

Bellevue City Schools Preschool Student Handbook



2025 - 2026

VISION STATEMENT

To be the most innovative, student focused public school in Ohio by educating every child, every day with intent, integrity and purpose.

Table of Contents

PROGRAM LICENSING AND OVERSIGHT	4
ADMISSION PROCEDURES	4
WITHDRAWAL PROCEDURES	4
PRESCHOOL MONTHLY TUITION SCALE – 201% FPL AND GREATER	5
PROGRAM PURPOSE	6
PROGRAM PHILOSOPHY	6
MAJOR COMPONENTS OF THE EARLY CHILDHOOD EDUCATION PROGRAM	7
PARENT–TEACHER CONFERENCES	7
PARENT INVOLVEMENT	7
TRANSITIONS	8
CURRICULUM	8
EARLY LEARNING ASSESSMENT	9
SNACK	10
BIRTHDAY CELEBRATIONS	11
CHILDREN'S CLOTHING	11
TOYS	12
BOOKS	12
CHILD DROP OFF AND PICK UP	12
ATTENDANCE/ABSENCE.....
.....1212
CANCELLATIONS	12
DELAYS	13
SAFETY OF CHILDREN	13
MEDICAL EMERGENCY PLAN	14
MANAGEMENT OF COMMUNICABLE DISEASE	14
MILDLY ILL CHILDREN IN THE PRESCHOOL CLASSROOM	15
KEEPING CHILDREN HOME FROM SCHOOL DUE TO ILLNESS AND RETURNING	15
ADMINISTRATION OF MEDICATION	17
IMMUNIZATIONS REQUIRED FOR PRESCHOOL	17

DISCIPLINE POLICY	18
STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY	19
GRIEVANCE PROCEDURES	22
WEAPONS, TOBACCO, NARCOTICS, ALCOHOLIC BEVERAGES, DRUGS AND COUNTERFEIT CONTROLLED SUBSTANCES	22
MEDICAID SCHOOL PROGRAM BILLING STATEMENT	23
HEALTHCHEK SERVICES	23
CODE OF ETHICS	24
GENERAL STATEMENTS	24
PRESCHOOL INFORMATION, SCHEDULE AND PHONE NUMBERS	25
COMPLAINT PROCEDURES	26
EARLY CHILDHOOD EDUCATION (ECE) ENTITLEMENT PROGRAM	26

PROGRAM LICENSING AND OVERSIGHT

The Bellevue City Schools' preschool program is licensed by the Ohio Department of Education and follows the requirements of Chapter 3301-37 of the Ohio Administrative Code. The program's current license, most recent compliance report, and corrective action plan, if applicable, are posted in or near the preschool classroom. Parents/Guardians may request a copy of the current program compliance report.

The program has been awarded as Gold Level through the state for Step Up To Quality rating system. This rating reflects the highest level of quality in early childhood learning environments, instructional practices, and supportive adult-child relationships.

ADMISSION PROCEDURES

Children are eligible for enrollment in the preschool program if they are 3 or 4 years of age by August 1 of the current school year. According to the preschool grant, priority is given to income eligible families. Returning students must submit an application for a second year. A waiting list is maintained after all available slots are filled. The first name on the waiting list will obtain the first available slot, etc.

Parents must complete the application online through FinalForms including a Preschool Application, Verification of Income form, and Emergency Medical Authorization form prior to acceptance in the preschool program. Parents must also provide a copy of the child's birth certificate and proof of residency. Parents are responsible for obtaining a dental and physical examination for their children, at their own cost, prior to the first day of school, or not later than 30 calendar days after the first day of school. Please note that both lead and hemoglobin screenings are required as part of the physical examination. The physical form may be completed by a physician, a physician's assistant, a clinical nurse, or certified nurse. A new physical form is required for returning students within 13 months from the date of the most recent examination. Children who do not have the Dental Health Record and Medical/Physical Form completed by the required date will not be able to attend preschool until the requirement is met.

WITHDRAWAL PROCEDURES

Withdrawal of a child from the preschool program may be initiated by the preschool supervisor for factors including, but not limited to, inconsistent attendance, non-payment of tuition, lack of current medical or dental forms, or change of residence to one outside the school district. The preschool supervisor and parent/guardian will discuss options for the child to remain in the preschool program. Written notification will be provided to the parent/guardian in the event of withdrawal from the program. A parent/guardian who is considering withdrawal of their child from the program should contact the preschool supervisor.

TUITION PAYMENT POLICY

Tuition – State-funded early childhood education programs are required to establish a sliding fee scale and collect tuition from families earning more than 100% of the federal poverty level. Program tuition is based on a sliding fee scale according to family size and income. Only families under 100% of the federal poverty level and students with Individualized Education Plans are not charged tuition. All income derived from tuition is used to support the preschool program.

Parents are notified of their child’s tuition rate in their enrollment confirmation letter. Tuition payments are due the **first day of each month, September through May**. Children will not be able to attend preschool if there is tuition past due. If tuition is not paid by the end of the month, your child will be removed from the class roster and replaced by a child on the waiting list. If you have concerns about tuition payment or your household income changes during the school year, please contact the Preschool Teacher at 419-484-5050.

Tuition payments may be made in person at the **Bellevue Elementary School** office or mailed to: **Bellevue Elementary School, Attn: Preschool, 1150 Castalia Street, Bellevue, Ohio 44811. Make a check or money order payable to: Bellevue City Schools**. Please print your child's name on the memo line of the check to ensure proper credit. Payment will not be collected in the preschool classroom.

PRESCHOOL MONTHLY TUITION SCALE – 201% FPL AND GREATER monthly tuition - \$200.00

Ohio Department of Child and Youth, Office of Early Learning and School Readiness
25 South Front St.
Columbus, OH 43215

United States Department of Health and Human Services
2024 FEDERAL POVERTY GUIDELINES

* Size of Family Unit	100% Poverty Level	125% Poverty Level	150% Poverty Level	175% Poverty Level	185% Poverty Level	200% Poverty Level
2	\$20,440	\$25,550	\$30,660	\$35,770	\$37,814	\$40,880
3	\$25,820	\$32,275	\$38,730	\$45,185	\$47,767	\$51,640
4	\$31,200	\$39,000	\$46,800	\$54,600	\$57,720	\$62,400
5	\$36,580	\$45,725	\$54,870	\$64,015	\$67,673	\$73,160
6	\$41,960	\$52,450	\$62,940	\$73,430	\$77,626	\$83,920
7	\$47,340	\$59,175	\$71,010	\$82,845	\$87,579	\$94,680
8	\$52,720	\$65,900	\$79,080	\$92,260	\$97,532	\$105,440
9	\$58,100	\$72,625	\$87,150	\$101,675	\$107,485	\$116,200
10	\$63,480	\$79,350	\$95,220	\$111,090	\$117,438	\$126,960
11	\$68,860	\$86,075	\$103,290	\$120,505	\$127,391	\$137,720
12	\$74,240	\$92,800	\$111,360	\$129,920	\$137,344	\$148,480

PROGRAM PURPOSE

The purpose of the Bellevue City Schools' Preschool program is to promote kindergarten readiness through the cognitive and social/emotional development and physical well-being of preschool students.

PROGRAM PHILOSOPHY

We believe the learning process involves three equally important partners: the child, parents, and teachers.

We believe each child is unique, capable, and full of potential.

We believe children learn actively through play and meaningful interactions with others in stimulating environments.

We believe children need time to explore their interests, refine and express their ideas, and build relationships.

We believe the role of the teacher is to support each child's growth and development by providing new experiences, helping each child express his/her ideas, and guiding social interactions.

We believe in the importance of parent participation in school activities and decision-making on behalf of their children.

PROGRAM GOALS

The primary goals of the preschool program are to:

- * provide an environment which promotes respect and supports learning
- * foster the development of positive self-esteem
- * support and promote positive relationships with peers and adults
- * facilitate and encourage the construction of knowledge within an integrated curriculum
- * provide a wide variety of multi-age, multi-level materials and learning experiences
- * offer opportunities for children to actively explore their environment through developmentally appropriate activities
- * model and promote opportunities for fitness activities and healthy nutritional choices
- * respect and maintain confidentiality surrounding children and their families
- * strengthen the relationship between families and school

MAJOR COMPONENTS OF THE EARLY CHILDHOOD EDUCATION PROGRAM

Since 1993 the preschool program has followed the Federal Head Start performance standards to ensure that comprehensive family services are provided. There are four major components in the preschool program:

1. Education - The program is designed to meet each child's individual needs. It also aims to meet the needs of the community served and its ethnic and cultural characteristics.
2. Health - The preschool program emphasizes the importance of early identification of health problems. Comprehensive health care includes medical, dental, nutrition, and mental health services. Healthy children have more energy to invest in learning and developing
3. Parent Involvement - Parent(s)/guardian(s) are encouraged to be involved in parent education and enrichment, program planning, and operating activities.
4. Social Services - Social Services represent an organized method of assisting families to assess their needs and provide information about available community resources.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are available to include parents in their child's education. Parents will also have the opportunity to share information about their child which will help the teacher plan learning. Fall and spring parent-teacher conferences will be held to share child development and progress. Parents are encouraged to schedule a personal conference with the teacher if there are concerns or they wish to discuss their child's preschool experience between conference periods. We strive to include parents in the educational process and look forward to sharing this individual time with each family.

PARENT INVOLVEMENT

We believe parent/guardian participation is a vital component of a child's school experience. Parents/guardians provide valuable input that helps to ensure a successful transition between home and school. Parents/guardians are encouraged to become actively involved in the preschool classroom.

- * Parent/guardian questionnaires, completed prior to entry into the program, provide important information about each child's and family's needs.
- * **Parents/guardians are welcome to observe and visit classrooms at any time.**
If a parent/guardian plans to stay for an entire class session, please arrange the

visit in advance with the classroom teacher.

- * Parent/guardian conferences are held twice a year. Additional conferences may be scheduled at the request of the parent/guardian or the teacher.
- * Parents/guardians are invited to attend parent/guardian meetings. These meetings focus on issues and concerns relevant to young children and their families.
- * Parents/guardians are welcome to become involved in informal ways such as sharing a special talent with a class or going on a field trip.
- * Parents/guardians who will supervise children, other than their own, on a field trip or in the classroom must sign a Volunteer/Chaperone Release Form and complete a BCI/FBI background fingerprint check. Parents/guardians must pay the fee for the BCI/FBI background fingerprint check. The background check is effective for five years.
- * Parents/guardians are given the opportunity to complete an annual program survey. Feedback is used in the program's continuous improvement process.

TRANSITIONS

Knowledge and communication are crucial components in successful transitions for children, parents/guardians and service providers. Transitions occur as children enter a preschool program, move to a different preschool program, and move from preschool to kindergarten/school-age programs.

A variety of transition activities are available to assist children, parents/guardians, and staff in achieving a seamless transition as young children move from one program to the next. Activities to support children and their parents/guardians may include opportunities for parents/guardians and children to visit potential preschool, kindergarten, or other school-age classrooms; written information regarding registration and screening; classroom activities such as books and videos relating to starting preschool or school; and opportunities for receiving preschool or kindergarten teachers to visit toddler or preschool classrooms. Each child transitioning from one program to another shall have a written transition plan in place which will involve input from parents/guardians, teachers, and other members of a child's team as appropriate. Responsibilities for transition activities will be delineated on the written plan. Sending and receiving staff shall determine the student information which shall be shared after receipt of any required parental/guardian consent. The program ensures children who are age-eligible are enrolled in kindergarten upon leaving the early childhood program unless another placement has been determined based on parental/guardian choice.

CURRICULUM

The Bellevue City Schools' Preschool curriculum is aligned with the Ohio Early Learning and Development Standards. Ohio's Early Learning and Development Standards describe key

concepts and skills that young children develop during the birth-to-five-year period. Their purpose is to support the development and well-being of young children and to foster their learning. The standards include the following five domains of development:

- Social and Emotional Development
- Physical Well-Being and Motor Development
- Approaches Toward Learning
- Language and Literacy Development
- Cognition and General Knowledge, which includes Math, Science, and Social Studies

Young children learn holistically and social-emotional development is at the center of their learning. Teachers use their observations of children's interests and integrated learning to plan new learning experiences and support the development of knowledge and skills in all areas of school readiness. The Bellevue City Schools' Preschool uses The Creative Curriculum program to address the essential domains of development.

EARLY LEARNING ASSESSMENT

Ohio's Early Learning Assessment is a tool that teachers use with preschool age children to learn about the current level of each child's skills, knowledge, and behaviors. The tool assesses each child in the areas of Social Foundations, Language and Literacy, Mathematics, Science, Social Studies, Physical Well-Being and Motor Development, and Fine Arts.

Teachers use the tool to observe children in the classroom and on the playground, in the natural course of the child's day. The Early Learning Assessment is not a test. Your child will not have to complete questions or provide test answers. Teachers use the information they collect to plan activities and opportunities that will support the continued growth of each individual child. They will also use the information to see how a child is growing and changing over time.

The Early Learning Assessment is used multiple times throughout the year. Teachers will be able to share a report with families that explain their findings and provide suggestions on activities families can do at home to continue to support children's growth and development.

Reading/Language Arts Area

Children use books, audio tapes, computers, and games to help them understand the relationship between spoken and written language. Most importantly, children enjoy and develop both forms of language.

Block Area

Block experiences encourage children to use their imagination, require cooperation with others, and help develop eye-hand coordination. Blocks also help develop understanding of shapes, measurement, and balance.

Dramatic Area

Children use creative thinking, develop skills in communicating and relate to others, and explore daily living experiences and roles through pretend play.

Manipulative Area

Children handle small puzzle pieces, beads, and sewing toys, developing fine motor skills and eye-hand coordination. They develop math skills by comparing sizes, colors, and shapes and by grouping.

Science Area

Children use magnets, weighing and measuring instruments, and magnifying glasses, to learn about the world around them. They observe, measure, classify, predict, experiment, and communicate their discoveries. Young children will begin to develop habits of problem solving and investigating - asking "why?", and then finding out!

Art Area

Children use their creativity to help develop fine muscle control and eye-hand coordination. They learn about color, line shape and texture, and how to use paints, crayons, paper, clay, glue, scissors, and markers. Children learn to express themselves through visual medium such as painting and drawing.

Water and Sand Area

Children use water, rice, sand, cornmeal, cornstarch, measuring cups, mixers, sponges, funnels, and objects that sink or float to learn math and science concepts. They weigh, measure, and learn properties of materials. They use imaginative play and cooperate with others, while using small and large muscles in digging, hauling, pouring, and cleaning up!

Large Muscle Activities

Children will use the outside area, weather permitting, and the inside area for supervised activity. They use balance beams, mats, tunnels, balls, and other materials, to develop physical skills such as pulling, pushing, climbing, jumping, and running. Play during this time requires cooperation and following teacher direction. Number, counting, and spatial concepts such as over/under, up/down, and in/out are developed.

SNACK

Parents/Guardians will be asked to periodically provide a nutritious snack for their child's class. For the health and safety of all children, we have established the following policy regarding snacks:

- We are a nut-aware facility. Special arrangements will be made for nut-allergies.
- All food and drink brought in for snack will be pre-packaged and unopened.
- No homemade snacks will be served or sent home with children.
- Each snack will consist of at least one food from two of the four basic food groups.
- Drinks may be 100% juice (individual boxes or a plastic bottle), water (small individual bottles, or a gallon of bottled water), or milk (2% low-fat or skim milk – white or

chocolate).

- If you choose to bring a special treat to celebrate your child’s birthday or a holiday, please purchase individually wrapped, factory-sealed snack/treat items. Your child will place them in the mailboxes to be sent home.

Acceptable Foods for Snack

Please choose one food from each of **two different** food groups.

(Ex. Crackers and pepperoni, *or* mini bagels and 100% fruit juice boxes, *or* bananas and cereal bars, *or* frozen go-gurt and chex mix, etc.)

<p>FRUITS</p> <ul style="list-style-type: none"> • Bananas (1 per child) • Strawberries • Bag of pre-packaged apple slices • Fruit cups • Applesauce cups • Store-packaged/pre-sliced fresh fruit • 100% fruit juice-boxes or bottles <p>*NO grapes, fruit snacks, fruit roll-ups, sweetened fruit-flavored water, Sunny D, V-8 Splashes, or “juice” that is not 100% fruit juice</p>		<p>GRAINS</p> <ul style="list-style-type: none"> • Bread • Mini bagels • Rice cakes • Whole grain tortillas • Crackers –whole grain, graham • Pretzels • Snack packs (cracker/cheese) • Chex mix • Granola bars • Cereal bars • Low-sugar cereal <p>*NO cookies, cupcakes, or high-sugar snack</p>
<p>VEGETABLES</p> <ul style="list-style-type: none"> • Bag of baby carrots • Pre-packaged vegetable tray <p>* Ranch dressing to dip (unopened/no refrigeration needed)</p>	<p>MEATS/PROTEIN</p> <ul style="list-style-type: none"> • Slim Jims • Pepperoni slices (unopened/no refrigeration needed) • Peanut butter, if no allergies <p>*NO lunch meat</p>	<p>DAIRY</p> <ul style="list-style-type: none"> • Cheese – Bag of cubes, sticks, slices • Go-gurt or yogurt cups • Pudding cups • 2% or skim milk (white or chocolate.) <p>*Yahoo chocolate drink is NOT milk</p>

BIRTHDAY CELEBRATIONS

Your child may bring a treat to pass out to friends as they depart for home. School policy prevents us from putting birthday party invitations in children’s mailboxes. If you would like to invite ALL the children in your child’s class to a party, you may give invitations directly to parents/guardians before or after class. If you intend to invite only some children, please contact those parents/guardians personally outside of preschool.

CHILDREN'S CLOTHING

We are very active in our classroom and often use paints and other "messy" materials. We spend time outside when the temperature (considering wind chill) is above 20 degrees Fahrenheit, and it is not raining or otherwise threatening. Please dress your child for active play both indoors and

outdoors - including sweaters, jackets, mittens, coats, boots, hats, etc., all labeled clearly with his/her name. Please have your child wear shoes which tie or have secure velcro straps. Flip flops and clogs are unsafe on the outdoor climbing equipment.

TOYS

Please have your child keep their personal toys at home. We will have special days when children will have the opportunity to share items from home.

BOOKS

Children who are read to regularly have larger vocabularies and become better readers than children who do not have early experiences with books and print. We encourage parents/guardians to read to their children every day. There will be a variety of opportunities for parents/guardians and children to explore books and print through home-school activities.

CHILD DROP OFF AND PICK UP

Your child's safety is our first priority and these rules will be strictly adhered to:

1. Preschool Parking Lot - Always **WAIT** in cars until staff member is outside and your child's assigned color is shown. (assign colors)
2. Adult will say good-bye at the gate and staff members will take child in.
3. Late drop offs/Early Pick ups at gate. **Wait for staff to open gate if students are on playground.**
NO Early Drop-offs or Late Pick ups!!!
4. Pick up - wait for your child's color to be held up and meet your child at the gate.

Must have picture ID and be 18!

ATTENDANCE/ABSENCE

If you decide not to bring your child to preschool, please call and notify the **school, 419-484-5052** or **or send a text stating student's name and the reason for their absence 419-318-9367**. Please notify the school if your child is diagnosed with a contagious illness. An excused absence includes illness, doctor or dentist appointment, or emergency. When you return your child to school after an excused absence, please submit to the teacher a note describing the reason for the absence. If there are an excessive number of unexcused absences in one month, your child may be removed from the class roster.

CANCELLATIONS

When the Bellevue City Schools are closed, the preschool is closed. The preschool sessions will

be cancelled or dismissed early if the Bellevue City Schools are closed or dismiss early. School closings will be announced through the **School Messenger** phone call system; TV channels **3, 5, 8, 11, 13, 24**; and on local radio stations **WFRO, WNRR, WLKR, and WCKY**. You may also call the Bellevue City Schools Snow Line at **419-484-5033**, or log on to **www.bellevueschools.org**. If school is open, but the weather is inclement or threatening, the decision to bring your child to school will be yours. When preschool is closed, any planned activities, such as field trips or special programs, will also be cancelled.

DELAYS

In the event of a two-hour delay, the morning and afternoon sessions of preschool will be shortened to allow both sessions to be held. The morning class will meet from **10:30-12:30**. The afternoon class will meet from **1:45-3:45**.

SAFETY OF CHILDREN

- Children will be supervised by a preschool staff member at all times.
- The outside play area will be supervised so that all children are visible to a member of the teaching staff at all times. Children will be supervised going to and coming from the outside play area and the classroom.
- Written notification from the parent/guardian is required when a change occurs in your child's regular transportation plan. No exceptions will be made. We require picture identification from a driver's license for any person picking up the child who is not listed on the transportation authorization form.
- Emergency Medical Authorization Form or alternate plan, is required for children to attend preschool.
- Preschool staff members shall notify parents in writing when their child is injured by providing a copy of an accident report. The program shall maintain a log of injury reports.
- Fire drills will be held monthly. Tornado drills are also practiced during the months of March through June.
 - Emergency plans are posted in each classroom in the event of a tornado or fire.
- All preschool staff members are trained in first aid, infant and child CPR, recognition of child abuse/neglect, and management of communicable diseases. A first aid kit is available on site.
- Preschool staff members shall have a medical exam and/or test(s) according to district policy for employment.
- Preschool staff members, non-teaching staff, and volunteers will follow all applicable

preschool license and rule requirements.

MEDICAL EMERGENCY PLAN

Each child is required to have a current Emergency Transportation Authorization Form and Emergency Medical Authorization Form on file. These forms must be completed and returned by the first day of school. Any child without these forms will not be permitted to attend class.

In the event of an emergency, the following procedures will be taken:

* Parents will be contacted immediately unless the situation is life-threatening. In this case, 911 will be called before attempting to reach the parents.

*If efforts to reach the parents are unsuccessful, the faculty will follow instructions listed on the Emergency Medical Authorization Form.

MANAGEMENT OF COMMUNICABLE DISEASE

The following precautions will be taken for children suspected of having a communicable disease:

1. School staff will notify the parent/guardian of the child's condition when a child has been observed with signs or symptoms of illness. If the parent/guardian cannot be reached, school staff will use the emergency medical contacts provided by the parent/guardian.
2. A child with any of the following signs or symptoms of illness shall be immediately isolated and discharged to his/her parent/guardian or alternate:
 - Diarrhea (more than one abnormally loose stool within a 24-hour period);
 - Severe coughing, causing the child to become red or blue in the face or to make a whooping sound;
 - Difficult or rapid breathing;
 - Yellowish skin or eyes;
 - Conjunctivitis;
 - Temperature of 100 degrees Fahrenheit when in combination with other signs of illness;
 - Untreated infected skin patch(es);
 - Unusually dark urine and/or gray or white stool;
 - Stiff neck; or
 - Evidence of lice, scabies or other parasitic infestation.

A child with any of the following signs or symptoms of illness shall be immediately isolated from other children. Decisions about the child remaining at school or being discharged to home shall be determined by school staff and the parent/guardian. While isolated, the child shall be carefully watched for the symptoms listed above as well as the following:

- Unusual spots or rashes;
- Sore throat or difficulty in swallowing;
- Elevated temperature;
- Vomiting

Children isolated due to observed or suspected communicable disease shall be:

- Cared for in an area away from other children;
- Within sight and hearing of an adult at all times. No child shall ever be left alone or unsupervised;
- Made comfortable and provided with a cot, which will be disinfected after use;
- Observed carefully for worsening condition; and
- Discharged to parent/guardian, designee as soon as practical.

Parents/guardians will receive written notification when their children have been exposed to certain communicable disease, including a description of signs/symptoms of the disease and precautions to prevent the spread of the illness.

MILDLY ILL CHILDREN IN THE PRESCHOOL CLASSROOM

A mildly ill child is one, who is experiencing minor cold symptoms, but not any of the symptoms listed above, or who does not feel well enough to participate in activities. A mildly ill child will be isolated on a cot in the preschool classroom away from other children. The cot will be in full view of a staff member at all times. Parents/guardians will receive a written review/update of their child's condition when they pick their child up.

KEEPING CHILDREN HOME FROM SCHOOL DUE TO ILLNESS AND RETURNING

It is sometimes difficult to decide when and how long to keep an ill child home from school. The timing of the absence is often important in order to decrease the spread of disease to others, and to prevent your child from acquiring any other illness while his/her resistance is lowered. The following guidelines represent the more common childhood illnesses and the usual recommendations of the Huron County General Health District.

Chicken Pox: A skin rash consisting of small blisters which leave scabs. A slight fever may or may not be present. There may be blisters and scabs present at the same time. Your child should remain home until all blisters have scabbed over, usually 5-7 days after the appearance of the first crop of blisters.

Measles:

Per ODH/CDC: Measles is a highly contagious viral illness that spreads easily through coughing and sneezing. Symptoms include a rash, that typically starts at the hairline, moves down the face then to the neck and body. Other symptoms include a high fever, runny nose, cough, loss of appetite, and red, watery eyes. Children may be contagious starting from 4 days before the onset of the rash. Students need to stay home until at least 4 days after the onset of the rash- and maybe longer. The Ohio Department of Health (ODH) recommends the MMR vaccine (Measles, Mumps, and Rubella) for protection against measles with the first dose typically given at 12-15 months old and the second at 4-6 years old (before starting Kindergarten).

Exclusion: Exposed children who cannot show age-appropriate proof of immunity will be excluded

from the school until the health department clears them to return.

Common Cold: Irritated throat, water discharge from the nose and eyes, sneezing, chilliness and general body discomfort. Your child should remain home if symptoms are serious enough to interfere with your child's ability to learn. Medical care should be obtained if symptoms persist beyond 7-10 days, fever increases, or discharge becomes yellow to green.

Fever: If your child's temperature is 100 F or greater (or 1 or 2 degrees above the child's normal temperature) he/she should remain home until he/she has been fever free for a full 24 hours without fever reducing medication. Remember, fever is a symptom indicating the presence of an illness.

Flu: Abrupt onset of fever, chills, headache and sore muscles. Runny nose, sore throat, and cough are common. Your child should remain home from school until symptoms are gone and the child is without fever for 24 hours.

Head Lice: Lice are small grayish-tan, wingless insects that lay eggs called nits. Nits are firmly attached to the hair shafts, close to the scalp. Nits are much easier to see and detect than lice. Nits are small dark or white specks which are usually found at the nape of the neck and behind the ears. Following lice infestation, your child may return to school after receiving treatment and no live lice found.

Impetigo: Blister-like lesions which later develop into crusted pus-like sores. Your child should remain home from school until receiving 48 hours of antibiotic therapy and sores are no longer draining.

Pain: If your child complains, or behavior indicates that he/she is experiencing pain, he/she should be evaluated by a physician before your child is sent to school.

Pinkeye: Redness and swelling of the membranes of the eye with burning or itching, matter coming from one or both eyes, or crusts on the eyelids. Your child should remain home from school until receiving 24 hours of antibiotic therapy and discharge from the eyes has stopped. Spread of infection can be minimized by keeping the hands away from the face, following good hand washing practices, using individual washcloths and towels, and not touching any part of the eyes with the tip of the medication applicator while administering the antibiotic ointment/ drops.

Skin Rashes: Skin rashes of unknown origin should be evaluated by a physician before your child is sent to school.

Strep Throat and Scarlet Fever: Strep throat begins with fever, sore and red throat, pus spots on the back of the throat, tender swollen glands of the neck. With scarlet fever there are all the symptoms of strep throat as well as a strawberry appearance to the tongue and rash of the skin. High fever, nausea and vomiting may also occur. Your child should remain home from school until receiving a full 24 hours of antibiotic therapy and are without fever or vomiting for 24 hours. Most physicians will advise rest at home 1-2 days after a strep infection.

Antibiotics ordered for strep infections are to be taken for 10 days or until all medication is gone. Only when these directions are followed correctly is the strep germ completely eliminated from the body, no matter how well the child feels after the first few days of receiving medication.

Vomiting and Diarrhea (Intestinal Viral Infections): Stomach ache, cramping, nausea, vomiting and/or diarrhea, possible fever, headache, and body aches. Your child should remain at home until they are without vomiting, diarrhea or fever for a full 24 hours. If your child has had any of these symptoms during the night he/she should not be sent to school the next day.

ADMINISTRATION OF MEDICATION

Ohio law prohibits school personnel from administering any kind of medication to students without proper written permission. If it is necessary for your child to take any medication at school, a Medication Authorization Form must be completed. This form will specify the name of the medication, the dosage, the time for it to be taken, start/stop dates, the prescribing healthcare provider's signature and the parent's/guardian's signature. Medication forms may be obtained in the school office and must be completed each school year or whenever a medication dosage or frequency changes.

All medication, prescribed or over-the-counter, will be administered in the office. All medication should be brought by an adult to the school office. No medication of any kind should be in the students' possession.

No medication will be given unless it is in its original container with the student's name. The dosage on the medication bottle and the medication authorization form must be the same. If medication is not in the original container and/or the form is not completed correctly, the medication will not be given that day.

A parent/guardian will pick all medication up within a week of discontinuing or at the end of the school year or it will be destroyed within one week. A record of the administration of medication will be kept on file.

It is advisable to check with your physician if medicine needs to be given during the school day. In many cases it is sufficient if the child takes the medicine at home before coming to school and when returning home in the afternoon.

IMMUNIZATIONS REQUIRED FOR PRESCHOOL

The Ohio Department of Health requires that all children enrolled in preschool follow the required immunization schedule. Please ask your health care provider for the current immunization schedule, or visit the Ohio Department of Health's website at <http://www.odh.ohio.gov> .

You may obtain immunizations at your family physician's office or at the Huron County General Health District immunization clinics offered throughout Huron County. For clinic locations and schedules, call 419-668-1652 or 1-888-694-2443.

DISCIPLINE POLICY

The goal of discipline is to help children build their own self-control, and ultimately, direct their own behavior. We recognize the important role self-esteem plays in the process and strive to enhance each child's feelings of self-worth. A well-planned and supervised classroom will prevent many problem behaviors. Clear and responsible rules are established for each child's safety and rights. These rules are discussed and reviewed periodically with all children and shared with parents.

Children will be provided guidance appropriate to their age and development. Problem solving techniques are modeled and encouraged in the classroom. Adults often act as facilitators, helping young children express feelings and generate solutions to problems. Adults may redirect a child's interest to another activity. Additional guidance will be provided through separating the child from problem situations, talking with the child about the situation, and encouraging the child to use appropriate behavior.

When needed, a positive behavior support plan will be developed with parental/guardian input if traditional classroom management and early childhood discipline techniques are not adequate to meet a child's needs.

- A.) The above policies are in effect for all staff in all center areas, including playground, field trips, or other school sponsored activities.
- B.) All preschool staff members shall be informed of and receive a copy of the center's discipline policies upon employment and annually in the program handbook.
- C.) The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows:
 - 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 physical restraints shall be used to confine a child by any means other than holding for a short period of time, such as in a protective hug so the child may regain control.
 - 3.) No child shall be placed in a locked room or confined in an enclosed area such as a closet, box or a similar cubicle.
 - 4.) No child shall be subjected to profane language, threats, derogatory remarks about himself or his family or other verbal abuse.
 - 5.) Discipline shall not be imposed on a child for failure to eat, sleep or for toileting accidents.
 - 6.) Techniques of discipline shall not humiliate, shame, or frighten a child.
 - 7.) Discipline shall not include withholding food, rest, or toilet use.
 - 8.) Separation, when used as discipline shall be brief in duration and appropriate to the child's age and developmental ability. The child shall be within sight

and hearing of a preschool staff member in a safe, lighted, well ventilated space.

- 9.) The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program or sponsored activities.

STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY

Technology directly affects the ways in which information is accessed, communicated, and transferred in society. Educators are expected to continually adapt their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides Technology Resources (as defined in Bylaw 0100) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system do not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its stated educational purpose.

The Board regulates the use of District Technology Resources in a manner consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Technology Resources and students' personal communication devices when they are connected to District Information & Technology Resources and students' personal communication devices when they are connected to District Information & Technology Resources, including online educational services/apps, regardless of whether such use takes place on or off school property (see Policy 5136).

Students are prohibited from using District Information & Technology Resources to engage in illegal conduct (e.g., libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, etc.) or conduct that violates this Policy and its related administrative guidelines and the Student Code of Conduct (e.g., making personal attacks or injurious comments, invading a person's privacy, etc.) Nothing herein, however, shall infringe on students' First Amendment rights. Because its Information & Technology Resources are not unlimited, the Board may institute restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Students have no right or expectation to privacy when using District Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity).

While the Board uses various technologies to limit students using its Information & Technology Resources to only use/access online educational services/apps and resources that have been pre-approved for the purpose of instruction, study and research related to the curriculum, it is impossible to prevent students from accessing and/or coming in contact with online content that has not been pre-approved for use by students of certain ages. It is no longer possible for educators and community members to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs,

learning styles, abilities, and developmental levels of the students who would be exposed to them), when significant portions of students' education take place online or through the use of online educational services/apps.

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using District Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under the CIPA. Any student who attempts to disable the technology protection measures will be disciplined.

The Superintendent or Technology Coordinator may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been inadvertently blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to online content and /or services/apps that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to content that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Principals are responsible for providing training so that students under their supervision are knowledgeable about this policy and its accompanying guidelines.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications
- B. the dangers inherent with the online disclosure of personally identifiable information
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying and other unlawful or inappropriate activities by students online, and
- D. unauthorized disclosure, use, and dissemination of personally- identifiable information regarding minors

Staff members shall provide guidance and instruction to their students regarding the appropriate use of District Information & Technology Resources and online safety and security as specified above. Additionally, such training shall include, but not be limited to, education concerning appropriate online behavior including interacting with others on social media, including chat rooms, and cyberbullying awareness and response. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

All students who use District Information & Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students will be assigned a District provided school e-mail account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned e-mail account when signing-up/registering for access to various online educational services/apps.

Students are responsible for good behavior when using District Information & Technology Resources – i.e., behavior comparable to that expected of students when they are in physical classrooms and school buildings and at school sponsored events. Because communications on the Internet are often public in nature, general school rules for behavior and communication apply. The Board does not approve any use of its Technology Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Use of Artificial Intelligence/Natural Language Processing Tools For School Work

Students are required to rely on their own knowledge, skills and resources when completing school work. In order to ensure the integrity of the educational process and to promote fair and equal opportunities for all students, except as outlined below, the use of Artificial Intelligence (AI) and Natural Language Processing (NLP) tools (collectively, "AI/NLP tools") is strictly prohibited for the completion of school work. The use of AI/NLP tools, without the express permission/consent of a teacher, undermines the learning and problem-solving skills that are essential to academic success and that the staff is tasked to develop in each student.

Notwithstanding the preceding, students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the Ai/NLP tools in an ethical and responsible manner. Teachers have the discretion to authorize students to use AI/NLP tools for the following uses:

- A. Research assistance: AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.
- B. Data Analysis: AI/NLP tools can be used to help students analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments - e.g., scientific experiments and marketing research.
- C. Language translation: AI/NLP tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in different languages.
- D. Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.
- E. Accessibility: AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual impairments to read texts and AI-powered translation tools can help students with hearing

impairments understand spoken language.

As outlined above, under appropriate circumstances, AI/NLP tools can be effectively used as a supplement to and not a replacement for traditional learning methods. Consequently, with prior teacher permission/consent, students can use such resources to help them better understand and analyze information and /or access course materials. If a student has any questions about whether they are permitted to use AI/NLP tools for a specific assignment, they should ask their teacher.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Technology Resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and Technology Coordinator as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District Technology Resources.

GRIEVANCE PROCEDURES

If any person believes that the Bellevue City School District or any of the District's staff has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, and The Americans with Disabilities Act, he/she may bring forward a complaint, which shall be referred to as a grievance, to the District's Civil Rights Coordinators. Title IX: Jacqueline Montgomery, John Bollinger; Title VI, Section 504: Director of Student Services. He/she may file a complaint with the U.S. Department of Education's Office for Civil Rights:

U.S. Department of Education
Office for Civil Rights
Cleveland Office
1350 Euclid Avenue, Suite 325
Cleveland, Ohio 44115
(216) 522-4970
FAX: (216) 522-2573
TDD: (800) 877-8339
E-mail: ORC.Cleveland@ed.gov
Web: http://www.ed.gov/ocr

WEAPONS, TOBACCO, NARCOTICS, ALCOHOLIC BEVERAGES, DRUGS AND COUNTERFEIT CONTROLLED SUBSTANCES

A student shall not possess, use, transmit, conceal or show evidence of consuming or using tobacco, narcotics, alcoholic beverages, drugs or weapons. The methods of correcting student behavior in such cases are as follows. District administrators will be notified immediately if a child's behavior poses a danger to persons or property. An emergency removal of the child for the rest of the day from the preschool classroom will occur and an immediate conference with

parent/guardian will be held.

MEDICAID SCHOOL PROGRAM BILLING STATEMENT

North Point Educational Service Center participates in the Medicaid School Program (MSP) or similar program. MSP is a federally funded reimbursement program. We use a third party billing agency to submit MSP claims. The billing agency will be in compliance with all federal privacy laws including the Health Insurance Portability Accountability Act (HIPAA) established in 1996.

The following is a list of personally identifiable information shared with the billing agency: student's name, date of birth, student identification number, district of residence, school of attendance, and professional services documentation. Professional services include screenings and assessments to determine eligibility for and the provision of services such as speech, occupational therapy, physical therapy, nursing, counseling, work study, case management, and psychological evaluations.

It is your right to deny access to personally identifiable information or to revoke the use of it for purposes of MSP billing. Services will be provided regardless of disclosure of personally identifiable information. Copies of the billing agency's privacy policy are available upon request.

HEALTHCHEK SERVICES

Healthchek is Ohio's Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program. It is a service package for babies, kids, and young adults younger than age 21 who are enrolled on Ohio Medicaid.

The purpose of Healthchek is to discover and treat health problems early. If a potential health problem is found, further diagnosis and treatment are covered by Medicaid.

Healthchek covers ten check-ups in the first two years of life and annual check-ups thereafter and offers a comprehensive physical examination that includes:

- Medical history
- Complete unclothed exam (with parent approval)
- Developmental screening (to assess if child's physical and mental abilities are age appropriate)
- Vision screening
- Dental screening
- Hearing assessment
- Immunization assessment (making sure child receives them on time)
- Lead screening
- Other services or screenings as needed

If your children are enrolled on Ohio Medicaid, Healthchek services are available to them. If you are younger than age 21 and are also enrolled, you can receive Healthchek services, too.

Erie County

Mary Aaron- Healthchek/PRS Coordinator-419-627-4410 – aaronm@odjfs.state.oh.us
Sherri Routsong- Healthchek/PRS back-up- 419-627-4412 – routss@odjfs.state.oh.us

Huron County

Lenora Minor – Healthchek/PRS Coordinator – 419-668-8126 – lenora.minor@jfs.ohio.gov
Carol Loose – Healthchek/PRS back-up – 419-668-8126 – carol.loose@jfs.ohio.gov

Sandusky County

Paula Olds - Healthchek/PRS Coordinator – 419-355-5270 – oldsp@odjfs.state.oh.us

Seneca County

Suzanne Willacker -Healthchek/PRS Coordinator – 419-447-5011 ext.399 –
willas@odjfs.state.oh.us
Carol Owen - Healthchek/PRS back-up – 419-447-5011 ext. 322 – owenc@odjfs.state.oh.us

CODE OF ETHICS

General Statements

- * We are committed to supporting each child's optimum social, emotional, intellectual and physical development within a safe, healthy and enriched environment.
- * We will respect the racial, ethnic, religious, cultural, and socio-economic differences of all children, parents, and others with whom we work.
- * We will respect families' rights to make decisions for their children, and will uphold their beliefs and practices whenever possible.

Children

- * We will uphold the principle that the early childhood educator's primary professional responsibility is to the child.
- * The child's total development will remain our primary concern.
- * Because we believe that everyone has the right to feel that he/she is a worthwhile human being, we will treat each child with respect and dignity.
- * We will not mentally, physically, or emotionally abuse the child in any way.
- * We believe in positive, progressive discipline and guidance as the means for addressing inappropriate behavior.

Colleagues

- * We uphold the right of every childhood educator to participate in an evaluation process which compares current job performance to job expectations. Teachers are evaluated on a regular basis according to current job performance aligned to job expectations.
- * We are committed to seeking and providing opportunities for personal and professional growth.
- * We support cooperation among all early childhood professionals.

**PRESCHOOL INFORMATION, SCHEDULE AND PHONE NUMBERS
BELLEVUE ELEMENTARY SCHOOL PRESCHOOL
1150 Castalia Street
419-484-5050**

HOURS OF OPERATION

Monday – Friday

Morning Session 8:30am-11:15 am

Afternoon Session 12:45pm-3:30 pm

TWO-HOUR DELAY SCHEDULE

Morning Session 10:30 am – 12:30 pm

Afternoon Session 1:30 pm - 3:30 pm

BELLEVUE SCHOOLS PRESCHOOL STAFF

Maggie Rickel, Preschool Teacher

Susan Myers, Preschool Teacher

Jordan Marvin, Itinerant Early Childhood Special Education Teacher

Dana Miely, Itinerant Early Childhood Special Education Teacher

BriAnne Barth, Itinerant Early Childhood Special Education Teacher

Abby Abel, Preschool Educational Assistant

Bethany Koch, Speech/Language Pathologist

Kristi Crumrine, Speech/Language Pathologist

Emily Becks, School Psychologist

Deb Winke, Occupational Therapist

Amanda Ross, Physical Therapist

Jacque Montgomery, Pupil Personnel Director

Pamela Veletean, Assistant Principal/Preschool Director

BELLEVUE CITY SCHOOLS BOARD OF EDUCATION

Stephanie Brown, President

Jennifer Rogers, Vice-President

Dr. Ashley Koch

Shannon Smith

Bill Evert
Tammy Flicker, Treasurer
Troy Roth, Superintendent

COMPLAINT PROCEDURES

Resolving parent/guardian questions and concerns in a timely manner is a priority. Please let us know when you have an issue. To efficiently resolve complaints, parents/guardians should take the following steps:

1. First discuss the concern or complaint with the Preschool Teacher.
2. If you feel as though you have not received a satisfactory response from the preschool teacher, please contact the Preschool Supervisor.
3. Continuing concerns may be brought to the Superintendent for consideration.
4. The Ohio Department of Education offers preschool Ombudsman service for preschool issues.

- | | |
|---|--------------|
| 1. Mrs. Maggie Rickel or Mrs. Myers, Preschool Teacher | 419-484-5050 |
| 2. Pamela Veletean, Assistant Principal/ Preschool Director | 419-484-5050 |
| 3. Shannon Turner, Principal | 419-484-5050 |
| 4. Troy Roth, Superintendent | 419-484-5000 |
| 5. The Ohio Department of Education Ombudsman | 877-644-6338 |

EARLY CHILDHOOD EDUCATION (ECE) ENTITLEMENT PROGRAM

North Point Educational Service Center (NPESC) serves as the local agent for fiscal and programmatic oversight of the Huron County Early Childhood Educational Consortium. NPESC and the consortium districts* receive entitlement dollars from the Ohio Department of Education to help fund the ECE classroom your child attends. ECE Preschool programs are offered by public schools for 4-year-old children of income-eligible families.

In partnership with you, ECE staff wish to give your child a positive first school experience to enjoy a lifetime of learning.

North Point ESC Governing Board

Carole Kuns, President
Dr. Paul Lockwood II, Vice President

NPESC Administration- 419-627-3900

Mrs. Andrea Smith, Superintendent
Hal Gregory, Assistant Superintendent
Carrie Sanchez, Assistant Superintendent
Mr. Matt Bauer, Treasurer

Program Contact

Preschool Supervisor
Kerry Giles
1210 East Bogart Road
Sandusky, Ohio 44870

419-627-3966

*Bellevue City Schools, Monroeville Local Schools, New London Local Schools, South Central Local Schools, Western Reserve Local Schools, and Willard City Schools.