



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

PARENT HANDBOOK

2020-2021

Table of Contents

Welcome, Vision & Mission Statements	4
Staff Listing	5
School Day Schedules	8
Head Start Description	8
Pre-School for All Description	8
Early Childhood Special Education	9
Transitional Kindergarten Description	9
Curriculum	9
Social & Emotional Learning Systems	10
Student Dress	13
Book Bags	13
Outdoor Play	13
School Day Cancellation/Early Dismissal	14
Suggested Treats for Students	14
Party Invitations	15
Phone Calls	15
Pets/Animals at School	15
Confidentiality	15
Meals at School	15
Recess/Playground	15
Parking/Drop-off/Pick-up	16
ECFC Health Requirements	17
Transitional Kindergarten Health Req.	18
Illness	19
Attendance	19
Security	20
Visits to School	20
Child Abuse/Neglect Reporting	21
Emergency Drills	21
QPS Emergency Guide for Parents	22
School Emergency Procedures	23
• Cut-out reference cards for parents	25
Developmental Screening Program	26
Erin's Law	26
Transportation	27
Family Education/Engagement	27
Family Services	28
Policy Council	29
Helping Hands Day	29
Parent Meetings/Workshops	29
Parenting Classes	29
Parent Resources	30
Americans with Disabilities Act	30
Use of Medical Marijuana	30

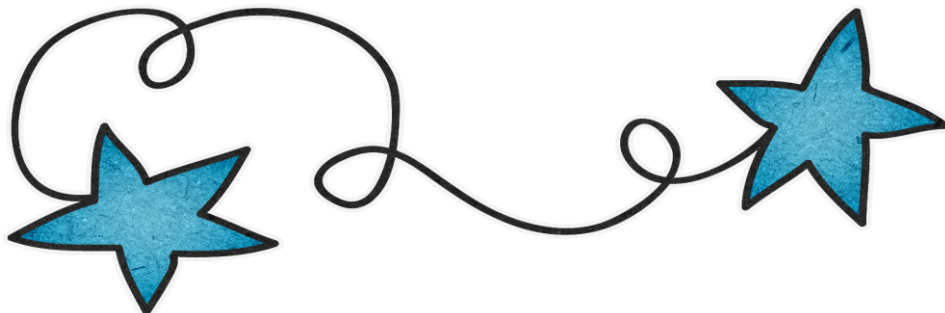
EARLY CHILDHOOD & FAMILY CENTER

401 South 8th
(217)228-7121

www.qps.org

Quincy Public Schools Mission Statement:

*EDUCATE STUDENTS AND TEACHERS TO
ACHIEVE PERSONAL
EXCELLENCE*



WELCOME!

Dear Parents/Guardians:

On behalf of the staff of Early Childhood & Family Center, we welcome you to the 2020-2021 school year. The program strives to ensure that each child will experience success each day. Our commitment is to excellence and a positive experience for both children and their families.

We are very excited about the partnership that we have entered with you on behalf of your child. Our program will provide opportunities for him/her to enter a world of exploration through concrete learning experiences. We know that the young child learns through play and our classrooms are designed to motivate your child's learning process each day. Families are an important part of our program and we encourage your participation at the school through volunteering, observing, attending parent activities, and monthly meetings.

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

Sincerely,

Sara Cramer
Director - Early Childhood & Family Center

QPS VISION

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

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

Early Childhood & Family Center Mission Statement:

Within a safe and developmentally appropriate environment, Quincy Early Childhood Education will provide nurturing, learning experiences as a solid foundation for young children and their families as they begin their educational journey.

ECFC Staff 2020 – 2021

Pre-K for All Staff

Ms. Cindy Averkamp – Teacher
Ms. Cindy Carter - Paraeducator

Ms. Jennifer Leach – Teacher
Ms. Theresa Edwards – Paraeducator
Ms. Katie Huseman– Paraeducator

Ms. Jolie Lilly – Teacher
Ms. Amanda Schuerring – Paraeducator

Ms. Kay Tate – Teacher
Ms. Lynne Ohnemus – Paraeducator

Ms. Amy Willimann – Teacher
Ms. Gaye Richmiller – Paraeducator

Head Start Staff

? – Teacher
Jennifer Gosnell – Paraeducator ½ day
Rachel Peterson –Paraeducator ½ day

Ms. Sharon Dawkins – Teacher
Ms. Tammy Davis – Paraeducator

Ms. Heather Dodd – Teacher
Ms. Lori Orr – Paraeducator
Ms. Toni Timbrook – Paraeducator

Ms. Dena Kroeger – Teacher
Ms. Casey Pigg – Paraeducator

Ms. Dee Fleming – Teacher
Ms. Donna Bichsel – Paraeducator
Ms. Taelor Rose – Paraeducator

Ms. Cathy Howerter – Teacher
Ms. Lynne Hummel – Paraeducator

Ms. Dena Knipe – Teacher
Ms. Paula Havermale – Paraeducator

Ms. Theresa Owens – Teacher
Mr. Conner Brinson – Paraeducator
Rachel Peterson – Paraeducator ½ day

Ms. LeighAnn Reno – Teacher
Ms. Wanda Amador – Paraeducator

Ms. Alexa Riutzel – Teacher
Ms. Lisa Genenbacher – Paraeducator
Ms. Amber Veneverloh -Paraeducator

Ms. Beth Schutte – Teacher
Ms. Chris Miller – Paraeducator

Ms. Sierra Silas – Teacher
Ms. Stephanie Beswick – Paraeducator

Ms. Kim Stratman – Teacher
Ms. Kim Brown – Paraeducator

Ms. Kim Triplett – Teacher
Ms. Alex Coleman – Paraeducator
Ms. Carrisa Wedding – Paraeducator

Special Education Staff

Ms. Dee Friye – Teacher
Ms. Kathy Kerker – Paraeducator
Ms. Susie Saathoff – Paraeducator
Ms. Kris Thomas – Paraeducator

Ms. Crystal Johnson – Teacher
Ms. Kortney MacDonough –
Paraeducator
Ms. Jenn Martin – Paraeducator
Ms. Carrie Smith – Paraeducator

Transitional Kindergarten Staff

Mrs. Keri Bergman – Teacher
Mrs. Crystal Heming – Paraeducator

Mrs. Laura Slaughter – Teacher
Mrs. Cheryl Meyer – Paraeducator

Mrs. Leslie Vigor – TK Coordinator, PE,
Music, Library, & Fine Arts Teacher,
Interventionist, and TK Family Support
Specialist

Occupational & Physical Therapists

Ms. Diana Bradley
Ms. Robin Sprenger
Ms. Janelle Wathen

Ms. Jamie Mixer
Ms. Deb Talcott

Speech & Language Therapist

Ms. Kayla Carpenter
Ms. Teresa Douglas
Ms. Nicole Holtschlag

Ms. Elaina Cowick
Ms. Beth Hayes
Ms. Tera Terwelp

Social Worker & School Psychologist

Mrs. Kathleen Carter – Social Worker

Mrs. Abbie John – Psychologist

Family Support Specialists

Mr. Brad Bergman – FSS Coordinator
Mrs. Sherri Foley
Mrs. Melissa Jansen
Mrs. Nancy Sapp

Mrs. Gina Aschemann
Mrs. Jenna Hickman
Mrs. Janie Reed
Mrs. Kathy Sibbing

Cafeteria Staff

Mrs. Druffle
Ms. Kim Pickle
Mrs. Kathy Sprauge

Mrs. Sue Frericks – Café Coordinator
Mrs. Peggy Rowsey
Mrs. Carrie Trowbridge

Custodial Staff

Mr. Jerry Hanlin – Day Custodian
Mr. Ron Lowe – Evening Custodian

Mr. Curt Goodwin – Evening Custodian

Nursing Staff

Ms. Cyndi Ott

Ms. Dawn Ufkes

Secretarial Staff

Mrs. Julie Giese – Bookkeeper

Mrs. Krista Savage – Office Secretary

Mrs. Sueanne Spencer – Office
Secretary

Security Staff

Mr. Mark Gamble

Mr. Brian Test

Support Staff

Mr. Glenn Hogge – Enrollment
Coordinator

Mrs. Denise Moore – Special Education
Coordinator

Mr. Scott Moore – Building Manager

Mrs. Sharadan Parks – Community
Resource Coordinator

Mrs. Tami Redd – Instructional Coach

Tracy Uplinger – Resource Room Para

School Day

4 Day Program (Monday-Thursday)

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

5 Day Program (Monday-Friday)

Morning Session - 8:30 A.M. – 11:00 A.M.
 Afternoon Session - 12:45 P.M. – 3:15 P.M.
 Transitional Kindergarten – 8:30 A.M. – 3:15 P.M.

If you transport your child to school, please wait in the lobby until bus arrival times: 8:20 A.M., 12:10 P.M., & 12:35 P.M. Staff will be unavailable prior to arrival time. Children can never be left unattended. If you pick up your child, please arrive 10 minutes prior to the end of the morning or afternoon session. **If you have arranged to pick up your child and you have not done so by dismissal time your child will be put on the bus.**

PROGRAM

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

HEAD START

Head Start is a federally funded program for children turning three or four years of age by September 1st of each year. The overall goal of the Head Start program is to bring about more social competence in children of low-income families. There are four major components in the Head Start program: education, health, parent involvement, and social services. The educational component is designed to meet each child's individual needs. It also aims to meet the needs of the community served and its ethnic and cultural characteristics. Head Start arranges for every child to receive comprehensive health care, including medical, dental, mental health and nutrition services as needed. Parents are the most important influence on a child's development. An essential part of every Head Start program is the involvement of parents in parent education, program planning, and operating activities. The social services component of Head Start represents an organized method of assisting families to assess their needs and then providing those services that will build upon the individual strengths of families to meet their own needs.

PRESCHOOL FOR ALL

Pre-Kindergarten is a state funded program for children turning three or four years of age by September 1st of each year. 3- year old students are eligible to attend Preschool for All, however the program will give 4- year old students priority. The program meets young children at their developmental level, which allows each child the opportunity for success and positive self-esteem. The aim of the program is to provide a developmentally appropriate curriculum in the areas of physical, emotional, social, creative, cognitive, and language skills. This is done through an integrated approach. Parents are the child's first teacher. Therefore, parent involvement is an important component of Pre-Kindergarten. Parents are encouraged to assist in the child's classroom, on field trips, and in any area that will benefit the children and their families. The program also offers health and social services to provide a well-rounded educational program for children and their families.

EARLY CHILDHOOD SPECIAL EDUCATION

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

TRANSITIONAL KINDERGARTEN

Transitional Kindergarten is a program which enables students to receive a year of intervention services to help them secure their readiness skills for kindergarten. Teachers emphasize a curriculum which blends preschool and kindergarten and is based on starting from where each student is functioning. Students attend all day 5 days a week, having a school day that is based on the kindergarten day.

CURRICULUM/CLASSROOM

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

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

- ◆ Personal and Social: fostering a healthy self-concept, developing self-control, approaching learning with eagerness and curiosity, interacting easily with others, and using words to solve conflicts.
- ◆ Language and Literacy: developing listening and speaking skills, encouraging a love of books and reading related activities, encouraging written communication through drawing and pretend writing.
- ◆ Mathematical thinking: promoting an interest in numbers and counting, recognizing patterns and relationships, awareness of shapes and spatial relations, able to sort and put objects in order, experience measurement activities and begins to construct a sense of time.
- ◆ Scientific thinking: using senses to explore, encouraging curiosity to seek answers and draw conclusions.

- ◆ Social Studies: awareness of own characteristics, understanding of family and jobs that people do, awareness of rules and leadership, sensitivity to people and their environment.
- ◆ The Arts: using a variety of materials to express self, participating in music and creative dramatics, appreciating the work of others.
- ◆ Physical: developing balance and control to perform simple tasks, developing eye-hand coordination to perform a variety of small motor skills, gain independence for self-care tasks, awareness of basic health and safety.

Our teachers use a portfolio and progress report to document your child's growth and development. Information collected in these portfolios and the progress report will be shared with parents during two scheduled home or center visits, one in November – December and the other in April - May.

Transitional Kindergarten staff is dedicated to offering children a well-balanced educational program that covers the basics as well as other differentiated experiences. Language Arts (reading, writing, spelling, language, speaking, and listening), Mathematics, Science, and Social Studies are basic subjects. In addition, Physical Education, Music, Art, and Social Emotional learning are provided. We also expose students to Environmental Education, Health, and current events. Field trips, use of community speakers, and audio-visual aids along with educational games help make learning interesting and motivating. Technology is used as needed to enhance each student's education. Progress reporting will occur in October and February with a parent teacher conference. Teachers will use a standards-based report card to share how your child is progressing. The standards based report card will be sent home following each quarter as outlined by QPS.

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

A CHILD'S PLAY HAS GREAT VALUE





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

SOCIAL & EMOTIONAL LEARNING (SEL)/BEHAVIOR MANAGEMENT

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

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

ECFC Matrix/Learning Expectations

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

All of our classrooms at ECFC also utilize the Second Step Social-Emotional Early Learning curriculum to enrich the skills taught through our ECFC SEL Framework. Second Step SEL for Early Learning helps your youngest learners benefit more from preschool and prepare for kindergarten. They'll learn skills to help them pay attention, remember directions, and begin to regulate their feelings and behavior. More information can be found at secondstep.org or by contacting your child's teacher.

Teaching Life Skills is a strong part of our school discipline process. This program systematically teaches those positive behaviors, which encourage good social interactions. All of our staff work hard to build relationships with students to ensure that we are able to effectively partner with them in that process. Some mildly disruptive behaviors are age appropriate and expected. Simple redirection and re-teaching of our behavior expectations is often quite effective in reducing disruptions. Examples of some consequences designed as additional tools used to help a child who would benefit from some support are:

- Loss of privileges
- Moving seats
- Natural Consequences (ie: student is throwing blocks-student may have to find another activity)
- Conference with Student

Any disruptive behavior that needs more support will also include staff partnering with the student's family.

We encourage all parents to participate in workshops and/or parenting classes teaching CONCIIOUS DISCIPLINE principles. See your Family Support Specialist for more details.

In that the Quincy Public Schools requires a safe and secure environment, any act, comment, remark, or statement by a student either verbal, nonverbal, or written which could in any way be interpreted as a threat to the safety of any person shall subject that student to disciplinary action. This includes all acts, comments, statements, or remarks.

DRESS

Children should be dressed in comfortable clothes and shoes for active play. Please do not allow your child to wear open back shoes such as sandals. TENNIS SHOES ARE BEST FOR SAFETY AND EASE IN MOTOR ACTIVITIES. Each day, children will be involved in messy activities (such as finger painting, easel painting and water play) and should be dressed accordingly. All children are required to leave an extra set of clothes at school (shirt, pants, socks, and underwear).

BOOKBAGS

Each child should bring a bookbag to school every day. Bookbags should be large enough to carry notes, school work, clothes, etc... Bookbags on wheels are unsafe for young children and are not allowed at school.

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

OUTSIDE PLAY

Children will play outside whenever it is possible. This is good for physical development, healthy living habits, and to help establish lifelong habits of physical exercise. Our policy for outside play is for the children to go outside as follows:

- 30° to 90° --- outside play, when dressed appropriately and conditions permit
- 15° to 30° --- outside play for short period, when conditions permit
- below 15° --- no outside play
- above 90° --- outside play limited or not allowed, depending on conditions

Parents should dress their children appropriate for the weather:

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

SCHOOL CANCELLATION AND EARLY DISMISSAL

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

KGRC (FM) 92.9	WGEM (AM) 1440
WTAD (AM) 930	KHMO (AM) 1070
WGEM (FM) 105	WGEM (TV) CH 10 (Cable 13)
WGCA (FM) 88.5	KHQA (TV) CH 7 (Cable 12)

SUGGESTED TREATS FOR ECFC STUDENTS

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

Fruit Roll-Ups	Pudding or Jell-O Cups
Frozen Yogurt	Packaged muffins
Regular Yogurt, especially with fruit	Trail Mix
Pretzels	Teddy Grahams
Cheese Crackers	Bagels
Fish Crackers	Granola Bars

Vanilla Wafers or Chocolate Wafers
Angel Food Cake
Nutri-Grain Bars

Fig Newtons
Fresh Vegetables, with dip
Fresh Fruit

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

PARTY INVITATIONS

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

PHONE CALLS

Please do not call your child's teacher during class time because we do not interrupt class time. We want to ensure that your child has maximum opportunities for learning, and disruptions interrupt learning. If you have an emergency, the secretaries will help you.

PETS/BRINGING ANIMALS TO SCHOOL

Bringing pets/animals to school for show and tell is not permitted at this time. Many students have allergies which could be affected by animals. Safety of students is also a concern when pets/animals are brought into the school. Service animals will continue to be welcome.

CONFIDENTIALITY

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

BREAKFAST/LUNCH

Transitional Kindergarten and All-Day students will receive breakfast, lunch, and a snack each day. Four day students will receive breakfast/lunch in the AM and lunch/snack in the PM. Five day classes will receive breakfast in the AM and Lunch in the PM. The meals follow the nutritional guidelines set by the U.S. Department of Agriculture for the National School lunch and breakfast program. Meals are free for all students attending ECFC.

Recess/Playground

Transitional Kindergarten students will have two recesses each day. Recesses are approximately 20 minutes in length. Students are always under the supervision of staff when on the playground. The adults assigned to the playground have the authority to enforce all student rules. Students will be expected to play safely and follow the rules. Children should be dressed appropriately for all types of weather since we will be going out whenever possible!

Notes to “Stay In” for Recess

The only time a student should stay inside at recess is if he or she has a note from the doctor.

PARKING/DROP-OFF/PICK-UP

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

DROP-OFF & PICK-UP – The designated area for picking up and dropping off students is the south side of the building (alley), along the yellow curbed area. Pull all the way forward closest to 8th street allowing room for others to park. It is important that we do not block the driving path in the alley, block State Street Bank driveways, or park behind cars blocking them in. There is available parking on 8th Street however, it is limited.

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



Early Childhood & Family Center Health Requirements 2020-2021

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

Children must receive a physical examination:

Prior to first entrance in Early Childhood Program **AND** yearly while enrolled in Early Childhood.

The examinations must be completed by a MD, DO, Nurse Practitioner, or Physician's Assistant and must be recorded on an Illinois School Physical form. Physicals of transfer students may be accepted on another form if the information is comparable to that required on the Illinois form and if the physical has been completed within the last year. The IHSA Pre-participation Examination (sports physical) form **is not** acceptable as the school physical. **THE LAW REQUIRES US TO EXCLUDE ALL STUDENTS WHO DO NOT MEET THIS HEALTH EXAMINATION REQUIREMENT BY OCTOBER 15TH OF THE SCHOOL YEAR.** (77 Ill. Adm. Code 665)

IMMUNIZATION REQUIREMENTS: All students must present proof of having received immunizations in accordance with the law and the rules and regulations of the Illinois Department of Public Health. Proof of immunization must be presented to school authorities by the child's parent or legal guardian prior to or upon entrance to the school. **THE LAW REQUIRES US TO EXCLUDE ALL STUDENTS WHO DO NOT MEET THE IMMUNIZATION REQUIREMENTS.** (77 Ill. Adm. Code 665)

IMMUNIZATION REQUIREMENTS FOR PRE-K AND HEADSTART	
DTP/DTaP: 4 or more doses	Measles: 1 dose on/after the 1 st Birthday
Polio: 3 or more doses	Mumps: 1 dose on/after the 1 st Birthday
Varicella (Chickenpox): 1 dose on/after 1 st Birthday	Rubella: 1 dose on/after the 1 st Birthday
Pneumococcal: Primary series	Hib: Primary series or 1 dose after 15 months of age
Hepatitis B: 3 doses (3 rd dose on/after 6 months of age)	

SCREENING FOR LEAD POISONING: is required to have been done at least once between the ages of six months and six years of age. Children who have attended state approved licensed day care centers or preschools, including school district programs, have already been screened as a requirement to attend. Screening for lead poisoning for children six years of age and older will be at the discretion of the child's health care provider. Lead poisoning screening is available from your doctor and can be done at the time of the physical examination. This screening is not available at the Adams County Health Department. **THIS IS A REQUIREMENT OF THE LEAD POISONING PREVENTION ACT (410 ILCS 450) AND PUBLIC ACT 093-0104.**

DENTAL EXAMINATIONS: Children must receive a dental examination: Prior to first entrance in Early Childhood Program.

The examination must be completed by a licensed dentist and recorded on the State Dental Form. Dental examinations that have been completed after November 15, 2019, will be accepted for the 2020-2021 school year. Please make an appointment with your family dentist. The Adams County Dental Clinic is also available to families who meet eligibility requirements. Contact the Adams County Dental Clinic for further information @ 223-5611 (Hours – Tuesday through Friday 7:00am – 5:00 P.M.) (77 Ill. Adm. Code 665-410)

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

Transitional Kindergarten Health Requirements 2020-2021

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

REQUIRED:

Physical Examination: A physical dated anytime **on or after August 15, 2019**, will be accepted. The exam must be completed by a MD, DO, Nurse Practitioner, or Physician's Assistant, must be recorded on the State of Illinois Certificate of Child Health Examination form, and a parent must complete and sign the Health History section of the physical for it to be accepted by the State of Illinois.

Lead Screening Documentation: Screening for lead poisoning is required to have been done at least once between the ages of 6 months and 6 years of age. Lead poisoning screening is available from your doctor or at the Adams County Health Department during Immunization Clinic Hours.

Immunizations: Required immunizations for kindergarten are:

Diphtheria, Tetanus, Pertussis: 4 or more doses with the last dose received on/after 4th birthday.

Polio: 4 or more doses of IPV with the last dose received on/after 4th birthday.

Measles: 2 doses - 1st dose must be on/after the 1st birthday; 2nd dose at least 28 days after the first.

Rubella: 2 doses - 1st dose must be on/after the 1st birthday; 2nd dose at least 28 days after the first.

Mumps: 2 doses - 1st dose must be on/after the 1st birthday; 2nd dose at least 28 days after the first.

Varicella (Chickenpox): 2 doses – 1st dose must be on/after the 1st birthday and the 2nd dose at least 28 days after the first.

Immunizations are available at your physician's office at the time of the physical or at the Adams County Health Department during immunization clinic hours – Monday through Friday, 8am -noon and 1pm – 4pm. Clinic hours are subject to change.

Dental Examination: The exam must be completed by a licensed dentist and recorded on the State of Illinois Proof of School Dental Examination form. Dental exams that have been completed **after November 15, 2019**, will be accepted for the 2020-2021 school year.

Eye Examination: The exam must be completed by a licensed optometrist or medical doctor who performs eye examinations and recorded on the State of Illinois Eye Examination Report form. Eye exams dated anytime **on or after August 15, 2019**, will be accepted for the 2020-2021 school year.

Physical & Dental Exams are required prior to the first day of school. ALL children require an annual physical & dental exam to attend school. You can bring them with you at the time screening, registration or turn them into the school nurse.

YOUR CHILD WILL NOT BE ABLE TO ATTEND SCHOOL WITHOUT COMPLETED PHYSICAL & DENTAL EXAMS

The State of Illinois requires schools to have a copy of each child's Certified Birth Certificate from the State & County the child was born in. (This is not the certificate provided by the hospital).

Please supply your child's Certified Birth Certificate prior to the start of school or at registration.

MEDICAL HISTORY

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

ILLNESS

Children should be kept home from school when they have any of the following:

1. Fever. A child must be fever free for 24 hours before returning to school.
2. Vomiting within the last 24 hours.
3. Diarrhea within the last 24 hours.
4. Sore throat accompanied by white spots in the back of the throat.
5. Rash.
6. Communicable/contagious disease (chicken pox, strep throat).
A doctor's note may be required to return to school.

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

ATTENDANCE

Student attendance is very important in our programs, as it is in elementary and secondary school. Attendance is recorded daily. The school must be notified by the parent/guardian each day a child is absent or tardy. It is important for your child to be on time! If you have not called the school by 9:00 am or 12:45 pm on the day your child is absent, school personnel will contact you. Chronic absences or tardiness will require a meeting with school administration and could jeopardize the student's placement in the program.

Truancy: Truancy is defined as being absent without valid cause for a school day or a portion of a day or when a parent/guardian fails to notify the school of an absence. 4 tardies is also equal to 1 unexcused absence or truancy.

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

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

SECURITY

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

- All visitors are required to sign in and out.
- All visitors are required to walk through a metal detector.
- All bags will be searched.
- Two security guards are on duty during school hours.
- All doors are kept locked.
- Handicapped accessibility is located at the main, Kentucky St. and alley entrances.
- Proper ID is required of any person picking up a child. Please notify the school if anyone other than a parent or guardian is picking up a child.

Visits to School

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

All visitors, including parents and siblings, are required to enter through the main entrance with the security guard. Quincy Public Schools is implementing the Raptor Visitor Management System. The Raptor system enhances the safety of our student(s) and staff, as it provides us with the ability to: 1) compare each visitor to a national database of sex offenders, 2) provide other safety alerts, 3) and keep an accurate log of visitors in each school. With this in place, no known, convicted sex offenders can enter your student's school, except as allowed by law. Other alerts include Orders of Protection; when entered into the system, security guards can help to ensure that the school keeps parties separated as the court order demands. Or, if you want to inform us about someone who is not authorized to pick up your child, we can set an alert to warn the security guard. Finally, knowing who is in the school and where they are located is important for each visitor's own safety. For instance, in the event of an evacuation, we would be better able to locate everyone and help them to safety, because we would know they were present and where to find them.

The Raptor system requires a valid state-issued, photo identification to enter each school building. This is only required for your *first* visit to an individual building. Once entered into

that building's system, you only need to provide your name to the guard on subsequent visits.

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

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

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

CHILD ABUSE AND NEGLECT REPORTING POLICY

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

Emergency Drills

Systematic drills are practiced by the entire school in preparation for such emergencies as a fire, inclement weather or lock down. Students and staff have specific places to go and specific behavior to perform once they get there. In a fire drill, students move quickly to the nearest door and go to an assigned area away from the building. In an inclement weather drill, students and staff are assigned to a specific "safe place" in the building and

are to go there immediately upon hearing the alarm. Once there, the students assume a “tucked” position on their hands and knees, and the staff will have a roll call to account for each student’s whereabouts. In a lock down drill, students and staff are alerted of danger. Students and staff will locate themselves in the “safe place” in the building or go to the location designated by the district should they be outside of the school building. All students and staff will remain in the “safe place” until they are notified by the authorities that the dangerous situation has been resolved.

QUINCY PUBLIC SCHOOLS SCHOOL EMERGENCY GUIDE FOR PARENTS

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

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

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

Individuals listed on the Emergency Contact Card should:

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

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

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

EMERGENCY OPTIONS DURING A SCHOOL EMERGENCY

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

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

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

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

STUDENT REUNIFICATION PROCEDURES FOLLOWING A SCHOOL EMERGENCY

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

What to expect. If an emergency interrupts the school day, QPS will disseminate information as soon as possible. QPS will activate its Skylert message system with specific information and instructions for parents, and post information on www.qps.org as soon as possible, as well. If your child was harmed during the crisis, school personnel will personally contact you at the earliest possible time.

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

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

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

What you should NOT do:

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

ENSURING SCHOOL SAFETY IS EVERYONE'S RESPONSIBILITY

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

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

and practice will help to reduce risk and help both staff and students prepare for an actual event.

Following an emergency scenario practice drill, your child may wish to share their experience with you. If so, this would be an excellent time to review the information and procedures as a family. We created this School Emergency Guide for Parents to help you better understand your important role in our Safe School Plans. Open communication between home and school is critical to the safety and well-being of your child.

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

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



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

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

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

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

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

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

PRESCHOOL DEVELOPMENTAL SCREENING PROGRAM

All three, four, and five-year old's in Quincy Public School District are eligible for screening. Children are screened by going through a brief check of speech, language, cognitive, social, fine motor and gross motor skills.

Screenings are scheduled throughout the year. Please call the school office to make an appointment 228-7121.

ERIN'S LAW

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

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

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

- **Personal Safety.** Children will learn important safety rules, such as safety with guns, sharp tools, and fire, and when riding on wheels or in cars. They will also learn ways to help them decide if something is safe or not.
- **Touching Safety.** Children will learn about safe, unsafe, and unwanted touches, and rules about touching private body parts. They'll also learn to say no to unsafe or unwanted touches, and to tell a grown-up if someone breaks rules about touching private body parts.
- **Assertiveness.** These lessons will also give children a chance to practice asking a grown-up for help, telling a grown-up about an unsafe situation, and being assertive to get out of unsafe situations.

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

This curriculum will be taught on a rotating basis throughout our building. Your child's teacher will inform you when their classroom will be teaching the lessons. Sample lessons and more information can be found at secondstep.org.

TRANSPORTATION PROCEDURES

The Early Childhood bus will transport all children who live in the Quincy School District. Due to the number of children we must transport, it is extremely important that children are ready when the bus arrives. It is the parent's responsibility to see the child to and from the bus. The driver or bus rider cannot go to the door. Riding the school bus is a privilege.

BUS RULES

- All students should be ready and waiting for the bus to arrive.
- Due to illness, weather, and traffic the bus may arrive 5 minutes before or after the designated pick-up time.
- Parents are welcome to ride the bus with their child to participate in school activities.
- To make a permanent bus change, call transportation at 224-5910.
- No temporary bus changes.
- It takes one busing day to make a permanent bus change.
- If your child is absent, call transportation at 224-5910 AND school at 228-7121.
- If the bus attempts to pick up a child and is unsuccessful it will be the parent/guardian's responsibility to transport that child to school.
- After three unsuccessful attempts to pick up a child, the child is ineligible to ride the bus until the parent/guardian has contacted the transportation department.
- If a parent/guardian/sitter is not at the designated drop-off, the student will be returned to school. It is the parent/guardian's responsibility to pick the child up.
- All children must be "SAFE SITTERS." All children must wear seat belts.
- All children are to be "GOOD SEAT BUDDIES."
- No food or drink is allowed on the bus.

FAMILY EDUCATION / INVOLVEMENT

Parents are their child's first teacher; therefore, family involvement is an important part of the Early Childhood program. Volunteers are also an important part of our program. We encourage you to get involved in your child's educational activities through the following:

VOLUNTEERING IN CLASSROOMS/BUILDINGS/EVENTS

- Assist with classroom activities
- Assist with snacks and lunches
- Assist with outdoor play
- Help children with coats or boots
- Prepare and donate supplies or materials
- Interact with children at centers, dramatic play, blocks, etc.
- Parent-Child Interactions
- Open House/Curriculum Night
- Parent Meetings
- Policy Council-parent advisory board
- Health Advisory
- Special Topic Meetings
- District Parental Training Events
- Special Programs
- Parenting Classes
- Read or tell a story
- HAVE FUN AND ENJOY!

FAMILY SUPPORT SPECIALISTS

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

Early Childhood & Family Center Family Partnership Agreement

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

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

- Identifying your child's educational goals and taking steps to meet those goals.
- Providing workshops on parenting, child development, discipline and other topics of interest.
- Providing home visits to discuss your child and family's progress.

- Inviting you to be part of the planning and community activities.
- Supporting you to become an advocate for your child with school and other community agencies.

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

- Having your child ready for school at the scheduled time the bus is to arrive.
- If your child is absent, calling school (228-7121) and the Bus Barn (224-5910).
- Set goals for your child and assist in achieving those goals.
- Volunteer and attend family activities.
- Be involved in the Early Childhood curriculum and educational activities.
- Participate in your child's educational progress through home and school visits.

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

POLICY COUNCIL

The ECFC Head Start Policy Council is an advisor board made up of parents and community members whose primary responsibility is to serve as a decision-making body for the ECFC Head Start program. Responsibilities include conducting an evaluation of the program, approving expenditures of parent activity funds and serving as a link between parent, the community, and the Quincy Public School District.

HELPING HANDS DAY

Spend time with other parents creating materials for the classrooms, sharing thoughts on the program, and developing new friendships. This event will occur in the Fall and Spring.

PARENT MEETING/WORKSHOPS

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

CONSCIOUS DISCIPLINE PARENTING CLASSES

Come study and share with other parents as we all try to learn some new ideas to help us grow as parents. Meal & childcare provided. 5-6 evenings. See your Family Support Specialist for information. Sign up required.

PARENT RESOURCES

- Parents can access ECFC staff members to talk about their children and family, to seek advice, and to ask for assistance in connecting with community resources. All families have a Family Support Specialist who is available. Parents may also talk to our School Psychologist, School Social Worker, Education Coordinator, Family Services Coordinator, or Director.
- A wide variety of parenting books, videos, pamphlets and brochures are available in room #1 of the Early Childhood and Family Center. Parents may check out books and access community agency information.

AMERICANS WITH DISABILITIES ACT

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

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

Name: Eryn Beswick

Title: Director of Special Education

Office: 1416 Maine St., Quincy, IL 62301

Phone: Voice: (217) 223-8700 TDD: (217) 223-8700

Days/Hours Available: Monday - Friday 7:30 a.m. - 4:30 p.m.

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

Use of Medicinal Marijuana

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

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,

He learns to condemn.

If a child lives with hostility,

He learns to fight.

If a child lives with ridicule,

He learns to be shy.

If a child lives with shame,

He learns to feel guilty.

If a child lives with tolerance,

He learns to be patient.

If a child lives with encouragement,

He learns confidence.

If a child lives with praise,

He learns to appreciate.

If a child lives with fairness,

He learns justice.

If a child lives with security,

He learns to have faith.

If a child lives with approval,

He learns to like himself.

If a child lives with acceptance and friendship,

He learns to find love in the world.

