



**YoungExplorers**  
Early Childhood  
Program

**PARENT HANDBOOK**  
**(In-Person Instruction)**  
**2020-2021**

**Connecting Life to Learning!**

## TABLE OF CONTENTS

Welcome Letter	3	Illness	16
Mission, Vision and Beliefs	4	COVID-19 Specific Information	16
Program Staff	5	Medical and Health Information	18
Calendar	6	Medication	18
Program Hours	7	Emergency Closing Information	19
Program Description	7	Emergency Procedures	19
Parent Involvement	7	Contact Information	19
Curriculum	8	Transportation	20
Instructional Foundations	9	Drop-Off/Pick-Up Procedures	20
Specials	10	Birthday Celebrations	21
Daily Schedule	11	Behavior Expectations	22
Assessment	12	Discipline Procedures	23
Communication	12	Special Education Services	24
Field Trips	13	Referrals	27
Tuition	13	Student Records	27
Supplies	14	Photographs of Students	28
Rest Time/Lunch	15	Ethics	28
Dress for Play and Weather	15	Reporting of Child Abuse & Neglect	29
Sunscreen	15	Homeless Children	30
Snacks	15	Disclaimer	30
Attendance/Absences	15	Website References	30

August 2020

Dear Parent(s),

Welcome to the sixth year of the Young Explorers Early Childhood Program! I think it goes without saying that this year will be like no other. While we all hoped that the start of school would happen under different circumstances, the Young Explorers team will never waiver in our commitment to provide high-quality, early childhood experiences to our students. We have maintained our mission to nurture resilient, inquisitive learners with a strong sense of citizenship and love for learning. Whether you have selected in-person instruction or remote learning, your child will be encouraged every day to explore and develop skills through child-centered experiences that build self-confidence and connections between learning and natural environments.

The Young Explorers community has always been one of shared respect, positive regard, and support between school staff and parents. We want to have a successful, healthy, and safe school year for our students and staff. In order to accomplish this, we need your partnership and support. Please wear masks, wash your hands, maintain physical distance, and follow health and safety guidelines, even when not in school. When completing the self-certification questions at the start of each day, please keep your student home if there is any question regarding his/her health. If you have any questions or concerns about programming, services, or procedures, please reach out to us directly so we may address them. We will remain diligent in following the guidance from the Illinois Department of Public Health and will communicate any changes with you as swiftly as possible.

The Young Explorers Parent Handbook will provide you with an overview of our philosophy and commitment to working with young children as well as day-to-day procedures. If you do not find what you need, please do not hesitate to call or email.

Sincerely,

A handwritten signature in cursive script that reads "Jenna Duffy".

Jenna Duffy, Ed.D.  
Program Director for Young Explorers

## **DISTRICT 28 MISSION STATEMENT**

Our mission is to provide a teaching, learning, and caring environment where all children benefit from a commitment to excellence.

## **YOUNG EXPLORERS MISSION STATEMENT**

The Northbrook 28 Early Childhood Program exists to nurture resilient, inquisitive learners with a strong sense of citizenship and love for learning.

## **YOUNG EXPLORERS VISION STATEMENT**

The Northbrook 28 Early Childhood Program seeks to create an engaging learning environment for young children through developmentally appropriate practices aligned to the Illinois Early Learning and Development Standards. Our program encourages exploration and skill development through child-centered experiences that build self-confidence and connections between learning and natural environments.

## **YOUNG EXPLORERS BELIEFS**

The Early Childhood Program believes:

- In educating each and every child through facilitating their cognitive, physical, social- emotional, and communicative growth
- Learning should be fostered at each child's developmental level
- Children learn best through active exploration of their natural environment
- Children need a safe and nurturing environment to learn
- Education starts in the home environment
- Parents/Guardians should be active participants in their young child's education
- Children benefit from collaborative home, school, and community partnerships
- In a community that embraces cultural, linguistic, economic, and developmental diversity
- Local communities are valuable resources to support learning

## PROGRAM STAFF

Dr. Kelly Sculles	Director of Student Services	ksculles@northbrook28.net	847.504.3405
Dr. Jenna Duffy	Program Director for Young Explorers	jduffy@northbrook28.net	847.504.3848
Ms. Mary Sturgill	Principal, Westmoor School	msturgill@northbrook28.net	847.504.3801
Ms. Helene Josephson	Early Childhood Administrative Assistant	hjosephson@northbrook28.net	847.504.3809
Mrs. Tracy Ferraro	Westmoor Administrative Assistant	tferraro@northbrook28.net	847.504.3820
Mrs. Ann Martin	School Nurse	amartin@northbrook28.net	847.504.3815
Mrs. Michelle Lee	Classroom Teacher	mlee@northbrook28.net	847-504-3896
Ms. Sia Drakoulis	Classroom Teacher	sdrakoulis@northbrook28.net	847.504.3887
Mrs. Heather Lerner	Classroom Teacher	hlerner@northbrook28.net	847.504.3884
Mrs. Holly Osifalujo	Classroom Teacher	hosifalujo@northbrook28.net	847.504.3888
Ms. Molly Walsh	Classroom Teacher	mwalsh@northbrook28.net	847.504.3862
Mrs. Maren Andersen	School Psychologist	mandersen@northbrook28.net	847.504.3885
Mrs. Katie Boyes	Speech-Language Pathologist	kboyes@northbrook28.net	847.504.3889
Mrs. Kelly Breen	Speech-Language Pathologist	kbreen@northbrook28.net	847.504.3897
Ms. Taylor Hoffman	Speech-Language Pathologist	thoffman@northbrook28.net	
Mrs. Katey Schwartzman	Social Worker	kschwartzman@northbrook28.net	847.504.3886
Mrs. Kate Gilman	Occupational Therapist	kgilman@northbrook28.net	847.504.3823
Ms. Lauren Schonberg	Physical Therapist	lschonberg@northbrook28.net	
Mrs. Maria Zambonino	Classroom Assistant	mzambonino@northbrook28.net	
Ms. Jill Witt	Classroom Assistant	jwitt@northbrook28.net	
Mrs. Pamela Grant	Classroom Assistant	pgrant@northbrook28.net	
Ms. Asifa Shahzad	Classroom Assistant	ashahzad@northbrook28.net	
Ms. Judy Carbajal	Classroom Assistant	jcarbajal@northbrook28.net	
Ms. Lisa Nockels	Classroom Assistant	lnockels@northbrook28.net	
Ms. Suzy Cho	Special Education Assistant	scho@northbrook28.net	

## 2020-2021 CALENDAR

Always check the calendar dates with the school as dates may change throughout the year.

Month	Date	Event	Session Attendance
<b>August</b>	17	Professional Development Day	NO SCHOOL
	18	Professional Development Day	NO SCHOOL
	19	Remote Learning Tech & Supply Pick-Up/ Professional Development Day	1-3 at District Office
	20	Virtual Meet-n-Greet	Assigned Sessions
	21	New Family Tours	Invitation Only
	24	Professional Development Day	
	25	<b>Young Explorers First Day of School</b>	
<b>September</b>	4	Half-Day of School	<b>PM session attends in the morning</b>
	7	Labor Day	NO SCHOOL
	28	Yom Kippur	NO SCHOOL
<b>October</b>	14	Evening Parent-Teacher Conferences	Full Day of School
	15	Parent-Teacher Conferences- Half-Day of School	<b>AM Session Only</b>
	16	NBJH Teacher Institute Day	NO SCHOOL
<b>November</b>	3	Election Day	NO SCHOOL
	23	Institute Day	NO SCHOOL
	24	Institute Day	NO SCHOOL
	25-28	Thanksgiving Break	NO SCHOOL
<b>December</b>	21	Winter Recess Begins	
<b>January</b>	4	School Reopens	
	15	Half-Day of School	<b>PM session attends in the morning</b>
	18	Martin Luther King's Birthday	NO SCHOOL
<b>February</b>	10	Evening Parent-Teacher Conferences	Full Day of School
	11	Parent-Teacher Conferences- Half-Day of School	<b>AM Session Only</b>
	12	NBJH Teacher Institute Day	NO SCHOOL
	15	President's Day	NO SCHOOL
<b>March</b>	1	Casimir Pulaski Day	NO SCHOOL
	22	Spring Recess Begins	NO SCHOOL
	29	School Reopens	
<b>April</b>	2	Good Friday	NO SCHOOL
<b>May</b>	31	Memorial Day	NO SCHOOL
<b>June</b>	2	Tentative Last Day of School- (Without 10 emergency days)	

## PROGRAM HOURS

Regular program hours are:

Morning: 8:45-11:30 am

Afternoon: 12:30-3:15 pm

Structured Learning: 8:45-3:15 pm

Half-day hours:

8:45-11:30 am

Half-day attendance rotates between the morning and afternoon students. Please refer to the calendar for rotation information.

## EARLY CHILDHOOD PROGRAM DESCRIPTION

Young Explorers is located in Westmoor School and consists of five classrooms serving two different programs, Blended and Structured Language & Learning (SLLC). Students are enrolled in Young Explorers through an early childhood screening or through the Early Intervention transition process.

Blended Program: The blended model consists of students who have been identified as typically developing, at-risk, or eligible for special education services. Each blended classroom is staffed by a teacher dually certified in early childhood and special education with an English Language Learner endorsement, as well as a qualified instructional assistant. The staff to student ratio is approximately 1:7. Children enrolled in the Blended program will attend Young Explorers for 2 ¾ hours per day, 5 days per week in the morning (AM) or afternoon (PM) session. The AM session is for children ages 3 to 4 years old. The PM session is only for children who will be attending kindergarten the following school year.

Structured Language & Learning (SLLC or “Structured”): Structured Language & Learning (SLLC) is part of the continuum of supports provided to students ages three through five in the Young Explorers program. Students in the Structured program receive a full-day of intensive, direct instruction in identified areas of need from a certified early childhood special education teacher and speech-language pathologist. Additional supports are provided to SLLC students through specially designed lessons and/or individualized instruction from related services personnel.

## PARENT INVOLVEMENT

Young Explorers believes that parent and family participation in education is crucial to the success of our students. Due to COVID-19 safety precautions, parent volunteers and/or visitors are not allowed in the school building this year. We are working on new ideas for parent involvement in the school day.

### Parent Education

Parent Education opportunities will be offered during the school year. The purpose of these events is to connect parents with information about child development. Some topics may include behavior and discipline, nurturing learning at home, or cognitive, academic, and social development. Parent education topics are determined each year through parent and staff surveys.

## Parent Volunteers

Even though we are unable to host parent volunteers in the classroom due to current health and safety guidelines, we are working on creative ways that parents can be directly involved in classroom activities and the Young Explorers community.

The “Mystery Explorer” is an all-time favorite for our students. For this year, a parent or family member may choose a book related to the current theme and can record themselves reading their book of choice or participate in a live read aloud via zoom. The Young Explorers staff will help you plan your session.

The “Expert Explorer” is a valuable resource for our students. This year, depending on our unit of study, teachers may reach out to parents or vice versa to share in depth knowledge and field experiences via Zoom. For example, in a Health and Safety unit, we would invite parents who are healthcare professionals to share their experiences and also allow for students a chance to interview the experts. These opportunities provide students with real-world connections to the information learned at school.

The “Parent Mentor” has been equally rewarding for our “veteran” parents and our incoming families. We pair an incoming Young Explorers family with a returning family, or a family that has been part of the program from the beginning of the year. The “mentor” assists with questions and resources the incoming family may have about community resources (example: Where do local families take swim lessons? Which local parks are appropriate for 3-5 year olds?) and program questions from a parent perspective (example: What are parent/teacher conferences like? How do you use shutterfly to see pictures?).

## **CURRICULUM**

The Young Explorers program, in following the guidance of the Illinois State Board of Education, the Centers for Disease Control, and the Illinois Department of Public Health, has modified and redesigned our learning environment to prioritize safety procedures for students and staff.

All Young Explorers classrooms will continue to implement *The Creative Curriculum-Fifth Edition* to guide instruction and assess each child to the greatest extent possible. This year, each classroom will be designed to include three instructional pods of no more than five students each (for a minimum of two weeks). The classrooms have been laid out so that each pod is 6 feet or more apart, and distance among students and staff within each pod will also follow distancing guidelines. Each pod will engage in learning activities led by the classroom teacher, classroom assistant and/or related services specialist. Students will be provided with their own set of individual, sanitized materials at each pod. Additionally, all physical surfaces will be disinfected between rotations.

Pod 1-Direct Instruction: Students will engage in small group learning activities that will focus on the introduction and exploration of new concepts, content and vocabulary related to the current unit of study.

Pod 2-Table Work: This rotation will provide students with the opportunity to learn through hands-on activities designed to deepen their understanding of curricular content while also strengthening foundational skills for following directions, sequencing, and reasoning.

Pod 3-Investigative Play: During guided exploration, investigative play promotes inquiry through experimentation, observation, and manipulation of the materials provided.



## Technology

As early childhood educators we understand the balance between a young learner's need for hands-on, play-based learning experiences and the ever-growing integration of technology into our daily school lives. We diligently follow screen time recommendations from the American Academy of Pediatrics as well as early childhood best practices. Students will have teacher-supervised experiences with both our interactive whiteboard and iPads in the classroom. These experiences are carefully vetted to ensure that they are not replacing a hands-on activity, but instead are being used to enhance a student's ability to dig deeper into content.

## Reference

Dodge, D.T., Colker, L.J., & Heroman, C. (2010). *The creative curriculum for preschool-Fifth edition*. Bethesda, MD: Teaching Strategies, LLC.

## **INSTRUCTIONAL FOUNDATIONS**

Project Approach: The project approach is an element of instruction that complements skills learned through the Creative Curriculum. A project, by definition, is an in-depth topic of study chosen by the students that allows them to apply the skills they have learned in ways that are meaningful to them. Students investigate topics through direct observations, interviewing experts, conducting experiments, and reporting findings. Katz and Chard (1992) stated that, "The inclusion of project work in the curriculum for young children addresses the four major learning goals of all education: the construction and acquisition of worthwhile knowledge, the development of a wide variety of basic intellectual and social skills, strengthening desirable dispositions and engendering positive feelings about themselves as learners and participants in group endeavors" (p. 26).

Environmental Education: Environmental education in early childhood provides students the freedom to discover nature and to build foundational understandings allowing them to connect with their immediate surroundings. As students learn about systems (family, community), local habitats, and the interdependence between nature and people through authentic materials, they become curious about how the world works and are able to apply their learning to broader issues later in life.

Science, Technology, Engineering, and Math (STEM): More than an acronym, STEM represents a philosophy, a way of thinking about how to help students integrate knowledge across disciplines, and encourage them to think in a more connected and authentic way. Research confirms that the brain is particularly receptive to learning math and logic between the ages of 1 and 4. STEM curriculum taps into this natural and innate curiosity about the living world by allowing students to investigate, and by encouraging them to ask questions about the real world. STEM, particularly at the early childhood level, emphasizes the pursuit of intellectual goals and learning by encouraging reasoning, hypothesizing, predicting, understanding, and developing the analysis of ideas.

Service Learning: Service learning is defined as "a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities" (National Commission on Service-Learning). When students participate in service learning

projects and are able to reflect on what they learned, they develop leadership skills, empathy, awareness, social responsibility, self-esteem and self-confidence.

### Related Links to this Section

Environmental Education: <http://resources.spaces3.com/c518d93d-d91c-4358-ae5e-b09d493af3f4.pdf>

Project Approach: <http://files.eric.ed.gov/fulltext/ED340518.pdf>

Service Learning: <http://learningtogive.org>

STEM: <http://ecrp.illinois.edu/beyond/seed/katz.html>

## **SPECIALS**

Specialists and support service personnel will facilitate weekly, small-group activities within the framework of the pod rotations, that promote the development of cognitive, language, social-emotional, and fine and gross motor skills..

Language and Literacy (20 min.): As a special facilitated by the speech-language pathologist, Language and Literacy is an instructional pod activity that promotes the development of effective speech, language, and emergent literacy skills. One of the best ways to help preschool children naturally develop language and other emergent reading skills is through the use of children's books. Many books lend themselves to playing with the sounds of language as they are filled with rhymes, alliteration, and predictable patterns. Books are also filled with new vocabulary words and grammatical markers such as nouns, pronouns, adjectives etc. Each week we will read a new book and focus on teaching a specific concept of speech/language. Book reading activities will target a range of age-appropriate skills in the domains of speech and language including: listening comprehension, sequencing, asking and answering a variety of wh-questions (who/what/where), vocabulary knowledge and use, verbal formulation and organization to make requests and comments, and attending to the sounds and symbols of written language.

Caring Community (20 min): Young Explorers will be developing and practicing skills for learning (e.g. focusing attention, listening, following directions, etc.), self-regulation (e.g. waiting for a turn, coping with strong emotions, using self-talk, etc.) and social-emotional functioning (e.g. problem solving, making friends, perspective taking, etc.) through weekly lessons facilitated by the school social worker. The lessons will also incorporate Service Learning, which is a form of experiential education that will integrate meaningful community service with instruction and reflection. Service Learning lessons and projects will incorporate our classroom, local and global communities. Parents and caregivers will also be given resources to practice and reinforce specific skills at home as well as at-home service learning projects.

Motor Magic (20 min.): This special will be facilitated weekly by the occupational therapist. Motor Magic will integrate arts and craft activities to promote development in fine motor, visual motor, and bilateral coordination skills. New fine motor activities will be presented weekly, and may incorporate the themes the students are learning to reinforce key ideas from the lessons.

Outdoor Classroom (30 min): The outdoor classroom consists of three general play spaces: grassy area for free play, playground equipment, and a blacktop area; however, this year, we will not be accessing the playground equipment. Outdoor activities in these spaces will grow and evolve with the needs and interests of the children and our classroom projects. The outdoor classroom fosters children's interest in

science, math, and nature, expanding their knowledge of the world around them while also promoting an increase in physical development, capability and activity.

Young Scientists (20 min): Young Scientists is for PM students only. Each week students turn into young scientists as they engage in scientific inquiry, and exploration of the natural world. Scientific inquiry provides the opportunity to explore objects and materials, raise questions, make careful observations, and engage in simple investigations. Students are involved in “sciencing,” which describes a hands-on experience, that engages them physically and mentally in investigating and manipulating elements in their environment. This scientific environment includes a variety of interesting materials to explore and manipulate, unstructured time to develop and test ideas, and a social climate that tells students that questions and experimentation are as valuable as knowing the right answers.

Yoga: Embedded within natural transitions or rest periods during the day, the children will learn and practice a series of yoga positions to promote body awareness, self-regulation, relaxation and physical and mental health.

### DAILY SCHEDULE

The daily schedule offers children opportunities for self-directed and teacher-initiated learning. The schedule provides structure and consistency to the daily routine while also allowing for the flexibility to meet each student’s needs. All activities will occur in small groups/pods and follow recent health and safety guidelines. Below is a sample daily schedule:

Drop-Off
Arrival/Handwashing
Transition/Set Up
Rotation 1
Handwashing/Sanitation/Movement Break
Rotation 2
Handwashing/Sanitation/Movement Break
Transition
Outdoor Classroom
Transition/Handwashing
Rotation 3
Handwashing/Sanitation/Movement Break
Tablework
Handwashing
Gather Materials/Dismissal

## ASSESSMENT

All Young Explorers families will receive two formal progress reports each year in November and June, as well as a midterm update provided in March. Student response to instruction will be monitored through Teaching Strategies Gold (TSG). TSG is an on-going classroom performance assessment aligned with the Creative Curriculum and Illinois Early Learning and Development Standards. Data collection methods include, observation notes, work samples, skill checklists, and parent input.

Three times per year, students attending Young Explorers in the afternoon, will participate in benchmark assessments in the areas of early literacy and numeracy through aimswebPlus. aimswebPlus contains a set of preschool assessments for monitoring the growth and development of children. As part of a multi-tiered model of supports within early childhood, aimswebPlus benchmarking results help to inform decisions about whether children are demonstrating adequate levels of performance given the general level of instruction, or if their performance indicates a need for more intense levels of instruction.

### Related Links to this Section

Creative Curriculum Gold: <http://www.creativecurriculum.net>

aimswebPlus: <https://www.pearsonassessments.com>

## COMMUNICATION

### Daily Communication

At the end of each day, your child will complete a digital passport indicating the activities they participated in, what their favorite activity was and what they learned that day. The passport provides parents a great way to ask children specific questions about their day and encourages conversation. Each child will get the opportunity to be highlighted/quoted in the passport. The passport will be sent via e-mail so you and your child can look at it together to spark their recall skills on what they did and learned that day with their teacher and classmates.

### Weekly Communication

Each week you will receive an on-line classroom newsletter from your child's teacher and program staff. If you do not have access to a computer or email account, we will make sure you receive a paper copy. Newsletter information may contain information about featured projects and activities, upcoming events, important date reminders, weekly updates from our specials staff, and more.

### Emails

Email is a fast and efficient way to contact a teacher directly. Please feel free to email staff members with any questions or concerns. Please keep in mind that teachers may not be able to respond immediately and may require up to 24 hours to generate a response.

### Phone Calls

Staff with voicemail extensions are listed in the front of this handbook. If you would like to leave a voicemail or message with the office, staff will respond within 24 hours of your call. Please remember that

staff will not take phone calls while they are teaching. If you have an emergency, please tell the office staff and the information will be given promptly to the teacher.

### Parent-Teacher Conferences

Young Explorers families will have the opportunity to participate in parent-teacher conferences twice a year (October and February). This is an opportunity for parents to meet with staff to discuss the progress and growth of their child.

### Questions, Comments, Concerns

Parents are welcome to schedule informal meetings with staff members, as they deem necessary. Please contact staff with the purpose of the meeting and when you are available. Staff will make arrangements for the meeting in a timely manner.

## **FIELD TRIPS and FEES**

Due to current Illinois State Board of Education guidelines to ensure the safety of our students, we are not currently able to offer off-site field trips. Young Explorers staff will be investigating the possibility of other opportunities, such as virtual field trips.

## **TUITION**

Only children who are enrolled in the Typically Developing category of the Young Explorers Program are required to pay tuition.

### Tuition Fees (2020-2021):

In-Person Instruction: \$4250 for the school year

Remote Learning: \$3187 for the school year

In the event of a school closure, the in-person tuition fee will be prorated to the remote learning rate.

### Tuition Due Date

Tuition payments are made in 9 equal payments from September to May, payable at the start of each month. You will receive an emailed invoice each month.

### Payment Options

Payment options include RevTrak (the secure online web store), cash, or check. Checks should be made out to Northbrook School District 28. Please make sure to include your child's name on the check. You will also be offered the option to allow us to automatically charge your credit card each month. A signed authorization form is required.

### Refunds

The Young Explorers Program will not issue refunds when a child is absent from school. However, a prorated refund will be provided to any family withdrawing their child from the paid early childhood program. Parents must provide two weeks notice in advance of withdrawing their child from the program.

Refunds will be provided within two months from the date the program receives notification of the withdrawal.

#### Dismissal Due to Absences

Students enrolled in the Typically Developing category who will be absent for 11 or more consecutive school days without a doctor's note, will be removed from the program and put on a waiting list for re-entry into the program. Exceptions will be made for students who are required to quarantine per CDC and IDPH guidelines. Parents/guardians do have the option to continue paying tuition up to 20 consecutive school days during a child's absence to hold his/her spot.

#### Dismissal Due to a Lack of Payment

Students enrolled in the Typically Developing category whose tuition has not been received by the 15<sup>th</sup> of the month (e.g. April 15), or the next business day if the 15<sup>th</sup> falls on a weekend or holiday will be removed from the program on the 16<sup>th</sup> day of the month. However, if the 16<sup>th</sup> day falls on a weekend, the student will be removed from the program on the next scheduled school day. The next student on the wait list will then fill that student's spot.

### **SUPPLIES**

Please send children to school with each of the following:

#### Blended Program:

- 1 roll of paper towels
- 1 box of sandwich zipper bags
- 1 box of gallon zipper bags
- Regular size backpack (please no toddler backpacks or bags with wheels)
- Diapers/wipes if your child is not toilet-trained
- Extra face mask (you may provide as many extras as you would like)
- Extra change of clothes with labels (weather appropriate):
  - Shirt
  - Shorts/Pants
  - Socks
  - Shoes
  - Underwear
- Dirt Shirt (an old oversized t-shirt to keep at school for fun activities)
- Labeled water bottle

#### SLLC Program:

Please bring *the above items* and:

- Cot Items (small pillow, light blanket): Please leave personal items (ex. lovies) at home
- Sunscreen labeled with your child's name
- Nut-free lunch (daily)

## **REST TIME/LUNCH (SLLC Students Only)**

Students attending the full-day Structured Language and Learning program are provided a time for lunch, recess, and a rest period.

### Rest Time

Students are not required to rest on cots, however, they are given the option daily. Per current health guidelines, all cots in use will be placed a minimum of six feet apart and will be sanitized daily. Cot items will be stored in individual, airtight containers and sent home weekly for laundering.

### Lunch

Students will eat lunch in the classroom and will be distanced at a minimum of six feet apart with plexiglass dividers between them. Tables will be properly sanitized before and after eating. Staff will be in appropriate PPE for safety and available to assist as needed.

## **DRESS FOR PLAY AND WEATHER**

Children should come to school dressed in clothes for play on a daily basis. As previously mentioned, the children will be playing outside everyday as long as weather permits. Please send your student to school in appropriate clothing for the weather conditions. Also, please send your child to school in gym shoes or shoes that cover their toes. This makes it safer for them to participate in motor activities on playground equipment.

## **SUNSCREEN**

Outdoor play is scheduled on a daily basis as long as weather permits. Please apply sunscreen to your child each day before coming to school as long as it is not raining, snowing or below 32 degrees. There are some shaded areas available for children to play, however, when they are not in the shade their skin must be protected.

## **SNACKS**

In order to ensure the health and safety of all children in our program, snacks will not be provided in a whole or small group setting this school year. As an alternative, snacks will be provided to an individual student when he/she requests one or appears hungry. Snacks will be eaten either outdoors or within a designated area of the classroom that meets guidelines for safe distancing of at least six feet from instructional pods and other students and staff. Snacks will be provided to only one student at a time, with proper sanitization measures taken between students. Snacks will be provided by the district and consist of foods that meet the dietary restrictions of our students.

## **ATTENDANCE/ABSENCES**

If your child is sick or going to be absent from school, please contact your child's teacher and Westmoor office staff by 9:00 a.m. You may report your child's absence by either:

- Calling the attendance line: 847.498.7960 or by
- Emailing [wmattendance@northbrook28.net](mailto:wmattendance@northbrook28.net)

Please provide your child's name, teacher's name, reason for the absence and length of absence if known. After hours when the office is closed, you may call the school and leave information about an absence on voicemail or email.

If your child rides the bus and will not be attending school, please contact the bus company (First Student) at 847-724-7200.

## **ILLNESS**

You should keep your child home from school when any of the follow symptoms are present:

- Fever of 100 degrees or higher, taken in the morning before school
- Nausea or vomiting
- Skin rash or sores
- Reddened, swollen, or watery eyes or discharge
- Red or swollen joints
- Diarrhea
- Excessive coughing or sneezing
- Sore throat
- Head or earache

Children should stay home for 24 hours after an elevated temperature has returned to normal, without the use of fever reducing medication. Parents should also keep their child at home for 24 hours after vomiting. If any of these symptoms persist, and you are concerned, you may want to contact your child's physician.

Parents can help curtail the spread of illness by daily monitoring of their own children. Because of the contagious nature of many illnesses, please consider your child's physical complaints before he/she leaves for school. If your child displays symptoms of illness, you will be contacted and expected to arrange for your child to be picked up in a timely manner. Sick children cannot remain at school. Please be sure the school has your most recent emergency contact information.

## **COVID-19 SPECIFIC INFORMATION**

This section is subject to change pending guidance from the Centers for Disease Control (CDC) and the Illinois Department of Public Health (IDPH).

### Face Coverings

- Every student and staff member must wear a face covering when inside.
- Face coverings should fit around the nose with no gaps at the cheeks.
- Please send your student with two clean face coverings per day, plus an extra to store at school.



- When outside, face coverings may be removed, if 6-foot physical distancing is maintained.
- A student with a medical condition who is not able to wear a face covering should contact the principal and/or the school's student services assistant director.
- Anyone may wear a **face shield, in addition to, but not in lieu of, a face covering**. Public Health has recently determined that cotton-based gaiters are allowed but you may not use fleece-based gaiters.

### 6-foot Physical Distancing

- 6-foot physical distancing is required, as much as possible.
- Instructional pods will be placed 6 feet apart within the classroom.
- Class size will not exceed 15 students.
- Class lists will be designed to minimize the number of students in each room.
- Procedures will be established at each school to manage the number of students at arrival/dismissal times, in the hallway, bathrooms, etc. at any given time.
- Each school will have three 30' x 60' tents so some instructional rotations and Outdoor Classroom times can be held outside, even if it rains.

### Daily Health Check

Parents must self-certify each child daily by answering the following questions:

1. Has your child experienced any of the following symptoms during the last 24 hours?
  - a. Fatigue
  - b. Fever (over 100.4)
  - c. Chills
  - d. New loss of smell or taste
  - e. Cough
  - f. Congestion or runny nose
  - g. Sore throat
  - h. Shortness of breath or difficulty breathing
  - i. Muscle or body aches
  - j. Nausea or vomiting
  - k. Diarrhea
  - l. Headache
2. Has your child been diagnosed with COVID-19 in the past 14 days?
3. Has your child been in contact with anyone who has been diagnosed with COVID-19 in the past 14 days?
4. Has your child traveled outside the State of Illinois in the past 14 days?

If the answer is "yes" to any of the first three questions, do not come to school.

Per the IL State Board of Education: *"Individuals who exhibit symptoms should be referred to a medical provider for evaluation, treatment, and information about when they can return to school."*

### Exclusion of Students and Staff

- Any individual within the school environment who shows symptoms will be immediately separated from the rest of the school population and sent home with a parent/guardian.
- When a confirmed case of COVID-19 occurs, all families whose children are within the same classroom(s) will be notified. However, the name of the infected person CANNOT be shared, as that is a violation of federal law.
- If one of the household members is being evaluated for COVID-19, the rest of the household

must be quarantined until an alternative diagnosis is made or a negative result is received

### Hygiene and Cleaning & Disinfection

- Frequent hand-washing will be encouraged and scheduled into the day.
- Each classroom will be equipped with hand sanitizer.
- High-touch areas will be cleaned frequently throughout the day.
- District is working to hire additional custodians for the school day.
- Cleaning will follow CDC guidelines with EPA-approved disinfectants.
- HVAC systems are being adjusted to ensure maximum outdoor air intake (30-35% fresh air) and highest level of air filtration allowable (filters changed monthly instead of quarterly).
- Use of shared objects will be disallowed or restricted. Any materials or equipment that must be shared will be sanitized after each use.
- Each school is equipped with multiple water bottle filling stations instead of drinking fountains.

## **MEDICAL AND HEALTH INFORMATION**

The State of Illinois requires examinations and immunizations for every child when they begin school. Students must have a physical exam and their immunizations completed before their first day of school.

### **MEDICATION**

The administration of medication to children is the responsibility of the parent/guardian. On rare occasions, a child's medical condition may require that medication be administered at school. In such cases, the administration of medication to a student will be subjected to the following guidelines:

- Documented permission from the parent/guardian must be on file in the nurse's office to allow the child to receive medication during school hours. This permission must be renewed at the start of every school year with each new prescription.
- A written order from the physician detailing the medication, dosage, time interval to be given, and possible side effects must be on file in the nurse's office. This applies to both prescription and over-the-counter medications. Forms are available for this purpose or a note from your physician on an official piece of letterhead is acceptable. Self-administration of medication forms are available in the health office for those students with asthma, diabetes and severe allergies.
- All prescription medication and over-the-counter medication must be in a properly labeled container. This medication will be placed in a locked cabinet located in the nurse's office.
- When it is not possible for the school nurse to be present, authorized trained personnel will administer medication.
- Please do not give your child any medicines (including cough drops, nose drops, aspirin, etc.) to keep and take at school. This is for the safety of your child and other students.
- District 28 reserves the right to reject any request for the administration of medicine in the school.

## **EMERGENCY CLOSING INFORMATION**

If it becomes necessary to close school because of adverse weather conditions or other emergencies (i.e. power failure), the District will utilize an automated telephone notification system to send out a mass phone message to families. This phone call will also be followed by an email alert. Please be sure to inform the Administrative Assistant for Early Childhood if your phone number or email address has changed to ensure you receive these important alerts. The District will also update its website including the Northbrook 28 Facebook page.

You may listen to radio stations WGN 720 (AM) or WBBM 780 (AM) or watch local TV stations for updates or access closing information online at <http://www.emergencyclosings.com> or the District 28 website (<http://www.northbrook28.net>).

## **EMERGENCY PROCEDURES**

### Family Crisis

If a crisis is affecting your child's ability to learn, please advise your child's teacher or administrator. If necessary, staff members who directly interact with your child will be informed of the situation. In addition, with your permission, staff will investigate available support services. Any information pertaining to these matters will be kept strictly confidential.

### Emergency/Disaster Precautions and Drills

Law requires that drills be practiced routinely to ensure students understand the procedures and will be prepared to respond quickly and calmly in case of an authentic emergency. Classroom teachers will give students instructions and practice before each drill.

**Tornado/Severe Weather:** In the event of the direct path of a tornado or a national emergency, all students will proceed to a designated safe location in the building. In the event there is severe weather during a dismissal time, children may be kept at school until the threatening weather has passed.

**Fire:** In case of a fire, students will be evacuated and accounted for while taken to a safe location and wait for the community fire response.

**Lockdown:** During a lockdown, the teacher locks the door from the inside and gathers the children in an area that is not visible from any windows. The children remain quiet with the lights out until the teachers are informed that the danger has passed.

## **CONTACT INFORMATION**

### Class Directory

Each classroom teacher will compile and distribute a directory of student names and contact information for the class. Due to rolling enrollment, class directories will be frequently updated throughout the year. Full program directories will be distributed in August, November, and February.

### Change of Information

It is very important that the school maintains an up-to-date street address, e-mail address and phone numbers (home, cell and work). This information is critical in emergencies, for canceling school due to snow, or for an early or late dismissal. Notify the school immediately with a change in any contact information during the school year.

### **TRANSPORTATION**

Bus transportation is available to all Young Explorers families through First Student Transportation. Students identified as At-Risk or who receive special education services will not be charged a transportation fee.

Please have your child ready in his/her safety harness five minutes before pick up time. Parents will not be allowed to board the bus for any reason. A YE staff member will be on each bus route to assist students with their harness and monitor the use of PPE. Students are required to wear a mask on the bus at all times. At school, YE staff will escort students to the classroom. Please understand that sometimes the bus may be late due to circumstances beyond the driver's control. If the bus has not arrived within 15 minutes after your scheduled time, please contact the Young Explorers secretary at 847.504.3809.

### **DROP-OFF PROCEDURES**

Children who are driven to school should enter the Westmoor parking lot and be dropped off at the designated doors only during the following times:

Morning Students: 8:35 – 8:40 am

Afternoon Students: 12:20 – 12:25 pm

When dropping off your child, please do not leave your car. You will be given a sign to put in the lower passenger side windshield. If you need an additional sign for other family members, please let us know. Please follow the car line until you are in the designated drop-off area (marked by a sign). A staff member will come to the car and take your child into school. Children will be walked directly into the classroom upon arrival.

### Late Arrival

If you arrive after 8:45 am (morning students) or 12:30 pm (afternoon students), you must park your car in a legal parking spot, take your child into the office, and sign them in. We will then walk your child to the classroom.

### **PICK-UP PROCEDURES**

Children who walk or are driven when leaving school should be picked up by a parent/guardian at the designated doors at these times:

Morning Students: 11:30 am

Afternoon Students: 3:15 pm

When picking up your child, please follow the car line until you are in the designated pick-up area (marked by a sign). Once in the pick-up area, a staff member will dismiss your student. Please remain in your car until your child is present. Do not park in a space and walk to the door. Staff members are not able to buckle students into the car. Please wear a mask when buckling your child in the car and exit the parking lot in a timely manner. Afternoon families may enter the parking lot starting at 3:05.

#### Late Pick-Up

If you arrive after 11:35am (morning students) and 3:20pm (afternoon students) to pick up your student, please go to the school office where your child will be waiting.

It is very important that drop-off and pick-up procedures are followed for safety reasons. It is important that we know where children are and who is picking them up each day. Please make sure you have completed an Authorized Pick-Up form.

#### Authorized Pick-Up Form

Please make sure to fill out an Authorized Pick-Up form for your child. In the event that you can not pick up your child, make sure to inform your child's teacher and the school office. School staff will only release your child to people listed on this form.

If the pickup person is not on your authorized list: If the pickup person is someone not on your list, we will require a written note be sent in before the end of the school day with your signature authorizing the non-listed person to pick up. We cannot accept phone call pickup changes for someone not on your authorized list. You will be notified immediately if someone not on your list comes to pick up your child and we have not received a written note with your authorization.

Picture I.D. required: Please notify the people on your list that they will pick up your child at the school office and will be required to provide a picture I.D. prior to releasing your child.

Finally, any child who does not normally ride the bus may not go home on a bus.

## **BIRTHDAY CELEBRATIONS**

### Birthday Celebrations

The Young Explorers program chooses to celebrate birthdays in a fun, healthy way. We would love to celebrate your child's birthday at school by inviting a family member to join the classroom via zoom to read a favorite story to the class and join us in singing Happy Birthday!

No gifts, treats or goodie bags will be permitted to support our community's medical needs and to support families who are experiencing financial stress.

Birthday arrangements should be made with your child's classroom teacher in advance.

## Birthday Party Invitations

School staff members are not permitted to distribute birthday party invitations. Please utilize the program directory to mail birthday party invitations home.

### **BEHAVIOR EXPECTATIONS**

*The Creative Curriculum* teaches that every classroom is a community where children learn self-discipline and social competence through positive relationships. In this community, people feel safe, help one another, and see themselves as part of a group. Social competence is taught by “helping children understand how to treat people and how they want to be treated by others; to acquire the skills to cooperate, negotiate, and make and keep friends; and to resolve problems and conflicts” (Dodge, Colker, & Heroman, 2002, p. 102).

All program staff are responsible for helping children understand how to treat people and how they want to be treated by others through building relationships with each child by:

- Getting to know each child’s unique qualities;
- Talking to each child respectfully;
- Being sensitive to children’s feelings; and
- Validating children’s accomplishments and progress.

All program staff are responsible for teaching children the skills to cooperate, negotiate, and make and keep friends by:

- Modeling and practicing how to ask questions, make positive comments, and offering help to others;
- Teaching how to share, take turns, and make conversation;
- Utilizing classroom opportunities to encourage engagement with a variety of peers in order to promote a sense of belonging;
- Labeling children’s actions with words; and
- Helping children recognize positive outcomes of their behavior.

All program staff are responsible for teaching children to resolve problems and conflicts by:

- Creating an environment where children know they are physically and emotionally safe;
- Involving children in developing rules for the classroom; and
- Teaching and helping children utilize social problem solving skills.

In addition to the above guidelines provided by *The Creative Curriculum*, all program staff must abide by the ethical guidelines set forth by the National Association for the Education of Young Children (please see page 25 for more information).

Second Step Early Learning Curriculum: The Second Step early learning program uses a research-based approach to enhance students' self-regulation and social-emotional functioning, which are important for school readiness, as well as social and life success (Committee for Children, 2011). The program focuses

on teaching students skills related to learning, having empathy, managing emotions, building friendships, and solving problems. Skills are introduced and practiced through many modes, such as puppet shows, stories, role-playing, singing, and group activities. Parents are also provided ideas on how they can support and continue the learning at home.

### Resources Related to this Section

Creative Curriculum: <http://www.teachingstrategies.com/page/teaching-strategies-system-for-preschool.cfm>

Second Step: [http://www.cfchildren.org/Portals/0/SS\\_EL/EL\\_DOC/EL\\_Visual\\_Research\\_SS.pdf](http://www.cfchildren.org/Portals/0/SS_EL/EL_DOC/EL_Visual_Research_SS.pdf)

## **DISCIPLINE PROCEDURES**

### Whole Class and Individual Discipline

Creating a safe and caring classroom environment is critical to student learning. At times, conflicts may arise that can be disruptive to the classroom. Young Explorers staff view these conflicts as opportunities to teach young children social problem-solving skills. When an issue involves the whole class or a couple of children, program staff will use developmentally appropriate techniques that are relevant to the circumstance such as:

- Discuss the situation, while acknowledging the child's feelings and wishes and using non-judgmental and age-appropriate vocabulary;
- Generate possible solutions with the child(ren) and/or set clear limits;
- Redirect the child to an appropriate activity;
- Model the desired behavior; and/or
- Encourage and reinforce appropriate behavior.

### Additional Individual Discipline

Any behavior that requires more intensive intervention than that listed above or occurs more frequently than what is developmentally appropriate will result in staff communication with parents. In the event that a child's behavior begins to impact his/her learning or that of other students, the program staff will develop a behavior intervention plan. A behavior intervention plan specifically identifies target behaviors, potential causes, and positive, evidence-based intervention strategies to remediate the behavior.

### Acting Out or Dangerous Behavior

In the event that a child poses an imminent threat of harm to him/herself or others, program staff will utilize non-violent crisis intervention. Each school year, selected staff members receive training to identify characteristics of behavior escalation, utilize approaches to diffuse disruptive or dangerous situations, and learn how and when to use safe and non-harmful restraints. Safe and non-harmful restraints are only used as a last resort.

In addition to the above discipline procedures, District 28 administration has the right to enforce district policy and procedures as dictated by the Board of Education. These procedures can include suspension or removal from the program.

## Reference

Dodge, D.T., Colker, L.J., & Heroman, C. (2002). *The creative curriculum for preschool-Fourth edition*. Washington, DC: Teaching Strategies, Inc.

## Resources Related to this Section

Creative Curriculum: <http://www.teachingstrategies.com/page/teaching-strategies-system-for-preschool.cfm>

Crisis Prevention Institute: <http://www.crisisprevention.com>

## **SPECIAL EDUCATION SERVICES**

The Young Explorers Early Childhood Program provides a full continuum of services to children ages 3 through 5 who have been found eligible for special education. All staff work collaboratively to support students with a team approach in the least restrictive environment (LRE) appropriate to meet the child's educational needs. In addition to our dually certified Early Childhood/Special Education teachers, our program provides the following related services to students who have been found eligible in these areas:

### Health Services:

School nurses support students who have been identified as having medical needs that impact their learning. They conduct hearing and vision screenings, develop and monitor Individual Health Plans (IHP), as well as oversee and administer medications (with parent and physician approval) within the school setting. In addition to these student services, school nurses coordinate health services and provide consultation and training to administration, staff, and parents regarding topics such as diabetes, allergies, and asthma.

### Social Work Services (SW):

School social workers support students who have been identified as having needs in the areas of social skills and emotional functioning. They work with students to help them better understand themselves and others, improve their interpersonal skills, better cope with emotions, and improve their problem-solving skills. School social workers also work closely with parents and the community to identify resources, to minimize the impact of environmental factors on learning, to increase disability and diversity awareness, and to help clarify school policies and procedures.

### Speech and Language Therapy (SL):

The speech-language pathologist supports all students enrolled in the Young Explorers program by participation in the screening, evaluation and assessment of students with potential or previously identified speech or language needs; the planning, implementing and monitoring of intervention for students who may be at risk for speech or language deficits; and the provision of direct services, both within and outside of the classroom, for students with identified social, expressive, receptive language needs and/or articulation or phonology weaknesses, including early literacy development. As a member of the early childhood team, the speech-language pathologist is a part of curriculum design, planning and implementation to ensure every child's communication development is fostered and supported.



### Psychological Services:

School psychologists are trained in both psychology and education, and support student development in the classroom through assisting with the implementation of interventions, modeling strategies, and/or leading whole group activities. In addition, in order to help identify student need, the psychologist participates in student screenings, case study evaluations and assessments, and the development of special education plans and support. At a program level, the psychologists further supports student growth through consultation and training with staff, curriculum planning, and collaboration with administrators and parents.

### Occupational Therapy (OT):

School-based occupational therapists support students who have been identified as having needs in the areas of self-care (eating, dressing, toileting); manipulating toys, games, or equipment; physically completing writing tasks; visual processing; and regulation of their sensory system that impacts their performance during the school day. Occupational therapists also provide consultation and training to administration, staff, and parents regarding topics such as at-home activities to enhance skill development, the impact of sensory processing difficulties on learning and behavior, and evidence-based interventions to support fine-motor, visual processing, and sensory development.

### Physical Therapy (PT):

School-based physical therapists support students who have been identified as having needs in the areas of mobility, strength, and physical safety that impact their ability to play and interact with peers in the classroom and to safely navigate the school environment and playground. Physical therapists also provide consultation and training to administration, staff, and parents regarding topics such as locating resources, body mechanics, handling techniques, classroom/school environment adaptations, the use of adaptive equipment, and the impact of gross motor difficulties on educational performance..

### Structured Language & Learning (SLLC or “Structured”):

Structured Language & Learning (SLLC) is part of the continuum of supports provided to students ages three through five in the Young Explorers program. Students in the Structured program receive a full-day of intensive, direct instruction in identified areas of need from a certified early childhood special education teacher and speech-language pathologist. Additional supports are provided to SLLC students through specially designed lessons and/or individualized instruction from related services personnel.

North Suburban Special Education District (NSSED) is a special education cooperative that also provides related services to students in the Young Explorers program. These services include:

### Assistive Technology (AT) Services:

The assistive technology specialist supports students who are unable to express needs and wants through a range of low tech to high tech devices. These devices could include schedules, use of Picture Exchange Communication System (PECS), and interactive whiteboards. In addition, the assistive technology specialist provides consultation and training to administration, staff, parents, and students regarding topics such as implementing communication technology at home and training on assistive technology devices.

### Audiological (Aud.) Services:

Audiologists conduct evaluations to determine the presence, range, nature and degree of hearing loss. Audiologists identify personal hearing instruments and/or any other assistive technology that will assist children's hearing in the school environment. In addition, audiologists provide consultation and training to children, staff, and parents regarding hearing loss, prevention programs, and classroom acoustics.

### Hearing Itinerant (HI) Services:

Hearing itinerants support students with hearing difficulties within their individual school setting. Hearing itinerants work directly with students to support language instruction, auditory skill development, and adjustment to the learning environment. Hearing itinerants also provide consultation and training to administration, staff, parents, and students regarding assistive listening technology supports, accommodations for students with hearing loss, and potential impacts of hearing loss on learning and socialization.

### Vision Itinerant (VI) Services:

Vision itinerants support students with vision difficulties within their individual school setting. Vision itinerants work directly with students to support their ability to retrieve instruction and demonstrate their knowledge. These supports could include: visual training, accommodations to the classroom or school environment, and/or modifications to instructional materials. Vision itinerants also provide consultation and training to administration, staff, parents, and students regarding appropriate supports for vision difficulties within the school environment and the impacts of vision loss on learning and socialization.

### Procedural Safeguards for Parents/Guardians of Students with Disabilities:

State and federal laws protect the rights of parents/guardians of a student with a disability who is eligible to receive or is receiving special education and related services. The Illinois State Board of Education (ISBE) has compiled a document explaining these rights entitled, *Procedural Safeguards for Parents/Guardians of Students with Disabilities*. Staff often refer to this document as "Parent Rights." Parents/Guardians must be given written documentation of these rights no less than once per year or when requested.

### Parent Role In Special Education:

Parents are an invaluable resource to a child's education and should be actively involved in all decisions regarding their child's educational programming. Parents can be active participants by:

- Staying informed about special education supports and services available in the program;
- Locating supportive resources within the school and community;
- Learning about your child's disability and its on impact on his/her development;
- Helping staff better understand your child's strengths and weaknesses as well as your hopes/goals for your child's education;
- Learning about special education procedures and your/your child's legal rights;
- Attending and participating in Individualized Education Plan (IEP) meetings;

- Maintaining open communication with staff regarding concerns, celebrations, or any significant life changes that could impact your child’s education;
- Asking questions;
- Working collaboratively with staff;
- Supporting learning with activities at home; and
- Most importantly, by supporting and celebrating your child’s successes!

### Resources Related to this Section

American Occupational Therapy Association (AOTA): <http://www.aota.org>  
 American Physical Therapy Association (APTA): <http://www.pediatricapta.org>  
 American Speech-Language-Hearing Association (ASHA): <http://www.asha.org>  
 Assistive Technology: <http://www.iltech.org>  
 Illinois Association of School Social Workers (IASSW): <http://www.iassw.org>  
 Illinois State Board of Education (ISBE): <http://www.isbe.state.il.us>  
 Individuals with Disabilities Education Improvement Act (IDEIA): <http://idea.ed.gov/>  
 National Association of School Nurses (NASN): <http://www.nasn.org>  
 National Association of School Psychologists (NASP): <http://www.nasponline.org>  
 North Suburban Special Education District (NSSED): <http://www.nssed.org>  
 Procedural Safeguards: [https://www.isbe.net/Documents/nc\\_proc\\_sfgrds\\_34-57j.pdf](https://www.isbe.net/Documents/nc_proc_sfgrds_34-57j.pdf)

## **REFERRALS**

If you have a concern regarding your child, you should first contact your child’s classroom teacher. Your child’s classroom teacher will work directly with you to brainstorm possible supports. Based upon the frequency or severity of the concern, the teacher may also refer your child to the program’s Intervention Team (IT) to develop a more comprehensive intervention plan.

As a parent you also have the right to submit a request for an evaluation to determine whether or not your child is eligible for special education services. This request may be made orally, in written format, or electronically to any District 28 employee. Upon receiving your request, a staff member will contact you to clarify your concerns and gather information. The staff will then review any available data or collect more data to consider whether or not an evaluation is warranted. According to Illinois State law, the team must decide whether or not an evaluation is warranted and inform you of their decision within 14 school days of your request.

## **STUDENT RECORDS**

The information contained in school student records is considered confidential. The District will keep record information current, accurate, clear, and relevant. Typically, there are two types of student records: Permanent and Temporary (see definitions below). Federal and state laws allow parents/guardians and students the right to inspect, copy, and challenge school records. Please direct any questions or review of student records requests to:

Karen Hanusiak, Administrative Assistant for Student Services, 847.504.3409

### Definition of Permanent Student Records

These records are maintained by the district and typically include the following types of information:

- Basic identifying information (name, birthdate and place, address, gender, and parent/guardian names and addresses);
- Academic transcripts and records;
- Attendance; and
- Accident and health records.

### Definition of Temporary Student Records

These records are maintained by school buildings and personnel and typically include any information not in a permanent record. This information can include but is not limited to:

- Test scores (intelligence and achievement);
- Psychological evaluations;
- Participation in extracurricular activities and/or school-sponsored clubs/organizations;
- Teacher anecdotal records;
- Discipline record; and
- Special education files/records.

### Destruction of Records

According to state law, parents/guardians will receive written notification regarding the destruction of permanent or temporary school records. Parents/guardians/students may request a copy of school records prior to destruction or upon the graduation, withdrawal, or transfer of the student from the district.

### Resources Related to this Section

Illinois School Student Records Act: <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1006&ChapterID=17>  
 Family Education Rights and Privacy Act (FERPA): <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

## **PHOTOGRAPHS OF STUDENTS**

Throughout the year, photos and/or videos of District 28 students are included in District publications, on the District's website and cable television channel, and on District administered social media websites. Images or videos of students engaged in school activities may be used in electronic, video, or printed form. From time to time, news and other organizations may include photos and videos of students in their publications and on their television stations and/or websites. Occasionally, news outlets may publish students' first and last names. If you do not want your child to be featured in these types of pieces, please notify the Superintendent or Communications Coordinator of District 28 in writing by the first day of school.

## **ETHICS**

In the field of early childhood education, it is very important for all program staff to establish common guidelines for responsible decision-making and behavior. All staff associated with the Young Explorers Early Childhood Program have adopted the ethical guidelines set forth by the National Association for the Education of Young Children (NAEYC). At the start of each school year, all program staff members review the *NAEYC Code of Ethical Conduct and Statement of Commitment* (see link below) and sign a

document indicating their agreement to conduct themselves in accordance with these guidelines. The following *Statement of Commitment* represents program staff's recognition of and dedication to the core values of early childhood education.

### Statement of Commitment

"As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct."

\* This Statement of Commitment is not part of the Code but is a personal acknowledgment of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession."

(National Association for the Education of Young Children, 2005)

### Resources Related to this Section

NAEYC Code of Ethical Conduct: <http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf>

## **REPORTING OF CHILD ABUSE AND NEGLECT**

According to Illinois School Code, all District employees are required to immediately report any suspected case of child abuse or neglect to the Illinois Department of Children and Family Services (DCFS). In addition, all District employees are required to immediately report the discovery of any child pornography on electronic and information technology. All District employees, upon being hired, receive training regarding the signs of child abuse and neglect and sign the *Acknowledgement of Mandated Reporter Status* form provided by DCFS. Signed forms are kept in the Human Resources department.

### Resources Related to this Section

NAEYC Code of Conduct: [http://www.naeyc.org/positionstatements/ethical\\_conduct](http://www.naeyc.org/positionstatements/ethical_conduct)

Abused & Neglected Child Reporting Act: <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1460&ChapterID=32>

## HOMELESS CHILDREN

Any homeless child who is not currently eligible for special education services will be immediately screened for the Young Explorers Program, even if the child's parents/guardians are unable to produce records normally required for enrollment. The District will follow all procedures dictated in the McKinney-Vento Homeless Assistance Act and Illinois State law. Any further information or questions should be directed to District 28's Liaison for Homeless Children: Kelly Sculles, Director of Student Services, 847.504.3405.

### Resources Related to this Section

McKinney-Vento Homeless Assistance Act: <http://www.nationalhomeless.org/publications/facts/McKinney.pdf>

## DISCLAIMER

The 2020-21 Parent Handbook for the Young Explorers Early Childhood Program is a summary of information, as well as procedures and policies governing District 28. The complete set of Board policies may be accessed on the District website or is available upon request at the District Office (1475 Maple Avenue, Northbrook).

This handbook may be amended during the school year without notice if the Board and/or Administration determine that a change in policies, practices, or procedures is warranted.

## WEBSITE REFERENCES

### aimswebPlus:

<https://www.pearsonassessments.com>

### American Association for Physical Activity and Recreation:

<http://www.aahperd.org>

### American Occupational Therapy Association (AOTA):

<http://www.aota.org>

### American Physical Therapy Association (APTA):

<http://www.pediatricapta.org>

### American Speech-Language-Hearing Association (ASHA):

<http://www.asha.org>

### Assistive Technology:

<http://www.iltech.org>

Creative Curriculum-Fifth Edition:

<http://teachingstrategies.com/curriculum/>

Teaching Strategies Gold:

<http://teachingstrategies.com/assessment/>

Crisis Prevention Institute:

<http://www.crisisprevention.com>

Environmental Education:

<http://resources.spaces3.com/c518d93d-d91c-4358-ae5e-b09d493af3f4.pdf>

Family Educational Rights and Privacy Act (FERPA):

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Food Allergy Management Program Illinois Guidelines:

[http://www.isbe.net/nutrition/pdf/food\\_allergy\\_guidelines.pdf](http://www.isbe.net/nutrition/pdf/food_allergy_guidelines.pdf)

Illinois Association of School Social Workers (IASSW):

<http://www.iassw.org>

Illinois Early Learning and Development Standards:

<http://illinoisearlylearning.org/standards>

Illinois School Code (105 ILCS 5/):

<http://www.ilga.gov/legislation/ilcs/ilcs2.asp?ChapterID=17>

Illinois School Students Records Act (105 ILCS 10/):

<http://www.ilga.gov/legislation/ilcs/ilcs2.asp?ChapterID=17>

Illinois State Board of Education (ISBE):

<http://www.isbe.state.il.us>

Individuals with Disabilities Education Improvement Act (IDEIA):

<http://idea.ed.gov/>

McKinney Homeless Assistance Act:

<http://www.nationalhomeless.org/publications/facts/McKinney.pdf>

National Association for the Education of Young Children (NAEYC):

[http://www.naeyc.org/positionstatements/ethical\\_conduct](http://www.naeyc.org/positionstatements/ethical_conduct)

National Association of School Nurses (NASN):

<http://www.nasn.org>

National Association of School Psychologists (NASP):

<http://www.nasponline.org>

North Suburban Special Education District (NSSED):

<http://www.nssed.org>

Procedural Safeguards for Parents/Guardians of Students with Disabilities (Illinois):

[http://www.isbe.state.il.us/SPEC-ED/pdfs/nc\\_proc\\_sfgrds\\_34-57j.pdf](http://www.isbe.state.il.us/SPEC-ED/pdfs/nc_proc_sfgrds_34-57j.pdf)

Project Approach:

<http://files.eric.ed.gov/fulltext/ED340518.pdf>

Service Learning:

<http://learningtogive.org>

Science, Technology, Engineering, and Math (STEM):

<http://ecrp.illinois.edu/beyond/seed/katz.html>