



FAIRMOUNT EARLY CHILDHOOD CENTER
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FAIRMOUNT EARLY CHILDHOOD CENTER
Student & Parent Handbook
2025-2026

Our Mission: To develop intellectual entrepreneurs with a social conscience

Board of Education

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www.beachwoodschoools.org/ContactUs.aspx

Welcome

We welcome you and your child to the Fairmount Early Childhood Center, a *Gold-rated, Step Up To Quality* program within the Beachwood City School District. The purpose of this handbook is to acquaint you with our Preschool Program, its daily operations, and the policies that govern it. The handbook will give you the information you need to help your child have a successful preschool experience at Fairmount School. All information found in this book is the policy that has been approved by the Beachwood City School District Board of Education. We encourage you to read this handbook in its entirety and then keep it handy so that you can refer to it during the school year.

Licensing Information

The Fairmount Early Childhood Center is licensed to operate under Chapter 3301-37 of the Ohio Administrative Code and other applicable rules for preschool programs. A copy of the license is available for review upon request in the director's office.

Although the preschool is a private, self-supporting program, the Board of Education sponsorship makes available to us the many resources of the school system. This enables the preschool to provide a rich curriculum for all children.

In accordance with the recommendations of the National Association for the Education of Young Children, the preschool maintains the following staff/child ratios: at least 1:8 in the three-year-olds' class and 1:10 in the pre-kindergarten class.

Philosophy of the Fairmount Early Childhood Center

The philosophy of the Fairmount Early Childhood Center is to provide a program with developmentally appropriate learning experiences that will support all students' growth. We believe in creating partnerships with every family to foster an optimum learning environment. We recognize the family as the child's first and primary educator. Parent participation, cooperation and communication are valued. We are dedicated to providing a

warm, safe and relaxed environment where children develop healthy social, emotional, cognitive and physical skills. Play is valued as a method for children to retain what they are taught within the context of their own experiences and development. Children work in small and large groups to explore, discover, imagine and problem-solve in a project-style approach. The needs of children with differing abilities are respected and met.

Admission

Fairmount Early Childhood Center serves children three through five years of age who are toilet trained. Our school year maintains the same calendar as the Beachwood Schools. We are closed on all national and school holidays.

Registration dates give priority to Beachwood residents. Registration for the upcoming school year and for our summer program will begin each December. Parents seeking admission can make an appointment to visit the preschool by contacting the director at 216-464-2600 ext. 216.

Attendance

The preschool program offers morning and all-day sessions for three-year-olds and morning or all-day sessions for four-year-olds that are 3.5 hours to 6 hours in length.

Late Pick-up Policy

For students participating in the all-day program, families must arrive between 3:00 and 3:10pm daily.

Tuition

Preschool fees are calculated for the regular school year. Children may attend the regular 3.5 hour or 6 hour school day. Tuition may be paid for in full, on a semester basis, or in nine installments for the academic year.

A \$200 non-refundable deposit is due upon registration. If the nine-month installment plan is chosen, the first payment will be due by September 5th. A monthly fee is billed by the 31st of the month and is due by the 5th of each month. A \$25 late charge will be added each month if tuition is not received by the 5th of the month. All fees for school are due in full by May 5th.

Cause for Termination

If a fee is unpaid by the fifth of the month, a \$25 late charge will be assessed. Service will be terminated at the end of the month in which fees are unpaid.

Withdrawal

Preschool space is limited. We ask that you inform us at least one (1) month in advance of plans to move or change schools. This will allow us to help your child and his/her

classmates with the transition.

Curriculum

The curriculum is carefully planned to provide a warm, nurturing, safe environment for the children attending preschool and all-day care. We implement the mandated state of Ohio Preschool content standards through Ready to Advance.

Fairmount Early Childhood Center takes pride in presenting a developmentally appropriate curriculum. We create an environment that is both individually and age appropriate for each child we serve. Materials and curriculum are carefully chosen to support the child's growth cognitively, physically, emotionally, socially and creatively. We work toward developing school readiness skills that are appropriate for Kindergarten and primary years. Computers and iPads are available for use in all classrooms. They are available to enhance the curriculum and provide children with a valuable learning tool. Children are encouraged to try the computer and iPad throughout the week.

A Constructivist and Project-Based Curriculum

Preschool children are active learners. They are motivated to acquire skills by imitating grown-ups and older children they know and admire. They want to make sense of their world. For children to retain what they are taught, experiences must be meaningful and within the context of their development.

At Fairmount Early Childhood Center we offer a constructivist curriculum. Projects provide content for practicing new skills and concepts. They are chosen on the basis of relevance to the children's lives and are integrated into our learning centers: the language and writing center, the art center, the block center, the science and discovery center, and the housekeeping and dramatic play center. Each area of study is based upon developmentally appropriate practices for preschool-age children.

Selection and Use of Equipment

Equipment and materials selected for use in the Preschool are of the appropriate size and type to meet the intellectual, physical, social, emotional and creative needs of the children enrolled. The program is located in a safe environment that accommodates its enrollees, supports children's growth and development, and meets the requirements of applicable law. The facility is used exclusively by the children enrolled in the Preschool when school is in session.

Recognition of Developmental Stages

Recognizing that children develop at different rates but in predictable sequences, we encourage growing independence and self-esteem through many challenging opportunities for success.

A three-year-old concentrates on him/herself and having his/her needs met promptly. Gross and fine motor coordination are developing. Attention span is short and language

skills are accelerating! The three-year-old is busy investigating and manipulating many materials. Play is parallel and sharing can be difficult. Feelings are expressed through actions more than through words.

The four-year-old is becoming social and likes to play with many friends. He/she is better able to share than the three-year-old. Advanced gross motor skills enable the child to run, jump and climb with skill. Small muscle coordination is just beginning to develop. The four-year-old likes to be admired for new accomplishments and shows a capacity to concentrate, set goals, and complete plans. Feelings continue to be expressed through actions more than words.

The five-year-old usually plays well with others. He/she is concerned with keeping order. Tattling often arises when children worry about others who are not following the rules. The five-year-old moves with ease and has greater small muscle coordination. He/she is eager to acquire facts and use tools, materials, and equipment with independence and competence. Most five-year-olds are interested in numbers, counting, printing and beginning reading and they are ready for more teacher-directed work for longer periods of time.

Meals

Children are required to bring their lunches. The preschool offers milk each day at lunch for an additional fee. Parents are asked to provide their preschoolers with lunch food items from each nutritional group:

vegetable/fruit	½ cup
bread, alternatives	½ slice or 1/4 cup
protein	1 ounce

We request that no soda/pop, candy, or highly-sweetened snacks be included in the lunch.

Daily Schedule

The preschool schedule has been developed to respond to the rhythm of a young child's interests and needs for work and relaxation, quiet and active times, individual and group activities, indoor and outdoor play, and large and small muscle movement, all in the course of a day. Children are free to explore areas that they choose during centers' time. Teachers will observe children's choices and guide them to participate in new areas throughout the course of the year.

Flexibility in the schedule below is essential to allow for "the teachable moment", the special programs and activities we offer during the week, and the individual needs of the classes.

Example Daily Schedules

3 & 4-Year-Old Half Day Morning Classroom Sessions	Activity
9:00-9:20 AM	Classroom Arrivals
9:25-9:40 AM	Opening Circle Time
9:40-9:50 AM	Snack
9:50-10:00 AM	Whole Group Instruction
10:00-10:45 AM	Centers Time and Small Group
10:45-11:00 AM	Group Time
11:00-11:45 AM	Outdoor, Large Muscle Play
11:45 AM – 12:15 PM	Lunch
12:15 PM-12:30 PM	Story, Closing
12:30 PM	Dismissal

Full Day Classroom Sessions	Activities
9:00-9:20 AM	Classroom Arrivals
9:25-9:40 AM	Morning Meeting
9:40-9:50 AM	Snack
9:50-10:00 AM	Whole Group Literacy Instruction
10:00-10:45 AM	Centers Time and Small Group
10:45-11:00 AM	Whole Group Time Social Studies
11:00-11:45 AM	Outdoor, Large Muscle Play
11:45 AM – 12:15 PM	Lunch
12:15 PM-12:30 PM	Story
12:30-1:00 PM	Quiet Time
1:00-1:10 PM	Whole Group Math Instruction
1:10-2:00 PM	Enrichment Centers Time and Small Group
2:00-2:30 PM	Large Muscle Play/ Outdoor
2:30-2:45 PM	Snack Time
2:45-3:00 PM	Closing Meeting
3:00 PM	Dismissal

Initial Orientation, Adjustment & Transitions

Children and parents are invited to make an appointment to visit the school prior to the beginning of the school year.

Classes begin the first day of school with a phase-in schedule for children and parents. The schedule will be sent to parents for each classroom's orientation plan. The schedule gives parents and teachers time to get to know each other and to share important information about the child. It gives the children the time they need to make a comfortable transition from home to school. If a parent is not available for phase-in, it is important to make arrangements with a familiar relative or friend to bring the child to school. The separation process may take longer for some children than others. The staff will assist you in working out a personalized separation schedule for your child if he/she needs more time. The most important factor in your child's successful adjustment is your confidence that he/she will be fine at school.

We ensure that students are provided with transitional supports as students transition into the program, between classrooms within the program as well as with transitioning out of the program. Adjusted schedules, teacher-created social stories, building/classroom tours and informal meetings with teachers and support staff are all incorporated into the transition plan. Transition plans are documented by the classroom teacher with input from parents and support staff to assure a smooth transition process for each student.

Toilet Training

Children enrolled in preschool must be toilet trained before attending preschool. Children must be wearing underwear. A child having accidents daily would not be considered toilet trained. Please note that wearing pull ups is not considered toilet trained.

By definition, "accidents" are unusual incidents and should happen infrequently. In these instances, the teachers will help children to change their clothes, encouraging independence as much as possible.

A toilet trained child is a child who can do the following:

- Communicate to the teachers that he/she needs to go to the restroom before they need to go
- Alert him/herself to stop what he/she is doing, to go and use the bathroom
- Pull down his/her clothes and get them back up without assistance
- Wipe him/herself after using the toilet (with minimal assistance for 3 year olds)
- Get on/off the toilet by him/herself
- Wash and dry hands
- Postpone going if they must wait for someone who is in the bathroom or if we are away from the classroom
- Wake up during nap time should they need to use the bathroom

We certainly will ask your child many times throughout the day and before nap time if they need to use the bathroom. A teacher will assist children as needed, but children should be able to complete toileting activities independently. This is an issue which protects all concerned.

It is not uncommon for a child who is fully toilet trained to have a setback when he/she is in a new environment. Preschool staff are aware of this and will assist the children when necessary. Please have your child dressed in clothing that he/she can easily manage independently. Please send a complete change of clothes appropriate for the season. These will be left at school in case of accidents, and returned at the end of the school year. Parents will be notified if a child has a toileting accident.

Nap Time Policies

Each child will have his/her own labeled cot. Cots will be cleaned with a disinfectant once a week and whenever soiled. Each child is encouraged to bring a blanket, pillow, stuffed animal or other comfort item from home. Items must be labeled and will be kept in a cubby with the child's name on it. Bedding will be sent home on Friday for laundering. Children may bring ONE quiet toy, book or puzzle to their cots to use independently at naptime. Children are given the opportunity to rest quietly on their own cots for 30-90 minutes. Quiet music will be played. Sleeping children will be allowed to rest longer if parents request, but no child will be forced to stay on his/her cot beyond 30 minutes. There will be a staff member present in the room at all times, in accordance with Ohio Department of Education's Rules and Regulations, and required staff/child ratios will be maintained.

One cot is available for each child who remains at school during rest time. Each cot with individual bedding is labeled as to its assignment and is for the exclusive use of one child between sanitation procedures. Cots are cleaned with an appropriate germicidal detergent and regularly sanitized.

Child's Records

Records on enrollment, health and progress are maintained for every child. The parents may review these records upon request.

Anti-Discrimination and Anti-Harassment

The district does not tolerate discrimination or harassment on the basis of race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religion, military status, ancestry, genetic information ("Protected Classes"), or any other legally protected category, in its education program and activity. It is the policy of the Board of Education to maintain an education environment that is free from all forms of unlawful discrimination or harassment. This commitment applies to all School District operations, programs, and activities. The Beachwood City School District Board of Education does not provide preferential benefits to a particular person or group based on race, color, national origin, or another Protected Class in its operations, programs, and activities and does not exclude anyone from, or otherwise disadvantage anyone in, the district's operations, programs, and activities based on race, color, national origin, or another Protected Class.

All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of discrimination or harassment. All reports shall be reported directly to the Principal or:

India Jackson

Director of HR

Anti-Discrimination/Harassment Coordinator, and Title IX Coordinator

ijackson@beachwoodschoools.org

216-464-2600

Class Rosters

Parental permission is required to release classmates' email addresses. Class email address lists will be made up of students whose parents have granted permission to publish their names. Lists will be prepared once annually.

Field Trips

We consider field trips to be an important part of the curriculum. In choosing educational trips to take with the children, we consider the appropriateness and safety of the trip for the individual child and for the class. Field trips will relate to the unit themes. To make them more meaningful, teachers prepare the class and then follow-up after the trip with classroom activities that extend what the children have learned.

Parents will be informed of field trips in advance and will be asked to complete a permission slip authorizing their child's participation. Children who have not returned signed permission slips will not be permitted to participate.

Children will wear identification tags containing the school name and phone number. They will travel aboard Beachwood City School buses. Emergency cards, a first aid kit and a cellular telephone will be carried by staff on all trips.

Parents will be invited to attend, assist, and supplement staff/child ratios.

Discipline

To discipline is to teach. It shows respect for children. Our goal is for children to manage themselves while developing inner controls. At Fairmount Early Childhood Center we provide a rich environment with many activities and choices so that children are involved in meaningful activities. Mistakes are seen as opportunities for learning. Teachers are patient when children lose control and understand that it takes time for children to work things through. We listen to what children say and value their feelings and frustrations.

Instead of "time out" our first attempt is to "work out" problems. We begin by setting clear, consistent and fair limits. We remind children of school rules. Teachers model acceptable behavior and redirect children into more appropriate activities. Guidance is a learning experience. Children resolve their own conflicts, problem-solve and are encouraged to verbalize their feelings. Consequences are used instead of "punishment" or "time out."

Discipline Restrictions

The center's actual methods of discipline shall apply to all persons on the premises. In addition to the restrictions outlined in rule 3301-35-15 of the Administrative Code, the following apply: (1) There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting. (2) No discipline shall be delegated to any other child. (3) No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, so the child may regain control. (4) 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. (5) No child shall be subjected to profane language, threats, derogatory remarks about himself or his family, or other verbal abuse. (6) Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents. (7) Techniques of discipline shall not humiliate, shame or frighten a child. (8) Discipline shall not include withholding food, rest, or toilet use, and food shall not be used as a reward for behavior. (9) 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 the sight and hearing of a preschool staff member in a safe, lighted, and well-ventilated space. (10) The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program. (11) A staff member who suspects that a child has been abused or neglected is to immediately notify the public children services agency and a serious incident report is to be completed and submitted to the department in accordance with section 2151.421 of the Revised Code.

Steps used in the classroom when a child is having a difficult time:

1. Child is reminded of the rule.
2. If a child continues to have a difficult time, s/he is asked to join the teacher until the child is ready to talk about the problem.
3. When the child is ready to discuss the incident, s/he tells the teacher what s/he did wrong and what s/he could have done instead.
4. The teacher helps the child to re-enter play or choose a different activity. The child is told that if the problem reoccurs, s/he will not be allowed to play.
5. Child is removed from the activity that is too difficult for him/her at that time and is redirected into a guided activity.

While children may be redirected from an activity, we are careful not to admonish or embarrass them in front of their peers. If a child continues to have a difficult time at school, we will initiate a parent conference to work out a consistent plan to help him/her at home and at school.

When parents are visiting at school we ask that they not discipline children other than their own, or approach other parents about school-related incidents. Instead, discuss problems with your child's teacher. Help your child prepare for changes and transitions that you anticipate as stressful.

After 3 incidents of aggressive behaviors (hitting, kicking, biting, punching) and a behavior plan has been in effect, the child may be temporarily or permanently removed from the center. We will ensure the safety of all children in The Fairmount Early Childhood Center.

Fire Drills and Weather Alerts

A plan is posted in each classroom explaining the action to be taken in the event of a fire or weather alert. All staff members are trained to execute this plan. Monthly fire and weather drills are held. Exit time is recorded in the director's office.

School Closings

Occasionally winter weather may require a snow day, or rare circumstances may necessitate an emergency closing. Please check local television and radio stations for weather-related school closings.

State Compliance

The Ohio Department of Education monitors our preschool's program compliance with state rules. The director is responsible for providing required reports of rule compliance as well as annual statements of compliance to the Superintendent of Schools. Parents may review these reports in the director's office.

Parents' Concerns

Parents' comments and suggestions for program improvement are always welcome. When a concern about your child arises, please share it with your child's teacher. If it is unresolved, you may make an appointment with the director. Program concerns should be shared with the director.

Publicity Release

Occasionally, students in the Beachwood City School District may be photographed or videotaped for promotional, public relations, news, or educational purposes. If you do not want your child photographed or videotaped, please notify the building director in writing or complete the Beachwood School Publicity Release.

PBIS: Positive Behavior Interventions & Supports

In our efforts to establish Beachwood City Schools as a safe, welcoming and purposeful learning environment, we have implemented a program called Positive Behavioral Interventions and Supports (PBIS). PBIS actively encourages students to achieve their academic potential and behave with good character. At Beachwood, the focus is on teaching and encouraging appropriate behavior in all areas of the school through five main behavior expectations: Be Honorable, Be Encouraging, Be Accountable, Be Respectful, and Be Determined. Students who are honorable, encouraging, accountable, respectful, and determined act appropriately to maximize learning for themselves and their classmates. Students take an active role in learning what the expectations mean and look

like in all areas of our school through activities, lessons, demonstrations, videos, and role-playing. In addition to learning the expectations, teachers and staff will recognize and reward students for better-than-expected behavior.

Behavior Matrix

The Fairmount Early Childhood Center/Bryden Elementary behavior matrix indicates the expected behaviors in all areas of school. This framework ensures consistency across learning environments, whether students are on the bus, in the classroom, or in the hallway. Please take time to review this matrix with your child. You will see that our expectations are simple and respectful of other human beings. We continually reinforce our expectations in preparing the students for life. Beachwood Schools staff believes that schools can only be successful when they help students grow academically, socially and emotionally. It is our goal to create an atmosphere for learning by setting clear expectations and directly teaching students about our expectations. By teaching students the necessary social skills for future success, we set our students on a course to be lifelong learners and successful citizens.



Fairmount Early Childhood Center Positive Behavior Matrix

	Honorable	Encouraging	Accountable	Respectful	Determined
Arrival / Dismissal	Listen and watch the adult in charge. Walk safely between the yellow lines.	Give a friendly reminder to others. Lead by example. Show others what good behavior looks like.	Greet friends and staff politely and smile at others. Use a quiet, calm body.	Keep your hands and feet to yourself. Use voice level 1 (whisper). Be a leader.	Walk to your designated space. Do cubby jobs. Check in with the teacher.
Hallway	Clean cubby.	Lead by example.	Use walking feet.	Use walking feet and keep	Do what is right even if

	Keep personal space and use walking feet. Hold your items at your side.	Acknowledge others.	Help others.	your hands to yourself. Respect everyone and the environment.	others are not.
Cafeteria/ Lunch Room	Take responsibility for your trash. Say 'please' and 'thank you'.	Include everyone when talking at the table. Help others open lunch items.	Use a level 1 voice. Throw away trash. Stay in your seat.	Stand in line with a calm body. Use appropriate table matters. Respect others' food choices.	Raise your hand if you need to get up. Be respectful of trash on the floor and pick it up.
Recess	Include others and take turns. Be honest when playing games and sports. Make safe choices and show self-control.	Include everyone while playing. Follow rules when playing games. Ask to help friends.	Use kind words and play safely with others. Listen and follow directions.	Take care of the equipment and toys. Use gentle hands and feet. Be aware of other peers' space. Line up quickly and quietly.	Show self-control during moments of emotion or conflict. Wait your turn.
Restroom	Use the restroom appropriately.	Be considerate of others' privacy. Encourage yourself and others to keep the bathroom	Show bathroom manners: -Flush -Wash hands -Keep clean	Wait your turn. Keep space clean. Give others privacy.	Take care of yourself and focus on you.

		clean. Report issues to an adult.			
Bus	Ride by following bus rules: Feet on floor, Seat on seat, Back on back. When exiting the bus, stay in line and be patient with those in front of you.	Give a friendly reminder to others. Lead by example. Show others what good behavior looks like.	Use quiet voices. Sit on your bottom and face the front of the bus. Use kind words to others.	Stay safely in your seat. Be kind to those around you. Use voice level 1.	Do what is right even if others are not.
Classroom	Use kind and respectful words to everyone. Make good choices even when others are not looking.	Lend a helping hand. Share your ideas. Compliment others.	Show your best work: -Neat handwriting -Timely manner Work Hard. Be organized and ready to learn.	Raise your hand. Use toys and materials appropriately. Eyes and ears on the speaker. Hands and feet to self.	When you don't succeed, try again.

Bullying, Harassment, and Intimidation

Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes aggressive behavior, physical, verbal, and psychological abuse, and violence within a dating relationship. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, on a school bus, or while enroute to or from school, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, in a school vehicle, or where an employee is engaged in school business.

Clothing and Possessions

Comfortable clothing is most appropriate for play. Preschoolers need sturdy, self-help clothing. Spills happen. *Please send in a complete change of clothing in a labeled plastic bag. Please include: shirt, pants, underwear, and socks.* Occasionally re-check your child's extra clothing for its seasonal and size appropriateness. We stress the importance of labeling all of your child's clothing. The children are encouraged to dress and undress themselves. Please help in this effort at home. Encouraging and praising children with independence is very helpful. Buy clothes, including coats and shoes that are easy for children to take off and put on.

Outdoor Wear

Your child needs a chance to play outside to get exercise and fresh air. Weather permitting, we will go outside every day. Please send boots, rain wear, snow pants, mittens, etc. that are appropriate for the weather. We do not have enough staff to keep a child indoors if he/she is not properly dressed or if he/she is not feeling well. If he/she is too sick to play outdoors, please keep your child home.

Toys, etc.

Children are welcome to bring one safe toy to school each day. A special belonging from home often helps a child feel safe and secure. We ask that only one toy be brought at a time. It is too difficult for children to keep track of more than one possession. Label all toys brought to school.

At naptime, children may bring a soft toy, blanket, stuffed animal or book. These will be stored in the children's cubbies. Please do not send toy weapons, animated toys, or delicate/fragile toys and treasures. **DO NOT SEND CANDY OR GUM TO SCHOOL.**

Parental Visitations

A person wishing to visit a school or observe a classroom or other school activity must comply with Board Policy 9150 and Administrative Guideline 9150 that are posted in the school and available from the school office. Every visitor to a school must first register at the school office and provide a photo ID. Sign-in lists showing name, time, person visiting, and time departing shall be maintained by the school office. Any person who does not first register with the school office is on school property illegally and shall be asked to identify himself/herself properly or to leave the school grounds. If the visitor refuses to leave the school grounds or creates any disturbance, the building principal should request aid from the Beachwood Police Department.

A person wishing to visit a school for the purposes of observing a student, a class, or other school activity must make arrangements in advance through the principal of that school. The principal reserves the right to decline the requested observation where the requested visit may result in an undue disturbance of the educational process or for other good cause. Teachers contacted by a person wishing to observe a classroom shall not make any

arrangements for the requested observation but instead refer the person to the principal. The District reserves the right to have a school representative present during the observation.

Building Volunteers

Certain programs and activities may be enhanced through the use of volunteers who have particular knowledge or skills that will be helpful to the students and staff. All volunteers shall always display appropriate behavior in the school environment. Volunteers may be required to submit to a background check and take courses as may be required by the Ohio Department of Education. Interested parties should contact the Principal for more information regarding volunteer opportunities. See [Board Policy 8120](#) for more information.

Written Evaluations

The preschool will hold formal conferences with parents to share a child's progress. A written evaluation of the child will be provided to families twice a year. Additional conferences may be requested by the staff or parents as needed.

Classroom News

On a regular basis, your child's teacher will e-mail home weekly bulletins and newsletters. Fairmount School newsletters will keep you informed about building events and news. **PLEASE READ EVERYTHING!!** We feel that parent/staff communication is very important to your child's adjustment and success at school.

Physical Examination

The Ohio Department of Education requires that each child have a physical examination and updated immunizations. After admission to the Fairmount Early Childhood Center, parents must provide a physical examination form with an attached updated immunization record, which is signed by a licensed physician before the child can begin school. This medical form must be completed annually thereafter. Children who do not have updated medicals on file will be asked to leave school until their records are updated.

Policies on Illness, Communicable Disease

At least one staff member covering each shift has completed the state required First Aid and Recognition of Child Abuse and Communicable Disease training, and is trained to recognize the common signs of communicable diseases and to provide emergency first aid care to the injured. The school's registered nurse is also available to the program on selected school days.

The teacher will be responsible for observing each child daily before he/she enters the group. A child with the signs or symptoms listed below shall be isolated immediately under the supervision of a staff member. The parent, guardian or emergency contact will be called to come and pick up the child.

Contagious Symptoms

1. diarrhea (three or more abnormally loose stools within a 24-hour period)
2. severe coughing (causing the child to become red or blue in the face or to make a whooping sound)
3. difficult or rapid breathing
4. yellowish skin or eyes
5. conjunctivitis ("pink eye") redness of the eye or eyelid, thick and purulent (pus) eye discharge, matted eyelashes, burning, itching, eye pain.
6. temperature of 100 degrees Fahrenheit or greater (taken by the auxiliary method when in combination with other signs of illness).
7. untreated infected skin patch(es) or rash
8. unusually dark urine and/or gray or white stool
9. stiff neck with an elevated temperature
10. Evidence of untreated lice, scabies, or other parasitic infestation
11. sore throat or difficulty swallowing
12. a contagious disease, as defined by the Ohio Department of Health Guidelines posted in office
13. nausea, vomiting (more than one time when accompanied by any other sign or symptom of illness)
14. any injury requiring a physician's care

Any child who has been sent home with contagious symptoms may not return until treated by a physician who has determined that the child is non-contagious and able to participate in regular activities or is symptom-free for 24 hours.

Two important reminders:

1. **A child must be fever-free for 24 hours without the use of fever-reducing medication before returning to school.**
2. **A child must be 24 hours free of vomiting or diarrhea without the use of medication before returning to school.**

Parents of other children enrolled in a classroom where a child has been diagnosed as having a communicable disease will be notified. A communicable disease chart is posted in the nurse's office.

Isolating and Discharging an Ill Child:

1. A mildly ill child will be monitored closely by the classroom staff for any changes in symptoms that may require more direct care.
2. A child exhibiting more severe symptoms will be taken to the nurse's office to determine action steps to care for the child in isolation or to return them to class.

3. A child with the following signs or symptoms of illness shall be immediately isolated from other children. Decisions regarding whether the child should be discharged immediately or at some other time during the day shall be determined by the director and the parent or guardian. The child, while isolated at the program, shall be carefully watched for symptoms listed above as well as the following: (a) Unusual spots or rashes; or (b) elevated temperature.
4. A child will be isolated due to suspected communicable disease or other symptoms of illness as stated above.
5. An isolated child will be cared for in the nurse's office. A staff member or office secretary will supervise the child from the adjoined office. The child will rest on the cot located in the nurse's room, which is routinely cleaned and disinfected. The blankets/linens provided for the child will be laundered after each use. The cot will be disinfected with an appropriate germicidal agent, or, if soiled with blood, feces, vomit, or other bodily fluids, the cots will be cleaned with soap and water and then disinfected with an appropriate germicidal agent. The child will be observed carefully for worsening conditions and discharged to the parent, guardian, or person designated by the parent as soon as practical.

Medications

Please see [Board Policy 5330](#) for more information. Before any prescribed medication (i.e., a drug) or treatment may be administered to any student during school hours, a written statement from a licensed health professional authorized to prescribe drugs ("prescriber") accompanied by the written authorization of the parent/guardian [Form](#) ([Form 5330f1](#)) must be submitted to the Main Office.

Before any non-prescribed medication or treatment may be administered, prior written consent of the parent along with a waiver of any liability of the District for the administration of the medication ([see Form 5330F1a](#)) must be submitted to the Main Office.

Forms must be completed every year using the Infinite Campus Parent Portal. These documents shall be kept in the office of the school nurse and made available to the persons designated by this policy as authorized to administer medication or treatment.

Students shall be permitted to carry and use, as necessary, an asthma inhaler, provided the student has prior written permission from the student's parent and physician, and has submitted this [Form](#) ([Form 5330f3](#)) to the Principal and school nurse.

Students shall be permitted to carry and use, as necessary, an epinephrine auto injector to treat anaphylaxis, provided the student has prior written approval from the prescriber of the medication and the student's parent/guardian if the student is a minor, and has submitted this [Form](#) ([Form 5330f4](#)) to Principal and school nurse.

The parent/guardian or the student shall provide a backup dose of the medication to the Principal or school nurse. This permission shall extend to any activity, event, or program sponsored by the school or in which the school participates. In the event epinephrine is administered by the student or a other school employee at school or at any of the covered events, the school official shall immediately request assistance from an emergency medical service provider (911). Students with diabetes who are authorized to attend to their diabetes care and management may do so in accordance with [Board Policy 5336](#).

Any student who distributes medication of any kind or who is found in possession of unauthorized medication is in violation of the Student Code of Conduct and will be disciplined in accordance with the drug-use provision of the Student Code of Conduct.

Any unused medication unclaimed by the parent/guardian will be destroyed by school personnel when a prescription is no longer to be administered or at the end of each school year. The parent/guardian shall have sole responsibility to instruct their child to take the medication at the scheduled time.

Absences - Call us to let us know when your child will be absent

The Fairmount Preschool office number is 216-464-2600. We must be aware of any communicable diseases. If your child will be out for several days, update us about the absence. Please be aware that when a child is absent there will be no fee adjustment.

Release of Child to Other Adult(s)

The preschool only can release your child to those adults for whom we have written authorization - - a parent or a parent-designee. If you wish to have a friend or relative pick your child up on a particular day, you will need to write us a note to release your child to that adult. We also must have a written note to allow your child to go home with a classmate or friend.

Emergency Care Person

In the event your child is injured or ill, or if you are unable to pick your child up, the preschool will always try to reach you first. But, we must have the names of two emergency contact numbers to whom you would entrust your child's care if you could not be reached. It is the parent's responsibility to notify the preschool of any changes in name, address or phone numbers during the year.

Safety

The safety of everyone in the building and on school grounds is one of the district's most important priorities. Everyone involved with the school has the responsibility to notify the school administration of any person or condition that may cause a threat to school safety.

Student safety is the responsibility of both students and staff. Staff members shall be familiar with emergency procedures such as evacuation procedures, fire and tornado drills, safety drills in the event of a terrorist or other violent attack, and accident reporting procedures. During and after school hours, staff shall question anyone in the building not wearing a building pass or not recognized. Portions of the building not needed after school days will be closed.

The outside doors to the school building are locked during the school day. All visitors must enter the school building through the front doors and report to the main office and follow the district's visitor rules and restrictions ([Board Policy 9150](#)).

Arrival and Departure

Preschool children must be brought in by their parents or an authorized designee. Parents are asked to speak to the teachers about their child's presence, needs, and concerns before or after school hours.

Additionally, parents are required to sign in daily on a form provided in each classroom. Help your child get settled, put things away and refrigerate lunch items before leaving in the morning.

Communications

The preschool has a phone line in the classroom. During office hours (8:00 a.m. - 3:30 p.m.) parents are asked to call the front desk at 216-464-2600, who will transfer calls into voicemail. We recognize how important it is for children to be able to communicate with their parents. On occasion, if a child is feeling lonely, we assist him/her in phoning a parent to keep in touch. Parents also are permitted to phone their children during a long day or a stressful period, such as during separation or at nap time.

Accidents and Emergencies

In the event of an accident, the teacher or director will determine the seriousness of the situation and decide if immediate medical or dental attention is needed. The parent will be informed by telephone and instructed as to the nature of the injury. The child will be taken to a parent-designated hospital. Should neither parent be available, the child's doctor or dentist and/or emergency designee will be notified. The parent or designee will be instructed to meet the staff member at the hospital. A staff member will remain with the child as long as is necessary. A written report of the incident will be filed promptly at the Center.

A first aid kit is available in the preschool. The school's registered nurse will be notified of any emergency situation.

Beachwood City Schools Communication Standards

(Revised 5-22-24)

All members of the Beachwood Schools community (students, staff, families) have the **right to expect** respectful and professional communication with others. This means that all communications and interactions with school community members, including through digital communication such as email, should be free from demeaning, threatening, harassing, abusive, prejudicial/biased, hateful, profane, and defamatory comments.

Communication Standards

- **Listen actively to understand.** Fully concentrate on, try to understand, and thoughtfully respond to what is being said, both verbally and nonverbally, in hopes of achieving mutual understanding across different points of view.
- **Question kindly** – Each unknown is an opportunity to gain understanding or grow. If you disagree, try to learn. Be kind. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
- **Be conscious of body language and nonverbal responses** – They can be as disrespectful as words.
- **Speak from experience** – ("I" instead of "they," "we," and "you") We build understanding by replacing generalizations with personal observations about ourselves and our own lives. Instead of invalidating somebody else's story with your own spin on her or his experience, share your own story and experience.
- **Respect everyone** – We all want what's best for our community, and even if we disagree, we aren't disagreeable. Respect can take many shapes and forms; listen closely to understand the needs of the participants.
- **Look forward** – Focus on possibility, on how to start, and who can help.
- **No demeaning, threatening, harassing, abusive, prejudicial/biased, hateful, profane, and defamatory comments or statements** – These forms of speech are unacceptable in the Beachwood Schools and are not protected by the First Amendment.

Practices And Procedures

Responsibility to Uphold Standards:

All participants hold an equal responsibility to uphold the standards and to hold each other responsible for upholding the standards during interactions.

Interactions: (ex., parent-teacher conferences, sporting events, meetings, club meetings, etc.)

Whenever possible, the **standards**, along with the **goals** and **roles** for the interaction, should be **sent to all participants in advance**. For meetings, the lead person will review the goals and participants' roles at the start.

Responsibilities of those in leadership positions:

Administrators - are responsible for modeling, monitoring, and applying the standards.

Staff - are responsible for modeling the standards, monitoring them, and applying them when an administrator is not present.

Students - are responsible for modeling the standards, and monitoring and applying them when an administrator or staff member is not present.

Parents - are responsible for modeling the standards, and monitoring and applying them when an administrator or staff member is not present, and the parent is leading a school-based or school-support organization (ex. booster organization or affinity group).

How to Address Missteps:

Should any school community member feel the "Standards of Communication" are not being upheld, **they should take one or more of the following steps:**

- Name the standard of communication that is not being upheld and ask that a more appropriate means of communication be used and/or
- Ask for support based on the roles stated above (Administrator, Staff, Parent Leader, Student Leader) and/or
- Leave the setting and/or
- If missteps continue after they have been addressed, the communication, interaction, meeting, or event will be discontinued. It may be rescheduled only after the appropriate administrator has discussed the issue with the person responsible for the repeated missteps and obtains their agreement to uphold the standards in the future.

Reporting:

- School community members who feel the standards were not upheld and wish to discuss a situation further should use this [FORM](#). Reports can be made anonymously. Responses to this form will be sent to the Human Resources Department and routed to the appropriate party. Generally, this is the administrator/supervisor or building principal most directly connected to the persons involved.