

Bowling Green Preschool Parent Handbook



2026-2027 School Year

Bowling Green City School District

Bowling Green, OH 43402
(419) 354-0800

Table of Contents

Welcome Letter.....	4
<u>General Information</u>	
Bowling Green Board of Education Contact Information.....	5
Preschool Employee Contact Information.....	6
Preschool Calendar.....	7
Program Overview	8
Required Registration Material	9
Withdrawal	9
School Schedule.....	9
Notification of Absence.....	9
Weather Delays and Cancellations.....	10
Holidays and Cultural Celebrations.....	10
Program Goals.....	10-11
Philosophy.....	11
Play Based Child Centered Approach.....	11-12
Response to Intervention/Curriculum Based Measures.....	12
Positive Behavior Intervention and Supports.....	13
Classroom Management.....	14-15
Therapies.....	15
Cost.....	15
Transportation.....	16
Change of Address.....	16
School Safety.....	17
Student Dress.....	17
Reporting Student Progress.....	17
Communication.....	17-18
Snack Procedures.....	19

Inspection Reports.....	19
Parent Mentor.....	19
Early Childhood Mental Health Consultation Services.....	20
Questions or Concerns about the Program.....	20
<u>Management of Illness Procedures</u>	
Communicable Diseases and Isolation Precautions.....	20-21
Emergencies or Accidents at School.....	22
Management of Illness at School & Parent Notification of Ill Child.....	22
Management of Injuries at School	22
Policy on Administration of Medication	23
<u>Healthcare and Other Support Agencies</u>	23-25
<u>Preschool Roster Parent Signature Page</u>	27



Bowling Green Preschool

**Bowling Green, OH 43402
(419) 354-0800, Ext. 4031**

Dear Parents:

Welcome to the Bowling Green Preschool. We are excited that you have chosen to send your child to a program that offers highly trained staff who specialize in meeting the unique needs of preschool children. Our goal is to meet each and every child where they are developmentally, and then individually help them reach their full potential.

We offer a developmentally appropriate program for preschool children ages 3-5. Our curriculum is language-based and focuses on play and experiential learning.

Parents are a vital part of our preschool program and we encourage you to assist us in making sure we are providing the best education for your child. We will work together, as partners, to ensure a smooth transition.

We have tried to provide you with a comprehensive handbook; however, please don't hesitate to contact preschool staff with any questions or concerns.

Sincerely,

Bowling Green Preschool Staff

Bowling Green City Schools

Dr. Ted Haselman, Superintendent

Mr. Matt Feasel, Treasurer

Mrs. Allie Willibey, Executive Director of Pupil Services

Mrs. Rachel Newell, Executive Director of Teaching & Learning

Board of Education

Dr. Howard Gonyer, President

Mrs. Tracy Hovest, Vice President

Mr. Norm Geer

Mr. Ryan Myers

Ms. Peggy Thompson

Bowling Green City Schools
137 Clough Street
Bowling Green, Ohio 43402
419-354-0800

Bowling Green Preschool Program

Location	Conneaut Elementary School 542 Haskins Rd Bowling Green, Ohio 43402
Phone	419-354-0300
Executive Director of Pupil Services	Allie Willibey 419-354-0800 ext. 4030
Preschool Coordinator	Cristin Sunderman 419-354-0800 ext. 4033
Principal	Alyssa Karaffa 419-354-0300
School Psychologist	Sara Isaacs 419-354-0300 ext. 4033
School Nurse	Courtney Ducat 419-354-0300
Director of Transportation	Toby Snow 419-354-8509, et. 4070

Preschool Teachers

James Conway	419-354-0300, ext. 4329
Jennifer Hernandez	419-354-0300, ext. 4327
Emily Trotter	419-354-0300, ext. 4328
Cassie Nauman	419-354-0300, ext. 4330

Itinerant Preschool Teachers

Marcie Wahba & Mikayla Johnson	419-354-0300, ext. 4331
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Speech Pathologists

Jonelle Diefenthaler & Mimi Suter	419-354-0300, ext. 4331
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BOWLING GREEN CITY SCHOOLS

Student / Teacher Calendar 2026-2027

August 13 & 14	New Teacher Orientation
August 17	Staff Professional Development Day (#1) All BGCS Staff Opening Meeting/Buildings Meetings 8:15 am- BG PAC
August 18	Staff Work Day (#2)
August 18	<u>Open Houses for All School Buildings</u>
August 19	Opening Day of School for Students Grades 1-9
August 19 & 20	Individual Kindergarten & Preschool Student Meetings- exact date and time to be communicated with parent
August 20	All students grades 1-12
August 21 & 24	Kindergarten Slow Start- schedule provided at Individual Kindergarten Student Meetings
August 25	All Preschool Students & Kindergarten Students attend
September 7	Labor Day – SCHOOLS CLOSED
October 15	First Quarter Ends (44 Days: 41 Student, 3 Staff Professional Days)
October 16	Staff ½ Professional Development Day & ½ Work Day (#3) NO STUDENTS
October 19	Second Quarter Begins
October 22	Preschool/Elementary/MS/HS Evening Conferences (4:00 pm - 7:30 pm)
October 23	Preschool/Elementary/MS/HS Morning Conferences (8:15 am – 12noon) NO CLASSES/PK-12 STUDENTS
October 29	Preschool/Elementary Evening Conferences (4:00 pm - 7:30 pm)
October 30	Preschool/Elementary Morning Conferences (8:15 am – 12noon)-NO CLASSES/PK-5 STUDENTS
November 25	NO CLASSES/PK-12 STUDENTS/TEACHERS
November 26-27	Thanksgiving Break – SCHOOLS CLOSED
November 30	Classes Reconvene
December 18	Last Day of Classes before Winter Break
December 18	Second Quarter Ends
December 21-January 1	Winter Break – SCHOOLS CLOSED (Elementary: 42 Days: 40 Student, 2 Conference) (Secondary: 42 Days: 41 Student, 1 Conference)
January 4	Staff Work Day (#4) NO STUDENTS
January 5	Staff Professional Development Day (#5) NO STUDENTS
January 6	Classes Reconvene/Third Quarter Begins
January 18	Martin Luther King Day – SCHOOLS CLOSED
February 15	President's Day – SCHOOLS CLOSED
March 11	Third Quarter Ends (48 Days: 45 Student, 3 Staff Professional Day)
March 12	Staff ½ Professional Development Day & ½ Work Day (#6) NO STUDENTS
March 15	Fourth Quarter Begins
March 22-March 26	Spring Break – SCHOOLS CLOSED
March 29	Classes Reconvene
May 25	Last Day for Seniors
May TBD	Senior Class Graduation 2:00 pm
May 27	Last Day of Classes for PK-11 Students
May 27	Fourth Quarter Ends (50 Days: 49 Student, 1 Staff Professional Day)
May 28	Staff Work Day (#7) NO STUDENTS
May 31	Memorial Day – SCHOOLS CLOSED
Save June 1-June 7	First Make-Up Day to be Scheduled as needed (Staff Work Day will Immediately Follow the Last Day of Student Attendance)

TOTAL DAYS=184 (Elementary- 175 Student, 7 Staff Professional Days & 2 Conference Days)

TOTAL DAYS=184 (Secondary- 176 Student, 7 Staff Professional Days & 1 Conference Day)

Bowling Green Preschool Program Overview

Our preschool program is located at Conneaut Elementary. In each classroom, children with special needs are enrolled alongside children without special needs. The maximum number of children in the classroom is 16. A certified teacher and an assistant are assigned to each classroom, resulting in a good ratio of teachers to students. Our program adheres to staff/child ratio for preschools of 1 adult to 11 students. Students in the preschool program attend either an AM or PM class Monday through Thursday.

Children with special needs who are enrolled in our program have met specific eligibility requirements. Children with special needs have an Individualized Educational Program (IEP) developed for him/her each year. Transportation is provided for these students.

Children without special needs who are enrolled benefit from the specialized programming while serving as role models within the classroom. Transportation is not provided for children without special needs.

The Bowling Green Preschool provides developmentally appropriate educational programming for preschool children with special needs. Programming is provided in accordance with Chapter 3301-37 of the Ohio Administrative Code, current Operating Standards for Ohio's Schools Serving Children with Disabilities, and Bowling Green Board of Education Policy. Curriculum is based on the Ohio Department of Education Early Learning Content Standards.

A unique aspect of the Bowling Green Preschool Program is the creation of a seamless transition between preschool and school-age programming. Specific effort has been made to create a preschool program that is an integral part of the Bowling Green City Schools District. As much as is possible, Related Service personnel follow the children from preschool into school-age programming as well. Preschool teachers collaborate with primary teachers in writing curriculum, sharing ideas, and supporting children. The curriculum of the preschool program is consistent with school-age as is reflected in the preschool to grade twelve curriculum adoptions by the Board of Education. Specifically, the curriculum integrates Creative Curriculum, Heggerty, and Foundations, as well as other science and social studies materials. Curriculum at all levels is aligned with the early learning development standards. The preschool team collaborates closely with the school-age team during the transition process. Parents know that their child will be closely monitored by the professionals familiar to them as they enter elementary school.

Required Registration Material

Prior to attending the Preschool Program each child must have the required Bowling Green City School paperwork, as set by board policy and the Ohio Department of Education, completed by the first day of school.

Withdrawal

Please notify your child's teacher as soon as you have decided to withdraw your child from the classroom. Transitions are very difficult for young children, and we would like to be able to support your child by having the opportunity to tell them "good-bye" and help prepare them for their next environment.

Because the parents and the school district have a written agreement (IEP) regarding the provision of services, it will be necessary to formally withdraw your child from services. Please notify your child's teacher of your intentions to withdraw your child. If you are moving out of the district, your child's teacher will provide you with the necessary paperwork to insure that your child will receive services in the new location.

School Schedule

A copy of the Preschool calendar is included in this handbook. Preschool classes occur on Mondays, Tuesdays, Wednesdays, and Thursdays. There are no classes on Fridays. Each session of preschool lasts 2 ½ hours. Approximate times are 9 am - 11:30 am and 12:30 pm - 3:00 pm

2 hour delays

On days where the district has a 2 hour delay, the Preschool times will be 11:00 am - 12:30 pm and 1:30 pm - 3:00 pm

Notification of Absence

Regular attendance is necessary for learning. The Missing Child Act became a law in Ohio in April 1985 and requires parents to notify school when a child is absent. Please call the school at (419) 354-0300 each day of your child's absence. If your child comes to school on a bus, please notify the transportation office. If we do not hear from you, we will be calling you to inquire about your child's absence. Please send a note with your child following his/her absence verifying the nature of the absence.

Weather Delays and Cancellations

Check the local television stations and social media outlets for communication regarding school cancellations and delays.

Telephone System:

Parents who provide telephone number information will be notified by telephone regarding school closings and delays.

Holidays and Cultural Celebrations

Holidays and cultural celebrations that usually accompany them are an important part of preschool children's lives. Holidays have different meanings and are celebrated in different ways in different families. Holidays are a great time to have family members come in and share some family traditions. Some suggestions might be to share a book, tell a favorite story, or teach a favorite family song. Our doors are always open – please let your child's teacher know if you are interested in sharing a family celebration with your child's class. The Bowling Green Preschool Program believes that decisions about which holidays to celebrate and how to celebrate them are best determined in each classroom with staff, administration, parents and children working collaboratively. Celebrations will vary by classroom, depending on the different holidays represented and the ages of the children.

Program Goals

The learning of each child is guided by very specific Individual Education Plan goals and objectives/benchmarks and/or the Preschool Curriculum.

Additionally, the following goals are an intrinsic part of the preschool program:

- To utilize developmentally appropriate practices
- To make program decisions grounded in research/data
- To provide a seamless transition to school-age programming
- To work collaboratively with primary teachers regarding curriculum and instruction
- To foster family involvement
- To provide a language-rich environment
- To assist children in developing communication skills
- To assist children in developing social skills
- To assist children in the developing large and small motor skills
- To assist children in developing problem-solving skills
- To teach children to take responsibility for their own behavior
- To foster independence in children
- To celebrate diversity
- To provide opportunities for children to learn about their community

Children with delays:

- Have contact with typically developing children
- Have the influence of typically developing peers to teach them new social and communication skills
- Have the opportunity to develop friendships with children who are typically developing

Children who are typically developing:

- Have the opportunity to develop positive attitudes toward those who have disabilities or differences
- Gain self confidence as they learn helpful or altruistic behaviors when interacting with children with delays
- See models of children who can achieve and learn despite their unique challenges
- Learn to accept “differences” in other children and appreciate each child’s uniqueness and learn how to interact successfully with all children

Philosophy

It is the belief of Bowling Green City Schools that all children can and will learn when provided the appropriate environment. It is the goal of Bowling Green City Schools that all children will graduate. Therefore, our youngest learners must enter kindergarten ready for success. We believe that through research-based developmentally appropriate programming, we can nurture relationships within our classrooms to meet the social and emotional needs of children. We believe that language is the foundation for all learning and we must design experiences that capitalize on communication in various forms and in meaningful ways. We believe that we must create a learning environment that is specifically designed to nurture, reinforce, and support continual learning for preschool children.

Play-Based Child Centered Approach

Play is one way that children make sense of their world and build their understanding. Through play, children are encouraged to actively explore their ideas, discover new relationships about their world, develop their problem solving abilities, expand their imagination and creativity, and learn appropriate ways of interacting with their peers.

Child-centered approach describes the process in which teachers and parents identify interests and needs of children and plan experiences designed to match the children’s developing abilities and interests.

Developmentally appropriate curriculum can be experienced by children at different stages of development. There are universal and predictable sequences to children's growth and development. Each child moves through these sequences at their own rate and with their own personality and learning style. All children in a group are at different states of development at any given time. Developmentally appropriate activities allow for all children, regardless of their developmental level, to be actively and meaningfully involved in all areas of the classroom. Reading and math readiness are woven into all activities allowing children to continually expand their knowledge and skills.

Response to Intervention/Curriculum Based Measures

The requirements of the Every Student Succeeds Act (ESSA) allow districts to use a "process based on the child's response to scientific, research-based intervention" to support struggling learners. Response to Intervention (RTI) is most accurately described as a process that brings together general, special, and gifted education to provide a unified system of education that meets the needs of ALL children.

Your child will be assessed at least two times per year utilizing the Early Learning Assessment (ELA). Based on the outcomes of these benchmark assessments, your child may participate in a process that assesses their response to scientific, research based intervention.

Your child may receive a scientifically based intervention (a specific strategy or procedure) that is related to a learning or behavior difficulty. The interventions implemented during this process must be scientifically-based and provided at appropriate levels of intensity, frequency, duration and integrity, relative to the child's identified needs. Intervention is specific instruction in the areas of reading, writing, math, or behavior. Students receiving interventions will have their progress monitored at regular intervals. Furthermore, your child's records may be reviewed, interviews may be conducted, and observations of your child may occur.

School personnel who may be involved in this process in addition to your child's classroom teacher include, but are not limited to: School Psychologists, Guidance Counselors, Intervention Specialists, Speech and Language Pathologists, and Title I Teachers.

The information and data collected as part of the RTI process can become a significant component of a comprehensive evaluation. School staff, parents, Ohio Department of Education, or another public agency may request an evaluation.

Positive Behavior Intervention and Supports

In our efforts to establish Bowling Green City Elementary Schools as a safe, welcoming, and positive learning environment, we have implemented a program called Positive Behavior Intervention and Supports (PBIS).

- Be respectful.
- Be responsible.
- Be safe.

What is PBIS

- PBIS stands for Positive Behavioral Interventions and Support.
 - PBIS is a framework that uses evidence-based practices to create a positive school culture and learning environment for students and staff.
 - PBIS recognizes that students can only meet behavioral expectations if they know what the expectations are.
 - The philosophy of PBIS is that by rewarding students for positive behavior through positive praise and rewards, students will begin to build intrinsic motivation to behave in a positive way which will help create a positive learning environment in all areas of the school.
 - PBIS's key attributes include proactivity, data based decision making and a problem solving orientation.
 - Bowling Green City Schools has developed a common language for behavior expectations in each area of the school-classroom, playground, lunchroom, restrooms, hallway, etc
- PBIS Tier 1 are the school-wide prevention-based supports put into place for all students.

Common Tier 1 practices may include:

- Bobcat Proud Expectations
*BE RESPECTFUL *BE RESPONSIBLE * BE SAFE
- Positive reinforcements and acknowledgements
- Classroom management system
- Data based decision making for system changes

Classroom Management

Preschool staff members are in charge of the children in the preschool program and are responsible for creating an effective behavior management plan. Constructive, developmentally appropriate child guidance and management techniques are used at all times. Techniques include redirection, separation from problem situations, talking with the child, and praise for appropriate behavior. This plan is posted in each classroom. While the preschool teachers have the flexibility to create the behavior management plan, the following restrictions must be followed:

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, if the child's safety or the safety of others is in question (protective hug).
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.
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 sight and hearing of a preschool staff member in a safe, lighted and well-ventilated space.
10. The program shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance at the preschool program.

The Bowling Green Preschool behavior management plans are positive in nature and developmentally appropriate to preschool children. In the event a child on an IEP exhibits undesirable behaviors that are not responsive to the classroom behavior management plan or to IEP goals and objectives/benchmarks, a Functional Behavior Assessment and a Positive Behavior Intervention Plan will be created by the IEP team. This plan will be monitored on an on-going basis.

The program embraces the guidelines put forth by the National Association for the Education of Young Children (NAEYC) and the Ohio Department of Education with regard to the provision of developmentally appropriate preschool programming.

NAEYC Guidelines:

- 1. Teachers will facilitate the development of self-control in children by using positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to a more acceptable activity and setting clear classroom rules.**
- 2. Teacher's expectations need to match and respect children's developing capabilities.**
- 3. Children shall be provided many opportunities to develop social skills such as cooperating, helping, negotiating and talking with the person involved to solve interpersonal problems.**
- 4. Teachers shall facilitate the development of these positive social skills at all times.**

Therapies

A true benefit of being part of the Preschool is the team of professionals who support the classroom environment for all children. This team is highly trained and specializes in meeting the needs of children as outlined by the IEP. Service delivery generally follows a collaborative model where services are provided in the classroom setting. Some children will receive individualized therapy. Therapies include:

- Speech and Language Therapy**
- Occupational Therapy**
- Physical Therapy**
- Audiological Services**
- Vision Services**

Cost

The cost of the program is \$130 per month. This fee helps cover the cost of supplies for the classroom. This fee is waived for students on an IEP. Payments are due on the 1st of every month. There is no adjustment or reimbursement for student absences.

Transportation

Children on IEPs in the Bowling Green Preschool Program are provided transportation on Bowling Green school buses. Parents may choose to accept this transportation or may choose to provide their own transportation. Only those individuals authorized by parents may transport a child. Some children need transportation to and from a location other than his/her home. Requests for alternate transportation are considered and determined by the Transportation Director. The location of the alternate pick-up/drop-off, the existing bus route, number of children on the bus, and the length of the bus ride are determining factors. Every effort is made to accommodate a request while considering the needs of all other children as well. Children cannot be dropped off at a home where the parent or authorized adult is not present. In the event that you are not home, your child will be taken back to Conneaut Elementary and you will be expected to pick them up in a timely fashion. Transportation questions should be directed to the Transportation Director at 419-354-8509.

If you are transporting your child by vehicle you will be instructed to enter a designated area, either the front bus loop or the back playground, and remain in your car. The preschool staff will get your child from your car as well as bring them out to your car at the end of session.

AM - Drop off beginning at 9 am will be on the back playground area by the modules

AM - Pick up beginning at 11:30 am will be in front of Conneaut at the bus loop

PM - Drop off beginning at 12:30 pm will be in front of Conneaut at the bus loop

PM - Pick up beginning at 3 pm will be in front of Conneaut at the bus loop

Change of Address

If you move during the year it is important to communicate your new address immediately to the preschool secretary and update the information in FinalForms. This also applies to a change of telephone numbers and emergency numbers. Also, if you go out of town, please notify the school. Your babysitter's name should be given, as well as anyone who should be called in case of an emergency.

School Safety

Parents or guardians have access to the classroom before, after and during the school hours for the purpose of talking with the teacher or observing the program. If possible, please make arrangements with the teacher or supervisor prior to your visitation. Conneaut Elementary is a secure facility and anyone entering the classroom areas must have gained entry from front office personnel. All classroom doors are locked at all times.

We also need your written permission if someone other than the designated person is to pick up your child. Our staff will ask for identification of that person if they have not previously picked up the child. Please note: No one will be allowed to pick up a child without identification and a note from the parent. Please have a picture ID ready.

Student Dress

Since your child may be involved in “messy” and/or wet activities such as painting and sand and water play, it is suggested that you dress your child appropriately for these activities. The children in the Preschool Program also have an outside playtime when weather permits. Please dress your child in casual play clothes and clothing appropriate for outdoors.

Please send a complete change of clothes in a labeled bag in the event that your child’s clothing becomes wet or soiled. Also, please mark all clothing with your child’s name. In the event of toilet training, please send multiple outfits.

Reporting Student Progress

No formal grade cards are used in the Preschool Program. The teacher will periodically update you of your child’s progress through telephone calls or conferences. The progress of a child with special needs is formally reviewed at the child’s IEP conference.

Communication

The preschool staff wishes to maintain regular and ongoing communication with parents. Teachers send notes home regarding classroom activities and inform you of any unusual incidents. Please share home activities with the teachers. Please send notes with your child. Home visits may occur for new students and school conferences will occur twice during the school year for every student. If you wish to have a conference with the teachers, send a note to arrange a time. Conferences can be arranged before and after school. Please do not call the school during class time unless it is an emergency.

One of the goals of the Bowling Green Preschool Program is to foster parent/family involvement. Open communication between the teacher, psychologist, and related service personnel is critical to optimal intellectual, social, emotional growth of children. The Bowling Green Preschool Program strives to involve parents in meaningful ways through multiple means of communication. Communication in the form of parent to teacher, teacher to parent, and parent to parent is utilized.

Parent to Teacher: Parents have unlimited access to the school during its hours of operation in order to contact his/her child, visit the classroom, assist in the classroom. We ask that parents register in the office upon arrival. Parents also need to report a child's absence. We ask that parents contact the office (419-354-0300) in order to report an absence. Parents are also encouraged to request a conference with the teacher, phone the teacher, contact the teacher via written communication with any questions, concerns, or suggestions he/she may have. If desired, parents may request copies of compliance reports in addition to those posted in the room.

Teacher to Parent: Teachers make multiple contacts with parents throughout the year. Some of the contacts are informal; while others are in the form of meetings, written communication, phone calls. Parents receive a Bowling Green City Schools District Calendar and a Bowling Green Preschool Calendar. Parents are involved in conferences at least two times per year, IEP meetings at least one time per year, and other informational meetings. Parents also receive progress reports at least two times per year.

Parent to Parent: Conversation and sharing between parents is an important form of communication. It is helpful for parents to be able to talk with other parents. At least once a year, a roster of the names and telephone numbers of the children in the program and their parents or guardians will be made available to those individuals who have a child in the program. Parents may choose NOT to be included on the roster and are asked to indicate such in writing. The roster is available to parents upon request.

Please Note: Every effort is made to maintain open communication with parents. Parent concerns are taken seriously and meetings are held to resolve differences through cordial and informal means. If differences cannot be resolved informally, an Ombudsman's phone number is posted in the classroom. This person will provide assistance to parents.

Snack Procedures

All preschool children are offered a nutritional snack during their preschool session and children may be directly involved in the preparation of snacks. At no time is a child forced to prepare or consume a snack. Please let us know in writing if your child has any specific dietary needs such as diabetes or allergies that may necessitate a special diet. Also, please notify us if your child has any cultural or religious food restrictions.

Snacks are provided to preschool children on a daily basis. Snacks are nutritional and intended to supplement food served at home. A choice from two of the food groups listed below are served each day for snack:

- Meat/meat-equivalent
- Bread/bread-alternatives
- Milk group (fluid milk is vitamin D fortified; low-fat, skim, or dry powdered skim milk is vitamin A and vitamin D fortified); or
- Fruit/Vegetable group

Children's cultural/religious beliefs are considered when selecting snacks. The preschool staff takes into consideration any food allergies and special diet requirements of the children when selecting snack items. The weekly snack menu is posted for parents to view.

Currently, the Bowling Green Preschool Program is a half-day program and therefore lunch is not provided.

Inspection Reports

Contact the Executive Director of Pupil Services, Alexandra Willibey, 419-354-0800 ext. 4030, to receive a copy of the annual preschool inspection report.

Parent Mentor

Shanna Gerken is the Wood County Parent Mentor providing services to parents of Wood County children who are receiving special education services. Parent mentor services include information on IEPs, Special Education Laws, parent workshops, parent mentor library, parent networking phone list, parent newsletter, and support for parents. Shanna is available at the Wood County Educational Service Center at (419) 354-9010, ext. 113.

Early Childhood Mental Health Consultation Services

Children's Resource Center provides early intervention services for Bowling Green students preschool - 2nd grade. These services include:

- Early Intervention and identification of social and emotional challenges
- Social and emotional screenings
- Observation and feedback
- Classroom and program support
- Trauma-sensitive strategies
- Parent support and education
- Referral and community linkages
- Advocacy

Early childhood mental health consultants can help children by collaborating with the preschool staff and families to promote a trauma-sensitive classroom and develop strategies that reduce challenging behaviors in children.

Questions or Concerns about the Program

If you have questions or concerns, please first talk to the teacher. If the issue is not resolved to your satisfaction, please contact the program director or building principal. We want open communication in order to create the best program we can for your child. Inspection reports are posted in each room. If you have a licensing concern, you can contact the Ohio Department of Children and Youth at <https://childrenandyouth.ohio.gov/help-center>.

Management of Illness Policies

Communicable Diseases and Isolation Precautions

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

1. The program immediately notifies the parent or guardian of the child's condition. All parents are notified if any child has pink eye, ringworm, or lice.
2. A child with any of the following signs or symptoms of illness is immediately isolated and discharged to his parent or guardian:
 - Diarrhea (more than one abnormally loose stool within a twenty-four-hour period);
 - Severe coughing, causing the child to become red or blue in the face or to make a whooping sound; excreting anything but clear mucus from

nose/eyes

- Difficult or rapid breathing;
- Yellowish skin or eyes;
- Conjunctivitis;
- Temperature of one hundred degrees Fahrenheit taken by the auxiliary method when in combination with other signs of illness;
- Untreated infected skin patch (es);
- Unusually dark urine and/or grey 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 is immediately isolated from other children. Decisions regarding whether the child should be discharged immediately or at some other time during the day is determined by the head teacher and director designee and the parent or guardian. A school nurse is consulted if additional information is needed. The child, while isolated at the program, is carefully watched for symptoms listed above and those following:

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

The Bowling Green Preschool Program follows the Department of Health “child day care communicable disease chart” for appropriate management of suspected illnesses. These charts are posted throughout the building.

A child isolated due to suspected communicable disease is:

- Cared for in a room or portion of a room not being used in the preschool program;
- Within sight and hearing of an adult at all times. No child is ever left alone or unsupervised;
- Made comfortable and provided with a cot. All linens and blankets used by the ill child are laundered before being used by another child. After use, the cots are disinfected with an appropriate germicidal agent, or, if soiled with blood, feces, vomit or other body fluids, the cot is cleaned with soap and water and then disinfected with an appropriate germicidal agent;
- Observed carefully for worsening condition; and
- Discharged to parent, guardian, or person designated by the parent or guardian as soon as practical.

Emergencies or Accidents at School

You will be contacted if your child becomes ill or is involved in an accident at school making it necessary for the child to go home. If you cannot be reached, teachers will use the Emergency Contact Authorization form to contact someone to care for your child.

Emergency contact information is very important as these individuals may be asked to take responsibility for your child. Please make sure these people are willing to take this responsibility and have transportation to take the child home, if needed. Please keep this contact sheet updated at all times.

Management of Illness at School & Parent Notification of Ill Child

An ill child will be comfortably cared for by an adult in an area of the school not being used for other children. A cot or mat will be provided for an ill child who needs to lie down. The child will be observed carefully for worsening conditions until the child is discharged to his/her parent, guardian or person designated by the parent.

Parents will be notified immediately and asked to pick up the child. The symptoms of illness will be reported to you with the specific reason the student is being sent home. For your child's well-being and, in the best interest of others in our programs, we ask that you keep your child home for a minimum of twenty-four (24) hours. The child will not be readmitted until symptoms are no longer present.

Bowling Green City Schools is not responsible for transporting students home if they become ill or need to go home for another reason. All persons need to be transported in a timely manner. This standard applies to families. If no one arrives within the first thirty (30) minutes, the teacher will place a second call to obtain details about the delay.

If parents cannot be reached, one of the persons listed on the child's records as emergency contacts will be notified and asked to come pick up the child.

Management of Injuries at School

Emergency contact information is used if your child is injured. The teachers assess the level of seriousness of the injury and respond accordingly. In the event of serious injury, 911 is called. For less serious injuries, the teachers respond and treat the injury. Parents are notified following any injury. If a child needs to go home and parents cannot be reached, emergency contact numbers are used. An accident report is on file.

Policy on Administration of Medication

The Bowling Green Preschool Program follows the district Policy for Dispensing Medication. The procedure for dispensing medication is utilized for food supplement, modified diet, or fluoride supplement. The responsibility for giving medication, food supplements, modified diets, or fluoride supplements at school is a serious one and it is preferred that medicine and/or supplements be given at home whenever possible. If medicine and/or supplements must be given during the program hours, the product should be delivered to the school by the parent. Medications and/or supplements are kept in a locked cabinet or refrigerator as required. Parents are asked to read the policy carefully. A physician's signature is required for prescription and non-prescription medication. Preschool children are not authorized to carry asthma inhalers. A log of the administration of medication and/or supplements is maintained by the preschool teacher for one year. The log contains information regarding the dosage, date, time the medication was administered.

Healthcare and Other Support Agencies

No Wrong Door

Contact: 419-502-HOPE (4673) or call 211
www.co.wood.oh.us/commissioners/NoWrongDoor

The Wood County Health Department

Contact: Intake and Referral Coordinator
419-352-8402 or 419-244-1610
www.co.wood.oh.us/healthdepartment

Programs: Help Me Grow (birth to age 3)
Child Health Clinic (pediatrics)
Immunization Clinic
Lead Screening
Well Child Assessment clinic
Women Infants and Children (WIC)

Wood County Department of Job & Family Services

Contact: Social Services Supervisor: 419-352-7566 www.woodcountyJFS.com
Programs: Child care for parents who are employed or in job training
Emergency Assistance (car repair; utilities; rent/deposit, etc.)
Adult Protective Services
Transportation
Health Check/Medicaid

Harbor of Wood County, Inc.

Contact: 419-354-4200 www.harbor.org

Programs: Domestic Violence Program

Crisis Intervention

Work Experience Program

Medical Services

Prevention Education

Outpatient Treatment

Complex Medical Help Program

Contact: 614-466-3543 odh.ohio.gov

Programs: Identification of children with handicaps

Treatment of children with handicaps

Funding for diagnosis of medically eligible conditions

To assist with access to treatment

Children's Resource Center (CRC)

Contact: Director 419-352-7588

CRCWoodCounty.org

Programs: Young Moms & Dads Parenting Group

Parent Toddler/Infant Play Groups

Car Seat Rental Program

Vision, Hearing and Speech/Language Screenings

Dental Center of Northwest Ohio

Contact: Director 419-241-6215 DentalCenterNWO.org

Program: Dental care for low income children and adults

Family and Child Abuse Prevention Center

Contact: Child Abuse Programs Supervisor 419-352-7027

www.fcapc.org

Programs: Child abuse prevention programs

Community Education Programs

Wood County Hospital

Contact: 419-373-7613

Program: Physician Referral Service

General: 419-354-8900

woodcountyhospital.org

Community Recreation Activities

Wood County Park District

Contact: 419-353-1897

Bowling Green Parks & Recreation

Contact: 419-354-6223

Email: bgparks@bgohio.org

www.bgohio.gov/193/Parks-Recreation

Park Locations

BOWLING GREEN CITY PARK

Conneaut & Fairview Avenues

BOWLING GREEN TRAINING & COMMUNITY CENTER

1245 Haskins & Newton Roads

CARTER PARK

401 Campbell Hill Road

WINTERGARDEN / ST. JOHN'S NATURE PRESERVE

615 S. Wintergarden Road

SIMPSON GARDEN PARK

1291 Conneaut Road

Preschool Roster Signature Page

PLEASE RETURN THIS PAGE TO YOUR CHILD'S TEACHER

I understand a roster of the names and telephone numbers of the children in the program and their parents or guardians will be made available to those individuals who have a child in the program.

Parents may choose NOT to be included in the roster. Please indicate your preference below:

_____ Yes, I wish to be listed on the roster

_____ No, Please exclude my information from the roster

Parent Signature: _____