

Green Bay
Early Childhood Center
Policy and Procedure
Handbook
2016-2017



Welcome

Parents/ Guardians,

Welcome to the Green Bay Early Childhood Center, research shows that 3 and 4-year-olds who attend a high-quality preschool are more successful and it makes a significant difference in kindergarten and beyond. It is our hope and best intention to offer developmentally appropriate practices that will make a difference in the lives of our children in North Chicago. At Green Bay, intentional teaching strategies; researched based play, and a research-based curriculum, are used in the education of our students. Green Bay's policy and procedure manual will serve as a roadmap for what we do at the center, what we believe, and our expectations for families. Again, welcome and we hope that this early learning journey of exploration and inquiry will be the beginning of lifelong learning for you and your child(ren).

Sincerely,
Green Bay Center Director,
Nicole C. Johnson

Green Bay Policy and Procedure Handbook

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Green Bay ECC Vision Statement

Vision: To engage our earliest learners and parents in their students growth and development by elevating communication and encouraging collaboration between home and school to support their learning, academic growth and productivity.

Green Early Childhood Staff

Nicole C. Johnson Director of Birth- 3 rd Grade Programs	847-775-7100
Janina Hall Assistant principal	847-775-7100
Tera Hooks Secretary	847-775-7100
TBD Clerk	847-775-7100
Deja Wilkins Transportation	847-775-7100
Nina Geater Family Educator	847-775-7100
TBD Family Educator	847-775-7100
Ricky Medina Special Education Coordinator	847-775-7100
Jamie Levin Social Worker	847-775-7100

North Chicago School District #187 Schools**Green Bay Early Childhood Center**

2100 Green Bay Rd.
North Chicago Il, 60064

Forrestal Elementary K-2 Building 847-689-6130	North Elementary K-2 Building 847-689-7345
A.J. Katzenmaier Academy 3-5th Grade 847-689-6330	Howard A. Yeager Elementary 3rd -5th Grade 847-689-6306
NMSA Middle School 6-8th Grade 847-689	NCCS High School 9th -12th Grade 847-578-7400

2016-2017 District Calendar

- **Monday August 29 1st Full Day of School, Early Childhood Students**
- **Monday September 5 Labor Day – Non-Attendance Day (District Closed)**
- **Friday October 7 Non-Attendance Day (District Open)**
- **Monday October 10 Columbus Day – Non-Attendance Day (District Closed)**
- **Friday October 14 End of 1st Quarter (40 Days of Instruction)**
- **Wednesday October 19 1st Quarter Final Grades Due**
- **Thursday October 20 Non-Attendance Day for Students – District Institute Day 9am-2pm First Quarter Conferences (Report Cards Distributed) 3pm-7pm**
- **Friday October 21 Non-Attendance Day for Students – First Quarter Conferences (Report Cards Distributed) 9am-2pm**
- **Friday November 11 Veterans Day – Non-Attendance Day (District Closed)**
- **Monday-Friday November 21- 25 Thanksgiving Break**
- **Monday November 28 Classes Resume**
- **Wednesday December 21 End of 2nd Quarter (40 Days of Instruction) 1 hour early dismissal**
- **Thursday December 22 Winter Break Begins (Dec. 22-Jan. 6)**
- **Monday January 9 Classes Resume**
- **Wednesday January 11 2nd Quarter Final Grades Due**
- **Friday January 13 Report Cards Sent Home**
- **Monday January 16 Dr. Martin Luther King Jr. Day – Non-Attendance Day (District Closed)**
- **Friday February 17 Non-Attendance Day (District Open)**
- **Monday February 20 Presidents' Day – Non-Attendance Day (District Closed)**
- **Monday March 6 *Casimir Pulaski Day- Non-Attendance Day (District Closed)**
- **Friday March 17 End of 3rd Quarter (46 Days of Instruction)**
- **Wednesday March 22 3rd Quarter Final Grades Due**
- **Thursday March 23 Non-Attendance Day for Students – District Institute Day 9am-2pm Third Quarter Conferences (Report Cards Distributed) 3pm-7pm**
- **Friday March 24 Non Attendance Day for Students – Third Quarter Conferences (Report Cards Distributed) 9am-2pm**
- **Monday-Friday March 27- 31 Spring Break**
- **Monday April 3 Classes Resume**
- **Friday April 14 Non-Attendance Day (District Closed)**
- **Monday April 17 Non-Attendance Day (District Open)**
- **Monday May 29 Memorial Day - Non-Attendance Day (District Closed)**
- **Friday June 2 SIP Day 4 Hour Attendance Day for Students Full Day for Staff (End-of Year Records, Data, and Alignment)**
- **Wednesday June 7 Last Day of School (Regular Wednesday Schedule) End of 4th Quarter (48 Days of Instruction)**
- **Wednesday June 14 Last day of school if ALL emergency days are used (5)**

Green Bay Early Childhood Center

Parent Registration Process

Green Bay Early Childhood Center will hold annual application/ screening days during the Spring and during August. Families will be invited to come to the center to apply to enroll their children in the center.

1. Parent come to the center with their children on one of the application/ screening days.
2. Parent fills out application and required documentation
3. Parents are given a letter stating when and how they will be contacted regarding their child's enrollment status

Required Information to Complete Application

- Current Photo ID or Driver's License
- Original Birth Certificate (child must be 3 years old before September 1 to enroll)
- Proof of Income (Please bring all forms of income, 2 most recent pay stubs, WIC, SNAP, TANF, Verification letter from employer or Tax return.)
- (3) Proofs of Residency
- Current lease or mortgage statement.
- Utility bills (cable, electric, water or waste management); current public aid card/medical card; voter's registration card.

District# 187 Developmental Screening Policy

Purpose:

North Chicago Community School District 187 conducts free developmental screenings for children 3-5 years old. Every child who has registered at Green Bay Early Childhood Center receives a developmental screening. All preschool-aged children residing in the North Chicago community are also welcome to receive screening from the district, including those attending private schools and daycare centers.

The purpose of the screening is to determine if a child is demonstrating difficulties in the areas of cognitive development, motor development, speech and language development, social-emotional development, and/or self-help development.

Policy:

Developmental screening is provided for children who are being considered for special education and related services and allows the district to identify, locate, and evaluate all children with disabilities and provide them with free and appropriate public education in accordance with Illinois Child Find and IDEA laws.

Screenings are conducted at the Green Bay Early Childhood Center on a monthly basis throughout the academic year. Additional screenings are provided during the summer registration period. Screening dates are posted publicly on the school website. All children being screened by the district receive the Developmental Indicators for the Assessment of Learning-Fourth Edition (DIAL-4), an individually administered screening tool designed to identify children who need further testing or who need help with academic skills, in addition to a screening by a speech and language therapist. Developmental Screenings are conducted in the child's home language to the greatest extent possible.

Special Education Services

Screenings are conducted at the Green Bay Early Childhood on a monthly basis throughout the academic year. Additional screenings are provided during the summer registration period. Screening dates are posted publicly on the school website WWW.D187.org. All children being screened by the district receive the Developmental Indicators for the Assessment of Learning - Fourth Edition (Dial- 4), an individually administered screening tool designed to identify children who need further testing or who need help with academic skills, in addition to a screening by speech and language therapist. Developmental Screenings are conducted in the child's home language to the greatest extent possible.

Grants

Green Bay's Early Learning program is supported and funded by 2 Grants. One Federally funded Early Learning grant - **Preschool Expansion Grant-PEG** and the other State funded Grant-**Preschool For ALL-PFA**. Within the grant we have 3 measures of monitoring and compliance. Which is the CQIP-Continuous Quality Improvement. The other is ECERS- which relates to classroom measures that score teachers on interaction and environment for students. The last classroom tool that measures teacher and child interactions and engagement is called CLASS- Classroom Assessment Scoring System:

Curriculum

Green Bay ECC utilize a researched based curriculum called The Creative Curriculum. The Creative is knowledge of child development theory and careful consideration of the latest research in the field of early childhood education. Used to inform and shape the *The Creative Curriculum* and the guidance offered to teachers, the research base ensures that teachers know not only what and how to teach children but why particular practices are effective. By understanding the theory and research behind how children's knowledge, skills, and behaviors progress over time, teachers are better able to support children's development and learning. The Creative Curriculum highlights the important balance between applying a general knowledge of child development with the particular knowledge a teacher gains by forming a relationship with each child and family.

The Creative Curriculum for Preschool is based on five fundamental principles. They guide practice and help us understand the reasons for intentionally setting up and operating preschool programs in particular ways.

These are the principles:

- Positive interactions and relationships with adults provide a critical foundation for successful learning.
- Social–emotional competence is a significant factor in school success.
- Constructive, purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions.
- Teacher–family partnerships promote development and learning.

(Current definition taken from Teaching Strategies Gold Research Foundation)

Social and Emotional / Discipline

Young Children may experience difficulty in their initial transition to Preschool. Social Emotional teaching strategies will be used with the guidance of curriculum and an onsite mental health consultant. Children and adults will acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively.

The goal of discipline will be to prepare children for a lifetime of success. Our focus will be on promotion and prevention for all children. Techniques that will be utilized to prevent discipline issues are reinforcement for positive behavior, modeling, setting clear limits, offering choices and acknowledging good behavior. Children who require targeted intervention based on their own individual behaviors, triggers, and consequences may need behavior support plans to help them find support.

No child will be subjected to , under any circumstances, any form of corporal punishment, which includes hitting, spanking, swatting, beating, shaking or any other measures that are intended to induce fear or physical pain.

Research Based Assessments

The Creative Curriculum® for Preschool and Teaching Strategies GOLD® . Teachers collect assessment information as children engage in daily activities and rate their progress in developmental and content areas. Research findings indicated that Teaching Strategies GOLD® effectively detected children's growth and development over time. Further, children enrolled in programs using The Creative Curriculum® for Preschool made expected progress on knowledge, skills, and behaviors in the areas of development and learning assessed by Teaching Strategies GOLD® .

Classroom Assessment Scoring System:

CLASS Assessment tool will be used yearly by administration or consulting agencies to accurately assess factors directly tied to student learning—including positive and negative classroom climate, teacher sensitivity, language modeling, and behavior management. This system will not be used in conjunction with regular teacher observation. This tool is used to build teacher- child relationships in the classroom.

Students' Daily Schedules

Daily schedules are visible outside the classroom weekly. Schedules reflect the classrooms daily activities. Below are the components of the classroom schedules:

- Whole Group
- Small Group
- Center Time
- Story Time
- Music
- Gross Motor (gym)
- Outside Time
- Breakfast/ Snack /Lunch

Nutrition Services

Allergies: If your student has a life threatening allergy, please notify the school nurse and building principal. Proper documentation must be filled out by parent and your care provider and provided to the school immediately.

We are a NUT Free School!

Student Breakfast is served Family Style- Here at the EC Center we provide breakfast for our students. This nutritional breakfast is eaten in the classroom with teacher and paraprofessional at the table engaging in meaningful conversation with students.

Lunch Procedure

Students are escorted to lunchroom by teacher and paraprofessional. Students will be seated at the table and paraprofessional and staff will assist and guide students with their lunch which is family style.

Health Policy

All district students are required to present appropriate proof that the student has received a health examination and immunizations against, and screenings for, preventable communicable diseases under the following time lines: Immediately prior to or upon enrolling in an illinois school for the first time, regardless of student's grade.

Following documentation required **Before** the first day of school:

- Physical Examination
- Tuberculosis (TB) Test
- Hemoglobin Test
- Lead Test
- Immunization Record

Student Illness

Illness or injury at school may make it desirable that a student return home. If such is the case, parents/ guardian can make arrangements for getting the student home. In case parents cannot be reached, the school will contact the person the parent/ guardian has listed as an alternate contact on student's emergency contact. Students will remain at the school until such contact is made. The person picking up the student will be asked for ID to ensure safe delivery of the student to appropriate care taker. **Students who have a temperature of 100 degrees or higher should not be in attendance at school.** They will not be allowed back in school until the student has been fever free 24 hours per state law.

Keep your child at home if he/she has:

- **Temperature of 100 degrees or higher should not be in attendance at school.**
They will not be allowed back in school until the student has been fever free 24 hours per state law.
- A persistent, irritating wheezy cough or sore throat.
- A rash, which is known to be contagious, or if you are unsure of what is causing the rash.
- Had 2-3 episodes of diarrhea or vomiting in the past 24 hours.
- A pale/flush tired appearance, irritable behavior change in normal energy level or appetite.

Attendance students

Student Attendance- If your student/s will be absent from the program you must call the school office to report absence.

- If your student absent for medical reasons they must return with a Doctor's note stating eligibility to return.
- If your student is out for 10 days consecutively from the program they will be dropped.
- If your student is out of school for more than 3 days with an unexcused absence your student may be dropped from the program and put on waiting list. Green Bay expects every student to be present daily so that they get the highest level of instruction from our teachers and the development of social skills, and is essential to student school success in years to come.

Excused absences:

- Illness of a student
- Death in the immediate family
- Family emergency

Excused absences cont:

- Dental or medical appointment when prior arrangements have been made
- Absences beyond student control as determined by the principal and Independent Authority
- Observance of a religious holiday
- Other circumstances which cause reasonable concern to the parent for the safety and health of the student

Unexcused absences:

- Running errands for the family
- Staying home to care for younger children
- Working at or away from home
- Visiting friends or relatives without parent or guardians
- Shopping for parents
- Minor aches and pains (persistence may indicate a more serious problem)
- Ordinary weather occurrences

Arrival and Dismissal **Procedure for students**

Students Drop off: North Door #10 will be open at 7:45am. Students will be escorted directly to their classroom by parent or paraprofessional.

School Start Time: 8:00 a.m.

Dismissal: is 2:45 pm - Parent pick -up door number #10

Early Pick Up: If your child has a Dr. Appt or you would like to pick your child early you must call the office by 2:00 pm. Due to the safety at the end of the day and teachers preparing for dismissal you must show and ID when picking your student(s) up. If a relative or friend is picking up your student make sure they are listed on your registration documentation as an emergency contact, they must show proper ID or student will not be released to them. No Exceptions!

Emergency Procedures

Fire Drill- Every 1st Tuesday of each month students /teachers perform drill.

Tornado - Every 1st Tuesday of the month students/ teachers will perform drill

Extreme Weather

Green Bay Center will close in instances of extreme weather conditions and when children and staff safety is at risk. In instances of closure go to D187.org for more information on school closings.

Teacher /Parent Communication

In order to have great teacher parent communication Green Bay ECC commits to these important two way communication strategies that will build strong relationships:

- Parent /Teacher Conferences- See district calendar
- Weekly or daily updates from teacher by email
- Monthly Newsletters
- Monthly School Calendar
- Two way communication
- Posted classroom schedules
- Lesson plans posted on D187.org website

Students Dress Code

At Green Bay ECC children are allowed to explore and play. We are asking that students dress be durable, washable, and appropriate for the change in seasons. The children do go outdoors daily, unless the weather conditions prohibit them. Closed toe shoes (gym shoes) are best no sandals. Please send an extra set of clothing for your child in case of the occasional accidents that may happen. Label all children clothing, book bags, coats, hats, and gloves. Many children have the same items and this will prevent your student(s) from being lost or sent home with another child. Please do not send children with expensive jewelry to school our staff will not be responsible for lost or damaged items.

Parent/ Guardians Code of Conduct

In order to maintain a safe, consistent, and respectful environment that is beneficial to the education of our young students Green Bay parents are expected to adhere to these guidelines:

- When entering the building make sure you dress appropriately and body parts are not exposed (i.e. no caps, hats, night wear)
- Cell phone usage is not allowed in the building.
- Cursing or swearing is not allowed or tolerated.
- Smoking is prohibited in the building and in the view of children.
- Any verbal threats or physical harm towards staff, or other parents, and volunteers will not be tolerated.

Parent Advisory Committee

A North Chicago Community Unit School District 187 Parent Advisory Committee (PAC) is comprised of parents/ guardians who meet on a regular basis with their school principal to carry out the purpose and responsibilities established for the committee while embracing their school's vision and mission.

PURPOSE:

To empower parents/guardians to be active and involved in the process of supporting students' academic success.

Parent Family Engagement

The Family Development Specialist is responsible for planning and coordinating family and community engagement activities for Green Bay Early Childhood Center to ensure promotion of family well-being, positive parent child relationships, families as lifelong educators, parent education, family engagement in transitions, and families as advocates and leaders.

