

BRIGHT LOCAL PRESCHOOL

HANDBOOK FOR FAMILIES

2021-22

STAFF

Principal	Mrs. Whitney Gobin
Coordinator	Miss Lisa Beresford
PSE Teacher	Mrs. Khrisdee Farris
ECE Teacher	Miss Megan Moore
ECE Teacher	Mrs. Kenni Scott
Preschool Educational Aide	Mrs. Angie Burnett
Preschool Educational Aide	Mrs. Noellen Richards
School Secretary	Mrs. Amy DeAtley
School Nurse	Mrs. Michelle Ryan

This program is a cooperative effort of the Southern Ohio Educational Service Center and the Bright Local School District. This program is licensed by the Ohio Department of Education. Compliance reports are available from the Ohio Dept. of Education Ombudsman 614-466-0224 or the Office of Early Learning and School Readiness 614-466-0224. Complaints concerning the operations of the program may be reported to the Ohio Department of Education Ombudsman 614-466-0224 or the Office of Early Learning and School Readiness 614- 466-0224. The classroom is located at:

Bright Elementary School 6100 Fair Ridge Road Hillsboro,
OH 45133

Phone: (937) 927-7010

Fax: (937) 927-7015

Step Up To Quality:
Five Star Rating

Bright Local School District
P.O Box 299
Mowrystown, OH 45155
Superintendent:
Mr. Michael Bick

Revised July 2021

PROGRAM PHILOSOPHY

Children's experiences during early childhood not only influence their later functioning in school, but also can have effects throughout life. For example, current research demonstrates the early and lasting effects of children's environments and experiences on brain development and cognition (Chugani, Phelps, and Mazziotta 1987; Caine and Caine 1991; KuhI1994).

Positive, supportive relationships, important during the earliest years of life, appear essential not only for cognitive development but also for healthy emotional development and social attachment (Bowlby 1969; Stern 1993). The preschool years are an optimum time for developments of fundamental motor skills (Gallahue 1993), language development (Dyson and Genishi 1993) and other key foundational aspects of development that has lifelong implications.

Several decades of research clearly demonstrates that high-quality, developmentally appropriate early childhood programs produce short- and long-term positive effects on children's cognitive and social development (Barnett 1995).

From a thorough review of the research on the long-term effects of early childhood education programs, Barnett concludes that "across all studies, the findings were relatively uniform and constitute overwhelming evidence that early childhood care and education can produce sizable improvements in school success".

Given the validity of the research, Bright Local Integrated Preschool is committed to offering a high quality preschool educational program based on the assumption that growth is a sequential and orderly process and children pass through stages of development, which occur in a predictable sequence in their physical, emotional/social, and cognitive growth. Children learn from hands on, concrete experiences within their environment.

It is the responsibility of the program to assist the child in growing to his/her fullest potential by recognizing each stage of development and creating a curriculum and individual plan of instruction that will facilitate growth.

PROGRAM DESCRIPTION

The Ohio Department of Education designates the Bright Local Integrated Preschool as a classroom for Preschool Programs is available in the office and the ODE Website:

<http://www.ode.state.oh.us/>. Select Resources and Tools for Families with Preschool Children in the left menu. There can be no more than 16 children at one time. Of the 16, no more than 8 can be children with identified disabilities. Up to 8 typically developing children are also enrolled. This promotes peer modeling of age appropriate language and social skills. The ECE class is an ODE grant to Bright Local for qualified students preparing for Kindergarten.

Integrated preschool programs give all children a chance to play and learn with others that will someday be their co-workers, friends, and neighbors. The typical children will benefit from being together on a regular basis during the years when their attitudes and perceptions of themselves and others are most pliable. They will gain a greater understanding of the range of human differences and will learn to enjoy being with other children who have different characteristics and abilities.

The curriculum and design of the classroom is based on The Creative Curriculum. The Creative Curriculum is a comprehensive curriculum, linked to an assessment system that fully meets the criteria for appropriateness and effectiveness. Within the daily schedule, each child has opportunities to create, to explore the environment, to learn problem solving, and personal interaction skills, make decisions, and to grasp concepts through supervised play and activities both structured and unstructured.

Direct instruction is the Individual Education Plan (IEP). A team of individuals who know the child, including the parents, the teachers and a school district representative develops this document. At the initial placement meeting, the testing results, which resulted in the child's eligibility for preschool services, will be shared. Areas of need will be identified and then goals and objectives will be developed to address these areas during the next year.

The IEP must be reviewed at least annually, but the parent or any member of the team may call for a review of the IEP at any time. The IEP will include any related services needed and any other pertinent information, which would assist the school personnel in providing the best possible experience. An open house will also be scheduled to meet the Teacher and Teacher's Assistant.

MISSION STATEMENT

Bright Local Integrated Preschool's mission is to provide learning opportunities, which leads to the development of building blocks necessary for all young children to become successful in environments where they can utilize their skills in the areas of Cognitive, Social-Emotional, Communication, Adaptive, Gross Motor, and Fine Motor. Our goal is to assist young children through their education journey to become better prepared for learning experiences in Kindergarten, as well as other educational settings. With this mission in mind, it is our focus to enroll children as peer models ages four-five (4-5) years and would be entering Kindergarten the following school year. Bright Local Integrated Preschool will continue to require families to place their child on a waiting list, complete the "All About Me" questionnaire and attend a scheduled play date to be considered as potential peer-models. If Bright Local Integrated Preschool encounters difficulty with enrolling children that would attend Kindergarten the following school year, it will be Bright Local Integrated Preschool's right to choose a peer-model that may be at a younger age and would complete two years of preschool before entering a Kindergarten setting. It will be the practice of Bright Local Integrated Preschool to consider peer models that display age-appropriate skills.

RELATED SERVICES

Related services are those services which allow a child to benefit from his/her preschool education program. Through the evaluation and IEP process, it is determined what related services the child will need.

Typically, our related services and therapists are integrated. Our speech therapist, occupational therapist, physical therapist, and adapted physical education specialist will work cooperatively in conjunction with the preschool teacher to develop a plan of treatment/instruction. Many times, services are delivered in the classroom or other natural environments. However, traditional 1 to 1 or small group therapy may be provided depending on the child's needs.

PROGRAM HOURS

Program hours are Monday through Thursday from 8:45am to 3:15pm. The schedule for Peer Models will either be Mondays and Wednesdays (two days per week) or Tuesdays and Thursdays (two days per week.) A yearly calendar will be provided for each child and their families. It is also on the school website. ECE classes are Monday-Thursday.

ADMISSION/ WITHDRAWAL POLICY (SPECIAL NEEDS)

A preschool-age child shall be determined to be a child with a disability when one or more of the following apply:

- There is a documented deficit in one or more of the following areas: communication, hearing abilities, motor abilities, social-emotional/ behavioral functioning; or vision abilities or
- There is a documented deficit in cognitive ability as determined through a measure of cognitive functioning administered by a licensed or certified school psychologist or a licensed psychologist, and also a documented deficit in one or more of the areas listed above or a documented deficit in adaptive behavior; or
- There is a documented deficit in adaptive behavior and a documented deficit in one or more of the areas listed in the first paragraph or in cognitive ability.

If it is determined that a child is eligible for preschool services, an Individualized Education Plan (IEP) will be developed and services provided. Withdrawal from the preschool program may be done through the transition process; at the time a student is about to enter a school-age program. If, for any reason, it is necessary for you to withdraw your child from the preschool program, you should inform the teacher and coordinator as soon as possible.

ENROLLMENT/ADMISSION & WITHDRAWAL POLICY (PEER MODELS)

The role of the typical child in the special needs preschool classroom is to model age-appropriate skills and behaviors in the areas of communication, play, and socialization. Expectations are that the child would be potty-trained; display age-appropriate language, play skills, and self-help skills; cooperate with adults; and be able to separate from parent(s).

It is the expectation that children accepted as peer models in preschool will continue to attend Bright Local Integrated Preschool.

Enrollment Steps for Peer Models

1. Contact Bright Local Integrated Preschool @ (937) 927-7010 for a pre-entry screening questionnaire. If your child is younger than 4 years of age, please provide your child's name, birth date, parent(s) name(s), address, and telephone number. When your child turns four, complete and return the pre-entry screening questionnaire.

2. The questionnaire will be dated upon its completion and being returned to Bright Local Integrated Preschool. Your child's name will then be placed on the list of possible/interested peer model candidates.
3. When an opening for a peer model becomes available, the pre-entry screening questionnaires will be reviewed by the early childhood staff. You will then be notified if your child is selected for enrollment. If your child is not selected as a peer model that meets the current needs of the class, their name will remain on the enrollment list for re-screening should an opening for a peer model occur.
4. If your child is selected as a peer model, he/she will need to attend the class on a trial basis for up to 30 school days. At any time during the trial period, the teacher may schedule a conference with the family to discuss how your child is doing as a peer model. If, at this time, your child is not meeting the expectations of a peer model, they will be dismissed.
5. All enrollment forms must be completed prior to the child's first day of attendance.

The Board of Education has determined the cost for a peer model to attend the preschool class will be \$75.00 per month (This payment does not include any cost of breakfast, lunches.) This fee is to be paid at the beginning of each month regardless of the number of days the child is in attendance. Checks or money orders will be accepted by the preschool teacher and should be written to the Treasurer, Bright Local Schools. In the event a check is returned, future payments will need to be made by money order. If, by the 10th of the month, payment is not received, the child may be withdrawn from the preschool enrollment. This fee is due beginning **September 1** of the school year.

*** Arrangements on a sliding scale will be made with families of students in the ECE Expansion Class based upon percentages in the current Federal Poverty Guidelines.**

Payment Contract for Preschool Peer Model

I, _____, agree to pay the Board's adopted fee of \$ _____

per month for preschool services at the start of each month for my child,

_____. I understand that if I have not paid by the 10th of the month, my child's enrollment may be terminated.

Parent/ Guardian

Signature: _____

Date: _____

ENROLLMENT FORMS

The following forms must be on the file before your child can attend the program.

The forms will remain in your child's permanent file.

- BIRTH CERTIFICATE - please provide a copy for our permanent records.
 - MEDICAL REPORT - provides staff with information regarding medical conditions, needs, and overall health of the child. This must be completed upon attendance.
 - ANNUALLY- The initial physical shall be provided as of the first day of attendance including the immunization records.
 - EMERGENCY MEDICAL FORM - provides the teacher and staff with information regarding whom to contact in the event of an emergency. *If the parents don't have or don't furnish the names and addresses of a physician and dentist on the Emergency Medical Authorization Form, the child will be taken to the nearest hospital emergency room when emergency medical attention is needed.
 - PHYSICIAN'S REQUEST FORM - is needed when your child takes medication during the school day.
 - CLASS ROSTER PERMISSION FORM - provides information for class roster, which will include the child's name, parent/guardian's name, phone number, and address. Or, designate not to be on the class roster.
 - INDIVIDUALS PERMITTED TO PICK UP CHILD - provided a list of individuals who are permitted to pick up your child from school.
-
- FREE AND REDUCED LUNCH FORM - provides free/reduced lunches for those eligible. **This includes a Federal Poverty Guidelines page.**

WITHDRAWAL POLICY

In the event your child would transfer from our program, we ask you to complete the WITHDRAWAL SUMMARY FORM. This will provide information necessary to help your child in their future educational setting. We will also ask you to sign a parent/guardian/student consent for a record release, this would release information to the new program - your child will attend and expedite his/her learning.

CLASS ROSTER

A class roster is prepared annually; the roster includes your child's name, the parent/guardian's name, and phone number. A copy of the roster will be available upon

written request to any parent/guardian of a child enrolled in the program. No other person shall have access to a class roster.

RELEASE OF CHILD FROM SCHOOL

Parents or guardians, who bring their child to school after 8:45 a.m., must sign them in at the office. We then have to record how many children should be in the building.

A child will not be released to anyone other than the parent or guardian unless the school is notified. Each year a form is to be completed to list potential persons the parent or guardian may have to pick up their child. This form is called an Individuals Permitted to Pick up Children form.

In the event a child gets sick at school the parent/guardian will be notified and if they cannot be reached, the back-up phone number on the Emergency Medical Form will be used.

PARENT INVOLVEMENT & VOLUNTEER

All of us at Bright Local Schools try to do our best to keep you informed. We post information in the School Newsletters. We will send home other information with your child. Bright Local Integrated Preschool newsletter printed weekly.

Clearly, ongoing communication is important. You can help by sharing information about your child with us. Especially during any crisis or period of change, when children are under stress and or act differently, please keep us informed. Obvious times include changes in jobs, a move to a new house, or an illness or death in the family, but they could also involve the child experiencing nightmares, changes in eating habits, and stopping and starting medications. In tum, we'll alert you to anything out of the ordinary that we notice in your child here at preschool.

For Parent Volunteer policies, please see School Board Policy attached.

PARENTS & VISITORS

We encourage people to visit our class. All parents and visitors must sign in and out at the office. It is best to schedule your visits with the teacher to avoid several visitors at one time.

Any parent of a child enrolled in the program has unlimited access to the school during hours of operation to contact his/her child, evaluate the care, the premises, or other purposes approved by the Principal.

STUDENT LUNCHESES

Nutritious breakfasts are available for free now due to a grant. Lunches are provided daily at \$2.50. Milk is available at \$.40 a carton. Free and reduced meal forms will be provided to all students. Packed lunches from home should be nutritious with fruit/vegetables, dairy/proteins, whole grains and limited sugars. Drinks should be 100% fruit juice. Please no candy or sugar-based drinks including carbonated beverages.

RESPONSIBILITY FOR REPORTING SUSPECTED CHILD ABUSE OR NEGLECT:

All staff is required by state law to report any incident of child abuse to the proper authorities as outlined in the Ohio Revised Code. Section 2151.42.1 of the O.R.C. states that any school teacher or school authority, acting in his official of professional capacity, having reason to believe that a child less than eighteen years of age or any physically or mentally handicapped child under twenty-one years of age has suffered any wound, injury, disability, or condition of such nature as to reasonably indicate abuse or neglect, shall immediately report or cause reports (concerning child abuse) to be made of such information to the local children services board.

CLASSROOM MANAGEMENT

How we handle classroom management is not always apparent to the casual observer. One of the techniques used in our classroom is positive reinforcement, which sets the stage for the child to maintain self-control. The child becomes aware of his/her own worth as an individual and as a member of the peer group.

CLASSROOM RULES:

Speak softly.

Walk rather than run.

Candy and chewing gum are not permitted during class time.

Limit toys brought from home to scheduled "SHOW AND TELL."

BEHAVIOR MANAGEMENT TECHNIQUES ARE:

- Children will be encouraged to talk through their own problems with assistance from staff when necessary.
- A child may be asked to go to a quiet place and think about what he/she has done and how it affected the peer group.
- If a child is out of control and there is a possibility of injury to himself/herself or others, the child will be removed from the area. When the child has regained control, staff will help the child talk over the problems working toward solutions.
- A conference is arranged with the parents to evaluate persistent behavior problems.

Bright Local Schools Integrated Preschool Behavior

Management/Discipline Policy

Understanding that young children have varying needs, but benefit from limits, Bright Local School District has developed a policy to address those needs. The policy is a guide for all staff and volunteers in effective behavior management of all students enrolled in the Bright Local School District Integrated Preschool.

All staff and volunteers will utilize the system of positive behavior management of those children that are enrolled in our Preschool. PHYSICAL PUNISHMENT OF ANY KIND WILL NOT BE TOLERATED.

WHEN PROBLEMS OCCUR:

While staff in the preschool make every effort to prevent problems, behavior problems that occur in the classroom. Staff will use a system of progressive limit settings and psychosocial interventions to help children gain control of their actions and emotions. As we understand no intervention is successful with every child and the staff will utilize as many interventions as possible to reduce the behavior of the child. Also is important to note that certain individual plans maybe written for individual children as per the individual education plan. The staff will utilize the following approaches to help students work through their emotions and behaviors. All of these approaches are well recognized interventions that are positive and non-punitive.

None of the following are punishments.

1. Reward Positive Behavior: This strategy is used to reinforce good behavior and decrease undesirable behavior. The staff will attempt to decrease undesirable behavior by reinforcing with such things as verbal praise, attention, stickers and based on individual needs.
2. Problem Solving: The intervention of helping students problem solve between two kids that are having difficulty interacting. This strategy is used when students are given verbal cues to help deal with certain social situations. For example:
Helping a child having a conflict by giving them words to say, "Tell John, 'That's my car'." This strategy is called "social scripting."
3. Modeling: Is an intervention staff will utilize in modeling the correct way to deal or do something. The staff may model the behavior that they would like for the child to model and then reinforce when doing the behavior correctly.
4. Natural and Logical Consequences: The staff will offer the child natural or logical consequences to their behavior. For example, the student will pick up toys after throwing them down. Using this strategy allows the child to connect with his/her environment in natural way. This allows the staff members to remove themselves from the role of disciplinarian.
5. Therapeutic Ignoring: This strategy is used ignoring certain behaviors so as not to reinforce negative behaviors. The staff will utilize this intervention unless ignoring becomes unsafe for the child.
6. Activity Replacement: This strategy is used to help staff to determine when activities are inappropriate for a child. When this happens staff will change the activity to help meet the emotional and academic needs of the child. Redirecting a child to another activity is an intervention utilized in preschool. For example: not allowing the child to play outside after he has attempted to run away. However, staff would replace the outside time with appropriate inside play for large movement.
7. Separation from Group (contingent observation): Our first goal of our preschool is to keep all students safe. If a child's behavior threatens the safety and wellbeing of others, is disruptive to the group, and if the child is particularly out of control, the separation may be necessary to assist the child in regaining self-control. Separation occurs in the room and under the supervision of an adult staff member.

The child can rejoin the group when he or she is ready or after a specified time. Separation is never to be more than 3-5 minutes. During separation, staff and volunteers are encouraged to remove attention from that child. When the child rejoins the group, the adult giving the separation will talk with the child the reason for the separation and reiterate what positive behavior the child is working on. Staff should note children receiving frequent separations and take note of this action. Students may require individual behavior plans. Separation is never to be in an isolated environment, must occur in the classroom and only for a short duration with the ultimate goal to return the child to the group activity as quickly as possible.

PREVENTION:

Preschool staff will take every measure in being proactive in working with children and challenging behavior. The staff will continuously work to make the preschool environment one in which each child is successful. The following prevention methods were compiled after consulting several published experts in child development, classroom observations and the experience of the consultant author in dealing with at-risk preschoolers.

1. Routines: The staff will develop a daily schedule to help children develop a feeling of security and become more comfortable with their environment.
2. Expectations: The preschool staff will develop with the class, positive rules for the classroom so each child will know what the expectations are for them as a student. The staff will review the rules and the expectations with the children on a regularly basis. Developmental issues are considered when developing and practicing the rules and consistently respond to them.
3. Room Arrangement: The staff will consider each student's needs and develop the arrangement of the room in consideration. Quiet space, materials easy to access and less decoration in room are examples of the need for room arrangement.
4. Communication: The staff will continuously strive to use positive communication with children and other adults in class. Staff will be positive role models at all times and they will not curse or scream at children or each other.
5. Transition: The staff will transition students from one activity to another with as little anxiety as possible. Transition will be thoughtfully planned within the daily schedule and developed based on individual needs.
6. Emotional Outlets: To help deal with the need of emotional outlets, the daily activities will involve such as gross motor play, quiet time, art activities and social times.

CRISIS INTERVENTION

Children who are out of control and in danger of harming themselves or someone else may need to be therapeutically held or removed from the room to regain control. Physical intervention is only to be used as last resort, after all other methods of control have been attempted, and only when there is a clear and present danger to the child, other children or staff. Staff members utilizing therapeutic holds must receive training and demonstrate competencies regarding crisis intervention prior to using any therapeutic hold. Therapeutic holds are never to be used for noncompliance or other behaviors other than with children who are in danger in harming themselves or someone else. Staff is encouraged to explain to the other children in the room as well as other adults what is happening during a crisis intervention.

Any physical intervention/therapeutic holds must be documented and reported to the staff member's supervisor and the child's caregiver. Documentation must include a written description of the situation and behavior that led up to the decision to use physical intervention, what interventions or techniques were attempted prior to the decision to use physical intervention, outcome of the intervention, preventative measures that maybe used in the future to avoid such an intervention, and parent contact. Therapeutic holds are when a staff member gently wraps his/her arms around a child and holds them close. Staff is to be trained in non-violent crisis intervention in which they are taught to use a therapeutic hold.

DOCUMENTATION AND PARENT INVOLMENT

The Policy of the Bright Local Schools those interventions requires "Physical Intervention" will be documented on a "Critical Incident Report" form, This form be filled out by the teacher in the Preschool classroom when situations arise and warrant a physical intervention and parents will be notified of the situation. A child who harms another child or creates a dangerous situation, (for example, running from staff) may be an example for documentation.

The "Critical Incident Report" reports will include the following:

Child's name

Date and time of the incident Staff

persons present

A description of the behavior What preceded the incident?

Steps that were taken to prevent the need for the intervention Results of the intervention

Behavior that followed the intervention

Parents will be notified as soon as possible, within 24 hours, with copies of the written Critical Incident Report. The Teacher will also give copies to the supervisor and after the supervisor has received the copy will be filed at the school. If other children are involved

in the incident, but not involved in the intervention, parents of those children will be notified by phone as soon as possible.

When parents are contacted, every effort should be made to provide appropriate information and suggestions as to how they may best help their child, support the staff and demonstrate consistent treatment between the school and home. If the student is on an Individualized Education Plan, the Critical Incident Report will be filled out along with documentation for the IEP will continue.

THESE METHODS OF DISCIPLINE SHALL APPLY TO ALL PERSONS ON THE PREMISES AND SHALL BE RESTRICTED AS FOLLOWS:

1. There shall not be no cruel, harsh, corporal punishment or any unusual punishments such as but not limited to, punishing, 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 and means other than holding a child for a short period of time, such as in protective hug, so the child may regain control.
4. NO child shall be placed in a locked room or confined in an enclosed area such as a closet, a box or a similar cubicle.
5. No child shall be subjected to profane language, threats; derogatory remarks 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 center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program. (3301-37-10 Behavior Management/Discipline)

ILLNESS

It is important to maintain a healthy school environment. If a child becomes ill, he/she will be isolated in the Health Clinic until the parent/guardian can pick them up. When children become ill, parents will be contacted to take the child home if the following symptoms of illness are present at school:

- Sneezing coughing, or heavy nasal drainage.
- Flu or chills
- Fever over 100.0 degrees auxiliary
- Nausea, vomiting or diarrhea
- Earache, or ear drainage
- Eye infection (excessive redness or tearing)
- Unexplained swelling or bleeding
- Undiagnosed rash

- Impetigo
- Ringworm
- Head lice or scabies

The Emergency Transportation information and statement is included on the Emergency Medical Authorization Form for each child. Children who have any communicable disease/nuisance conditions as recommended by the Ohio Department of Health, must be kept at home. Please notify the school of the illness of your child, especially when your child has contagious conditions so those parents of children who may have been exposed to the condition can be notified. Children who have been hospitalized must submit a doctor's release when returning to school. Any time a child returns from an absence, a note needs to be sent stating the child's name, date of absence, reason for being absent, and parent signature as per Bright Local School policy.

TRANSPORTATION

Transportation will be provided for all children who have handicapping conditions. Whether a student requires special transportation should be determined on an individual basis by the student's IEP committee. The IEP should document a student's need for special transportation as a related service, identifying basic transportation requirements.

The parents or another responsible adult are required to escort the child to and from the bus. The bus operates on a time schedule so please have your child ready at the appropriate time. All parents are expected to make arrangements so their child is met at the end of the day for assurance and safety of the child.

Seating arrangements would be made for the students with different handicaps depending on severity of the condition and age. There is a seating chart on the school bus for substitute personnel as well as for emergency situations. Students transported by Bright Local Schools must follow all rules in accordance to Bright Local School policy. All other students will follow the rules established by the transporting school district.

PUPIL TRANSPORTATION RULES AND POLICIES

Board of education and county board of development disabilities adopted pupil transportation management policies should be developed cooperatively by school administrators and transportation personnel. Policies are designed to ensure the safety and welfare of all school bus passengers and shall include:

- A. The school bus driver's authority and or responsibility to maintain control of the pupils (section 3319.41 of the Revised Code).
- B. The pupil's right to 'due process' as provided for the local board.
- C. Pupil management and safety policies include:
 1. Pupils shall arrive at the bus stop before the bus is scheduled to arrive.
 2. Pupils must wait in a location clear of traffic and away from the bus stops.
 3. Behavior at school bus stop must not threaten life, limb or property of any individual. Immediate removal is authorized when the pupil's presence poses a danger to persons or property or a threat to the safe operation of the school bus. Length of time removed from ridership shall be in accordance with school district policy.
 4. Suspension of riding for rule violation or conduct not considered a danger to persons or property or a threat to the safe operation of the school bus may be

up to ten days. Suspension of riding privileges by the superintendent, superintendent designee or principal shall be in accordance with section 3313.66 of the revised code and school district.

5. Expulsion of a pupil from riding privileges shall be by the superintendent and in compliance with division's (B), (D), and (E) of section 3313.66 of the Revised Code.
6. School bus drivers shall report in writing to the appropriate administrator all rule violations or conduct that justifies immediate removal, suspension, or expulsion.

3301-83-20 GENERAL RULES

- A. The use of alcohol, tobacco, and non-prescribed drugs is prohibited on the school bus.
- B. Animals, firearms, ammunition, weapons, explosives, or other dangerous materials or objects are prohibited on school buses.
- C. Equipment such as music instruments, athletic uniforms, etc., which cannot be held by passengers in their seats, shall be stored in the rear of the bus. When it is necessary to transport such equipment concurrently with pupils, space shall be provided to comply with this rule without having standees in the bus. Equipment required in the assistance of the handicapped shall be used and stored as required by local policies. A clear aisle to the exit door must be maintained at all times.

WHEELCHAIRS/ ASSISTIVE DEVICES

Buses used to transport handicapped students will be equipped with special devices used for handling wheelchairs. These devices are not to be operated by the bus driver or the bus attendant. Students should not be transported in chairs that are broken or that have not been designed to be secured on the bus. Certain mobile seating devices are considered unsafe to occupy during transport. If the device is determined unsafe by the transportation supervisor, the student will be removed from the device and secured in a regular bus seat for the ride to and from school or home.

STUDENT DRESS CODE

Children should be dressed appropriately for having fun and learning while using all their senses. We bake, paint, make mud pies, and a lot of messy things. Please dress your child so they can get dirty and not worry. The children should be able to run, climb, and jump. Weather permitting, we play outdoors and slick soled shoes are dangerous on the blacktop.

The objective of publishing dress standards to insure that students are clean, neat, well groomed, and dressed with a sense of propriety. Any extremes in dress or appearance are not acceptable.

All students are expected to abide by the following standards:

1. All clothing is to be clean and neat in appearance. No dirty, torn, or tattered clothing is to be worn.
2. Shorts, extremely short dresses and skirts, extremely light clothing, see-through clothing, halter tops, tube tops, muscle shirts, spaghetti straps, midriff blouses, or other types of immodest clothing are not to be worn. (Shorts and jeans may be worn during the months of August, September, April, May, and June.)
3. All students must wear shoes or appropriate footwear, no flip flops.
4. Patches, insignias, slogans, buttons, or jewelry, which is in poor taste, are not to be worn. Any clothing or apparel with suggestive, provocative, obscene, or profane language is prohibited.
5. Vulgar, tobacco-alcohol-drug related connotations are not to be worn.
6. Lip, eyebrow, or nose earrings are not allowed.
7. Hats, headbands, and sunglasses are not to be worn in the building.
8. Hair must be clean, neat, and well groomed. Mustaches are permitted.
9. The staff and the administration retain the right to rule on questionable dress.
10. *Students are not allowed to carry pagers, beepers, or cell phones at school.

IF YOU HAVE A QUESTION ABOUT YOUR OUTFIT, PLEASE DO NOT WEAR IT.

SAMPLE DAILY SCHEDULE

8:45

- Children begin arriving / bus riders off the buses.

8:45-9:10 –Arrival

- Breakfast
- Morning work
- Looking at books
- Taking turns in the bathroom

9:15-9:45

- Speech
- Story or gym

9:50-10:20

- Overview jobs for the day
- Morning Meeting – Star Student starts the introduction and chooses the direction of the greeting. Talk about a problem for the day.

- Calendar time – days of the week, months of the year, letter of the day, alliteration, rhyming, colors, shapes, counting, numeral of the day, and question of the day

10:20-10:45

- Story time
- Table activity

10:45-11:15

- Gym time (Gross Motor skills – large, small, individual)

11:15-11:20 Bathroom break

11:20-12:00

- Story
- Group Activities (including music/ movements and then a table activity)

12:00-12:30

- Lunch

12:30-12:40 Bathroom break

12:45-1:45

- Rest time

1:45-1:55

- Wake-up (bathroom breaks also)
- Snack

1:55-2:55

- Center activities (teacher and paraprofessional work with children in small group or one-on-one settings or at a specific center)

2:55-3:15

- Recess

3:15

- Dismissal for pick-ups and bus riders

Bathroom and hand washing as needed multiple times throughout the day.

I have received and reviewed the Bright Local Preschool Handbook.

Signature of Parent or Guardian: _____

Date: _____

Safety drills for fire and tornado are conducted on a regular basis.

WEATHER EMERGENCY CLOSING

Severe weather or emergency situations may require school delay or closings. This information will be broadcasted over the radio & TV stations listed below:

- WSRW 106.7 FM
- TV - stations 5, 9, 12 and 19

The Bright Local School District also uses the One Call alert/ phone call system.

Bright Local Preschool has earned a Five Star Rating

for Ohio's Step Up to Quality!