



Passion • Integrity • Compassion • Relationships • Community • Kindness • Growth • Students & Families

# ***ECFC FAMILY HANDBOOK***

## ***2024-2025***

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# Welcome to the ECFC Family!



Dear ECFC Explorers Families,

On behalf of the staff of Early Childhood & Family Center, we welcome you to the 2024-2025 school year. The program strives to ensure that each child will experience success each day. Our commitment is to excellence and a positive experience for both children and their families.

We are very excited about the partnership that we have entered with you on behalf of your child. Our program will provide opportunities for your child to enter a world of exploration through concrete learning experiences. We know that young children learn through play and our classrooms are designed to motivate your child's learning process each day. A very important part of the child's education and development occurs through the direct involvement of parents. Parents are encouraged to volunteer in the classroom, participate in school activities, attend parent/family activities, and attend all meetings. Parent involvement includes teachers visiting homes and parents visiting school!

We look forward to an exciting year and working with you to ensure a positive educational experience for your child.

Sincerely,

Sara Cramer  
Director - Early Childhood & Family Center

# EARLY CHILDHOOD & FAMILY CENTER

401 South 8<sup>th</sup>  
Quincy, IL 62301  
(217)228-7121  
[www.qps.org](http://www.qps.org)

***Quincy Public Schools Mission Statement:***  
*EDUCATE STUDENTS AND TEACHERS TO  
ACHIEVE PERSONAL  
EXCELLENCE*

## **QPS VISION:**

The Quincy Public School District is committed to creating a culture of excellence in education for college and career readiness by

- Engaging student to achieve personal excellence;
- Building professional knowledge and excellent teaching practices through collaboration;
- Utilizing curriculum aligned to the state standards;
- Establishing high expectations and improving student growth; and
- Developing active partnerships with parents and the community.

## **Early Childhood & Family Center Vision Statement:**

*Quincy Early Childhood & Family Center is committed to creating a safe and welcoming environment by providing developmentally appropriate experiences that promote a love for learning while supporting and empowering students and families.*

# PART ONE: General Information

## SCHOOL DAY

### Head Start (Monday-Friday)

Morning Session: 8:30 A.M. – 11:30 A.M.  
Afternoon Session: 12:15 P.M. – 3:15 P.M.  
All day session: 8:30 A.M.- 3:15 P.M.

### Pre-K (Monday-Friday)

Morning Session: 8:30 A.M. – 11:00 A.M.  
Afternoon Session: 12:40 P.M. – 3:15 P.M.

### Transitional Kindergarten (Monday – Friday)

8:30 A.M. – 3:15 P.M.

- If you transport your child to school, doors will open at: 8:25 A.M., 12:10 P.M., & 12:35 P.M. Staff will be unavailable prior to arrival time. Children can never be left unattended.
- On ½ days of school, dismissal time is at 11:15 A.M. When there is a ½ day of school there are no afternoon sessions.
- ***If you choose to pick up your child from school you will need to arrive before: 10:55 AM for Pre-K morning sessions, 11:25 AM for Head Start morning sessions, and 3:10 PM for all afternoon and All-Day sessions. Should you not pick up your child from school, at these times your child will be put on the bus. Changes and arrangements must be made no later than fifteen minutes prior to dismissal time or your child will be put on the bus.***

## CHAIN OF COMMAND

### PARENT/GUARDIAN/STUDENT CONCERNS

The Quincy Public School District takes pride in its communication efforts with all stakeholders of the district. To ensure that concerns and/or issues are heard by the appropriate individual(s) and discussed at the point of origin and directly, the Board of Education asks that persons with concerns follow the District's Chain of Command outlined below. The Chain of Command is in place to discuss concerns and issues during the earliest steps with the individual(s) directly involved.

Step 1) In the event of a concern, the person with the concern should contact the teacher, supervisor, coach, or staff member who is directly involved with the situation.

Step 2) If the person with the concern has completed Step 1 and feels that the issue/concern was not remedied, they should contact the principal, director of the program, or the athletic director.

Step 3) If the person with the concern has completed Step 1 and Step 2 and still feels that the issue/concern warrants yet further discussion, they should contact the Superintendent.

Step 4) If the issue/concern remains after Steps 1, 2, and 3, the person with the concern should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will re-direct the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion. (School Board members

oversee the policies and the operations of the school district and do not resolve daily concerns. They are available when steps 1 – 3 have not produced a resolution.)

## **PRESCHOOL DEVELOPMENTAL SCREENING PROGRAM**

All three, four, and five-year old's residing in Quincy Public School District are eligible for screening. Children are screened by going through a brief check of speech, language, cognitive, social, fine motor, and gross motor skills. Screenings are scheduled throughout the year. Please call the school office to make an appointment 217-228-7121.

### **PROGRAM**

Early Childhood & Family Center is a collaboration of four programs: Head Start, Preschool for All (PreK), Early Childhood Special Education, and Transitional Kindergarten.

An important part of the child's education and development occurs through the direct involvement of parents. Parents are encouraged to volunteer in the classroom, participate in school activities, and attend all meetings. Parent involvement includes teachers visiting homes and parents visiting school!

### **HEAD START**

Head Start is a federally funded program for children turning three or four years of age by September 1<sup>st</sup> of each year. Children who are three years of age will attend a half day Head Start program. All day Head Start program is only for Head Start eligible four-year-old children that will attend kindergarten the following school year. The overall goal of the Head Start program is to bring about more social competence in children of low-income families. There are four major components in the Head Start program: education, health, parent involvement, and social services. The educational component 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. Head Start arranges for every child to receive comprehensive health care, including medical, dental, mental health and nutrition services as needed. Parents are the most important influence on a child's development. An essential part of every Head Start program is the involvement of parents in parent education, program planning, and operating activities. The social services component of Head Start represents an organized method of assisting families to assess their needs and then providing those services that will build upon the individual strengths of families to meet their own needs.

### **PRESCHOOL FOR ALL (PreK)**

Pre-Kindergarten is a state funded program for children turning three or four years of age by September 1<sup>st</sup> of each year. The program meets young children at their developmental level, which allows each child the opportunity for success and positive self-esteem. The aim of the program is to provide a developmentally appropriate curriculum in the areas of physical, emotional, social, creative, cognitive, and language skills. This is done through an integrated approach. Parents are the child's first teacher. Therefore, parent involvement is an important component of Pre-Kindergarten. Parents are encouraged to assist in the child's classroom, on field trips, and in any area that will benefit the children and their families. The program also offers health and social services to provide a well-rounded educational program for children and their families.

## EARLY CHILDHOOD SPECIAL EDUCATION

Early Childhood Special Education (ECSE) is a program established by federal law to serve the special needs of children ages three through five. Once a child is found eligible, an Individualized Education Plan (IEP) is developed by a team comprised of parents, teachers, and others involved with the child. The IEP addresses the areas in which a child is experiencing delays by establishing long range goals and short-term objectives. The ECSE staff plans programming based on the individual needs of the students in the class. A typical day provides children with experiences in listening activities, structured play, fine and gross motor activities, and a wide range of learning and language experiences. A very important part of the child's education and development occurs through the direct involvement of parents. Parents are encouraged to volunteer in the classroom, participate in school activities, and attend all meetings. Parent involvement includes teachers visiting homes and parents visiting school!

Note: Special Education Related Service Log - Illinois School Code (105 ILCS 5/14-8.02f)

(d) Local education agencies must make logs that record the delivery of related services administered under the child's individualized education program and the minutes of each type of related service that has been administered available to the child's parent or guardian at any time upon request of the child's parent or guardian. For purposes of this subsection (d), related services for which a log must be made are: speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services. The local education agency must inform the child's parent or guardian within 20 school days from the beginning of the school year or upon establishment of an individualized education program of his or her ability to request those related service logs.

### **PUNS** (Prioritization of Urgency and Need for Services)

Database Information for Students and Parents or Guardians

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.

IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

Registration to be included on the PUNS database is the first step toward receiving developmental disabilities services in this State. A child who is not on the PUNS database will not be in the queue for State developmental disabilities services.

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at <https://www.dhs.state.il.us/page.aspx?item=41131>.

You may also contact the following District employee for assistance:

Eryn Beswick, QPS Director of Special Education

1416 Maine Street, Quincy IL 62301

217-223-8700, ext. 2250

[beswicer@qps.org](mailto:beswicer@qps.org)

## **TRANSITIONAL KINDERGARTEN**

Transitional Kindergarten is a QPS program which enables students to receive a year of intervention services to help them secure their readiness skills for kindergarten. Transitional Kindergarten curriculum is based on the Illinois Learning Standards. Teachers emphasize a curriculum which blends preschool and kindergarten and is based on starting from where each student is functioning.

### **CURRICULUM/CLASSROOM**

The philosophy behind our curriculum is that young children learn best by doing. Since young children learn and retain by concrete experience, the “hands-on” approach to learning is essential. Learning is not just repeating what someone else says; it requires active thinking and experimenting to find out how things work and to learn firsthand about the world we live in. One of the most important educational goals of our program is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and to think their own thoughts. We encourage our children to become independent, self-confident, inquisitive learners. We’re teaching them how to learn and helping them develop good habits and attitudes, particularly a positive sense of themselves, which will make a difference throughout their lives.

Our Early Childhood curriculum is the Creative Curriculum, a research-based curriculum which addresses all areas of Early Childhood development:

- ◆ Personal and Social: fostering a healthy self-concept, developing self-control, approaching learning with eagerness and curiosity, interacting easily with others, and using words to solve conflicts.
- ◆ Language and Literacy: developing listening and speaking skills, encouraging a love of books and reading related activities, encouraging written communication through drawing and pretend writing.
- ◆ Mathematical thinking: promoting an interest in numbers and counting, recognizing patterns and relationships, awareness of shapes and spatial relations, able to sort and put objects in order, experience measurement activities and begins to construct a sense of time.
- ◆ Scientific thinking: using senses to explore, encouraging curiosity to seek answers and draw conclusions.
- ◆ Social Studies: awareness of own characteristics, understanding of family and jobs that people do, awareness of rules and leadership, sensitivity to people and their environment.
- ◆ The Arts: using a variety of materials to express self, participating in music and creative dramatics, appreciating the work of others.
- ◆ Physical: developing balance and control to perform simple tasks, developing eye-hand coordination to perform a variety of small motor skills, gain independence for self-care tasks, awareness of basic health and safety.

Our Pre-K and Head Start teachers use a portfolio and progress report to document your child’s growth and development. Information collected in these portfolios and the progress report will be shared with parents during two scheduled home or center visits, one in Fall and the other in Spring.

Transitional Kindergarten staff is dedicated to offering children a well-balanced educational program that covers the basics as well as other differentiated experiences. Language Arts (reading, writing, spelling, language, speaking, and listening), Mathematics, Science, and Social Studies are basic subjects. In addition,



Physical Education, Music, Art, and Social Emotional learning are provided. We also expose students to Environmental Education, Health, and current events. Field trips, use of community speakers, and audio-visual aids along with educational games help make learning interesting and motivating. Technology is used as needed to enhance each student's education. Progress reporting will occur in November and February with a parent teacher conference. Teachers will use a standards-based report card to share how your child is progressing. The standards-based report card will be sent home following each trimester as outlined by QPS.

Our staff works to identify children who may benefit from special services. These services may include speech, language, physical and occupational therapy, vision and hearing services, and services for developmental delays. The activities we plan for children, the way we organize the environment, select toys and materials, plan the daily schedule, and talk with children, are all designed to accomplish the goals of our curriculum and give your individual child a successful school experience.

### **A CHILD'S PLAY HAS GREAT VALUE**

Every part of a child's life is interwoven with play. This is the nature of a child. On the surface, children's play looks simple. In fact, play touches on every aspect of development and learning. In play, children are free to master new knowledge at their own rate and in their own way. It is the process that we value, not the child's end result. While children play they practice new cognitive, social, emotional, language, and physical skills. Play is active. It is a form of learning that unites the mind and the body.

### **DRESS**

Children should be dressed in comfortable clothes and shoes for active play. Do not allow your child to wear open back shoes, sandals, crocs, boots, slip on shoes. **TENNIS SHOES ARE BEST FOR SAFETY AND EASE IN MOTOR ACTIVITIES.** Each day, children will be involved in messy activities (such as finger painting, easel painting and water play) and should be dressed accordingly. If your child wears a dress/skirt to school, please make sure they have shorts underneath the dress/skirt. All children are required to leave an extra set of clothes at school (shirt, pants, socks, and underwear).

### **MOTOR TIME**

Pre-K, Head Start, & Special Education, will have a minimum of 30 minutes of motor time each day. Motor time occurs inside or outside. Students are always under the supervision of staff when on the playground. The adults assigned to the playground have the authority to enforce all student rules. Students will be expected to play safely and follow the rules. Children should be dressed appropriately for all types of weather since we will be going out whenever possible!

### **Notes to Not Participate in Motor Time**

The only time a student should not participate in motor time is if he or she has a note from the doctor.

## **OUTSIDE PLAY**

Children will play outside whenever it is possible. Per American Academy of Pediatrics exercise produces many positive benefits including improved mood, attention, physical development, and cognitive performance. Our policy for outside play is taken from the Early Childhood Environmental Rating Scale, Head Start Standards, and the Child Care Weather Watch. Children will go outside as follows:

- 26° to 90° --- outside play, when dressed appropriately and conditions permit
- 25° or below --- no outside play
- above 90° --- outside play limited or not allowed, depending on conditions

Parents should dress their children appropriate for the weather:

- Jackets for cool weather and heavier coats as temperatures get colder
- Hats and gloves/mittens in cold weather
- Lighter clothes in warmer temperatures

## **FAMILY EDUCATION / ENGAGEMENT**

Parents/guardians are their child's first teacher. Therefore, family engagement and involvement are an important part of the Early Childhood & Family Center program. Parents/guardians are encouraged to engage with ECFC staff to support and improve the learning, development, and health of our children. ECFC wants our parents/guardians to be involved in their child's education. Volunteers are also an important part of our program. We encourage you to get involved in your child's educational activities through the following:

## **VOLUNTEERING IN CLASSROOMS/BUILDINGS/EVENTS**

- Field Trips
- Assist with classroom activities
- Assist with snacks, breakfast, lunches
- Assist with outdoor play
- Help children with coats or boots
- Prepare and donate supplies or materials
- Interact with children at centers, dramatic play, blocks, etc.
- Parent-Child Interactions
- Read or tell a story
- HAVE FUN AND ENJOY!

*\*This list is not limited. Your talents and treasures are valued and appreciated!*

## **FAMILY ENGAGEMENT**

- Special Topic Meetings
- District Parental Training Events
- Special Programs

- Parenting Cafés
- Open House/Curriculum Night
- Family Fit Night
- Helping Hands
- Parent Meetings
- Policy Council-parent advisory board
- Health Advisory

*\*Be on the lookout for more family engagement opportunities.*

## **FAMILY SUPPORT SPECIALISTS**

Family Support Specialists (FSS) are staff members specifically assigned to each classroom to serve as a contact with each family. The FSS will connect with each family early in the year to make introductions and to set up home visits. FSS are available to support families by being a connection to the classroom and all school activities, as well as connecting families with community resources.

### **Early Childhood & Family Center Family Partnership Agreement**

As an ECFC family, you can take advantage of many opportunities to learn about our services and to participate in decisions about ECFC. You will also have an opportunity to develop new skills and to share your experiences and interests with other parents.

ECFC makes a commitment to provide positive experiences for you and your child and to assist you in making similar commitments. We will do this by:

- Identifying your child’s educational and social emotional goals and taking steps to meet those goals.
- Providing workshops on parenting, child development, discipline, and other topics of interest.
- Providing home visits to discuss your child and family’s progress.
- Inviting you to be part of the planning and community activities.
- Supporting you to become an advocate for your child with school and other community agencies.

As parents you will make a commitment to provide positive experiences for your child and school by:

- Having your child ready for school at the scheduled time the bus is to arrive.
- If your child is absent, calling school (217-228-7121) and the Transportation Department (217-224-5910).
- Set goals for your child and assist in achieving those goals.
- Volunteer and attend family activities.
- Be involved in the ECFC curriculum and educational activities.
- Participate in your child’s educational and social emotional progress through home and school visits.

This commitment will ensure that your child has many opportunities to learn, develop and be successful.

## **POLICY COUNCIL**

The ECFC Family Policy Council is an advisory board made up of parents and community members whose primary responsibility is to serve as a decision-making body for the ECFC Head Start program. Responsibilities include conducting an evaluation of the program, approving expenditures of parent activity funds, and serving as a link between ECFC families, the community, and the Quincy Public School District. All ECFC families are welcome to join Policy Council, regardless of which program their child attends. Invitations to join will be sent out early in the school year.

## **PARENT CAFÉS**

Monthly opportunities for families to explore a wide variety of topics such as: discipline, budgeting, mental health, and transitioning to kindergarten. Topics are based on parent interest. Please let your Family Support Specialist know of a topic you would like to see presented.

## **CONSCIOUS DISCIPLINE PARENT CAFÉS**

Come study and share with other parents as we all learn new ideas to help us grow as parents. Meal and childcare are provided during a course that will meet over a series of 6-7 times. See your Family Support Specialist for information. Sign up required.

## **FAMILY RESOURCES**

Parents/caregivers can access ECFC staff members to talk about their children and family, to seek advice, and to ask for assistance in connecting with community resources. Always begin with your classroom teacher and FSS. Parents may also talk to our School Psychologist, School Social Worker, Education Coordinator, Family Services Coordinator, Community Resource Coordinator, Building Manager or Director.

# **PART TWO: RIGHTS & RESPONSIBILITIES**

## **AMERICANS WITH DISABILITIES ACT**

The Quincy Public School District No. 172 does not discriminate based on disability in admission to, access to or operations of its programs, services, or activities. School District No. 172 does not discriminate based on disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990. Questions, concerns, complaints or requests for additional information regarding the ADA may be forwarded to the District's designated ADA Compliance Coordinator.

Name: Eryn Beswick  
Title: Director of Special Education  
Office: 1416 Maine St., Quincy, IL 62301  
Phone: Voice: (217) 223-8700 TDD: (217) 223-8700  
Days/Hours Available: Monday - Friday 7:30 a.m. - 4:30 p.m.

Individuals who need auxiliary aids for effective communication in programs and services of the public schools are invited to make their needs and preferences known to the ADA Compliance Coordinator. This notice can be made available in large print, on audio tape and in Braille from the ADA Compliance Coordinator.

## **ATTENDANCE**

Student attendance is very important at Early Childhood & Family Center, as it is in elementary and secondary school. Attendance is recorded daily. The school must be notified by the parent/guardian each day a child is absent or tardy. It is important for your child to be on time! If you have not called the school by 9:00 AM (AM Session & All Day) or 1:00 PM (PM session) on the day your child is absent, school personnel will contact you. If your child has excessive absences or demonstrates a pattern of absences, the Family Support Specialist will contact you to discuss the reasons for the absences, offer help when needed, and develop a plan to improve your child's attendance. If your child's attendance does not improve a meeting with the director will be held. Excessive absences and or tardies could jeopardize the student's placement in the program.

Truancy: Truancy is defined as being absent without valid cause for a school day or a portion of a day or when a parent/guardian fails to notify the school of an absence.

Chronic Truancy: Chronic or habitual truancy shall be defined as a student who is absent without cause from attendance for 5% or more = 9 regular attendance days.

**ECFC's goal is to have all students in school daily.** It is important that children be at school daily as learning occurs that cannot occur when the child is home. Please let us know if you need help or support with your child attending school daily. The philosophy of ECFC staff is to foster and strengthen staff and

parent/guardian partnerships to ensure an inclusive environment. Therefore, please expect your classroom teacher to contact you out of concern and support when your child is absent from school.

### **Early Childhood Student Attendance Policy 2024-2025**

1-9 Days missed:

- 1. Days 1 – 9, (on-going) TEACHER reaches out to family regarding attendance.**
  - Office will still collect daily attendance and make calls for any student unverified.

10 days missed:

1. Family Support Specialist contacts the family regarding attendance and assesses the reason why the student has been absent and provides support.
  - a. 10-day attendance report is done at the discretion of Family Support Specialist.
  - b. Home Visit is completed at the discretion of Family Support Specialist.

18 days missed:

- 1. Family Support Specialist completes HV with parent(s)/guardian(s).**
- 2. Family Support Specialist completes ASP (Attendance Success Plan and gives copy to Director)**
  - a. Parent(s)/guardian(s) are given resources, attendance success information.

25 days missed:

- 1. Mandatory staffing between Director and Family Support Specialist** to discuss attendance issue(s).
- 2. Director will call the parent(s)/guardian(s)** with Family Support Specialist present to help problem solve as needed, case by case and/or FSS/Teacher request.

35 days missed: \*(as needed, case by case and/or FSS/Teacher request)

- 1. Family Support Specialist emails Director** requesting a parent/guardian meeting regarding attendance.
- 2. Parent/Guardian meeting** with the following, but not limited to:
  - a. Director
  - b. FSS
  - c. Teacher
  - d. Other (depending on student and needs)
3. Some students who reach (35) days, or before, excluding those with excusable absences (major health, S.E., special circumstances) could fall into PROBLEM SOLVING and go hand in hand with academic/behavior needs.

### **BOOKBAGS**

Each child should bring a bookbag to school every day. Bookbags should be large enough to carry notes, schoolwork, clothes, etc. Bookbags on wheels are unsafe for young children and are not allowed at school. Bookbags will be checked each day by a classroom staff member as part of morning routines.

Children should not bring toys to school. We have many toys and materials for the children to use during the school day. Any toy that could be considered weapon-like (toy guns, toy knives, etc.) will be kept until the parent can pick it up.

## **BREAKFAST/LUNCH**

Transitional Kindergarten and All-Day Head Start students will receive breakfast, lunch, and a snack each day. AM Head Start students will receive breakfast/lunch and PM Head Start students receive lunch/snack. Pre-K for All classes will receive breakfast in the AM and lunch in the PM. The meals follow the nutritional guidelines set by the U.S. Department of Agriculture for the National School lunch and breakfast program. If you are concerned about mealtimes at ECFC, please contact the Director. Meals are free for all students attending ECFC.

## **CELL PHONES & OTHER ELECTRONIC DEVICES**

Cellular phones or personal electronic entertainment devices are not to be brought to ECFC by students. If electronic devices are brought to school, they will be removed from the child's possession and a parent/guardian will be called to pick up the device. Cell phones and other electronic devices hinder language development and socialization. Children should always be monitored while on electronic devices.

## **CHILD ABUSE AND NEGLECT REPORTING POLICY**

Illinois state law mandates that any school personnel who suspects child abuse or neglect must make a report to the Illinois Department of Children and Family Services Child Abuse Hotline. (800-252-2873) Please call the local DCFS office if you have any questions. (217-228-7121)

## **CONFIDENTIALITY**

All information about your child and family is strictly confidential and will not be shared with anyone not directly involved with your child without your written consent. Only authorized Early Childhood & Family Center personnel can review the files. Parents also have a right to review the files. Please contact the Director if you wish to review your child's file.

## **DISCRIMINATION AND HARRASSMENT ON THE BASIS OF RACE, COLOR, AND NATIONAL ORIGIN PROHIBITED**

Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

### Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin. Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or

stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

#### Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's Uniform Grievance Procedure. Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

#### Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Illinois Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: <https://dhr.illinois.gov/about-us/contact-idhr.html> or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

#### Prevention and Response Program

The District maintains a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program includes procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

#### Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.



### Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

## EMERGENCY DRILLS

Systematic drills are practiced by the entire school in preparation for such emergencies as a fire, inclement weather or lock down. Students and staff have specific places to go and specific behavior to perform once they get there. In a fire drill, students move quickly to the nearest door and go to an assigned area away from the building. In an inclement weather drill, students and staff are assigned to a specific “safe place” in the building and are to go there immediately upon hearing the alarm. Once there, the students assume a “tucked” position on their hands and knees, and the staff will have a roll call to account for each student’s whereabouts. In a lock down drill, students and staff are alerted of danger. Students and staff will locate themselves in the “safe place” in the building or go to the location designated by the district should they be outside of the school building. All students and staff will remain in the “safe place” until they are notified by the authorities that the dangerous situation has been resolved. You will be notified by a See Saw or Skyward message when a practice drill is performed.

## QUINCY PUBLIC SCHOOLS SCHOOL EMERGENCY GUIDE FOR PARENTS

The purpose of this guide is to provide a quick reference for parents when there is a crisis at school, describe what parents can do to best help their children before and during the incident, and explain the process for the safe return of your child.

### 3 SIMPLE STEPS YOU CAN TAKE TO PREPARE FOR A SCHOOL EMERGENCY

**1** **Communication is vital** in any type of emergency. To be sure we can quickly contact you, please make certain that your child’s Emergency Contact Card is accurate. Also, please remember to update your contact information whenever it changes.

#### Individuals listed on the Emergency Contact Card should:

- Know you are listing them on the Emergency Contact Card and agree to accept the responsibility of picking up your child, when necessary,
- Be readily available during the day,
- Have easily accessible transportation to pick up your child from school, and
- Have a good relationship with your child.

2

**Talk with your child** about the importance of listening to school staff members and following directions during an emergency. Also, discuss the emergency training that is provided at school, and ask them to explain their role during the various drills. If you have any further questions about your school’s emergency procedures, please feel free to contact the principal for details.

3

**School Emergency Cards for Parents** are located on the third page of this guide. Cut them out and carry one in your wallet or purse. The School Emergency Cards for Parents have important instructions to follow during a school emergency.

## EMERGENCY OPTIONS DURING A SCHOOL EMERGENCY

**Evacuation.** Certain emergencies require everyone to leave the premises to keep safe. Each school has planned for off-site evacuations. Evacuation during a fire may only require everyone to assemble in a field away from the building, while other emergencies may require relocating to another building. The other building may be a nearby shelter within walking distance or it may be another school building that requires busing to reach it. The type of crisis and the conditions outside the school will determine the response chosen.

**Shelter-In-Place.** Sometimes it is safer to remain inside the school building because conditions outside are less safe. During a tornado warning, students and staff may respond to a designated shelter/safe area of the building, if there is time to do so. During an earthquake, the best response is usually to remain in the classroom and take cover to avoid potentially falling debris.

**Lockdown.** During most violent intruder incidents, lockdown is the best response. Lockdown keeps students and staff in an area they know is safe at the time, while keeping violent intruders out of that area. Emergency responders will normally arrive quickly, so the more time spent in a safe area, the better. Although our drills end rather quickly, in a real event, students should prepare to remain quietly locked down for an extended period.

**Lockout.** If a potentially dangerous situation is in a school, the school may decide to lockout. A lockout may be caused by police action in the area, a vicious dog near the playground, or some other threatening circumstance that might endanger someone outside the building. Our schools operate in a near-lockout mode daily, as all incoming traffic is directed through the security entrance. In an actual lockout, any students who are outside would be brought back into the building, and no one would be allowed to leave until the lockout is lifted. Otherwise, it is “business as usual.”

## STUDENT REUNIFICATION PROCEDURES FOLLOWING A SCHOOL EMERGENCY

After an emergency or crisis has caused one of the responses listed above, it is our goal to reunite you with your child as soon as the situation has stabilized. Quincy Public Schools created a Reunification Plan to assist in the safe return of your child to you or your designee. School administration will implement this plan at the earliest opportunity.

**What to expect.** If an emergency interrupts the school day, QPS will disseminate information as soon as possible. QPS will activate its Skylert message system with specific information and instructions for parents,

and post information on [www.qps.org](http://www.qps.org) as soon as possible, as well. If your child was harmed during the crisis, school personnel will personally contact you at the earliest possible time.

In most cases, students will either remain at their school or at the evacuation site until the regular end of the school day. The Skylert message will inform you as to their location and the appropriate place for you to respond, if you plan to pick them up.

**What you can do.** Please listen to the full Skylert message and respond as requested. We can return your student to you sooner if everyone follows the established procedures.

If you are directed to the reunification site, please follow directions regarding parking and **bring a government-issued photo ID**. This also applies if one of your previously approved contacts will pick up your child in your place. Students will not be released to anyone unless they are on your approved list and they can prove that by presenting a government-issued photo ID. Students will only be released to parents or guardians who have presented acceptable identification and who are named on the student's Emergency Form.

**What you should NOT do:**

- Please, do NOT call the school. School staff will be busy assisting students during the emergency and preparing for reunification immediately afterwards. Calling the school will delay them and tie up phone lines that may be needed to communicate with emergency personnel.
- Please, do NOT immediately come to the school or evacuation site, unless instructed to do so. Traffic may already be impeded by emergency vehicles and adding more cars when no one is ready for release will only aggravate the situation. While parents' instinct in an emergency is to go to the school to safeguard their child, please understand that doing so may significantly reduce the school's ability to respond to the situation. In addition, going to the school may interfere with police or other emergency workers whose sole purpose is to assure the safety and well-being of students and staff.

## **ENSURING SCHOOL SAFETY IS EVERYONE'S RESPONSIBILITY**

Quincy Public Schools are committed to the safety of our students. Our staff works with public safety providers to maintain a safe environment for our students, staff, and visitors. Each summer, we meet with leaders from all local area first responder agencies to review and improve our Crisis Management Plan. As a parent, you should feel confident knowing that we provide emergency response training to school staff. The school's Crisis Management Plan is modeled from the National Incident Management System (NIMS) that has been developed by the Department of Homeland Security.

Throughout the school year, your child will be trained in emergency procedures and will be taught how to react, where to assemble, and what to expect in an emergency. This will be accomplished through fire drills, severe weather drills, and lockdown drills. While it can be unsettling to think about situations that require an emergency response, frequent review and practice will help to reduce risk and help both staff and students prepare for an actual event.

Following an emergency scenario practice drill, your child may wish to share their experience with you. If so, this would be an excellent time to review the information and procedures as a family. We created this School

Emergency Guide for Parents to help you better understand your important role in our Safe School Plans. Open communication between home and school is critical to the safety and well-being of your child.

Please let us know if you have concerns or questions about school policies or your child’s safety. You can learn more about this at our website ([www.qps.org](http://www.qps.org)).

***Please cut out and carry these quick reference cards with you.***



**QUINCY PUBLIC SCHOOLS  
SCHOOL EMERGENCY CARD FOR  
PARENTS**

***During an emergency, information will be provided in the following ways:***

- Visit [www.qps.org](http://www.qps.org) and click on Emergency Information.
- Wait for a call from the Skylert Messaging System. You will receive information and instructions on what to do during the emergency.
- Tune into local TV and radio stations for news alerts.
- The school may call the emergency phone numbers provided on your child’s Emergency Contact Form.

**QUINCY PUBLIC SCHOOLS  
SCHOOL EMERGENCY CARD FOR  
PARENTS**

***During an emergency, information will be provided in the following ways:***

- Visit [www.qps.org](http://www.qps.org) and click on Emergency Information.
- Wait for a call from the Skylert Messaging System. You will receive information and instructions on what to do during the emergency.
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## **ERIN’S LAW**

Erin’s Law requires that all public schools in Illinois implement child-focused sexual abuse prevention education that:

- teaches students in grades Pre-K through 5th grade age-appropriate information about how to recognize child sexual abuse and tell a trusted adult
- requires school personnel to be informed about child sexual abuse
- provides parents and guardians with information on the warning signs of child sexual abuse, plus any needed assistance, referrals or resources to support victims and their families

To that end, all ECFC classrooms will implement the Second Step Child Protection Unit curriculum. In these lessons, children will learn three types of skills:

- **Personal Safety.** Children will learn important safety rules, such as safety with guns, sharp tools, and fire, and when riding on wheels or in cars. They will also learn ways to help them decide if something is safe or

not.

- **Touching Safety.** Children will learn about safe, unsafe, and unwanted touches, and rules about touching private body parts. They'll also learn to say no to unsafe or unwanted touches, and to tell a grown-up if someone breaks rules about touching private body parts.
- **Assertiveness.** These lessons will also give children a chance to practice asking a grown-up for help, telling a grown-up about an unsafe situation, and being assertive to get out of unsafe situations.

Your child will bring home simple, fun activities called Home Links that will help you understand what he or she is learning about safety at school and give your child another chance to practice safety skills.

Your child's teacher will inform you when their classroom will be teaching the lessons. Sample lessons and more information can be found at [secondstep.org](http://secondstep.org).

## FIELD TRIPS

All ECFC programs take a minimum of four field trips a year. Field trips are a privilege for students. Students must abide by all school policies during transportation and during field trip activities and shall treat all field trip locations as though they are school grounds. Parents and guardians attending field trips are expected to follow school rules and expectations. Failing to do so will result in being asked to leave. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students must ride the bus to the destination. Students are allowed to leave with a designated person who is on the "Permission to Release" list if this is pre-arranged with the office prior to the day of the field trip.

## FINES, FEES, AND CHARGES: WAIVER OF STUDENTS FEES

[Public Act 102-805](#) Fines for loss or damage to school property are waived for students who meet certain eligibility guidelines. Other changes made to comply with PRESS.

## HOMELESS CHILD'S RIGHT TO EDUCATION

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option to either:

- Continue the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
- Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

## **PARKING/DROP-OFF/PICK-UP**

**PARKING** - Posted Accessible Parking is available in the alley along the south side of the building. Other parking is available in the Pear Tree Villa parking lot and on Kentucky street. There is limited parking on the east side of the building in the parking lot.

**DROP-OFF & PICK-UP** – The designated area for picking up and dropping off students is the 8<sup>th</sup> Street entrance, along the yellow curbed area. Pull all the way forward closest to Kentucky Street, allowing room for others to park. It is important that we do not block the driving path in the alley, block State Street Bank driveways, or park behind cars blocking them in.

*\*Remember all areas around ECFC are designated school zones. Drive slower than 15 miles per hour and stay alert to families coming and going with their children.*

## **PARTY INVITATIONS**

Party Invitations may be sent to school if all students in the class are invited. A list of students' first names is available upon request. Invitations will be placed in each child's bookbag. Due to federal law, we are unable to share addresses and phone numbers.

## **PETS/BRINGING ANIMALS TO SCHOOL**

Bringing pets/animals to school for show and tell is not permitted unless the director or building manager has given preapproval. Many students have allergies which could be affected by animals. Safety of students is also a concern when pets/animals are brought into the school. Service animals will continue to be welcome. Please contact ECFC Director or Building Manager to make arrangements for service animals.

## **PHONE CALLS**

We do not interrupt instructional time with phone calls while students are in class. However, our secretaries would be happy to take a message for you or you may leave a message on the teacher's voicemail. Another option for communication is to send a message directly to your child's teacher on the See Saw Family app for them to call you after students have left their classroom. If you have an emergency, the secretaries will help you.

## **SCHOOL CANCELLATION AND EARLY DISMISSAL**

In case of questionable weather, listen to any of the local commercial radio or TV stations listed below for school closing information. Quincy Public Schools/ECFC will also send a Skylert message to the primary number that you have listed in Skyward, as well as post a School Wide Announcement on See Saw and our social media outlets. Please make sure you keep the school up to date with correct phone numbers and address changes, so we can communicate effectively with you. This should be broadcast no later than 6:00 AM for the morning session or as soon as available for the afternoon session. If school is dismissed early there will be no afternoon session.

## SECURITY

Your child's safety is a priority of the district. To ensure the safety of all students and staff the following procedures are in place:

- All visitors are required to sign in and out with Security at our main entrance (8<sup>th</sup> Street).
- All visitors are required to walk through a metal detector.
- All bags will be searched.
- Two security guards are on duty during school hours.
- All doors are kept locked.
- Handicapped accessibility is located at the main, Kentucky St. and alley entrances.
- Proper ID is required of any person picking up a child. Please notify the school if anyone other than a parent or guardian is picking up a child. It is the parent's/guardian's responsibility to make sure the permission to release form is up to date in Skyward.

## SEX OFFENDER & VIOLENT OFFENDER COMMUNITY NOTIFICATION LAW

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for the following circumstances as they relate to the individual's child(ren).

1. To attend a conference at the school with school personnel to discuss the progress of their child.
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
3. To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board.

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.

A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

- Illinois Sex Offender Registry, <https://isp.illinois.gov/Sor/Disclaimer>
- <https://www2.illinois.gov/idoc/Offender/Pages/ParoleeSexRegistrantSearch.aspx>
- Illinois Murderer and Violent Offender Against Youth Registry, [www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/)
- Frequently Asked Questions Concerning Sex Offenders, [www.isp.state.il.us/sor/faq.cfm](http://www.isp.state.il.us/sor/faq.cfm)

## **SEXUAL HARRASSMENT**

Sexual harassment of anyone is prohibited. The School and District shall provide an educational environment free from verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. Any tormenting, teasing, verbal remarks, or physical gestures of a sexual nature may constitute sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual or sex-based nature by anyone, imposed on the basis of sex, that has the purpose or effect of (a) substantially interfering with a student's educational environment; (b) creating an intimidating, hostile or offensive educational environment; (c) depriving a student of education aid, benefits, services, or treatment; or, (d) making submission to or rejection of such unwelcome conduct the basis for academic decisions affecting a student.

The terms intimidating, hostile, and offensive include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term sexual violence includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Students are encouraged to report claims or incidents of sexual harassment to the principal, an assistant principal, counselor, dean, teacher, or staff member. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined. Students guilty of sexual harassment will be reprimanded, which may include suspension or expulsion.

## **TARGETED SCHOOL VIOLENCE PREVENTION PROGRAM**

Threats and acts of targeted school violence harm the district's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure environment is an important goal of the School and District. While it is not possible to completely eliminate threats, the School and District maintain a Targeted School Violence Prevention Program and a Threat Assessment Team to reduce these risks to its environment.

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline ([www.safe2helpil.com/](http://www.safe2helpil.com/)).

Students and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a student from harming themselves or others. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all. For further information, please contact the Building Principal.



## Targeted School Violence Prevention and Threat Assessment Education

Student safety is our District's top priority. To maximize safety, the District uses a threat assessment process to identify threats and prevent targeted school violence. This process is part of the Targeted School Violence Prevention Program (Program). For more information, see Board policy 4:190, Targeted School Violence Prevention Program. The Program is part of the preparedness and response phases of the School Emergency Operations and Crisis Response Plan, which in turn is part of the District's Comprehensive Safety and Security Plan.

The District wishes to create a climate that encourages sharing any information about a safety concern with a trusted adult who can help. Sharing information about threats and safety concerns is everyone's responsibility: students, parents/guardians, staff, and community members. The question-and-answer section below is designed to help students, parents/guardians, and staff understand when school officials want individuals to share information about a safety concern.

### **What Is a Threat?**

A threat is a concerning communication or behavior that indicates that an individual may pose a danger to the safety of school staff or students through acts of violence or other behavior that could cause harm to self or others. It may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or in another way. Threats may be direct ("I'm going to beat you up" or "I'm going to blow this place up!") or indirect ("Come and watch what I am going to do to her."). A threat can be vague ("I'm going to hurt him.") or implied ("You better watch out."). Any possession of a weapon or mention of one is a possible threat.

A threat is a threat regardless of whether it is observed by or communicated directly to the target of the threat or is observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat.

Sometimes students make threats that may seem funny or "joking," but sometimes a threat is very serious and/or criminal. When you are in doubt as to whether the statement is kidding or serious, the responsible thing to do is to tell the Director or other responsible staff member.

### **What Is Targeted School Violence?**

Targeted School Violence includes school shootings and other school-based attacks where the school was deliberately selected as the location for the attack and was not simply a random site of opportunity. Individuals who have committed targeted violence did not "just snap," but engaged in a process of thought and escalation of action over days, weeks, months, and even years.

In the majority of incidents of targeted violence, perpetrators did not directly threaten their targets, but they did communicate their intent and/or plans to others before the violence. This indirect expression or third-party communication of intent to cause harm is often referred to as leakage. Reporting leakage is key to preventing targeted school violence.

### **Who Is Required to Report Threats?**

All District staff, volunteers, and contractors are required to report any expressed threats or behaviors that may represent a threat to the community, school, or self to the Building Director. Parents/guardians and students are also encouraged to report any such threats to the Building Director.

Reported threats are assessed by the school's Threat Assessment Team (TAT). Each TAT includes people with expertise in counseling, instruction, school administration, and law enforcement. The

goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe and secure school environment, to protect and support potential victims, and to provide assistance, as needed, to the individual being assessed.

\*The threat assessment process does not preclude anyone from acting immediately to address an imminent threat.

### **What Can Staff and Parents/Guardians Do?**

The Threat Assessment Team will provide guidance to students and staff regarding recognizing concerning, aberrant, threatening, and prohibited behaviors to be reported. While there is no one list of behaviors that may cause concern, examples include, but are not limited to:

- Threatening statements or gestures
- Persons with ongoing, unresolved grievances with members of the school community
- Atypical, unusual, or bizarre communications or behavior
- Significant changes in behavior
- Increased focus or fixation on aspects of violence, harm, or death
- Information about someone expressing thoughts, plans, or preparations for violence
- Concerns that someone may harm themselves
- Behavior that significantly disrupts the learning or working environment
- Behavior that seems troubling or disturbing
- Persons seeming isolated and alienated from others
- Anyone unknown to the school

Staff and parents/guardians can reinforce this guidance by discussing with students what a threat is, encouraging students not to make threats or “joking” statements in the first place, and reiterating that seeking help to prevent someone from getting hurt or hurting another by reporting threats is appropriate.

## **DISCIPLINE POLICIES AND PROCEDURES**

At Quincy Public Schools we strive to take a preventative approach to discipline whenever possible. We take deliberate steps to create a learning environment where all students can engage in learning while feeling safe, welcome, and supported. While we expect students to follow school rules, we recognize that student misbehaviors at school will occur. As a result, we respond to misbehavior with both disciplinary consequences and behavioral interventions to understand and address the root cause(s) of the misbehavior. Disciplinary consequences are to help students understand the impact of their behavior both on themselves and on others. In conjunction with disciplinary consequences, we use behavioral interventions to help students build and learn social and emotional skills including self-awareness, self-management, and social awareness. The goal of our student discipline system is to resolve conflict in a timely manner, restore relationships between peers when conflict arises, and encourage students to take responsibility for their behavior while maintaining a secure, healthy, and productive learning environment for all. Parental support of school discipline procedures is imperative. The use of corporal punishment is prohibited in all schools under Illinois law and Quincy Public School regulations.

## **SOCIAL & EMOTIONAL LEARNING (SEL)/BEHAVIOR MANAGEMENT**

Our goal is to maintain a safe and orderly environment in which every child can learn. Therefore, we place great emphasis on encouraging appropriate behavior of children to help them develop self-control, self-confidence, and self-discipline. Significant time is spent teaching life skills as a strong part of our school discipline process. All staff work hard to build relationships with students to ensure that we are able to effectively partner with them in that process.

Our classrooms provide an environment that is accepting and encourages developmentally appropriate behavior in children. Our primary goal is to teach children ways to get along with others. One way of doing this is to let the children know what is expected of them by explaining behavior expectations, as well as modeling those expectations. Children need to learn how to make good choices to develop responsibility and that there are consequences to their actions. They learn to interact with other children, to listen to adults, to use toys and materials appropriately, and to clean up after themselves.

These techniques are all a part of our ECFC Social & Emotional Learning Systems framework. This framework is a continuum of supports and services designed to build social competence and prevent challenging behaviors for young children. It has an emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). The following School Wide Behavior Expectations Matrix specifically lays out the expectations we have for our students and staff members. Copies of this matrix can also be found in your child's classroom and throughout our building.

All classrooms at ECFC utilize the Second Step Social-Emotional Early Learning curriculum to enrich the skills taught through our ECFC SEL Framework. Second Step SEL for Early Learning helps your youngest learners benefit more from preschool and prepare for kindergarten. They'll learn skills to help them pay attention, remember directions, and begin to regulate their feelings and behavior. More information can be found at [secondstep.org](http://secondstep.org) or by contacting your child's teacher. This program systematically teaches those positive behaviors, which encourage good social interactions. Staff will also use Conscious Discipline which is an evidence-based, trauma informed approach within their classroom and building environment. Staff will use behavior management strategies and classroom structures that turn everyday situations into learning opportunities.

We encourage all families to participate in workshops and/or parenting classes teaching Conscious Discipline principles. See your Family Support Specialist for more details.

To ensure the safety of ALL participants and staff, children involved in our program are expected to follow the rules and direction of the ECFC staff. *Illinois School Code, 105 Illinois Compiled Statutes 5/24-24*. Maintenance of Discipline states: Teachers and other certified educational employees shall maintain discipline in schools, including school grounds which are owned or leased by the Board and used for school purposes and activities. In all matters relating to the discipline in and conduct of the school and the school children, they stand in the relation of parents and guardians to the pupils. This relationship shall extend to all activities connected with the school program and may be exercised at any time for the safety and supervision of the pupils in the

absence of their parents/guardians. Reasonable force may be needed to maintain safety for students, staff or other persons, or for the purpose of self-defense or defense of property.

Nothing in this section affects the powers of the Board to establish rules with respect to discipline. The Board may make and enforce reasonable rules of conduct and co-curricular school events. Any person who violated rules may be denied admission to school events for not more than one year, provided that written 10 days' notice of the violation is given such person and a hearing has thereon by the Board pursuant to its rules and regulations. The administration of any school may file legal charges as agents of the school against persons committing any offenses at school events. Any pupil who is guilty of gross disobedience or misconduct, emotionally disturbed, or is given evidence of severe emotional disturbance, may be suspended by the principal/director. When students act irresponsibly, violate the rights of others, or present an actual or threatening danger to persons or property, they are subject to the loss of some of their rights. Attendance at extra-curricular events is considered a privilege at which students must abide by the school rules and regulations.

Quincy Public Schools require a safe and secure environment. Any act, comment, remark, or statement by student either verbal, nonverbal, or written which could in any way be interpreted as a threat to the safety of any person shall subject that student to disciplinary action. This includes all acts, comments, statements, or remarks. Lack of intent (e.g., "It was a joke") shall not be a defense to disciplinary action. It is the responsibility of all Quincy Public Schools to assure that every student has the right to receive an education in a safe and secure environment.

One of the most important lessons education imparts is that of discipline; in fact "to discipline" means "to teach". Discipline underlies the whole educational structure. It is the training that develops self-control, self-confidence, self-discipline, character, and leadership. It is the key to good conduct and proper consideration for others. Therefore, staff will teach students to consider more productive and positive behavior choices. It may not be easy for the student being disciplined to recognize the distinction; it is hoped that the disciplinary process will be a corrective learning experience. Parental support of school discipline procedures is imperative. The use of corporal punishment is prohibited in all schools under Illinois law and Quincy Public School regulations.

At Early Childhood we focus on the three B's: ***Be Safe, Be Kind, Be a Good Listener***. When the three B's are missing, the child is not learning what they should be, he/she make it hard for other students to learn, and make it difficult for teachers to teach. To ensure families and students know how to behave in school, a discipline code has been written. A discipline code informs the family of the expectations of the school, the kind of behavior that is expected, and the kind of behavior that is not acceptable at school. If your child does not behave as expected, the discipline code tells the action(s) that will be taken by your teachers, Family Support Specialist (FSS), administrators, or other staff members.

All provisions of the special education laws, including P.L. 94-142, are considered to govern the administration of discipline in District 172. Consequently, some provisions of this handbook may not apply in some cases where a student's program is determined by an approved Individual Education Plan (IEP).

## **DISCIPLINE CODE**

### **PARENTS RESPONSIBILITIES**

#### **PARENTS HAVE THE RIGHT TO:**

1. Expect a classroom atmosphere, or climate that allows a good education to take place.
2. See your child's school records.
3. Be told of your child's attendance, learning or behavior problems.
4. Share in Policy Council and other school activities.
5. Receive trimester reports on your child's progress in learning.
6. Be included in decisions involving your children at school.

#### **PARENTS SHOULD:**

1. See that your child attends school regularly and are not tardy.
2. Understand the responsibilities of the teacher who takes the place of the parents during the school day.
3. Support the rules of the school, the district, and community.
4. Safeguard your child's health by making sure that he/she goes to the doctor and dentist regularly.
5. Attend school conferences and home visits. Also, attend other school activities when possible.
6. Plan a time and place, to read to your child, work on writing the child's first and last name, and identifying letters and numbers.
7. Talk with your child about their school day.
8. Cooperate with the school regarding the discipline code.

### **STUDENT RESPONSIBILITIES**

#### **ALL STUDENTS HAVE A RIGHT TO:**

1. Learn in a safe environment.
2. Protection from physical or verbal abuse.
3. Receive help with learning.
4. Give your point of view if it does not harm the rights of others.
5. Learn to make decisions.
6. Know the reasons for any discipline and have adults available to help you when your ideas and those of the school do not agree.
7. Know the School Discipline Code

#### **WHAT YOU (STUDENT) SHOULD DO:**

1. Come to school every day and be on time.
2. Do your work.
3. Ask your teachers for help.
4. Help care for books, supplies, and all school property.
5. Follow all school rules. Follow all requests by staff.\*
6. Be polite to all teachers and staff.\*
7. Do not use bad words.
8. Make sure you are neat and clean.

9. Act in a way that will help you and other students learn.
10. Be fair and kind to other students.
11. Do not fight or hurt other students.
12. Listen and follow directions.

\*Staff includes bus drivers/riders, cafeteria staff, custodians, secretaries, administration, etc.

## **TEACHER RESPONSIBILITIES**

### **TEACHERS HAVE THE RIGHT TO:**

1. Expect developmentally appropriate behavior.
2. Be respected by students, parents, and other staff.
3. Protection from verbal harm, physical harm, and from theft of school or personal property.
4. Request support for a student who is misbehaving.
5. Call for an in-person parent/teacher conference when a student breaks the discipline code.

### **TEACHERS SHOULD:**

1. Provide the best possible education through a good classroom climate, which allows for learning to take place for all students.
2. Respect all students and parents.
3. Be available to talk with staff, parents, and students.
4. Enforce the rules of the school courteously, consistently, and fairly.
5. Deal with disciplinary problems quickly, firmly, and fairly.
6. Help with discipline outside of the classroom – in halls, the restrooms, and on the school grounds.
7. Teach respect for community property and good citizenship.

## **DISCIPLINE FRAMEWORK, PROCEDURES, AND DUE PROCESS**

School staff must exercise informed judgement when determining whether a student has violated the school and/or district discipline code. The behavior event types and levels shown on the following pages guide administrators and support staff to use progressive disciplinary actions and interventions to help a student become more successful.

The four levels below provide clarity and guidance on typical actions (consequences or interventions) for students based on the behavior incident/event. This guidance is not all inclusive and depending on the behavior incident/event's evaluation, the response level may increase or decrease accordingly. In accordance with IL school code, QPS does not utilize zero-tolerance policies.

\*Note:

- Repeated, chronic, or cumulative offenses may require higher levels of consequences/interventions.
- For more serious violations, consequences/interventions will begin at a higher level.

<b>BEHAVIOR INCIDENT/EVENT AND LEVELS</b>
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<p><b>Level 1: Teacher Managed Behavior:</b> behavior that disrupts the classroom learning environment and is managed at the classroom level by the teacher through a classroom management plan/procedure. Classroom teachers may utilize support staff (SE Leader and FSS), teacher mentor, colleague and/or administration for</p>
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consultation if guidance is needed on responding to a Level 1 offense. Parent/Guardian contact is required for Level 1 by the classroom teacher.

**Levels 2-4: Office Managed Behavior-** Behavior that disrupts the learning environment and is serious enough to warrant office management (First Responders and Building Manager) of the behavior. This includes behaviors that are either referred by the teacher to the office or behaviors that are handled by the office due to the serious nature of the behavior. Parent/Guardian contact is required for levels 2-4.

**Level 1 STUDENT BEHAVIORS – TEACHER MANAGED**

Class Disruption	Disruption (non-classroom)	Disrespect Adults
Inappropriate Items	Horseplay	Disrespect Students
Inappropriate Language	Insubordination/Disobedience/Defiance	Out of Bounds
Physical Contact	Property Misuse	Sleeping in Class
Tardy	*Level 1 student behaviors escalate to a Level 2 or higher based on repeated behaviors	

**Level 2 – 4 STUDENT BEHAVIORS – OFFICE MANAGED**

Threats of Any Kind	Class Disruption*	Disrespect Adults*
Disrespect Student*	Disruption (Non-Classroom)*	Fighting – No Injury
Fighting – Injury	Harassment/Bully – Non-Physical	Harassment -Bases on Disability
Harassment – Based on Race	Harassment – Based on Gender Orientation	Inappropriate Items*
Inappropriate Language*	Insubordination/Disobedience/Defiance*	Out of Bounds*
Physical Contact*	Profanity/Abusive Language	Property Misuse*
Stolen Property/Theft	Tardy*	Property Damage
Weapon – Toy or Real	*The behavior is a Level 1, but due to repeated offenses has moved to a level 2, 3, or 4.	

**LEVEL 1**

Level 1 includes minor misbehaviors which impede and/or disrupt orderly classroom procedures and learning. Level 1 offenses are managed at the classroom level by the teacher/staff member and are documented. Classroom teachers/staff may consult with support staff (SE Leader and

FSS), teacher mentor, colleague, and/or administrator for consultation if guidance is needed on how to respond to Level 1 offenses.

Level 1 actions may use a combination of the following consequences/interventions as part of a classroom management plan for addressing student misbehaviors. If the assigned action(s) are successful, a referral to the office is not necessary. If the action(s) are unsuccessful a referral to the office may be necessary.

<b>Level 1 Actions</b>	
Apology -Verbal or Picture	Calming Corner
Parent/Guardian Conference	Break
Student/Staff Time	Assigned Placement in Classroom
Loss of Privileges	Problem Solving
Removal From the Classroom	Review of School Wide & Classroom Expectations
Other: Determines by teacher & documented in Skyward	

## LEVEL 2

Level 2 involves misbehaviors whose frequency or seriousness tends to disrupt the learning climate and overall culture of the classroom. Included in this level are misbehaviors that DO NOT represent a direct threat to the health and safety of others.

Level 2 offenses require the intervention of support staff and/or administration. Level 2 offenses also include misbehaviors that despite consequences and intervention at the classroom level, have not resulted in improved behavior. Level 2 actions are determined by the First Responder or Building Manager and should be documented as such.

Level 2 offenses require an office referral. Parent/Guardian notification by the SE Leader or First Responder is required.

<b>Level 2 Actions</b>	
Parent/Guardian Conference	Social Academic Instructional Group (SAIG)
Administrative conference with student and parents/guardians	Check-In/Check-Out (CICO)
Change in Environment	Individualized Instruction-SEL
Alternate Recess (PK-5)	Loss of Privileges
Verbal Apology	Removal from Classroom
Bus Suspension	Financial Restitution
Home Contact	Referral to outside agency or school district
Individualized Support Plan	Home Visit



Restorative Conference with Peers and/or staff	Other: <i>determined by teacher &amp; documented in Skyward</i>
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## LEVEL 3

Level 3 offenses require the intervention of support staff and/or administration. Level 3 offenses also include misbehaviors that despite consequences and intervention at Level 2, have not resulted in improved behavior. Level 3 actions are determined by the First Responder or administrator and should be documented as such.

Level 3 offenses require an office referral. Parent/Guardian notification by the First Responder, Building Manager, or administrator is required. Level 3 consequences can be combined with Level 2 consequences and interventions as appropriate for students.

### Level 3 Actions

Change in Environment	Functional Behavioral Analysis (FBA)/ Behavior Intervention Plan (BIP)
Threat Assessment	Referral to Outside Agency
Safety Plan	WRAP Plan
Loss of privileges	Parent/Guardian Meeting with Support Staff/Administration
Rehabilitation, Empowerment, Natural Supports, Education & Work (RENEW)	Schedule Change (Requires Director Approval)

## LEVEL 4

Level 4 involved misbehaviors that either (1) pose a threat to the safety of other students, staff, or members of the school community or (2) substantially disrupt, impede, or interfere with the operation of the school learning environment.

Level 4 offenses require the intervention of support staff and/or administration and may include local law enforcement or agencies. Level 4 offenses also include misbehaviors that despite consequences and/or interventions at Level 3, have not resulted in improved behavior. Level 4 actions are determined by the school administrator and should be documented in Skyward as such.

Level 4 offenses may result in temporary change of environment, restitution, and/or prosecution and possible recommendation to the Board of Education for alternative school placement.

Level 4 behaviors are serious and warrant administrative management. Level 4 consequences can be combined with Level 2 or 3 consequences and/or interventions as appropriate for students.

### Level 4 Actions

Change of Environment	Alternative Placement
SASS	Referral to Outside Agency
Safe School Evaluation	Threat Assessment

# GLOSSARY OF TERMS

## LEVEL 1- BEHAVIOR DEFINITIONS

<p><b>Class Disruption:</b> students engage in low-intensity behavior that causes an interruption in a class or activity (<i>e.g., laying on the floor, leaving seat, making noises, talking to peers, tossing materials inappropriately</i>).</p>	<p><b>Disrespect Adults:</b> Student delivers low-intensity, socially rude or dismissive message to an adult. (<i>e.g., back talk or sass including the following: no, you can't make me, shut up, whatever, what are you going to do about it?</i>)</p>
<p><b>Disruption (Non-Classroom):</b> Hallway, cafeteria, gym, playground, etc. - student engages in low-intensity behavior that causes an interruption (<i>e.g., refusal to line up from motor time, throwing objects, wandering</i>)</p>	<p><b>Disrespect Students:</b> Student delivers low-intensity, socially rude or dismissive message to peers. (<i>e.g., making fun of others, name-calling, teasing</i>).</p>
<p><b>Horseplay:</b> Non-malicious play that may or may not include minor physical contact but is inappropriate or distracting the class (<i>e.g., student standing on table, bumping into others while waiting in line, swinging arms</i>).</p>	<p><b>Inappropriate Items:</b> Student uses non-instructional/inappropriate items while on campus or in the classroom (<i>e.g., bringing toys from home and playing with them during class, bringing inappropriate books/media from home</i>).</p>
<p><b>Insubordination/Disobedience/Defiance:</b> student engages in brief or low-intensity failure to follow directions (<i>e.g., deliberate off task behavior, saying No, refusal after being asked 3 or fewer times</i>).</p>	<p><b>Inappropriate language:</b> Student engages in low-intensity instance of inappropriate language (<i>e.g., cussing out of frustration, not toward anyone in particular, talking about private parts in a non-sexual manner</i>)</p>
<p><b>Physical Contact:</b> Student engages in a non-serious, low risk but inappropriate physical contact (<i>e.g., pushing in line, pinching, poking, elbowing, touching without permission</i>).</p>	<p><b>Property Misuse –</b> Student engages in low-intensity misuse of property (<i>i.e., non-threatening</i>) (<i>e.g., drawing on desk</i>)</p>
<p><b>Out of Bounds –</b> Student is in area outside of classroom boundaries (<i>e.g., student hiding in classroom, at teacher's desk without permission</i>)</p>	

## LEVELS 2-4- BEHAVIOR DEFINITIONS

<p><b>Threats –</b> Student delivers a message that is of threat to a classmate, staff member, or building, etc.</p>	<p><b>Class disruption (Class/ISS) –</b> student engages in high-intensity behavior OR repeated low-intensity behavior within a short timeframe causing an interruption in a class or activity (<i>e.g., loud talking, yelling, screaming, noise with materials, horseplay, roughhousing, sustained out of seat behavior</i>)</p>
<p><b>Disruption (non-classroom) –</b> (hallway, gym, playground, restroom, etc.) students engages in high-intensity behavior causes an interruption (<i>e.g., yelling, running, making marks</i>)</p>	<p><b>Physical Contact –</b> student engages in non-serious, low-risk but inappropriate physical contact (<i>e.g., pushing in line, pinching, poking, elbowing, touching without permission</i>) <b>repeated</b> within a short-time frame (<i>i.e., same day</i>)</p>
<p><b>Disrespect Adults –</b> Student delivers high-intensity socially rude or dismissive message to adults that includes profanity, yelling, screaming, or aggressive body language</p>	<p><b>Disrespect Students -</b> student delivers high-intensity OR repeated low-intensity socially rude or dismissive message to students that includes profanity, yelling, screaming, or aggressive body language.</p>

<b>Fighting No-Injury</b> – student is involved in mutual participation in an incident involving physical violence and injuries, if any, can be managed by school staff.	<b>Fighting With Injury</b> - student is involved in mutual participation in an incident involving physical violence and outside treatment is sought out.
<b>Harassment/Sexual Orientation</b> – The delivery of disrespectful messages in any format related to sexual orientation.	<b>Harassment/Bullying/Non-Physical</b> – delivery of repeated direct messages that involve intimidation, teasing, taunting, threats, or name-calling.
<b>Harassment-Disability</b> – delivery of disrespectful messages in any format related to disability.	<b>Harassment Based on Race</b> – delivery of disrespectful messages in any format related to race.
<b>Insubordination/Disobedience/Defiance</b> – Student engages in refusal to follow directions ( <i>e.g., repeated refusal after being asked more than 3 times</i> ).	<b>Out of Bounds</b> – Student is in area outside of school boundaries ( <i>e.g., running from the classroom/building, leaving teacher's supervision without permission, student is in an unauthorized area before/after school</i> ).
<b>Physical Aggression With No-Injury</b> - Student engages in actions involving serious physical contact where injury may occur and can be managed by school staff. ( <i>e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.</i> )	<b>Physical Aggression With Injury</b> – Student engages in actions involving serious physical contact where injury may occur and outside treatment is sought out ( <i>e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.</i> )
<b>Stolen Property/Theft</b> – Student is in possession of, having passed on, or being responsible for removing someone else's property without their permission ( <i>e.g., taking a physical object from someone else (student or staff)</i> )	<b>Profanity/Abusive Language</b> – Student engages in high-intensity instance of inappropriate language (e.g., deliberately targeting others with their inappropriate language, cussing at student/adult, talking about private parts in a sexual manner)
<b>Repeated Minors</b> – Student continues to engage in the <b>same</b> low-intensity behavior over a short time frame (i.e., within the same week) and documented classroom interventions have been ineffective.	<b>Threat: Verbal or Nonverbal</b> – student delivers message (verbal or non-verbal) desiring to cause bodily harm to themselves or others ( <i>e.g., written note, text, verbal statement</i> )
<b>Vandalism/Property Damage</b> – Student participates in an activity that results in destruction or disfigurement of property ( <i>e.g., throwing a laptop, carving into desk/wall, destroying a classroom with no physical contact on other students/staff</i> )	<b>Weapon</b> – Student is in possession of an object (real or look alike) readily capable of causing bodily harm ( <i>e.g., knife, ordinary objects intended to be used as weapon</i> )

## CONSIDERATIONS AFTER A BEHAVIOR INCIDENT

*The following factors are considered in analyzing the root cause of an incident to determine disciplinary consequences and behavior intervention levels.*





- Duration of the incident (e.g., repeated minors)
- Student response to staff intervention prior to, during, and after the incident.
- Outcome of harm caused, damage, injury to others, and the impact of the disruption of the learning environment.
- Age/grade/development level
- Health (mental and/or physical)
- Prior experiences and exposure to trauma
- Family situations (e.g., homelessness, domestic violence, history of abuse)

## **PROCEDURES FOR RESPONDING TO DISCIPLINE REFERRALS- DUE PROCESS**

*To ensure compliance with due process rights of students the following steps are utilized with all disciplinary referrals and offenses to ensure a fair and equitable process district wide.*

1. Investigation: Behavior incidents are investigated to gather evidence to determine what happened prior to making disciplinary decisions.
2. Parent/Guardian/Student Meeting: After a referral is made, school staff meets with the student and informs the student of why they're being interviewed and the offense the student is alleged to have committed. (a) School staff must give the student involved an opportunity to speak on their own behalf before making disciplinary decisions. (b) Students have the right to speak with their parents/guardians before making a statement.
3. Disciplinary Action: Disciplinary action must be documented in the QPS Student Information System (Skyward).
4. Notice to Student: School staff must inform the student of the specific part of the disciplinary code they have violated, the disciplinary measures the school will take, and the future expectations for the student regarding school behavior.
5. Notice to Parent/Guardian: School staff must contact parent/guardian to communicate the behavior event, disciplinary consequences, and/or behavior interventions.

ECFC Matrix/Learning Expectations

	Bus	Arrival	Hallway	Classroom	Gym	Playground	Smart Board Room	Special Event/Assembly	Dismissal	Field Trips
 <p><b>Be Safe</b></p>	<ul style="list-style-type: none"> <li>Wear seatbelt</li> <li>Stay in your seat</li> <li>Keep hands, feet, and objects to self</li> <li>Keep book bag on back</li> </ul>	<ul style="list-style-type: none"> <li>Walking feet</li> <li>Walk on the line</li> <li>Face forward</li> <li>Keep hands, feet, and objects to self</li> <li>Hold onto railing</li> <li>Keep book bag on back</li> </ul>	<ul style="list-style-type: none"> <li>Stay with your class</li> <li>Walking feet</li> <li>Walk on the line</li> <li>Face forward</li> <li>Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>Stay in classroom</li> <li>Walking feet</li> <li>Keep hands, feet, and objects to self</li> <li>Use classroom materials as asked</li> </ul>	<ul style="list-style-type: none"> <li>Stay in the gym</li> <li>Keep hands, feet, and objects to self</li> <li>Report problems to adult</li> <li>Line up quickly when whistle is blown</li> <li>Use equipment appropriately in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>Stay on playground</li> <li>Keep hands, feet, and objects to self</li> <li>What starts on ground, stays on ground</li> <li>Report problems to adult</li> <li>Line up quickly when whistle is blown</li> </ul>	<ul style="list-style-type: none"> <li>Stay in room</li> <li>Walking feet</li> <li>Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>Stay with your class</li> <li>Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>Stay with your class</li> <li>Walking feet</li> <li>Face forward</li> <li>Keep hands, feet, and objects to self</li> <li>Hold onto railing</li> <li>Keep book bag on back</li> </ul>	<ul style="list-style-type: none"> <li>Stay with group</li> <li>Use walking feet</li> <li>Keep hands, feet, and objects to self</li> </ul>
 <p><b>Be Kind</b></p>	<ul style="list-style-type: none"> <li>Use quiet voice</li> <li>Use kind words and actions</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet voice</li> <li>Use kind words and actions</li> <li>Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet voice</li> <li>Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet voice</li> <li>Use kind words and actions</li> <li>Eyes watching</li> <li>Ears listening</li> <li>Include others</li> <li>Take turns</li> <li>Clean up</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words and actions</li> <li>Include others</li> <li>Take turns</li> <li>Play by the rules</li> <li>Clean up</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words and actions</li> <li>Include others</li> <li>Take turns</li> <li>Play by the rules</li> <li>Clean up</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet voice</li> <li>Use kind words and actions</li> <li>Eyes watching</li> <li>Ears listening</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet voice</li> <li>Use kind words and actions</li> <li>Eyes watching</li> <li>Ears listening</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet voice</li> <li>Use kind words and actions</li> <li>Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet voice</li> <li>Use kind words and actions</li> <li>Clean up</li> </ul>
 <p><b>Be a Good Listener</b></p>	<ul style="list-style-type: none"> <li>Listen to adults</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Listen to adults</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Listen to adults</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the adults</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Listen to adults</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Listen to adults</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Listen to adults</li> <li>Follow directions</li> <li>Eyes and ears on speaker</li> </ul>	<ul style="list-style-type: none"> <li>Listen to adults</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Listen to adults</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Listen to adults</li> <li>Follow directions</li> </ul>
 <p><b>Conditions for Learning/ Adult Supports</b></p>	<ul style="list-style-type: none"> <li>Communication with the bus driver</li> </ul>	<ul style="list-style-type: none"> <li>Station yourself outside classroom or at assigned area so all children are in line of vision</li> <li>Actively supervise and keep students visible</li> <li>Greet student with a positive verbal warm welcome and a handshake/hug</li> </ul>	<ul style="list-style-type: none"> <li>Quiet Voice</li> <li>Keep children in your line of vision</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans prepared and visible</li> <li>Engaging lessons</li> <li>Interact with students</li> <li>Actively supervise students</li> </ul>	<ul style="list-style-type: none"> <li>Spread out around gym</li> <li>Interact with students</li> <li>Lead daily motor exercises</li> <li>Balance teacher led structured activities and free choice activities</li> <li>Actively supervise</li> </ul>	<ul style="list-style-type: none"> <li>Spread out around playground</li> <li>Actively supervise</li> </ul>	<ul style="list-style-type: none"> <li>Planned lesson that correlates with units of study</li> <li>Engaging lesson</li> </ul>	<ul style="list-style-type: none"> <li>Pre-teach schedule change and event expectation</li> <li>Actively supervise</li> </ul>	<ul style="list-style-type: none"> <li>Send your students off with a positive gesture</li> <li>Walk your students directly to the bus</li> </ul>	<ul style="list-style-type: none"> <li>Carry emergency backpack</li> <li>Class list</li> <li>Interact with students</li> <li>Observe students</li> <li>Include families</li> <li>Actively supervise students</li> </ul>

## SUGGESTED TREATS FOR ECFC STUDENTS

According to school policy, we are unable to accept homemade treats. Unfortunately, homemade treats have the potential for harboring food borne illnesses or other contaminants. Therefore, we have developed a list of suggestions for treats:

Fruit Roll-Ups	Pudding or Jell-O Cups
Frozen Yogurt	Packaged muffins
Regular Yogurt, especially with fruit	Trail Mix
Pretzels	Teddy Grahams
Cheese Crackers	Bagels
Fish Crackers	Granola Bars
Vanilla Wafers or Chocolate Wafers	Fig Newtons
Angel Food Cake	Fresh Vegetables, with dip
Nutri-Grain Bars	Fresh Fruit

Nutritious treats help children create healthy eating habits. Since research shows that children eat too many sweets and high calorie foods, we want to emphasize snacks which benefit the mind and body. We welcome prepackaged snacks. However, please check with your child's teacher before bringing in snacks. Teachers will be able to communicate if they have any allergies in their room.

## TRANSPORTATION PROCEDURES

The Early Childhood & Family Center bus will transport all children who live in the Quincy Public Schools District. Due to the number of children, we must transport, it is extremely important that children are ready when the bus arrives. It is the parent's responsibility to see the child to and from the bus. The driver or bus rider cannot go to the door. It is equally important that parent transportation arrives prior to dismissal time (10:55 AM, 11:20 AM, 3:10 PM) otherwise your child will be put on the bus. Riding the school bus is a privilege.

### BUS RULES

- All students should be ready and waiting for the bus to arrive. Please have your child ready and waiting for the bus to arrive. This includes having coats, backpacks, shoes, etc. ready when the bus arrives.
- The bus may arrive up to 5 minutes earlier or 5 minutes later than your scheduled time. This is called a 10-minute window. Times vary based on weather, traffic, student call-ins, or other circumstances.
- To make a permanent bus change, call transportation at 217-224-5910.
- No temporary bus changes.
- It takes 24 hours/one busing day to make a permanent bus change.
- If your child is absent or will be parent transport to school, please call transportation at 217-224-5910 before the child's scheduled pick-up time.
- If the bus attempts to pick up a child and is unsuccessful it will be the parent/guardian's responsibility to transport that child to school.
- After three unsuccessful attempts to pick up a child, the child is ineligible to ride the bus until the parent/guardian has contacted the transportation department.
- If a parent/guardian/sitter/sibling that is over the age of 14 is not at the designated drop-off, the student will need to be picked up by the parent/guardian at the end of the bus routes.

- All children must be “SAFE SITTERS.” The child needs to take a seat right and wear the 5-point harness the entire bus ride. He/she needs to remain seated facing forward keeping hands, arms, and head inside the bus.
- All children are to be “GOOD SEAT BUDDIES” by talking quietly on the bus. No shouting or creating loud noises that may distract the driver.
- Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
- Always listen to the driver’s instructions. Be courteous to the driver and other students.

## VISITS TO SCHOOL

Visitors to school are encouraged. Parents are encouraged to visit school and observe their children in the classrooms. Visiting classes and seeing your child working with the group helps you understand the school program better. It also helps your child feel that you are sincerely interested in him/her and the work he/she is doing. It will be helpful if parents schedule any classroom visitation with the teacher in advance. We do not allow “young” friends or relatives of students to spend the day at school.

All visitors, including parents and siblings, are required to enter through the main entrance with the security guard. Quincy Public Schools has implemented the Raptor Visitor Management System. The Raptor system enhances the safety of our student(s) and staff, as it provides us with the ability to:

- 1) compare each visitor to a national database of sex offenders,
- 2) provide other safety alerts,
- 3) and keep an accurate log of visitors in each school.

With this in place, no known, convicted sex offenders can enter your student’s school, except as allowed by law. Other alerts include Orders of Protection. When entered in the system, security guards can help to ensure that the school keeps parties separated as the court order demands. Or, if you want to inform us about someone who is not authorized to pick up your child, we can set an alert to warn the security guard. Finally, knowing who is in the school and where they are located is important for each visitor’s own safety. For instance, in the event of an evacuation, we would be better able to locate everyone and help them to safety because we would know they were present and where to find them.

The Raptor system requires a valid state-issued photo identification to enter each school building. This is only required for your *first* visit to an individual building. Once entered in that building’s system, you only need to provide your name to the guard on subsequent visits.

The initial scanning only takes a couple of minutes, and each subsequent entry only takes a few seconds. After initial scanning, simply tell the security guard your name on your next visit. The security guard types in your name, compares you to your photo, and prints your Visitor’s Pass. We ask that you wear the Visitor’s Pass prominently during your visit. That enables any staff member who sees you to be confident that you successfully passed through security. Failure to wear the Visitor’s Pass may mean that staff members will need to escort you back to the security post to verify that you are not an intruder. Each Visitor’s Pass is dated and is only valid for that visit. When leaving, you will need to check out at the security post, so we know that you have gone. **Do not exit the building by any other door other than at the main entrance with Security.**

The safety of your child/children is important to us, as it is to you. This requires us to implement measures that were not in place a few years ago – certainly not in place when *we* were all students! As we implement new security procedures, we must balance our obligation to keep your child safe against the ease of access to our buildings. We try to make access as convenient as possible. If a visitor does not activate the metal detector, most visitors can successfully pass-through security screening within a few seconds. This system should help to speed up the process somewhat, while also enhancing security.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior. If you have any questions, please contact your building's administration or the Security Office at 217-228-4084.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are to be held, to the extent possible, outside school hours or during the teacher's conference / preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespassing and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by state law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis unless he or she has complied with Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including rollerblading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security office or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.



**All non-ECFC students wishing to visit school must check in with the office and receive permission to do so.  
Permission should be prearranged.**

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

# PART THREE: Medical

## **Pre-K and Head Start Health Requirements 2024-2025**

### **PHYSICAL EXAMINATION**

**Required components of the health examination include: health history with parent signature, diabetes screening, lead risk assessment or testing, and complete physical examination.**

Children must receive a physical examination:

- 1)** Prior to entering Illinois Schools for the first time **2)** Prior to first entrance in Early Childhood Program **AND** yearly while enrolled in Early Childhood **3)** Prior to Kindergarten **4)** Prior to 6<sup>th</sup> grade **5)** Prior to 9<sup>th</sup> grade

The examinations must be completed by a MD, DO, Nurse Practitioner, or Physicians Assistant and must be recorded on an Illinois School Physical form. Physicals of transfer students may be accepted on another form if the information is comparable to that required on the Illinois form and if the physical has been completed within the last year. The IHSA Pre-participation Examination (sports physical) form **is not** acceptable as the school physical. **THE LAW REQUIRES US TO EXCLUDE ALL STUDENTS WHO DO NOT MEET THIS HEALTH EXAMINATION REQUIREMENT BY OCTOBER 15<sup>TH</sup> OF THE SCHOOL YEAR. Students who are transferring in after October 15<sup>th</sup> will have 30 days to turn in health requirements. (77 Ill. Adm. Code 665)**

### **2024-2025 IMMUNIZATION REQUIREMENTS**

All students must present proof of having received immunizations in accordance with the law and the rules and regulations of the Illinois Department of Public Health. Proof of immunization must be presented to school authorities by the child's parent or legal guardian prior to or upon entrance to the school. **THE LAW REQUIRES US TO EXCLUDE ALL STUDENTS WHO DO NOT MEET THE IMMUNIZATION REQUIREMENTS LISTED IN CHART BELOW.** \*Health Care Providers may recommend other immunizations not listed\*

(77 Ill. Adm. Code 665)

Entering Early Childhood Program	Entering Kindergarten – 12 <sup>th</sup> Grade
DTP/DTaP: 4 or more doses	DTP/DTaP/Td: 4 or more doses with the last dose received on/after the 4 <sup>th</sup> birthday(K&1) 3 or more doses with the last dose received on/after the 4 <sup>th</sup> birthday (2-12)
Polio: 3 or more doses	Tdap: 1 dose (all students in 6 <sup>th</sup> –12 <sup>th</sup> gr.) Polio: <b>Grades K-7:</b> 4 or more doses with the last dose received on/after the 4 <sup>th</sup> birthday and at least 6 months after the latest previous dose. <b>Grades 8-12:</b> 3 or more doses with the last dose received on/after the 4 <sup>th</sup> birthday and at least 6 months after the latest previous dose.
Measles: 1 dose on/after the 1 <sup>st</sup> birthday	Measles: 2 doses - 1 <sup>st</sup> dose must be on/after 1 <sup>st</sup> birthday
Rubella: 1 dose on/after the 1 <sup>st</sup> birthday	Rubella: 2 doses – 1 <sup>st</sup> dose must be on/after 1 <sup>st</sup> birthday
Mumps: 1 dose on/after the 1 <sup>st</sup> birthday	Mumps: 2 doses – 1 <sup>st</sup> dose must be on/after 1 <sup>st</sup> birthday
Hib: primary series or 1 dose after 15 months of age	Hib: Not required for K-12
Pneumococcal: primary series or 1 dose after 24 months of age	Pneumococcal: Not required for K-12
Hepatitis B: 3 doses (3 <sup>rd</sup> dose on/after 6 months of age)	Hepatitis B: <b>Grades 6-12:</b> 3 doses At recommended intervals
Varicella (Chickenpox): 1 dose on/after 1 <sup>st</sup> birthday	Varicella (Chickenpox): 2 doses - 1 <sup>st</sup> dose must be on/after 1 <sup>st</sup> birthday

Meningococcal: Not required for Pre-K	Meningococcal (MCV4) <b>6<sup>th</sup> to 11<sup>th</sup> Grades:</b> 1 dose given on or after 11 <sup>th</sup> birthday <b>12<sup>th</sup> Grade:</b> 2 doses with the second dose given on/after 16 <sup>th</sup> birthday with an interval of at least 8 weeks after the 1 <sup>st</sup> dose. Only one dose required if the 1st dose was received at 16 yrs. or older
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(77 Ill. Adm. Code 665-240)

## SCREENING FOR LEAD POISONING

Screening for lead poisoning is required to have been done at least once between the ages of six months and six years of age. Children who have attended state approved licensed day care centers or preschools, including school district programs, have already been screened as a requirement to attend. Screening for lead poisoning for children six years of age and older will be at the discretion of the child’s health care provider. Lead poisoning screening is available from your doctor and can be done at the time of the physical examination. **THIS IS A REQUIREMENT OF THE LEAD POISONING PREVENTION ACT (410 ILCS 450) AND PUBLIC ACT 093-0104.**

## HEMOGLOBIN TESTING (HEADSTART ONLY)

A hemoglobin blood test will assess if your child’s blood has enough iron. Iron Deficiency Anemia can make it hard for a child to focus at school. This assessment is a recommendation of EPSDT and AAP.

## DENTAL EXAMINATIONS

Children must receive a dental examination:

**Upon entrance and yearly in Early Childhood Program.**

**Before May 15<sup>th</sup> of the school year for children in 1) Kindergarten 2) Second grade 3) Sixth grade and 4) Ninth grade**

The examination must be completed by a licensed dentist and recorded on the State Dental Form. Dental examinations that have been completed after November 15, 2023, will be accepted for the 2024-2025 school year. Please make an appointment with your family dentist. The Adams County Dental Clinic is also available to families who meet eligibility requirements. (77 Ill. Adm. Code 665-410)

## VISION EXAMINATIONS

Children enrolling in kindergarten and children enrolling in a public, private, or parochial school in Illinois for the first time must receive an eye exam before October 15<sup>th</sup> of the school year. The examination must be completed by a physician licensed to practice medicine in all of its branches or a licensed optometrist and recorded on the State Vision Form. The vision exam must be performed within the previous year. **This is a requirement of Public Act 095-0671.**

## MEDICAL HISTORY

At the time of registration, the parent or legal guardian will be asked to complete pertinent medical history information on the electronic registration form named “Other Health Information”. Additional information may be required dependent on the medical history.

**QUINCY PUBLIC SCHOOL DISTRICT #172**  
**POLICY FOR ADMINISTRATION OF MEDICATION IN SCHOOLS**

The administration of medication or supervision of self-medication to students during regular school hours should be discouraged unless necessary for a student's health and well-being.

A certificated school nurse or registered nurse must manage the medication administration program following the *Recommended Guidelines for Medication Administration in Schools* developed by the Illinois Department of Human Services (IDHS) and the Illinois State Board of Education (ISBE), September 2000.

A designated administrator will be responsible for medication administration or supervision of self-medication when a nurse is not available. Teachers or other employees cannot be required to administer medication or supervise self-medication although they may volunteer to do so.

When a student's licensed prescriber and parent/guardian believes that it is necessary for the student to take a medication during school hours, the parent/guardian must request that the school administer the medication to the child and follow the District's "Guidelines for the Administration of Medication at School".

A licensed prescriber is defined as:

1. Physician – a physician licensed to practice medicine in all of its branches including Medical Doctors and Doctors of Osteopathy;
2. Dentist – a person licensed to practice dentistry in any of its branches;
3. Podiatrist – a physician licensed to practice podiatric medicine;
4. Optometrist – a person licensed to practice optometry;
5. Physician Assistant – a person licensed as a physician assistant in accordance with written guidelines required under the Physician Assistant Practice Act.
6. Advanced Practice Nurse – an advanced practice nurse in accordance with written guidelines required under the Nurse Practice Act.

Medications stored and/or administered at school must be FDA approved pharmaceuticals prescribed within their therapeutic range and in compliance with accepted standards of safe treatment regimens.

Medications must be stored in a separate locked drawer or cabinet. When the medication being stored is a controlled substance, the locked cabinet must be securely affixed to the wall. Medications requiring refrigeration must be kept in a refrigerator separate from food products.

A student may possess, for immediate use at the student's discretion an:

**(A) Epinephrine auto-injector:** provided (1) the parent provided written authorization from the student's physician, physician's assistant or advance practice registered nurse (hereafter, "physician"), and (2) the parent provided a written statement from the pupil's physician containing the name and purpose of the epinephrine auto-injector, the prescribed dosage, and the time or circumstances under which the epinephrine auto-injector is to be administered. **(B) Asthma inhaler:** provided the parent provided (1) written authorization, and (2) a prescription label with the name of the medication, the prescribed dosage and the time or circumstances under which the medication is to be administered.

No student shall possess or consume any prescription or non-prescription medication on school grounds other than as provided for in this policy.

No School District employee shall administer to any student or supervise a student's self-administration of any prescription or non-prescription medication until a completed and signed "Authorization and Permission for Administration of Medication" has been submitted and reviewed by the school nurse.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

**Field Trips (during the school day)** - Classroom teacher or designated staff member should complete and turn in to school nurse field trips request form at least one week before the field trip.

Daily Medications will be sent with classroom teachers. The nurse will send a copy of the medication orders and instructions for medication administration.

Staff members going on a field trip where emergency PRN medications are required should have completed epi-pen training with the school nurse.

Emergency PRN medications, including inhalers, will be sent.

A School Nurse may go on field trips only when medications that cannot be delegated may be required, and a parent/guardian/designee will not be attending.

Emergency undesignated medications will remain at school in the emergency bag.

If the whole school is going on the field trip, the nurse may attend and take the emergency bag and emergency undesignated medications.

In an emergency situation staff will call 9-1-1.

**Field Trips (overnight)** – Staff coordinating an out of town field trip will be responsible for appropriate forms and medications.

Undesignated medications will remain at school in the emergency bag.

In an emergency situation staff will call 9-1-1.

### **Emergency Procedure Drills/Lockdown –**

Follow your school emergency plan.

If your school plan requires students to be separated into two different locations, school nursing staff should split up. Each nurse should take an emergency bag, with undesignated medications, laptop, and radio if available.

Nurse's should be aware of the location of all high need students.

*Recommended Guidelines For Medication Administration in Schools, IDHS and ISBE, September 2000.*

*Self-Administration and Self-Carry of Medications for Asthma and Allergy (PA98-0795), ISBE Guidance Document, April 2015*

## **GUIDELINES FOR THE ADMINISTRATION OF MEDICATION AT SCHOOL**

1. Prior to prescription or non-prescription medication being administered to any student the "Authorization and Permission for Administration of Medication" form must be completed and signed by the licensed prescriber and the parent/guardian.
2. Medication authorizations are effective for current school year only.
3. It is the parent/guardian's responsibility to ensure that the licensed prescriber's order, written request and medication are brought to the school.
4. The first dose of any new medication should be given at home whenever possible. The nurse may refuse to administer the first dose of a medication if in her clinical judgment it may compromise the safety of the child while attending school. In this instance the parent would be notified.
5. The school nurse shall review the written order and determine to accept the written order or seek further clarification of the order if necessary.
6. Medication must be delivered to school by a parent/guardian or responsible adult. Medication may also be delivered to school by a pharmacy.
7. Medication must be brought to the school in a container, labeled appropriately by the pharmacist or licensed prescriber.

**Prescription medication** shall display:

- Students name
- Prescription Number
- Medication Name and Dosage
- Administration route
- Time to be given and/or other direction
- Date of prescription and refill
- Licensed Prescriber's name
- Pharmacy name, address, phone number
- Name or initials of Pharmacist

**Over the counter medication** must be in the original unopened container with the label intact. No medication will be given past the expiration date on the container.

8. Each medication/time will have a separate labeled prescription bottle. For example if same medication is ordered for 2 separate times, a medication bottle for each time is requested.
9. Any changes in dose, time, directions *or discontinuation of medication* must be confirmed from the licensed prescriber *on the "Authorization and Permission for Administration of Medication" form.*

10. Students will be evaluated on an individual basis regarding the need to carry and self-administer an asthma inhaler/Epi-Pen. The parent/guardian must supply the appropriate medication. The student is encouraged to document frequency of use while at school.
11. **For Asthma Medication:** A school must permit a pupil with asthma the self-administration of medication so long as the parent provided (1) written authorization, and (2) a prescription label with the name of the medication, the prescribed dosage and the time or circumstances under which the medication is to be administered.
12. **For Epinephrine Auto-Injectors:** A school must permit a student with allergies the use of an epinephrine auto-injector provided (1) the parent provided written authorization from the student's physician, physician's assistant or advance practice registered nurse (hereafter, "physician"), and (2) the parent provided a written statement from the pupil's physician containing the name and purpose of the epinephrine auto-injector, the prescribed dosage, and the time or circumstances under which the epinephrine auto-injector is to be administered.
13. The parent/guardian will need to pick up the medication at the end of the school year or if the medication is discontinued or changed during the school year. If the medication is not picked up, it will be discarded.

*Recommended Guidelines for Medication Administration in Schools, IDHS & ISBE, September 2000*

*Self-Administration and Self-Carry of Medications for Asthma and Allergy (PA 98-0795), ISBE Guidance Document, April 2015*

# Sick Day Guidelines

## Should I keep my child home or send him/her to school?

Keeping your child home is advised if he or she is having illness symptoms that would prevent him or her from participating in school. For additional information, please contact your school nurse. There may be times when a doctor's note is needed to return to school.

### You should keep your child home from school if he or she:

Has a **fever** of 100 degrees or higher

- Has been **vomiting**
- Has had **diarrhea**
- Has very **red, irritated eyes** with drainage, crusting or pain.
- Has a **rash** of unknown origin that has not yet been evaluated by a medical provider
- Has a severe **sore throat**
- Has a constant or productive **cough** that may be accompanied by headache and body aches

### 24 hour and Next Day Rule:

**FEVER:** Keep your child home until his/her fever has been gone **without the aid of fever-reducing medication** for 24 hours. If sent home from school for this, keep home the next school day.

**VOMITING OR DIARRHEA:** Keep your child home for 24 hours after the last time he or she has vomited or had diarrhea and is eating a normal diet. If sent home from school for this, keep home the next school day.

**ANTIBIOTICS:** Keep your child home at least 24 hours after the first dose of antibiotic.

### Illness Prevention

- Hand washing prevents the spread of disease and illness. Wash hands frequently using soap and water, especially before eating, after using the bathroom and after handling pets.
- Keep your child's immunizations up to date.
- Make sure he/she has routine well-child exams.
- Flu vaccinations are recommended for everyone from children aged 6 months through adult.

### Teach your child to do the following when ill:

- Cough and sneeze into their elbow.
- Wash hands often with soap and water, especially after coughing or sneezing.
- Avoid touching their eyes, nose, and mouth as that can spread germs.
- Stay home until recovered to prevent exposure to others.

### How can I help my child feel better:

- Encourage plenty of rest
- Encourage increased fluids like water, soup, juice, and ice.
- Limit TV watching

Returning to school too soon may delay recovery from illness and may potentially expose others. Please consult with a health care provider

or your school nurse for more information.

If a doctor's note contradicts our sick day guidelines, we will follow sick day guidelines.

**QUINCY SCHOOL DISTRICT #172**  
**UPDATED HEADLICE POLICY – APRIL 2022**

**Evidence based practices from Illinois Department of Public Health, Center for Disease Control and American Pediatric Association recommendations include:**

- Screening of family members and close contacts
- No regular screenings or rechecks
- No notification of classmate parents (if there are multiple cases in one classroom the nurse will determine if all students need checked)
- Notification of parent (of affected child) at the end of the day by phone or note indicating that prompt, proper treatment is in the best interest of the child and his/her classmates

**Outdated practices no longer recommended:**

- Classroom wide screening if one student has head lice
- Notes home to parents of classmates
- Immediate exclusion for infestation
- Nit-free policies

**GENERAL INFORMATION**

Head lice (*pediculus humanus capitis*) are a nuisance, but they have not been shown to spread disease. Research has shown that head lice do not survive for longer than 1 day when not on the head, and the eggs only hatch when they are incubated by body heat near the scalp. Transmission occurs primarily through head-to-head contact and infrequently through indirect contact with shared personal belongings. Contrary to popular belief, lice do not jump from one host to another, they crawl.

**IDENTIFICATION**

- A. Adult lice are gray, about 1/16 inch long.
- B. Nits are the lice eggs. Many nits are more than ¼ inch from the scalp and are usually not viable and very unlikely to hatch or may in fact be empty casings.
- C. Nits are cemented to the hair shaft and are unlikely to be transferred to other people.
- D. If a child is discovered to have live lice, they have likely had it for more than 1 month and do not pose a significant risk to others. Therefore, they should NOT be removed from the classroom.

**TEACHER/SCHOOL RESPONSE**

- A. If a teacher, teaching assistant, or other staff observe either nits (lice eggs) or live lice on a student, they notify the nurse, who will send home notification and treatment information with the student at the end of the school day.
- B. The student remains in the classroom and is NOT excluded from activities.
- C. Students are NOT rechecked by school staff.
- D. If observation of nits or live lice continues with that family, the nurse should review treatment options and provide 1% Permethrin shampoo recommended by AAP (see below).



## HOME TREATMENT

### A. Shampoos

1. Permethrin 1% (Recommended by AAP). Apply per package directions (may need to be reapplied 7-10 days later).

B. Remove all nits from hair with nit comb or by picking them out one at a time.

C. Wash all clothes and bed linen in hot water, then dry on a hot cycle for 20 minutes.

D. Dry clean items that cannot be washed.

E. Everyday cleaning methods are sufficient, there is no need for special chemical treatment (Pesticide Research Institute)

F. Boil combs, brushes, hair bands and barrettes for 5 minutes.

G. Check all members of the family and treat as needed.

Some children may develop a resistant strain of head lice and require a more concentrated effort from a physician.

Since lice cannot live on family pets, pets should not be treated.

## PREVENTION

A. The use of combs, brushes or other grooming aids belonging to other persons should be discouraged.

B. Individuals should not share caps, other headwear, or clothing, especially coats or sweaters.

C. Parents should be encouraged to examine their children's hair periodically for nits.

D. Cloakroom hooks should be individually assigned and spaced so clothing does not touch. If this is not feasible, outerwear can be placed in plastic or paper bags and hung on hooks. Gym lockers or numbered hooks should be assigned to individual students.

## References:

Centers for Disease Control and Prevention <https://www.cdc.gov/parasites/lice/head/index.html>

Devore, C. & Schutze, G. (2015) Head Lice, American Academy of Pediatrics

<https://publications.aap.org/pediatrics/article/135/5/e1355/33653/Head-Lice>

Illinois Department of Public Health <https://dph.illinois.gov/topics-services/diseases-and-conditions/diseases-a-z-list/head-lice.html>

National Association of School Nurses – <https://www.nasn.org/nasn/advocacy/professional-practice-documents/position-statements/ps-head-lice>

***PLEASE REMEMBER, NURSING STAFF IS ONSITE DAILY AND ARE HERE TO ASSIST YOU.  
PLEASE FEEL FREE TO CONTACT THEM!***

## Use of Medicinal Marijuana

[Public Act 98-0122](#) Compassionate Use of Medical Cannabis Pilot Program Act created a process by which persons suffering from any of the identified lists of health conditions could be permitted to use marijuana (cannabis). Persons under age 18 are permitted to be given the drug for one condition only: epilepsy (seizures). The law prohibits the presence or use of the drug on school grounds and school transportation.

**MEDICAL MARIJUANA:** [Public Act 98-0122](#):

Compassionate Use of Medical Cannabis Pilot Program Act created a process by which persons suffering from any of the identified lists of health conditions could be permitted to use marijuana (cannabis). Effective August 1, 2018, Public Act 100-0660, also known as Ashley's Law amends the School Code [105 ILCS5/]. Ashley's Law only allows students who are registered qualifying patients under the MCPP to use these products and both the student and the designated caregiver must have a registry identification card.

## **PART Four: Transitional Kindergarten (TK)**

**School day:** 8:30 AM – 3:15 PM

**30-minute rest period:** Children are not required to sleep but are expected to lay quietly with no disruptions.

**Parent/Teacher conferences:** Parent Teacher Conference for TK, mirrors the QPS 172 Parent Teacher Conference schedule. Additional spring conferences if teacher/coordinator deems necessary.

**Home visits:** Each family will be supported by the Transitional Kindergarten Coordinator. She will contact you to set up a home visit.

**Discipline:** Social and Emotional learning /Behavior Management is located on page 20-24.

**School supplies:** Families are responsible to provide school supplies per “School Supply List”. TK students need school supplies on the first day of school. If you need assistance with some items, please contact the Transitional Kindergarten Coordinator.

**Recess/Playground:** TK students will have two recesses per day.

### **Specials:**

- Gym – Monday/Wednesday/Friday
- Music – Tuesday/Thursday
- Art & Library – alternate on Thursday afternoons
- All specials are 30 minutes and are taught by the Transitional Kindergarten Coordinator

**SEL (Second Step):** Second Step is taught by classroom teachers daily.

## ***Transitional Kindergarten Health Requirements 2024-2025***

The following requirements are according to the most recent Illinois Department of Public Health (IDPH) and Illinois State Board of Education (ISBE) guidelines.

### **REQUIRED:**

- **Physical Examination:** A physical dated anytime **on or after August 14, 2024**, will be accepted. The exam must be completed by a MD, DO, Nurse Practitioner, or Physician's Assistant, must be recorded on the State of Illinois Certificate of Child Health Examination form, and a parent must complete and sign the Health History section of the physical for it to be accepted by the State of Illinois.
- **Lead Screening Documentation:** Screening for lead poisoning is required to have been done at least once between the ages of 6 months and 6 years of age. Lead poisoning screening is available from your doctor or at the Adams County Health Department during Immunization Clinic Hours.
- **Immunizations:** Required immunizations for Transitional Kindergarten/Kindergarten are:
  - Diphtheria, Tetanus, Pertussis (DTP/DTaP):** 4 or more doses with the last dose received on/after 4th birthday.
  - Polio:** 4 or more doses of IPV with the last dose received on/after 4<sup>th</sup> birthday.
  - Measles:** 2 doses - 1st dose must be on/after the 1<sup>st</sup> birthday; 2nd dose at least 28 days after the first.
  - Rubella:** 2 doses - 1st dose must be on/after the 1<sup>st</sup> birthday; 2nd dose at least 28 days after the first.
  - Mumps:** 2 doses - 1st dose must be on/after the 1<sup>st</sup> birthday; 2nd dose at least 28 days after the first.
  - Varicella (Chickenpox):** 2 doses – 1st dose must be on/after the 1<sup>st</sup> birthday and the 2nd dose at least 28 days after the first.
- **Dental Examination:** The exam must be completed by a licensed dentist and recorded on the State of Illinois Proof of School Dental Examination form. Dental exams that have been completed **after November 15, 2024**, will be accepted for the 2024-2025 school year.
- **Eye Examination:** The exam must be completed by a licensed optometrist or medical doctor who performs eye examinations and recorded on the State of Illinois Eye Examination Report form. Eye exams dated anytime **on or after August 14, 2024**, will be accepted for the 2024-2025 school year.

Healthy children are best prepared to learn and thrive inside and outside of school. We wish you and your family good health and success in the new school year! If you have any questions or concerns, please feel free to contact either I or your school nurse. The Physical, Dental, and Eye Examination forms are available at your providers office or on the Quincy Public School website, [www.qps.org](http://www.qps.org), under Nursing/Forms.

## **MEDICAL HISTORY**

At the time of registration, the parent or legal guardian will be asked to complete pertinent medical history information on the electronic registration form named "Other Health Information". Additional information may be required dependent on the medical history.

## **ATTENDANCE**

Illinois law requires that whoever has custody or control of any child between six (by September 1<sup>st</sup>) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

## **HOME AND HOSPITAL INSTRUCTION**

A student who is absent from school, or whose physician assistant or licensed advanced practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program. A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to three months after the child's birth or a miscarriage.

For more information on home or hospital instruction, contact: Eryn Beswick, Director of Special Education.

## **PREARRANGED SCHOOL ABSENCE**

An absence may be pre-arranged with the school officials by parents for reasons other than personal illness, and emergencies will be handled on an individual basis by the school attendance personnel. All requests for a prearranged absence form must be phoned in or requested in writing by a parent or guardian. The prearranged absence form must be obtained from the principal's office five days prior to the absence and taken to all of the student's teachers, then home to be signed by a parent, and brought back to the principal's office for final approval.

## **TRUANCY**

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district. Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

- Referral to Regional Office of Education Truancy Officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

Addressing unexcused and/or excessive absences included one or more of the following:

- Letters will be sent home to update parents on their child's attendance and possible ramifications.
- Conferences by phone or in person
- Doctor's verification of illness when child returns
- Home Visits
- Meeting with the director, Transitional Kindergarten Coordinator, police liaison office and/or regional truant officer

## **OTHER ATTENDANCE SITUATIONS**

If an absence is known ahead of time, please let the office and your child's teacher know as soon as possible.

- If a parent is ill or requires a hospital stay, the law requires that plans be made for your child to attend school. If you cannot make arrangements with family or friends, please call the school office, as we may be able to assist you through one of your community agencies.
- Routine trips to the doctor should be made outside of the school hours. If this is not possible, minimize the amount of time away from school. A full day's absence for a routine physical examination is unnecessary. Parents are to pick up children from the office and return them as soon as possible.

## CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,

He learns to condemn.

If a child lives with hostility,

He learns to fight.

If a child lives with ridicule,

He learns to be shy.

If a child lives with shame,

He learns to feel guilty.

If a child lives with tolerance,

He learns to be patient.

If a child lives with encouragement,

He learns confidence.

If a child lives with praise,

He learns to appreciate.

If a child lives with fairness,

He learns justice.

If a child lives with security,

He learns to have faith.

If a child lives with approval,

He learns to like himself.

If a child lives with acceptance and friendship,

He learns to find love in the world.

