Please note that if a child is a sibling of a current or former BECS student or an employee, that child will have “priority.” This means that this prospective child will move ahead of the date stamp Registration forms from new families.

If a family is offered a spot and they decline it, the registration form will be discarded.

Children entering the Young Preschool program need to be two years old (24 months) by December 1st to secure a spot for that school year. Children entering the Preschool program must be fully potty trained without needing assistance and three years old (36 months) by December 1st to secure a spot for that school year.

Children who are under three years old on August 1st will be placed in a Young Preschool classroom and will transition to a Preschool room the following school year. Moving children from Young Preschool to Preschool mid-year is done on a rare, case-by-case basis.

A spot at the Burbank childcare is not secured until a parent signs a Tuition Agreement, completes enrollment forms, and writes a non-refundable check for one month’s tuition. This deposit will be applied toward the child’s last month with us at Burbank.

Our full-day childcare does not discriminate against otherwise qualified disabled children. Parents of special needs children are encouraged to communicate with the director and teachers regarding reasonable accommodations needed for their children.

Both of our Burbank programs do not discriminate in the enrollment of children upon the basis of race, color, religion, sex, or national origin.

PROGRAM **HOURS**

The hours of our Burbank Early Childhood School vary by program type.

Burbank Early Intervention Program

This program has a morning and afternoon session. Session times are:

- Morning session: 9:15 to 11:45 a.m.
- Afternoon session: 1:15 to 3:45 p.m.

Full-day preschool

Our classrooms are open 7:00 a.m. to 5:30 p.m. Families will be charged a $25 late fee if children are picked up after 5:30.

ASSESSMENTS & **SCREENINGS**

Educational assessments

As a building, we believe that formal and informal data should drive classroom instruction. We believe in the importance of individualizing to every child, and we recognize the value that data provides in setting meaningful goals and objectives.

All of our classrooms utilize an assessment called the COR assessment. This is an assessment that is observation-based and designed to measure children's progress in early childhood programs. Parents will be provided with their child's written assessment results during fall and spring parent teacher conferences, and will also be able to access those results via our parent communication app, Kaymbu.

At the beginning of the school year all parents will also complete a developmental screening assessment. This assessment will be sent via email to parents in August. If children enroll at Burbank mid-year, this assessment will be sent at the time of enrollment. Parents will complete the assessment, and the results will be shared with the classroom team and parents. If there are any new areas of concern that are noted as a result of the developmental screening, our school team will work with the parents to develop an action plan for the child.

Health and wellness screenings

We will also conduct hearing and vision screenings each school year. Per the Ohio Department of Health, school guidelines state that children with a known diagnosis of any of the following should be excluded from the screening and referred directly for a comprehensive hearing and vision exam: ADHD, autism spectrum, communication disorders, intellectual disabilities, language disorders, motor disorders, hearing impairment, cognitive impairment, systemic diseases or using medications known to cause eye disorders, those with family history of strabismus or amblyopia, and children born prematurely at less than 32 weeks of gestation. If you need assistance locating a provider please contact our School Nurse (Vicki Miller) at vmiller@uaschools.org.

STATE **LICENSURE**

We are licensed through The Ohio Department of Education (ODE). This means that our program must follow rigorous Department of Education licensing standards and state guidelines.

Each year ODE conducts at least one unannounced visit to ensure that we are adhering to communicated policies. This visual is comprehensive, including classroom observations as well as a review of paperwork. Parents are welcome to ask our office staff for copies of inspection reports.

During the 2023-2024 school year the Burbank building will be rated via “Step Up To Quality” (SUTQ), a five-star quality rating and improvement system administered by the Ohio Department of Education and the Ohio Department of Job and Family Services. SUTQ recognizes and promotes learning and development programs that meet quality program standards that exceed licensing health and safety regulations. The program standards are based on national research identifying standards which lead to improved outcomes for children.

Our school will apply to SUTQ in fall of 2023, and we should receive our official building rating in the winter. We will be sure to keep our families updated with this exciting process.

OUTDOOR **PLAY**

At Burbank Early Childhood School we encourage children to extend the curriculum of the classroom to the outside. We have flower gardens, vegetable gardens, sandboxes, climbers, bike paths, and more. This is an important time for children to exercise, develop various motor skills (both large and fine), and to participate in many social interactions.

We will go outside at our scheduled times if it is warmer than 20 degrees (including wind-chill factor) and less than 90 degrees (including heat index). We will NOT go outside when there is an Air Quality Alert in effect. The length of time we are outside will be determined on a day to day basis depending on the weather.

SPECIAL **ACTIVITIES**

We have multiple enrichment opportunities for our Burbank students! We believe in educating the whole child and recognize the importance of providing children with unique opportunities to grow and learn.

Field trips

We provide opportunities for our preschool classrooms to attend field trips two times a year, once in the fall and once in the spring.

In order for children to attend a field trip, their parents must sign a permission form. Teachers will distribute this form to parents.

Children are transported via a school bus with no safety harnesses. If a parent believes their child requires a safety harness while on the bus, we require the parent to notify the teacher in writing.

First aid supplies and a notebook with emergency information accompany the teacher on each field trip.

Visits to the Burbank park

We are fortunate to have a large, beautiful park located adjacent to our school. Our teachers think of creative ways to extend classroom learning through visits to the park. We enjoy park visits such as a scavenger hunt, nature walk, and sledding.

When your child's teacher believes that the classroom is ready for a visit to the park, they will ask you to sign a walking field trip permission slip. Many times our park visits take place in the spring.

Special visitors

We invite many special visitors to our school. Some of our past visitors have included the following:

- Columbus Metro Parks
- Franklin County Soil and Water
- Upper Arlington Public Library
- Upper Arlington Police Department
- Yoga
- Music therapy

If you have suggestions regarding potential special visitors, we ask you to please contact our office about this.

LATE **POLICY**

We politely ask families to please ensure that they pick up their child by the time their child's early childhood program ends. When families are late to pick up their child, this impacts the planning and overall well-being of the staff who work hard to take care of children.

Below you will see the times that each program is in operation:

Early Intervention Program

Morning session: 9:15-11:45 a.m.
Afternoon session: 12:45-3:15 a.m.

Full-day Preschool

7:00 a.m.-5:30 p.m.

Families of children enrolled in our full-day preschool will receive a late-fee if children are picked up after 5:30. Families will be charged a late fee of $25 for each 15 minutes that a parent is late. The fee provides modest compensation to the teacher who works beyond the school day.

MEALS & **SNACKS**

We view mealtime as a learning opportunity. When children are eating, that is a time when we can be working on a plethora of important skills, such as developing a broad food repertoire, social skills, fine motor skills, and communication.

Please note: Burbank is a nut-free school. This means that children may not bring in food with nuts, and our school is not able to serve food that contains nuts.

Snacks

All children who are enrolled at Burbank will receive snacks free of charge. Each classroom has a snack menu that is hanging on the parent bulletin board. All staff are informed about the allergy needs in the classroom and charged with making any necessary accommodations.

The quantity, variety, and quality of snacks is determined in accordance with required daily allowance as prescribed by the U.S. Department of Agriculture meal patterns. If a child requires a modified diet that eliminates an entire food group, written instructions from a physician, physician assistant, clinical nurse specialist or certified nurse are to be obtained. To the extent possible, a family's preferred dietary preferences (i.e. vegetarian, vegan) will be accommodated.

Our snacks always include a choice from two of the groups listed below must be served for snack:

(a) Meat/meat-equivalent group;
(b) Bread/bread-alternatives group;
(c) Milk group; or
(d) Fruit; or
(e) Vegetable group.

Parents may provide snacks and meals if they choose. For families who provide snacks, we kindly ask that the snacks are nutritious. Here are some resources to consult.

- "Nibbles for Health: Nutrition Newsletters for Parents of Young Children." (2023). https://www.fns.usda.gov/tn/nibbles.
- "Healthy School Snacks." Center for the Science in the Public Interest. (2023). https://www.cspinet.org/protecting-our-health/nutrition/healthy-school-snacks

MEALS & **SNACKS**

Lunch

Children who are enrolled in our full-day preschool program will have lunch served daily. Parents will be provided a monthly menu in advance.

Our lunches follow the preschool meal pattern through the USDA National School Lunch standards. These standards are designed to meet the nutritional needs of young children to best support their growth and development. Menus items are offered daily from each of the food groups below.

(a). Meat/meat alternate group
(b). Grains (all grains are whole grain)
(c). Milk group (1% lowfat white milk)
(d). Fruit
(e) Vegetables (variety of fresh, steamed and roasted veggies)

Food allergies

We require all families to notify our school of any allergies, so that we can work with our school team to make appropriate modifications.

We are committed to being inclusive to all children who possess food allergies. As a result, we do not allow food treats to celebrate birthdays. Parents are welcome to bring in non-food birthday treats, such as a book for the classroom or classroom game.

ATTENDANCE **GUIDANCE**

Young children benefit from regularly attending school. If your child will be absent, we kindly ask that you please notify the classroom teacher to inform him or her of your child's absence.

Attendance is not required in our full-day childcare, however it is in our Burbank Early Intervention program.

SAFETY & **SECURITY**

The safety, security and overall preparedness of students and staff is a top priority in the Upper Arlington Schools. We make every effort to be prepared for every possible type of emergency. This involves a multi-layered approach to safety in our schools.

Safety preparedness

We have a strong partnership with the Upper Arlington Division of Police and the Upper Arlington Division of Fire. We work together to create safety plans for our schools that are continuously reviewed, updated and improved.

At BECS, we regularly practice safety drills, as required by the state of Ohio. These include monthly unannounced fire drills and monthly tornado drills during the spring and summer. We keep a record of all drills. Staff are familiar with the sections of the school district's Crisis Communication Plan, which provide staff with information on how to respond to different school-related emergencies.

Fire and weather emergency plans are posted in each classroom near the door, and our teachers ensure that substitutes understand the plans. Teachers will be familiar with both primary and secondary fire evacuation routes.

In addition to these steps, we have put in place several safety features in our school buildings, including visitor management software and safety radios.

Reporting concerns

Upper Arlington Schools believes that open communication is a key element in maintaining safe learning environments. We encourage all students, staff members and family members to report any suspicious or concerning activity, including any suspected incident of bullying, harassment, or discrimination, either by phone or email. Students and family members can also file a report through our STAY SAFE, SPEAK UP! reporting system. Reports filed through this system can be made anonymously.

If your safety concern requires immediate attention from law enforcement, please call 911.

Emergency communications

If a safety concern arises, the first priority will be the safety of the students and staff in the building affected. Upper Arlington Schools will notify parents/guardians of any emergency situation as soon as possible through phone call, email or text message using our parent notification system.

We regularly use this automated information system to provide families updates from our schools and the school district. If you are having trouble receiving these updates or need to update your contact information, please contact allcall@uaschools.org.

SAFETY & **SECURITY**

Parking lot safety

For the safety of all of our children, please observe the following rules when in the Burbank parking lot:

1. Please SLOW DOWN!
2. Please DO NOT use your cell phones or any other electronic device until you have left the parking lot.
3. Please DO NOT leave your children unattended in the parking lot.
4. Your child should be in either a car seat or booster seat as appropriate.
5. DO NOT use the handicapped parking spot unless you are handicapped.

GUIDANCE **POLICY**

Our school is committed to supporting every student, every step of the way. To help children grow and learn, our staff will utilize developmentally appropriate guidance policies. Constructive, developmentally appropriate child guidance and management techniques are to be used at all times and shall include such measures as redirection, separation from problem situations, talking with the child about the situation, and praise for appropriate behavior.

All young children need help learning to manage their behavior at times. Appropriate behavior in children is encouraged by a staff who model courtesy and respectfulness. With help from their teachers, children practice nonviolent forms of conflict management and resolution. In addition, children are allowed to learn from safe mistakes.

Behavior management/guidance policies and procedures shall ensure the safety, physical and emotional well-being of all individuals on the premises.

Inappropriate behavior will be limited when children:
- infringe on the rights of others;
- endanger themselves or others; and
- misuse materials or equipment.

Teachers will respond by:
- stopping the inappropriate behavior;
- supporting feelings;
- encouraging discussion of the issue with relevant others; and
- enforcing necessary repairs to individuals or equipment.

Teachers will respond to repeated infringements by:
- redirecting children within the classroom, and
- removing distraught and/or out-of-control children from the classroom to an adult-supervised area until they are composed, prepared to accept limitation, and ready to pursue an acceptable course of action.

We will respond to children with chronic problems by:
- enlisting parent cooperation and assistance as intervention plans are designed,
- consulting with outside professionals, as appropriate, and
- including parents throughout the course of intervention to its desired end.

GUIDANCE **POLICY**

The school's actual methods of guidance shall apply to all persons on the premises and shall be restricted as follows:

- There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting.
- No discipline shall be delegated to any other child.
- No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control.
- No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box, or a similar cubicle.
- No child shall be subjected to profane language, threats, derogatory remarks about the child or the child's family, or other verbal abuse.
- Discipline shall not be imposed on a child for failure to eat, failure to sleep or for toileting accidents.
- Techniques of discipline shall not humiliate, shame or frighten a child.
- Discipline shall not include withholding food, rest, or toilet use.
- Separation, when used as discipline, shall be brief in duration and appropriate to the child's age and developmental ability, and the child shall be within sight and hearing of a preschool staff member in a safe, lighted, and well-ventilated space.

The school's actual methods of guidance shall apply to all persons on the premises and shall be restricted as follows: The school shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.

NAPS & **REST TIME**

Our state licensing requires that our full-day preschool provides quiet times for resting or napping. To comply with this requirement our classrooms are prepared in the early afternoon with cots, snuggly toys from home, picture books, and quiet music. Sleep is encouraged but not expected. Teachers are always present to rock, rub the backs of, and read to children to help them relax and feel comforted. Sleeping children are woken up by 3:30 and non-sleepers arise after a while for snack and group activities. Check your child's classroom daily schedule for details.

Occasionally parents will express these concerns to teachers:

"My child doesn't nap anymore."
Children are more apt to want and need sleep at school. They play harder and tire more easily in a group setting than at home. Additionally, we are required to provide all children with quiet time.

"Naps at school have made bedtimes at home more difficult."
If bedtime has become difficult, talk with staff for their suggestions and cooperation in preparing a schedule that works for your family.

"My child complains about nap time at school."
We hope nap time will become a pleasant time for your child. Children learn they are expected to lie down and rest their bodies. Staff encourage youngsters who aren't sleepy to enjoy looking at storybooks and listening to the quiet music. Nap time allows teachers the opportunity to provide affection and comfort to each child.

After this quiet, relaxing rest time we see children refreshed and ready to be with their friends again.

ILLNESS **PROCEDURES**

Children that attend school while ill not only impact the health and wellness of the other children, but also the teachers, creating staffing shortages. It is imperative that sick children are kept home to help control the spread of illness. The BECS teachers and staff will do health and wellness checks as necessary throughout the day. If your child seems too ill to be at school, you will be notified to pick up your child. If the symptoms correspond with any of the communicable diseases that require exclusion, we may ask that you provide a physician's note prior to your child returning to school.

If your child shows any of the following signs and symptoms of illness they must remain home or will be sent home from school:

- ***Fever:*** Fever is defined as having a temperature of 100.0 F or higher. Children must be fever free for at least 24 hours without the use of fever reducing medications prior to returning to school.
- ***Diarrhea:*** More than one episode of diarrhea (abnormally loose stool) within 24 hours. Children must remain home for at least 24 hours after the diarrhea has stopped without the use of medication.
- ***Vomiting:*** One episode of vomiting. Children must remain home for at least 24 hours after vomiting has stopped without the use of medication.
- ***Cough:*** Severe cough, causing the child to become red or blue in the face or to make a whooping sound; or a cough that significantly interrupts learning, normal play, and/or sleep. Children should stay home until symptoms are improving.
- ***Sore throat:*** Children should stay home if they have a red throat, swollen glands, and/or difficulty/pain when swallowing.
- **Red eye(s):** If the child is experiencing redness of the eye or eyelid, thick and purulent discharge, matted eyelashes, burning, itching, or eye pain, they must stay home until symptoms have improved or antibiotics have been administered for a full 24 hours.
- ***Undiagnosed skin rash***: Children should stay home and seek evaluation by a healthcare provider if they have infected skin patches, unusual spots, or rashes.
- ***Difficulty breathing***: Children should stay home and seek evaluation by a healthcare provider.
- ***Lethargic behavior:*** Children who are exhibiting symptoms such as extreme fatigue, body aches, and/or headache and are not able to participate in learning activities should stay home until feeling better or seek evaluation by a healthcare provider.
- ***COVID-19:*** If a child has suspected or confirmed COVID-19, they must quarantine for a full 5 days from the first symptom or positive test (whichever was first). First symptoms or date of the positive test are counted as day “zero.” The child can return on day 6 if symptoms have improved and they are fever free for at least 24 hours without the use of fever reducing medication. Please notify the school nurse if your child has a confirmed case of COVID-19 so a return date can be determined.
- ***Other symptoms requiring exclusion:*** yellowish skin or eyes; unusually dark urine and/or gray or white stool; stiff neck with elevated temperature; evidence of untreated lice, scabies, or other parasitic infestations

ILLNESS **PROCEDURES**

- If a child becomes ill during the school day, the parent(s)/guardian will be notified. If the parent(s)/guardian(s) cannot be immediately reached, the emergency contacts will be called. The child will need to be picked up as soon as possible.
- After an ill child is picked up from school, a phone call to a healthcare provider is the next recommended step to determine a course of action for the child.
- If a child is diagnosed with a communicable disease, please provide a note from a healthcare provider indicating the diagnosis and the date the child is permitted to return to school. If the child returns to school without a note from the healthcare provider, he/she will immediately be sent home.
- If a child is prescribed an antibiotic, he/she should not return to school until 24 hours after the treatment has been started. Exceptions are made for children who have conditions or symptoms that are not contagious as indicated by a healthcare provider's note.
- If a communicable disease is present in a classroom, parents will be notified via procare and a notice will be posted outside the classroom.

*** THESE PROCEDURES ARE SUBJECT TO CHANGE ***

HEALTHCARE **PRACTICES**

Individual medical needs

The school must be notified of any child requiring specialized medical attention. Our school nurse will work with the family and school team to create a plan that prioritizes the health and educational well-being of the child. The school must be informed of all healthcare needs ***prior to the child's first day of school.***

Incident reports

Preschool is active, and it is possible that children may become injured. Our staff will commit to providing families of notification regarding all injury incidents. This notification will happen through our parent messaging app, Kaymbu.

Medical emergency

The following measures will be taken in the event of a serious medical emergency:

1. The child will receive general first aid from a staff member.
2. The child's parent or guardian will be telephoned for notification and consultation.
3. Alternate authorized contact names on the child's registration form will be called if parents can not be reached.
4. The child will be comforted and isolated for observation until his or her parent arrives.
5. An *Incident Report* will be prepared for the parent by the attending staff member.

Staff will call 911 for severe medical problems requiring immediate attention.

If a child is in need of emergency assistance at a source away from BECS, and permission to transport the child is on file, the child's registration, emergency transportation, and health record forms will be transported with the child to the source of emergency assistance. It is important that all parents/guardians complete the "Consent of Treatment" in PowerSchool.

When a staff member accompanies a child to a source of emergency care, they will remain with the child until the child's parent or guardian assumes responsibility for the child's care.

Medication administration

If your child requires medication to be administered, you will need to complete a medication administration form.

HEALTHCARE **PRACTICES**

Dental emergencies

These are the steps we will take if confronted with a dental emergency.

Knocked-out tooth

- Find the tooth but do not handle it by the roots.
- If dirty, rinse tooth gently with only water.
- For permanent tooth: Gently place tooth back in mouth socket; have child hold it with finger or tissue. If tooth will not enter socket, place it in a glass of milk.
- For primary or baby tooth: Place tooth in a glass of milk.
- If milk is not available, wrap the tooth in clean wet cloth or sterile gauze.
- Contact the parent immediately for dental visit.

Loosened or chipped tooth

- Clean the area with warm water.
- Find the chipped portion of the tooth.
- Avoid movement of the tooth.
- Apply cold compress to face to minimize swelling.
- Contact parent immediately for dental visit (taking along chip).

Tooth pushed into gums

- Wash area with warm water.
- Do not attempt to move tooth into correct position.
- Contact parent immediately for dental visit.

Broken or dislocated jaw

- Immobilize jaw by placing a scarf, necktie, or towel under the chin and tying the ends on top of the head.
- Contact parent immediately for emergency room visit.

Injury to lips, tongue, cheek

- Rinse affected area with warm water.
- Place cold compress over area to minimize swelling.
- Contact parent for consultation

HEALTHCARE **PRACTICES**

Handwashing

- All adults at Burbank must follow rigorous handwashing procedures as detailed in the Ohio Administrative Code 5101:2-12-13.
  - *Upon arrival for the day, after breaks and upon returning from outside; After toileting or assisting a child with toileting; After contact with bodily fluids or cleaning up spills or objects contaminated with bodily fluids; After cleaning or sanitizing or using any chemical products; After handling pets, pet cages or other pet objects that have come in contact with the pet; Before eating, serving or preparing food or bottles or feeding a child; Before and after completing a medical procedure or administering medication; When visibly soiled (must use soap and water); Prior to departure.*
- All children must follow rigorous handwashing procedures as detailed in the Ohio Administrative Code 5101:2-12-13.
  - *Upon arrival for the day; After toileting; After contact with bodily fluids; After returning inside after outdoor play; After handling pets, pet cages or other pet objects that have come in contact with the pet before moving on to another activity; Before eating or assisting with food preparation; After water activities; When visibly soiled; Prior to departure.*

Disinfecting

Our staff understands the importance of slowing the spread of germs. We disinfect regularly using cleaning products approved by our District.

Our staff are required to disinfect based on the following criteria:

- All classroom materials will be disinfected each day.
- All tables will be disinfected after use.
- Anytime a child mouths a toy or classroom material, the object will be disinfected.

Toy policy

- We kindly ask that parents do not bring in toys from home unless the teachers have made a special exception.
- We do not allow play utilizing fictitious weapons (e.g., pretending a block is a gun or bringing in a toy knife or gun).

CLASSROOM **SCHEDULES**

Your child's classroom will post their daily schedule on their parent board. We expect that classroom schedules will change throughout the year as the classroom grows and changes.

Here are some sample classroom schedules:

Early Intervention Schedule

9:15-9:30 a.m.: Sign in and greeting
9:30-9:50 a.m.: Circle time
9:50-10:10 a.m.: Work time
10:10-10:40 a.m.: Motor time
10:40-11:00 a.m.: Snack
11:00-11:20 a.m.: Small groups
11:20-11:40 a.m.: Work time
11:40-11:45 a.m.: Pack up

Young Preschool Schedule

7:30-8:00 a.m.: Children arrive and wash hands; free choice
8:00-9:00 a.m.: Creative play, snack table open
9:00-9:30 a.m.: Climbing room
9:30-10:45 a.m.: Toilet, diapering
10:45-11:15 a.m.: Outside time or story time
11:15 a.m.-12:15 p.m.: Free play, climbing room
12:15-1:00 p.m.: Lunch
1:00-1:15 p.m.: Group time
1:15- 1:30 p.m.: Toilet, diapering
1:30-3:30 p.m.: Nap time
3:30-4:00 p.m.: Toilet, diapering
4:00-4:15 p.m.: Hand washing, snack
4:15-5:30 p.m.: Outside, free play, climbing room

Full-Day Preschool Schedule

7:30-8:00 a.m.: Children arrive, wash hands, free choice
8:00-9:00 a.m.: Creative play, snack table open
9:00-9:30 a.m.: Climbing room
9:30-10:45 a.m.: Toilet, diapering
10:45-11:15 a.m.: Outside time or story time
11:15 a.m.-12:15 p.m.: Free play, climbing room
12:15-1:00 p.m.: Lunch
1:00-1:15 p.m.: Group time
1:15- 1:30 p.m.: Toilet, diapering
1:30-3:30 p.m.: Nap time
3:30-4:00 p.m.: Toilet, diapering
4:00-4:15 p.m.: Hand washing, snack
4:15-5:30 p.m.: Outside, free play, climbing room

FAMILY **FUND**

Families are required to pay monthly tuition to have their children attend our full-day preschool.

Burbank has a Family Fund that will cover the cost of one month's tuition. Any currently enrolled family is able to apply for Family Fund if they have experienced a life changing event such as death of spouse, job loss, extenuating medical circumstances, divorce, etc. In order to apply, families must contact the school director in person.

Family Fund will be limited to one month of tuition assistance per family per calendar year.

In order to be eligible for this fund, tuition must be paid up to date as of the date of the Family Fund application in order to be eligible for assistance.