



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

ECFC FAMILY HANDBOOK

2025-2026

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Welcome to the ECFC Family!



Dear ECFC Explorers Families,

On behalf of the staff at the Early Childhood & Family Center, we are delighted to welcome you to the 2025–2026 school year!

Our program is dedicated to creating a nurturing and engaging environment where every child can thrive and experience success each day. We are committed to excellence and to providing a positive, enriching experience for both children and their families.

We are excited to begin this meaningful partnership with you in support of your child's learning journey. Our program is designed to inspire curiosity and foster development through hands-on, play-based learning experiences. We believe that young children learn best through exploration and interaction, and our classrooms reflect that philosophy—inviting your child to learn, grow, and discover each day.

We also recognize that family engagement plays a vital role in a child's development. We strongly encourage you to be actively involved—whether by volunteering in the classroom, participating in school and family events, or attending parent meetings. Our partnership is a two-way street: our teachers look forward to visiting your homes, just as we welcome your visits to our school.

Together, we can ensure a joyful and successful year for your child. We look forward to working with you to create a strong foundation for lifelong learning.

Warm regards,

Sara Cramer
Director - Early Childhood & Family Center

EARLY CHILDHOOD & FAMILY CENTER

401 South 8th
Quincy, IL 62301
(217)228-7121
www.qps.org

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

QPS VISION:

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

- Engaging students to achieve personal excellence.
- Building professional knowledge and excellent teaching practices through collaboration.
- Utilizing the 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:

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

Early Childhood & Family Center Vision Statement:

Connect • Learn • Grow

PART ONE: General Information

SCHOOL DAY

Head Start (Monday-Friday)

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

Pre-K (Monday-Friday)

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

Transitional Kindergarten (Monday – Friday)

8:30 A.M. – 3:15 P.M.

- If you transport your child to school, doors will open at: 8:25 A.M., 12:10 P.M., & 12:35 P.M. Staff will be unavailable prior to arrival time. Children can never be left unattended.
- On ½ days of school, dismissal time is at 11:15 A.M. When there is a ½ day of school there are no afternoon sessions.
- ***If you choose to pick up your child from school, you will need to arrive before:***
 - Pre-K Morning Session: 10:55 AM
 - Head Start Morning Session: 11:25 AM
 - All Afternoon and All-Day Sessions: 3:10 PM

Should you not pick up your child from school, at these times your child will be put on the bus. Changes and arrangements must be made no later than fifteen minutes prior to dismissal time or your child will be put on the bus.

CHAIN OF COMMAND

PARENT/GUARDIAN/STUDENT CONCERNS

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

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

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

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

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

concern be placed on the Board of Education agenda for full Board discussion. (School Board members oversee the policies and the operations of the school district and do not resolve daily concerns. They are available when steps 1 – 3 have not produced a resolution.)

PRESCHOOL DEVELOPMENTAL SCREENING PROGRAM

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

PROGRAM

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

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

HEAD START Pre-School

Head Start Pre- School is a federally funded program designed to support the early development of children from low-income families. Children who turn three or four years old by September 1 are eligible to enroll.

Three-year-old children participate in a half-day Head Start program, while the full-day Head Start program is reserved for eligible four-year-olds who will be entering kindergarten the following school year.

The primary goal of Head Start is to promote social and academic readiness, helping young children build the skills they need for school success. The program is built around four key components:

1. **Education** – The educational component is tailored to meet each child's individual developmental needs. It also reflects the unique cultural and ethnic characteristics of the communities we serve.
2. **Health** – Head Start ensures that every child receives comprehensive health services, including medical, dental, nutritional, and mental health support.
3. **Parent Involvement** – Parents play a vital role in a child's development. Head Start actively encourages parental engagement through education opportunities, involvement in program planning, and participation in classroom and center activities.
4. **Social Services** – This component helps families identify their needs and connect with resources and support systems. Services are designed to build on each family's strengths and help them achieve greater stability and self-sufficiency.

Head Start is a comprehensive program focused on the well-being and success of both children and their families.

PRESCHOOL FOR ALL (PreK)

Pre-Kindergarten is a state-funded program for children who turn three or four years old by September 1 of each year. The program is designed to meet children at their individual developmental levels, fostering a sense of success and building positive self-esteem in every child.

Our goal is to provide a developmentally appropriate curriculum that nurtures growth across all key areas: physical, emotional, social, creative, cognitive, and language development. This is achieved through an integrated, hands-on approach that supports active learning and exploration.

We recognize that parents are a child's first and most influential teachers. As such, parent involvement is a vital part of the Pre-Kindergarten experience. Families are encouraged to participate in classroom activities, attend field trips, and support learning in ways that benefit both children and the broader school community.

In addition to high-quality early education, the program also offers access to health and social services, helping to ensure a well-rounded and supportive learning environment for children and their families.

EARLY CHILDHOOD SPECIAL EDUCATION

Early Childhood Special Education (ECSE) is a federally mandated program designed to support the unique needs of children ages three through five who qualify for special education services.

Once a child is determined eligible, an Individualized Education Plan (IEP) is developed by a collaborative team that includes parents, teachers, and other professionals involved in the child's development. The IEP outlines specific areas of developmental delay and establishes both long-term goals and short-term objectives tailored to the child's individual needs.

ECSE staff design instruction and classroom experiences based on these individualized plans, ensuring that each child receives the support they need to thrive. A typical day includes a variety of enriching activities such as structured play, listening and language exercises, fine and gross motor skill development, and other learning opportunities that promote overall growth.

Parental involvement is a key component of the ECSE program. Parents are encouraged to participate in classroom activities, attend meetings, engage in school events, and contribute to their child's learning both at home and at school. This partnership includes home visits by teachers and school visits by parents, strengthening the connection between school and family.

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

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

PUNS (Prioritization of Urgency and Need for Services)

Database Information for Students and Parents or Guardians

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

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

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

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

You may also contact the following District employee for assistance:

Eryn Beswick, QPS Director of Special Education

1416 Maine Street, Quincy IL 62301

217-223-8700, ext. 2250

beswicer@qps.org

TRANSITIONAL KINDERGARTEN

Transitional Kindergarten is a program offered by Quincy Public Schools (QPS) that provides an additional year of early learning support for children who would benefit from extra time to develop the foundational skills needed for success in kindergarten.

The curriculum is aligned with the Illinois Learning Standards and is thoughtfully designed to bridge the gap between preschool and kindergarten. Teachers focus on meeting each child where they are developmentally, offering personalized instruction that supports growth in key readiness areas.

Through a blend of structured learning and play-based activities, Transitional Kindergarten helps students build confidence, strengthen academic and social skills, and prepare for a smooth transition into the kindergarten classroom.

CURRICULUM/CLASSROOM

At the Early Childhood & Family Center, we believe that young children learn best through active, hands-on experiences. Because children retain knowledge through concrete exploration, our curriculum emphasizes a "learning by doing" approach. Learning goes beyond memorizing—it involves thinking critically, experimenting, and discovering how the world works through direct experience.

One of our core educational goals is to help children become enthusiastic, confident learners. We encourage them to explore creatively, think independently, and take initiative in their learning. Our program fosters independence, curiosity, and a positive self-image—skills and attitudes that will benefit children throughout their lives.

Pre-K for All and Head Start Pre School utilizes Frog Street Press Pre-K, a research-based curriculum that provides a comprehensive scope and sequence for literacy, math, and other key developmental domains. This curriculum features nine engaging thematic units that are developmentally appropriate and designed to spark children's interest and imagination.

Pre-K and Head Start teachers use both portfolios and progress reports to monitor and document each child's growth and development. These tools provide insight into your child's learning journey and are shared during two scheduled home or center visits—one in the fall and another in the spring.

For children in Transitional Kindergarten, we offer a well-rounded educational program that balances foundational academic skills with enriching experiences. The curriculum includes:

- Core Subjects: Language Arts (reading, writing, speaking, listening), Mathematics, Science, and Social Studies
- Enrichment Areas: Art, Music, Physical Education, and Social-Emotional Learning
- Additional Topics: Environmental Education, Health, and Current Events

We enhance learning through field trips, guest speakers, interactive games, audio-visual resources, and purposeful use of technology.

Progress in Transitional Kindergarten is communicated through parent-teacher conferences in October and February, as well as a standards-based report card issued at the end of each trimester in alignment with Quincy Public Schools (QPS) guidelines.

Our staff is committed to identifying and supporting children who may benefit from specialized services. These may include:

- Speech and language therapy
- Occupational and physical therapy
- Vision and hearing support
- Services for developmental delays

Every aspect of our program—from the activities we plan to the materials we choose and how we interact with children—is intentionally designed to meet the diverse needs of our students. Our goal is to create a nurturing environment that supports each child's development and prepares them for lifelong learning success.

A CHILD'S PLAY HAS GREAT VALUE

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

DRESS

Children should come to school dressed in comfortable, play-ready clothing that allows them to fully participate in all daily activities. Because active movement is an essential part of our curriculum, tennis shoes are strongly recommended for safety and ease during motor activities.

For safety reasons, the following types of footwear are not appropriate for school:

- Open-back shoes
- Sandals
- Crocs
- Boots
- Slip-on shoes

Each day, children will engage in messy and hands-on activities such as finger painting, easel painting, and water play. Please dress your child in clothes that are okay to get dirty. If your child wears a dress or skirt, we ask that they wear shorts underneath for comfort and coverage during active play.

Additionally, all children are required to keep an extra set of clothing at school, including:

- Shirt
- Pants
- Socks
- Underwear

This ensures your child can stay clean, dry, and comfortable throughout the day in case of spills or accidents.

MOTOR TIME

Students in Pre-K, Head Start, and Special Education programs will participate in a minimum of 30 minutes of motor time each day. This time may take place either indoors or outdoors, depending on weather and scheduling.

Outdoor play is an important part of your child's development, providing opportunities for physical activity, social interaction, and exploration. Children are always under the active supervision of staff during motor time, including while on the playground. Staff members assigned to the playground have full authority to enforce safety and behavior expectations.

Students are expected to play safely, follow established rules, and show respect for others and the environment.

Because we go outside as often as possible, please ensure your child is dressed appropriately for the weather each day, including suitable outerwear, footwear, and accessories as needed.

Notes to Not Participate in Motor Time

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

OUTSIDE PLAY

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

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

Parents should dress their children appropriate for the weather:

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

FAMILY EDUCATION / ENGAGEMENT

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

VOLUNTEERING IN CLASSROOMS/BUILDINGS/EVENTS

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

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

FAMILY ENGAGEMENT

- Special Topic Meetings
- District Parental Training Events
- Special Programs
- Parenting Cafés
- Open House/Curriculum Night
- Family Fit Night
- Helping Hands

- Parent Meetings
- Policy Council-parent advisory board
- Health Advisory

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

FAMILY SUPPORT SPECIALISTS

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

Early Childhood & Family Center Family Partnership Agreement

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

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

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

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

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

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

POLICY COUNCIL

The ECFC Family Policy Council is an advisory board composed of parents and community members who play a vital role in supporting and guiding the ECFC Head Start program. This council serves as a decision-making body that helps shape program policies and ensure that family voices are heard.

All ECFC families are encouraged to participate in the Policy Council, regardless of the specific program their child is enrolled in. Invitations to join will be shared at the beginning of the school year.

Getting involved is a meaningful way to contribute to your child's educational experience and make a positive impact on the ECFC community.

CONSCIOUS DISCIPLINE PARENT CAFÉS

Conscious Discipline Parent Cafés are offered in a welcoming space where parents come together to learn, grow, and support one another on the parenting journey. These sessions offer practical tools and strategies to strengthen your parenting skills and build stronger connections with your child.

The Conscious Discipline Parent Cafés last approximately 6 to 7 weeks. Meals and childcare are provided during each session to make participation easier for families. To learn more or sign up, please contact your Family Support Specialist. Pre-registration is required. We look forward to learning and growing with you!

FAMILY RESOURCES

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

PART TWO: RIGHTS & RESPONSIBILITIES

AMERICANS WITH DISABILITIES ACT

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

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

Name: Eryn Beswick

Title: Director of Special Education

Office: 1416 Maine St., Quincy, IL 62301

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

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

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

ANGEL SENSE

Some ECFC families use Angel Sense devices to track their preschool child's location for safety purposes. Angel Sense may be worn as a watch or clipped to the child or their bookbag. While the location tracking feature may be used during school hours and transportation times, the voice features—including calling, listening in, or communicating with the child or staff—are not permitted during school or on the bus. Families choosing to use Angel Sense must sign a *Voice Feature Deactivation Agreement* to ensure the voice capabilities are disabled during school-related times.

ATTENDANCE

Student attendance is very important at Early Childhood & Family Center, as it is in elementary and secondary school. Attendance is recorded daily. The school must be notified by the parent/guardian each day a child is absent or tardy. It is important for your child to be on time! If you have not called the school by 8:45 AM (AM Session & All Day) or 12:45 PM (PM session) on the day your child is absent, school personnel will contact you. If your child has had excessive absences or demonstrates a pattern of absences, the Family Support Specialist will contact you to discuss the reasons for the absences, offer help when needed, and develop a plan to improve your child's attendance. If your child's attendance does not improve a meeting with the director or a designee will be held. Excessive absences and or tardies could jeopardize the student's placement in the program.

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

Chronic Truancy: Chronic or habitual truancy shall be defined as a student who is absent with or 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 and relationships are built that cannot occur when the child is home. Please let us know if you need help or support with your child attending school daily. The philosophy of ECFC staff is to foster and strengthen staff and parent/guardian partnerships to ensure an inclusive environment. Therefore, please expect your classroom teacher to contact you out of concern and support when your child is absent from school.

Early Childhood Student Attendance Policy 2024-2025

1-9 Days missed:

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

10 days missed:

1. The Family Support Specialist contacts the family regarding attendance and assesses the reason why the student has been absent and provides support. If your child reaches this point they are considered a chronic truant. The Quincy Public School District must report chronic truancy to the State of Illinois.
 - a. A 10-day attendance report is done at the discretion of Family Support Specialist.
 - b. Home Visit is completed at the discretion of Family Support Specialist.

18 days missed:

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

25 days missed:

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

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

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

BOOKBAGS

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

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

BREAKFAST/LUNCH

Transitional Kindergarten and All-Day Head Start students will receive breakfast, lunch, and a snack each day. AM Head Start students will receive breakfast/lunch and PM Head Start students receive lunch/snack. Pre-K for All classes will receive breakfast in the AM and lunch in the PM. The meals follow the nutritional guidelines set by the U.S. Department of Agriculture for the National School lunch and breakfast program. If you are concerned about mealtimes at ECFC, please contact the Director. Meals are free for all students attending ECFC. The State of Illinois provides a Fresh Fruit and Vegetables program to all ECFC students 3 times a week as a snack. This gives children the opportunity to try fresh fruit and vegetables as well as learn about them.

CELL PHONES & OTHER ELECTRONIC DEVICES

Cellular phones or personal electronic entertainment devices are not to be brought to ECFC by students. If electronic devices are brought to school, they will be removed from the child's possession and a parent/guardian will be called to pick up the device. Cell phones and other electronic devices hinder language development and socialization. Children should always be monitored while on electronic devices. Parents/Guardians who are visiting ECFC classrooms should not have their cell phone visible as this is a distraction to the educational environment. Parents/Guardians visiting and volunteering in classrooms are asked to engage with our students and to learn alongside your child.

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 the local DCFS office if you have any questions. (217-228-7121)

CONFIDENTIALITY

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

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

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

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin. Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

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

Federal and State Agencies

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

Prevention and Response Program

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

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;

5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement

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

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

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

Retaliation Prohibited

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

EMERGENCY DRILLS

The school conducts regular emergency drills, including fire, inclement weather, and lockdown drills, to ensure the safety of students and staff. Each drill follows a specific procedure with designated locations and behaviors. During fire drills, students exit quickly through the nearest door to an assigned area outside. For inclement weather drills, students move to a designated safe area inside the building and assume a tucked position while staff take attendance. In lockdown drills, students and staff move to a secure location inside or follow district instructions if outside, remaining there until authorities give clearance. Families will be notified of practice drills through SeeSaw or Skyward.

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 Information and Permission to Release Information in Skyward 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 Information and Permission to Release Information 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
- 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 building manager or director 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

In the event of a school emergency, different safety responses may be used depending on the situation:

- **Evacuation:** Used when it is safer to leave the school building. Students and staff may gather outside or be relocated to an off-site location, either within walking distance or reached by bus, depending on the nature of the emergency.
- **Shelter-in-Place:** Used when it is safer to stay indoors, such as during severe weather. Students may move to interior safe zones (e.g., for tornado warnings) or remain in classrooms (e.g., during an earthquake).
- **Lockdown:** Used in response to violent intruder threats. Students and staff secure themselves in a safe area and remain quiet and out of sight until authorities declare it is safe.
- **Secure (Lockout):** Used when there is a potential threat outside the school (e.g., police activity nearby or a dangerous animal). All students are brought inside, doors are locked, and no one enters or exits the building. Normal classroom activities continue inside.

Parents will be notified of emergency responses as appropriate, and schools regularly practice these procedures to ensure preparedness.

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 can you 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 or Permission to Release 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 the 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.

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ERIN'S LAW

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

- teaches students age-appropriate information about how to recognize child sexual abuse and tell a trusted adult
- requires school personnel to be informed about child sexual abuse

- provides parents and guardians with information on the warning signs of child sexual abuse, plus any needed assistance, referrals or resources to support victims and their families

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

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

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

Your child's teacher will inform you when their classroom will be teaching the lessons. Sample lessons and more information can be found at secondstep.org.

FIELD TRIPS

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

FINES, FEES, AND CHARGES: WAIVER OF STUDENTS FEES

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

HOMELESS CHILD'S RIGHT TO EDUCATION

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

- Continue the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or

- Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.
- If your family faces homelessness, please reach out to your Family Support Specialist for assistance with resources.

PARKING/DROP-OFF/PICK-UP

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

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

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

PARTY INVITATIONS

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

PETS/BRINGING ANIMALS TO SCHOOL

Bringing pets/animals to school for show and tell is not permitted unless the director or building manager has given preapproval. Many students have allergies which could be affected by animals. Safety of students is also a concern when pets/animals are brought into the school. Service animals will continue to be welcome. Please contact ECFC Director or Building Manager to make arrangements for service animals. Pets are not allowed at any outdoor event including the End of the Year Carnival or any school events off grounds as it is an extension of the school.

PHONE CALLS

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

SCHOOL CANCELLATION AND EARLY DISMISSAL

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

SECURITY

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

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

SEX OFFENDER & VIOLENT OFFENDER COMMUNITY NOTIFICATION LAW

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

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

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board. Prior approval to attend any of the above circumstances must have pre-approval from Quincy Public School District, superintendent of schools.

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

A violation of this law is a Class 4 felony.

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

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

SEXUAL HARRASSMENT

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

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

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

TARGETED SCHOOL VIOLENCE PREVENTION PROGRAM

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

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

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

Targeted School Violence Prevention and Threat Assessment Education

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

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

What Is a Threat?

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

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

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

What Is Targeted School Violence?

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

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

Who Is Required to Report Threats?

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

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

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

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

What Can Staff and Parents/Guardians Do?

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

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

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

DISCIPLINE POLICIES AND PROCEDURES

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

SOCIAL & EMOTIONAL LEARNING (SEL)/BEHAVIOR MANAGEMENT

At ECFC, we are committed to creating a safe, supportive, and orderly environment where all children can learn and grow. Social & Emotional Learning (SEL) and behavior management are central to this effort. We focus on teaching children life skills such as self-control, responsibility, and how to get along with others through positive guidance and clear expectations. Staff build strong relationships with students and use proactive strategies to support developmentally appropriate behavior.

Our SEL framework includes school-wide systems and supports to promote positive behavior in classrooms and throughout the building. All classrooms use the Second Step SEL for Early Learning curriculum to help children build foundational skills like listening, emotional regulation, and following directions. Staff also implement Conscious Discipline, a trauma-informed approach that turns everyday situations into opportunities for learning and growth.

Families are encouraged to participate in parenting workshops based on Conscious Discipline. Contact your Family Support Specialist for more information.

To support safety and consistency, we follow a School-Wide Behavior Expectations Matrix, which outlines clear behavioral expectations for students and staff. This matrix is posted throughout the school and in each classroom.

Children are expected to follow school rules and staff directions at all times. In alignment with Illinois School Code and Quincy Public Schools policy, staff may use reasonable force if necessary for safety or self-defense, and students who exhibit unsafe or disruptive behavior may face disciplinary action. While corporal punishment is prohibited, consistent and supportive discipline helps students make better choices and grow from their experiences. Parental support is essential in reinforcing these efforts.

We emphasize the Three B's as our core behavior expectations:

Be Safe, Be Kind, Be a Good Listener.

When these expectations are not met, it may impact the learning environment. A discipline code outlines school expectations, unacceptable behaviors, and the actions staff may take in response. All disciplinary procedures comply with state and federal laws, including special education requirements, and students with IEPs may be subject to different procedures based on their individual plans.

Ultimately, our goal is to teach—not punish—and to help children develop into respectful, responsible, and emotionally healthy individuals.

DISCIPLINE CODE

PARENTS RESPONSIBILITIES

PARENTS HAVE THE RIGHT TO:

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

PARENTS SHOULD:

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

STUDENT RESPONSIBILITIES

ALL STUDENTS HAVE A RIGHT TO:

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

WHAT YOU (STUDENT) SHOULD DO:

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

10. Be fair and kind to other students.
11. Do not fight or hurt other students.
12. Listen and follow directions.

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

TEACHER RESPONSIBILITIES

TEACHERS HAVE THE RIGHT TO:

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

TEACHERS SHOULD:

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

DISCIPLINE FRAMEWORK, PROCEDURES, AND DUE PROCESS

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

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

*Note:

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

BEHAVIOR INCIDENT/EVENT AND LEVELS

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

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

Level 1 STUDENT BEHAVIORS – TEACHER MANAGED

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

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

LEVEL 1	
<p>Level 1 includes minor misbehaviors which impede and/or disrupt orderly classroom procedures and learning. Level 1 offenses are managed at the classroom level by the teacher/staff member and are documented. Classroom teachers/staff may consult with support staff (SE Leader and FSS), teacher mentor, colleague, and/or administrator for consultation if guidance is needed on how to respond to Level 1 offenses. Parent/guardian is also notified by the classroom teacher.</p> <p>Level 1 actions may use a combination of the following consequences/interventions as part of a classroom management plan for addressing student misbehaviors. If the action(s) are unsuccessful a referral to the office may be necessary. Actions are recorded as a referral in Skyward.</p>	
Level 1 Actions	
Apology -Verbal or Picture	Calming Corner
Parent/Guardian phone call or conference	Break
Student/Staff Time	Assigned Placement in Classroom
Loss of Privileges	Problem Solving
Removal From the Classroom	Review of School Wide & Classroom Expectations
Other: Determines by teacher & documented in Skyward	

LEVEL 2

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

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

Level 2 offenses require an office referral in Skyward. Parent/Guardian notification by the SE Leader or Discipline Officer is required.

Level 2 Actions

Parent/Guardian Conference	Group (SEB)
Administrative conference with student and parents/guardians	Check-In/Check-Out (CICO)
Change in Environment	Individualized Instruction-SEL
Alternate Recess (PK-5)	Loss of Privileges
Verbal Apology	Removal from Classroom
Bus Suspension	Financial Restitution
Home Contact	Referral to outside agency or school district
Individualized Support Plan	Home Visit
Restorative Conference with peers and/or staff	Other: <i>determined by teacher & documented in Skyward</i>

LEVEL 3

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

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

Level 3 Actions

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

LEVEL 4

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

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

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

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

Level 4 Actions

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

GLOSSARY OF TERMS

LEVEL 1- BEHAVIOR DEFINITIONS

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

Out of Bounds – Student is in area outside of classroom boundaries (e.g., student hiding in classroom, at teacher's desk without permission)	
LEVELS 2-4- BEHAVIOR DEFINITIONS	
Threats – Student delivers a message that is of threat to a classmate, staff member, or building, etc.	Class disruption (Class/ISS) – Student engages in high-intensity behavior OR repeated low-intensity behavior within a short timeframe causing an interruption in a class or activity (e.g., <i>loud talking, yelling, screaming, noise with materials, horseplay, roughhousing, sustained out of seat behavior</i>)
Disruption (non-classroom) – (hallway, gym, playground, restroom, etc.) Student engages in high-intensity behavior causes an interruption (e.g., <i>yelling, running, making marks</i>)	Physical Contact – Student engages in non-serious, low-risk but inappropriate physical contact (e.g., <i>pushing in line, pinching, poking, elbowing, touching without permission</i>) <i>repeated</i> within a short-time frame (i.e., same day)
Disrespect Adults – Student delivers high-intensity socially rude or dismissive message to adults that includes profanity, yelling, screaming, or aggressive body language	Disrespect Students – Student delivers high-intensity OR repeated low-intensity socially rude or dismissive message to students that includes profanity, yelling, screaming, or aggressive body language.
Fighting No-Injury – Student is involved in mutual participation in an incident involving physical violence and injuries, if any, can be managed by school staff.	Fighting With Injury – Student is involved in mutual participation in an incident involving physical violence and outside treatment is sought out.
Harassment/Sexual Orientation – The delivery of disrespectful messages in any format related to sexual orientation.	Harassment/Bullying/Non-Physical – The delivery of repeated direct messages that involve intimidation, teasing, taunting, threats, or name-calling.
Harassment-Disability – delivery of disrespectful messages in any format related to disability.	Harassment Based on Race – The delivery of disrespectful messages in any format related to race.
Insubordination/Disobedience/Defiance – Student engages in refusal to follow directions (e.g., <i>repeated refusal after being asked more than 3 times</i>).	Out of Bounds – Student is in area outside of school boundaries (e.g., <i>running from the classroom/building, leaving teacher's supervision without permission, student is in an unauthorized area before/after school</i>).
Physical Aggression With No-Injury – Student engages in actions involving serious physical contact where injury may occur and can be managed by school staff. (e.g., <i>hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.</i>)	Physical Aggression With Injury – Student engages in actions involving serious physical contact where injury may occur and outside treatment is sought out (e.g., <i>hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.</i>)
Stolen Property/Theft – Student is in possession of, having passed on, or being responsible for removing someone else's property without their permission (e.g., <i>taking a physical object from someone else (student or staff)</i>)	Profanity/Abusive Language – Student engages in high-intensity instance of inappropriate language (e.g., deliberately targeting others with their inappropriate language, cussing at student/adult, talking about private parts in a sexual manner)
Repeated Minors – Student continues to engage in the same low-intensity behavior over a short time frame (i.e., within the same day/week) and documented classroom interventions have been ineffective.	Threat: Verbal or Nonverbal – Student delivers message (verbal or non-verbal) desiring to cause bodily harm to themselves or others (e.g., <i>written note, text, verbal statement</i>)
Vandalism/Property Damage – Student participates in an activity that results in destruction or disfigurement of property (e.g., <i>throwing a laptop, carving into desk/wall, destroying a classroom with no physical contact on other students/staff</i>)	Weapon – Student is in possession of an object (real or look alike) readily capable of causing bodily harm (e.g., <i>knife, ordinary objects intended to be used as weapon</i>)

CONSIDERATIONS AFTER A BEHAVIOR INCIDENT

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





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

PROCEDURES FOR RESPONDING TO DISCIPLINE REFERRALS- DUE PROCESS

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

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

ECFC Matrix/Learning Expectations

	Bus	Arrival	Hallway	Classroom	Gym	Playground	Special Event/Assembly	Dismissal	Field Trips
 Be Safe	<ul style="list-style-type: none">Wear a seatbeltStay in your seatKeep hands, feet, and objects to selfKeep book bag on back	<ul style="list-style-type: none">Walking feetWalking feet on the lineFace forwardKeep hands, feet, and objects to selfHold onto railingKeep book bag on back	<ul style="list-style-type: none">Stay with your classWalking feetWalk on the lineFace forwardKeep hands, feet, and objects to selfKeep hands, feet, and objects to self	<ul style="list-style-type: none">Stay in the classroomWalking feetKeep hands, feet, and objects to selfUse classroom materials as asked	<ul style="list-style-type: none">Stay in the gymKeep hands, feet, and objects to selfUse equipment appropriately in designated areasReport problems to <u>adult</u>Line up quickly when whistle is blown	<ul style="list-style-type: none">Stay on the playgroundKeep hands, feet, and objects to selfWhat starts on ground, stays on groundReport problems to <u>adult</u>Line up quickly when whistle is blown	<ul style="list-style-type: none">Stay with your classKeep hands, feet, and objects to self	<ul style="list-style-type: none">Stay with your classWalking feet on the lineFace forwardKeep hands, feet, and objects to selfHold onto railingKeep book bag on back	<ul style="list-style-type: none">Stay with the class or groupUse walking feetKeep hands, feet, and objects to self
 Be Kind	<ul style="list-style-type: none">Use quiet voiceUse kind words and actionsKeep hands, feet, and objects to self	<ul style="list-style-type: none">Use quiet voiceUse kind words and actionsKeep hands, feet, and objects to self	<ul style="list-style-type: none">Use quiet voiceKeep hands, feet, and objects to self	<ul style="list-style-type: none">Use quiet voiceUse kind words and actionsEyes watchingEars listeningBody CalmInclude othersTake turnsClean up	<ul style="list-style-type: none">Use kind words and actionsInclude othersTake turnsPlay by the rulesClean up	<ul style="list-style-type: none">Use kind words and actionsInclude othersTake turnsPlay by the rulesClean up	<ul style="list-style-type: none">Use quiet voiceUse kind words and actionsEyes watchingEars listeningBody Calm	<ul style="list-style-type: none">Use quiet voiceUse kind words and actionsKeep hands, feet, and objects to self	<ul style="list-style-type: none">Use quiet voiceUse kind words and actionsClean up
 Be a Good Listener	<ul style="list-style-type: none">Listen to adultsFollow directions	<ul style="list-style-type: none">Listen to adultsFollow directions	<ul style="list-style-type: none">Listen to adultsFollow directions	<ul style="list-style-type: none">Listen to the adultsFollow directions	<ul style="list-style-type: none">Listen to adultsFollow directions	<ul style="list-style-type: none">Listen to adultsFollow directions	<ul style="list-style-type: none">Listen to adultsFollow directionsEyes and ears on speaker	<ul style="list-style-type: none">Listen to adultsFollow directions	<ul style="list-style-type: none">Listen to adultsFollow directions
 Conditions for Learning/Adult Supports	<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 visionActively supervise and keep students visibleGreet student with a positive verbal warm welcome and a handshake/hug	<ul style="list-style-type: none">Quiet VoiceKeep children in your line of vision	<ul style="list-style-type: none">Lesson plans prepared and visible in pink binderEngaging lessonsInteract with studentsTeach and model all expectationsActively <u>supervise</u> studentsEnsure adult child ratio	<ul style="list-style-type: none">Spread out around gymInteract with studentsLead daily motor exercisesBalance teacher led structured activities and free choice activitiesActively <u>supervise</u>Ensure adult child ratio	<ul style="list-style-type: none">Spread out around playgroundInteract with studentsActively <u>supervise</u>Ensure adult child ratio	<ul style="list-style-type: none">Pre-teach schedule change and event expectationActively <u>supervise</u>Ensure adult child ratio	<ul style="list-style-type: none">Send your students off with a positive gestureWalk your students directly to the bus and hand off to the bus driver/rider	<ul style="list-style-type: none">Carry emergency backpackClass listInteract with studentsObserve studentsInvite all familiesInclude familiesActively <u>supervise</u> studentsEnsure adult child ratio

June 2025

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
Frozen Yogurt
Regular Yogurt, especially with fruit
Pretzels
Cheese Crackers
Fish Crackers
Vanilla Wafers or Chocolate Wafers
Angel Food Cake
Nutri-Grain Bars

Pudding or Jell-O Cups
Packaged muffins
Trail Mix
Teddy Grahams
Bagels
Granola 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.

TRANSPORTATION PROCEDURES

The Early Childhood & Family Center bus will transport all children who live in the Quincy Public Schools District. Due to the number of children, we must transport, it is extremely important that children are ready when the bus arrives. It is the parent's responsibility to see the child to and from the bus. The driver or bus rider cannot go to the door. It is equally important that parent transportation arrives prior to dismissal time (10:55 AM, 11:25 AM, 3:10 PM) otherwise your child will be put on the bus. Riding the school bus is a privilege.

BUS RULES

- All students should be ready and waiting for the bus to arrive. Please have your child ready and waiting for the bus to arrive. This includes having coats, backpacks, shoes, etc. ready when the bus arrives.
- The bus may arrive up to 5 minutes earlier or 5 minutes later than your scheduled time. This is called a 10-minute window. Please have your child ready 5 minutes before approximate pick-up time. Times vary based on weather, traffic, student call-ins, or other circumstances.
- To make a permanent bus change, call transportation at 217-224-5910.
- No temporary bus changes.
- It takes 24 hours/one busing day to make a permanent bus change.
- If your child is absent or will be parent transport to school, please call transportation at 217-224-5910 before the child's scheduled pick-up time.
- If the bus attempts to pick up a child and is unsuccessful it will be the parent/guardian's responsibility to transport that child to school.
- After three unsuccessful attempts to pick up a child, the child is ineligible to ride the bus until the parent/guardian has contacted the transportation department.

- If a parent/guardian/sitter/sibling that is over the age of 14 is not at the designated drop-off, the student will need to be picked up by the parent/guardian at the end of the bus routes.
- All children must be “SAFE SITTERS.” The child needs to take a seat right and wear the 5-point harness the entire bus ride. He/she needs to remain seated facing forward keeping hands, arms, and head inside the bus.
- All children are to be “GOOD SEAT BUDDIES” by talking quietly on the bus. No shouting or creating loud noises that may distract the driver.
- Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
- Always listen to the driver & rider’s instructions. Be courteous to the driver, rider, and other students.

VISITS TO SCHOOL

We welcome and encourage parent visits to our school, as seeing your child in the classroom can strengthen your understanding of their learning experience and show support for their efforts. To minimize disruption, classroom visits should be scheduled in advance with the teacher. For safety reasons, young friends or relatives of students are not allowed to spend the day at school.

All visitors—including parents, siblings, and other guests—must enter through the main entrance and check in with the security guard. Quincy Public Schools uses the Raptor Visitor Management System to ensure the safety of students and staff. This system:

- Screens visitors against a national database of sex offenders and other safety alerts (e.g., Orders of Protection),
- Keeps an accurate log of who is in the building,
- Helps ensure everyone’s safety during emergencies.

Visitors must present a valid state-issued photo ID on their first visit to each school building. After initial registration, only your name is required for future check-ins. A Visitor’s Pass will be issued and must be worn visibly at all times. Visitors must check out before leaving and exit through the main entrance only.

All visitors are expected to follow school rules and behave appropriately. Disruptive, threatening, or unsafe behavior will result in removal from school property and may lead to legal consequences, including being barred from school events for up to one year. If you have any questions, please contact your building’s administration or the Security Office at 217-228-4084.

Prohibited behaviors on school property or at events include:

- Threatening, harassing, or injuring others
- Use of vulgar language or unsportsmanlike behavior
- Possession of weapons, drugs, or alcohol
- Damaging property or violating the law
- Disrupting school activities or operations

Additionally, non-ECFC students wishing to visit must receive prior approval from the office. Please contact your child’s teacher or the school office for questions or to schedule a visit. Your cooperation helps us maintain a safe and productive environment for all.

PART THREE: Medical

PRE-K and Head Start Health Requirements 2025-2026

Physical Examination

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

Children must receive a physical examination:

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

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

2025-2026 IMMUNIZATION REQUIREMENTS

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

(77 Ill. Adm. Code 665)

Entering Early Childhood Program	Entering Kindergarten – 12 th Grade
DTP/DTaP: 4 or more doses	DTP/DTaP/Td: 4 or more doses with the last dose received on/after the 4 th birthday(K&1) 3 or more doses with the last dose received on/after the 4 th birthday (2-12)
Polio: 3 or more doses	Tdap: 1 dose (all students in 6 th –12 th gr.) Polio: Grades K-7: 4 or more doses with the last dose received on/after the 4 th birthday and at least 6 months after the latest previous dose. Grades 8-12: 3 or more doses with the last dose received on/after the 4 th birthday and at least 6 months after the latest previous dose.
Measles: 1 dose on/after the 1 st birthday	Measles: 2 doses - 1 st dose must be on/after 1 st birthday
Rubella: 1 dose on/after the 1 st birthday	Rubella: 2 doses – 1 st dose must be on/after 1 st birthday
Mumps: 1 dose on/after the 1 st birthday	Mumps: 2 doses – 1 st dose must be on/after 1 st birthday
Hib: primary series or 1 dose after 15 months of age	Hib: Not required for K-12
Pneumococcal: primary series or 1 dose after 24 months of age	Pneumococcal: Not required for K-12
Hepatitis B: 3 doses (3 rd dose on/after 6 months of age)	Hepatitis B: Grades 6-12: 3 doses At recommended intervals
Varicella (Chickenpox): 1 dose on/after 1 st birthday	Varicella (Chickenpox): 2 doses - 1 st dose must be on/after 1 st birthday
Meningococcal Conjugate: Not required for Pre-K	Meningococcal Conjugate: 6th to 11th Grades: 1 dose given on or after 11 th birthday 12th Grade: 2 doses with the second dose given on/after 16 th birthday with an interval of at least 8 weeks after the 1 st dose. Only one dose required if the 1st dose was received at 16 yrs. or older

(77 Ill. Adm. Code 665-240)

SCREENING FOR LEAD POISONING

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

HEMOGLOBIN TESTING (HEADSTART ONLY)

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

DENTAL EXAMINATIONS

Children must receive a dental examination:

Upon entrance and yearly in Early Childhood Program.

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

The examination must be completed by a licensed dentist and recorded on the State Dental Form. Dental examinations that have been completed after November 15, 2025, will be accepted for the 2025-2026 school year. Please make an appointment with your family dentist. The Adams County Dental Clinic is also available to families who meet eligibility requirements. (77 Ill. Adm. Code 665-410)

VISION EXAMINATIONS

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

MEDICAL HISTORY

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

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

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

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

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

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

A licensed prescriber is defined as:

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

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

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

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

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

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

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

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

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

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

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

Emergency PRN medications, including inhalers, will be sent.

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

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

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

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

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

Undesignated medications will remain at school in the emergency bag.

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

Emergency Procedure Drills/Lockdown –

Follow your school emergency plan.

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

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

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

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

GUIDELINES FOR THE ADMINISTRATION OF MEDICATION AT SCHOOL

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

Prescription medication shall display:

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

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

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

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

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

Sick Day Guidelines

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

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

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

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

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

24 hour and Next Day Rule:

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

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

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

Illness Prevention

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

Teach your child to do the following when ill:

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

How can I help my child feel better:

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

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

or your school nurse for more information.

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

QUINCY SCHOOL DISTRICT #172
UPDATED HEADLICE POLICY – APRIL 2022

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

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

Outdated practices no longer recommended:

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

GENERAL INFORMATION

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

IDENTIFICATION

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

TEACHER/SCHOOL RESPONSE

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

HOME TREATMENT

A. Shampoos

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

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

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

D. Dry clean items that cannot be washed.

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

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

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

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

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

PREVENTION

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

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

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

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

References:

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

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

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

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

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

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

Use of Medicinal Marijuana

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

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

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



The Value of Play

You say that you love your children,
And are concerned that they learn today,
As am I, that's why I'm providing
A variety of kinds of play.

You are asking what's the value
Of having your children play?
Your daughter's creating a tower,
She may be a builder someday.

You're asking me the value
Of blocks and sand and clay.
Your children are solving problems,
They will use that skill every day.

You're saying that you don't want your son
To play in that sissy way.
He's learning to cuddle a doll,
He may be a father someday.

You're questioning the learning centers,
They just look like useless play.
Your children are making choices,
They'll be on their own someday.

You're worried your children aren't learning
And later they'll have to pay.
They're learning a pattern for learning,
For they'll be learners always.

~ by Laurie Monopoli