

Green Bay
Early Childhood Center
Parent Handbook
2017-2018



Green Bay Early Childhood Center Parent Handbook

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Welcome

Dear Parents/ Guardians,

Welcome to the Green Bay Early Childhood Center (Green Bay ECC). Research shows that 3 and 4-year-olds who attend a high-quality preschool secure a foundation for learning both socially and academically that will lead to success 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 Parent Handbook 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 ECC Vision Statement

We believe that a partnership between parents and staff fosters our children's school success by giving parents an opportunity for input and collaboration. In our safe and nurturing environment, children will have enriching experiences that build self-confidence, encourage curiosity and promote problem solving. We will strive to develop school readiness skills which encompass social emotional, literacy, math, physical, cognitive and creative abilities.

Green Bay ECC Administrative/Ancillary Staff

Nicole C. Johnson, Director of Birth- 3 rd Grade Programs	847-775-7102
Janina Hall, Site Coordinator	847-775-7104
Jennifer Sanders, Instructional Specialist	847-775-7104
Tera Hooks, Secretary to Director	847-775-7101
Rosa Gomez, School Secretary	847-775-7180
Dawn Filiatreault, Nurse	847-775-7128
Patricia Williams-Family Development Specialist	847-775-7119
Beatriz Mari-Bilingual Family Development Specialist	847-775-7119
Ricky Medina, Special Education Coordinator	847-505-7212
Jamie Levin, Social Worker	847-775-7137
Frances Shapiro, Psychologist	847-775-7122
Nancy Eisner, Occupational and Physical Therapist	847-775-7121

North Chicago School District #187 Schools

Green Bay Early Childhood Center

2100 Green Bay Rd.
North Chicago, IL. 60064
847-775-7100

Forrestal Elementary

K-3 Building

847-689-6130

Alexander Elementary

K-3 Building

847-689-7345

A.J. Katzenmaier Academy

4th-5th Grade

847-689-6330

NMSA Middle School

6th-8th Grade

847-689-6313

North Chicago Community High School

9th -12th Grade

847-578-7400

North Chicago Community Unit School District 187 • 2017-2018 School Year Calendar

STUDENT ATTENDANCE SCHEDULE:

Early Childhood (Green Bay): Mon., Tues., Thurs., Fri. – 8:00am-2:45pm, Wednesday 8:00am-1:45pm
 Kindergarten-Third Grade (Forrestal and North): Mon., Tues., Thurs., Fri. – 8:00am-2:45pm, Wednesday 8:00am-1:55pm
 Fourth-Fifth Grade (AJK Academy): Mon., Tues., Thurs., Fri. – 7:50am-2:35pm, Wednesday 7:50am-1:45pm
 Middle School (Neal Math and Science Academy): Mon., Tues., Thurs., Fri. - 8:30 am – 3:30 pm, Wednesday 8:30am-2:45pm
 High School (North Chicago Community): Mon., Tues., Thurs., Fri. - 8:10 am - 3:30 pm, Wednesday 8:20am-2:45pm

Day	Month	Date	Event
Monday	July	31	10-month Building Secretaries Report to Work
Monday-Tuesday	August	14-15	District Institute Days – All Staff Report to Work (8:00am-3:30pm)
Wednesday	August	16	First Day of School, K-12 Students (Regular Wednesday Schedule)
Monday	August	28	First Day of School, Early Childhood Students
Monday	September	4	Non-Attendance Day (District Closed) - Labor Day
Friday	September	22	First Quarter Progress Reports Sent Home
Friday	October	6	Non-Attendance Day (District Offices Open*)
Monday	October	9	Non-Attendance Day (District Closed) - Columbus Day
Friday	October	13	End of First Quarter (40 Days of Instruction)
Wednesday	October	18	First Quarter Final Grades Due
Thursday	October	19	Non-Attendance Day for Students – District Institute Day 8am-2pm First Quarter Conferences (Report Cards Distributed) 3pm-7pm
Friday	October	20	Non-Attendance Day for Students – First Quarter Conferences - Report Cards Distributed - 8am-11am
Friday	November	17	Second Quarter Progress Reports Sent Home Early Dismissal (Follow Wednesday Schedule)
Monday-Friday	November	20-24	Thanksgiving Break - November 20 th & 21 st - District Offices Open* November 22-24 District Closed (22 nd in Observance of Veteran's Day)
Monday	November	27	Classes Resume
Friday	December	22	End of Second Quarter (43 Days of Instruction) Early Dismissal (Follow Wednesday Schedule)
Monday	December	25	Winter Break Begins (Dec. 25-Jan. 5)
Monday	January	8	Classes Resume
Wednesday	January	10	Second Quarter Final Grades Due
Friday	January	12	Second Quarter Report Cards Sent Home
Monday	January	15	Non-Attendance Day (District Closed) - Dr. Martin Luther King Jr.
Friday	February	9	Third Quarter Progress Reports Sent Home
Friday	February	16	Non-Attendance Day (District Offices Open*)
Monday	February	19	Non-Attendance Day (District Closed) - Presidents' Day
Monday	March	5	Casimir Pulaski Day - Non-Attendance Day (District Closed)
Friday	March	16	End of Third Quarter (46 Days of Instruction)
Wednesday	March	21	Third Quarter Final Grades Due
Thursday	March	22	Non-Attendance Day for Students – District Institute Day 8am-2pm Third Quarter Conferences - Report Cards Distributed - 3pm-7pm
Friday	March	23	Non-Attendance Day for Students – Third Quarter Conferences - Report Cards Distributed - 8am-11am
Monday-Friday	March	26-30	Spring Break
Monday	April	2	Non-Attendance Day (District Offices Open*)
Tuesday	April	3	Classes Resume
Friday	April	27	Fourth Quarter Progress Reports Sent Home
Thursday	May	24	North Chicago Community High School Graduation
Friday	May	25	SIPiRecords Day (Four-hour attendance day for students)
Monday	May	28	Memorial Day - Non-Attendance Day (District Closed)
Thursday	May	31	Last Day of School - Early Dismissal (Follow Wednesday Schedule) End of Fourth Quarter (45 Days of Instruction)
Thursday	June	7	Last day of school if ALL emergency days are used (5)

*12 month employees report to work

Green Bay ECC 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 for enrollment in the center.

1. Parent(s) come to the center with their child on one of the application/screening days.
2. Parent(s) fill out application and required documentation.
3. Parent(s) 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, 52 Weekly or 26 Bi Weekly 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

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. 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. Hearing and Vision screenings will be included as well. 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 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 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 ECC's program is supported and funded by two grants.

- **Preschool For ALL (PFA):** state funded
- **Preschool Expansion Grant (PEG):** federally funded

Within the grants we have three measures of monitoring and compliance:

Continuous Quality Improvement

- *Early Childhood Environment Rating Scale (ECERS)* assesses the interactions between staff and children, among the children themselves, and the interactions the children have with the many materials and activities in the environment.
- The Illinois State Board of Education Early Childhood Block Grant *Compliance Checklist* is used to assess program compliance.
- **Classroom Assessment Scoring System (CLASS)** measures teacher and child interactions and engagement.

Curriculum

Green Bay ECC utilizes a researched based curriculum called The Creative Curriculum. The Creative Curriculum is rooted in 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 such as redirection to more acceptable behavior, including the child in the resolution and removing the child from the area 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 that facilitate access to ongoing positive relationships in a safe environment.

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. Staff will never use abusive or profane language or deprive children of food, rest, or use of restrooms. Children will not be punished for toilet accidents.

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):

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.

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

Nutrition Services

Green Bay ECC provides healthy food that meets two-thirds of your child's daily nutritional requirements as recommended by the United States Department of Agriculture. All food consumed by children enrolled in the center shall be provided by the center except for upon special occasions and in agreement with your child's teacher. Food must be commercially prepared. A list of appropriate healthy food options will be available during orientation and should be followed for the duration of the school year. **We are a Nut Free School** please do not bring any foods with nuts.

During meals children practice Family Style serving. Children learn and practice social skills, such as taking turns, passing food to others, and saying please, thank you and helping to set the table. Menus will be distributed weekly and include breakfast, lunch and snack for the following week.

Allergies/Special Dietary Needs

If your student has a life threatening allergy or food intolerance please notify the school nurse and building principal. A Physician's Statement for Food Substitution must be completed by your physician and provided to the school immediately. The form is available in the Nurse's office.

Health Policy

All district students are required to present appropriate proof of a health examination and immunizations against, and screenings for, preventable communicable diseases 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
- Immunization Record
- Tuberculosis (TB) Test
- Hemoglobin Test
- Lead Test

Student Illness

It is important to watch your child carefully for signs of illness. Children shall be screened upon arrival daily for any obvious signs of illness. If symptoms are present, the school nurse or Center administrators will make a determination whether the child's symptoms are serious. 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 the emergency contact form. 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 the appropriate caretaker. **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 for 24 hours per state law.

Keep your child at home if he/she has:

- Temperature of 100 degrees or higher
- 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.
- 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.

Student Attendance

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

- If your student is 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 a waiting list. Green Bay expects every student to be present daily to receive the highest level of instruction resulting in the development of social skills and learning which is essential to student school success.

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 with the family
- Visiting friends or relatives without parent or guardians

- Shopping with 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 8:00 am. 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 Pickup: If your child has a Dr. Appt or you would like to pick up your child early you must call the office by 2:00 pm. Due to safety precautions at the end of the day you must show an 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!

Wednesday Early Dismissal

Every Wednesday is early release to enable teachers to participate in ongoing professional development. **Children are dismissed at 1:45pm.**

Emergency Procedures

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

Tornado Drill - Every 1st Tuesday of each 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.

Home/School Communication

In order to have meaningful, effective home-school communication Green Bay ECC commits to engaging in timely and continuous connections with families. Multiple forms of school- and family-initiated communication regarding an individual child's educational experience, as well as the larger program will help build strong relationships and increase parental involvement.

- Orientation events and/or individual intake sessions
- Parent /Teacher Conferences- See district calendar
- Home visits
- Parent Advisory Council Meetings
- Weekly or daily correspondence via email and/or phone

Home/School Communication cont..

- Monthly Newsletters
- Monthly School Calendar
- Weekly breakfast/lunch/snack menu
- Posted classroom schedules
- Curriculum Map posted on D187.org website
- Robocalls and text messaging

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 clothing, book bags, coats, hats, and gloves. Many children have the same items and this will prevent items 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.

Parents/Guardians/Visitors 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 and visitors are expected to adhere to the code of conduct described below.

Parents/Visitors are expected to:

- Behave in a respectful and orderly manner on school property or when attending a school function.
- Recognize that the education and safety of children is a joint responsibility of the parents and Green Bay ECC school community.
- Know, and help their children understand, the school and classroom guiding principles:
 - We take care of ourselves.
 - We take care of others.
 - We take care of our things.
- Keep our classrooms, hallways and playgrounds focused on children, by turning cell phones to silent or off while at Green Bay ECC.
- Respect that the Green Bay ECC is tobacco-free

Conduct Prohibited on School Property

No person shall:

- Intentionally injure any other person or threaten to do so.
- Disrupt classes, school programs or other school activities.

- Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability
- Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
- Possess or use weapons in or on school property or at school function.
- Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.
- Use tobacco products on, or in sight of, Green Bay ECC.

If parents or visitors appear to be disruptive or threatening while on school property, the following steps will be taken:

The safety of the children and staff at the school is the first priority. In the interests of child, parent, visitor, and staff safety, individuals may be asked to leave the premises immediately. Law enforcement may be called if necessary.

Discuss specific behavioral issues with the parent and request their input in resolving the safety issue.

1. If this fails to result in changed behavior, meet with center staff to discuss a plan of action that
 - a. describes the specific unsafe, rude, or threatening behavior of the parent
 - b. outlines staff's commitment to work together to solve this problem in a supportive fashion
2. Set up a written behavioral contract with the parent which specifically defines
 - a. appropriate and inappropriate behaviors
 - b. consequences for any violation of appropriate behavior including asking a parent to leave the premises, and calling the police.
 - c. Document to be signed by the parent and attending staff as appropriate.
3. Share with supervisors.

4. If parent blatantly or continually violates this contract, proceed with outlined consequences including possible exclusion of parent from Green Bay ECC premises.

Cell Phone Usage

Transitions are made easier when your child has your full attention during drop-off and pick up, and your full attention allows for clearer communication between teachers and parents. Green Bay ECC has a “no cell phone” policy inside the building. If you must use your cell phone, please step outside to do so.

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.

Family Engagement

The Family Development Specialist is responsible for planning and coordinating family and community engagement activities for Green Bay ECC 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.

Transitions

Transition is an ongoing process to ensure that children and families will have appropriate information and support whenever there is a change in their child's placement. Transition activities may occur when children enter the program, change placements within program, or go on to kindergarten. The process is planned by the child's current Family Engagement Team and communicated to all collaborating parties, including the family, the receiving placement team.

Procedures will be followed to ensure a smooth transition of information between current and future placements. Parent involvement will be encouraged throughout the process, as they are the primary advocates for their children. Staff will work together to compile all necessary information to assist in a smooth transition of records to the child's new placement.

I Am Kindergarten Ready!

Green Bay ECC prepares children and families for a seamless transition to kindergarten. Building and maintaining structures and routines, surveying parents, providing information sessions and workshops, and field trips to kindergarten classes increase kindergarten readiness.

ACKNOWLEDGEMENT OF RECEIPT OF THE GREEN BAY EARLY CHILDHOOD PARENT HANDBOOK AND THE POLICIES, PROCEDURES AND RESPONSIBILITIES WITHIN

I acknowledge that I have received the Green Bay Early Childhood Parent Handbook and the policies, procedures, and responsibilities within. The policies and procedures are subject to change. It is understood that any changes will supersede the current policies and procedures. I understand that I will be notified of such changes.

(Child's Name)

(Child's Name)

(Parent /Print Name)

Date

(Parent/Guardian Signature)

Date

(Parent/Guardian Signature)

Date

This acknowledgement is to be placed in the child's file in the school office.