



# PARENT HANDBOOK

## 2024-2025

Connecting Life to Learning!

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August 2024

Dear Parent(s),

Welcome to the tenth year of the Young Explorers Early Childhood Program! It is our mission to nurture resilient, inquisitive learners with a strong sense of citizenship and love for learning. Each day your child will be encouraged to explore and develop skills through child-centered experiences that build self-confidence and connections between learning and natural environments.

The Young Explorers community has always been one of shared respect, positive regard, and support between school staff and parents. We believe that parent and family participation in education is crucial to the success of our students and we look forward to partnering with you to create incredible learning experiences for our students!

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

Sincerely,

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

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

## **DISTRICT 28 MISSION STATEMENT**

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

## **YOUNG EXPLORERS MISSION STATEMENT**

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

## **YOUNG EXPLORERS VISION STATEMENT**

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

## **YOUNG EXPLORERS BELIEFS**

The Early Childhood Program believes:

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

## PROGRAM STAFF

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## 2024-2025 CALENDAR

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

Month	Date	Event	Session Attendance
August	19	Professional Development Day	NO SCHOOL
	20	YE Meet-n-Greet Event	9-10:30 for AM Students 11:00-12:30 for PM Students
	21	Professional Development Day	NO SCHOOL
	22	YE First Day of School	
	30	Program Development Day	NO SCHOOL
September	2	Labor Day	NO SCHOOL
October	3	Non-Attendance Day	NO SCHOOL
	16	Evening Parent-Teacher Conferences	Full Day of School
	17	Parent-Teacher Conferences- Half-Day Program Development Day	NO SCHOOL
	18	NBJH Teacher Institute Day	NO SCHOOL
November	5	Election Day	NO SCHOOL
	25-26	Institute Days	NO SCHOOL
	27-29	Thanksgiving Break	NO SCHOOL
December	23	Winter Break Begins	
January	6	School Resumes	
	17	Program Development Day	NO SCHOOL
	20	Martin Luther King's Birthday	NO SCHOOL
February	12	Evening Parent-Teacher Conferences	Full Day of School
	13	Parent-Teacher Conferences- Half-Day Program Development Day	NO SCHOOL
	14	NBJH Teacher Institute Day	NO SCHOOL
	17	President's Day	NO SCHOOL
March	21	Program Development Day	NO SCHOOL
	24	Spring Break Begins	NO SCHOOL
	31	School Resumes	
April	18	Non-Attendance Day	NO SCHOOL
	21	Program Development Day	NO SCHOOL
May	26	Memorial Day	NO SCHOOL
June	2	Tentative Last Day of YE- (Without emergency days)	

## PROGRAM HOURS

Regular program hours are:

Morning: 8:45-11:30 am

Afternoon: 12:30-3:15 pm

Structured Learning: 8:45-3:15 pm

## EARLY CHILDHOOD PROGRAM DESCRIPTION

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

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

Structured Language & Learning (SLLC or "Structured"): Structured Language & Learning (SLLC) is part of the continuum of support provided to students ages three through five in the Young Explorers program. Students in the Structured program receive a full-day of intensive, direct instruction in identified areas of need from a certified early childhood special education teacher and speech-language pathologist. Additional support is provided to SLLC students through specially designed lessons and/or individualized instruction from related services personnel. The staff to student ratio is approximately 1:3.

## PARENT INVOLVEMENT

Young Explorers believes that parent and family participation in education is crucial to the success of our students. There will be a variety of opportunities and ways to stay involved throughout the school year.

### Parent Education

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

### Parent Involvement

Parent involvement activities will be offered during the school year. The purpose of these events is to create opportunities for parents and children to have fun, quality time together at school. Some activities may include a movie night, cooking lessons, or a dance party.

### Parent Volunteers

Volunteering in your child's class is a great way to stay involved in your child's education. Here are some of the volunteering opportunities available this year:

The “Mystery Explorer” is an all-time favorite for our students. A parent or family member chooses a book related to the current theme and then comes to read to the class. Just wait until you hear how the office announces your arrival, and you will become just as excited as the children!

The “Party Steward” works with one or two other parents to host a holiday party. Three parties occur each year for Halloween, Winter Holiday, and Valentine’s Day. Each steward will be responsible for decorations and leading activities in the classroom.

The “Sherpa” helps guide our students during explorations in the community or, in other words, is a field-trip chaperone. Field trips will occur with each unit throughout the school year and may include places such as a farm, community center, or nature preserve.

The “Field Expert” is a parent/family member that has expertise in a field or topic that is related to our curriculum and would be willing to come in and do a demonstration, read a story or share information.

The “Guide” is a parent/family member that is interested in joining the Young Explorers during service learning projects/activities. In the past, we have made cards for children in the hospital, raked leaves around our community, etc. Support may include helping in the classroom or community during the service learning lesson.

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

During volunteer opportunities in class, it is important that both teachers and parents stay focused on the children. Discussion or questions about your child’s progress or behavior should take place after school hours so that teachers can devote their full attention to your questions or concerns.

### Visitors, Safety, and Security

Parent involvement is a valuable part of the early childhood experience. In order for children to learn to separate from parents and gain independent skills, visiting and volunteering is not recommended until your child has made a successful transition into their classroom. We do not recommend that you drop-in to see your child at school. This may be disruptive to their day as many children are not able to cope with a change in routine. We ask that you contact your child’s classroom teacher to schedule a time to see your child in class outside of the volunteer opportunities provided above.

All visitors must register in the main office with their driver’s license and receive a visitor’s badge from an office staff member before proceeding to any other area of the building or grounds. Please arrive several minutes early when coming to the school as our office staff will need to “buzz in” all visitors.

### District and School Events

District 28 hosts several events during the school year that are open to all children. These events can include fundraisers, community service, charitable contributions, and entertainment.



## Community Resources and Family Activities

The Young Explorers newsletter will provide ideas for interaction with your child at home. It also shares information regarding activities taking place in the community that may be of interest to families with young children. If you are seeking resources for families in need or with disabilities, please contact the social worker at 847.504.3886.

## **CURRICULUM**

All Young Explorers classrooms implement *The Creative Curriculum-Guided Edition* to guide instruction and assess each child. *The Creative Curriculum* is a research-based curriculum that believes in play-based learning and aligns with the Illinois Early Learning and Development Standards (<https://illinoisearlylearning.org/ields/>). Each classroom is arranged into “centers” that promote play-based learning in all areas of development according to *The Creative Curriculum* guidelines. In Young Explorers, we refer to these centers as Investigation Sites and each area has been renamed to encourage our theme of exploration and discovery. The Young Explorers title is listed with the *Creative Curriculum* name indicated in parenthesis, if different. All children are given the opportunity to engage in daily learning activities in the following interest areas:

Blocks are important for development because blocks are symmetrical, invite open-ended learning experiences, and are easy to use for all students. Constructing and creating with blocks promotes a concrete understanding of concepts and logical thinking.

Imagination Station (Dramatic Play) is designed to inspire creative and imaginative play. Children are able to use their imaginations to pretend and role-play, which deepens their understanding of the world around them and will help develop skills that are valuable throughout life.

Small Group (Toys and Games) contains manipulatives and games for table or floor play. Children are able to complete tasks individually or with peers and teachers. Toys in this area promote sharing and fine motor skills, as well as language development.

Art encourages creative thinking. Children are able to use visual arts to represent their feelings, share ideas, develop fine motor skills, plan, experiment, and try new ideas. Language is developed here as well. Children ask questions and teachers are able to ask children about their work, helping build descriptive vocabulary.

Book Nook (Library) promotes literacy and provides a quiet area for children to relax. This area develops motivation for learning writing and reading skills. Children also build their vocabulary by telling their own stories about the pictures in books.

Science (Discovery) is a place to question and experiment with ideas and items from the real world. In this area, children use all five senses to explore. Children develop social skills and cognitive development in working together to solve problems or make predictions.

Music and Movement is another area in the classroom. Moving to music helps to connect both sides of your brain. This is also an opportunity for children to interact with each other while learning gross motor skills. Listening to songs and following directions increases listening skills, as well as vocabulary.

Discovery Table (Sand and Water) offers another opportunity to learn and explore. In the sensory tables, children use all of their senses to explore. They also strengthen fine motor skills when manipulating objects in the table. Social skills are practiced through sharing and working together.

Technology (Computers) are also available for use in the classroom. Children use computers to solve problems, increase hand-eye coordination, and engage in independent work. Computer work also helps children create patterns and explore cause and effect.

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

Outdoor Classroom (Outdoor Play) helps children learn about nature. They are also able to work on their gross motor skills, such as climbing, running, jumping, swinging, and much more. Playing outside and exercising are crucial to the development of healthy children.

Cooking does not occur daily, but when we have cooking activities, they help promote healthy eating habits, literacy from following directions and reading recipes, and motor skills when pouring and mixing.

## Reference

Creative Curriculum-Guided Edition: <https://teachingstrategies.com/>

Illinois Early Learning and Development Standards: <https://illinoisearlylearning.org/ields/>

## **INSTRUCTIONAL FOUNDATIONS**

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

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

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

**Service Learning:** Service learning is defined as “a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities” (National Commission on Service-Learning). When students participate in service learning projects and are able to reflect on what they learned, they develop leadership skills, empathy, awareness, social responsibility, self-esteem and self-confidence.

### **Related Links to this Section**

Environmental Education: <https://www.plt.org/>

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

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

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

## **SPECIALS**

Specialists and support service personnel will facilitate weekly or every other week, small-group activities that promote the development of cognitive, language, social-emotional, and fine and gross motor skills.

**Cooking and Conversation (20 min.):** *Led By: Speech-Language Pathologists* Cooking and Conversation is a whole-class activity that promotes the development of effective social, communication and self-regulation skills. Cooking activities will target a range of age-appropriate skills in the domains of speech and language including: listening comprehension, sequencing, following multi-step directions, vocabulary knowledge and use, verbal formulation and organization to make requests and comments, and making and responding to greetings and conversation. In alignment with the Young Explorers philosophy of early childhood education, Cooking and Conversation is very much embedded in the context of an organic environment that fosters collaboration through play and equips children with the skills necessary to become effective learners, leaders and friends. Individual dietary restrictions will be accommodated and monitored carefully to maintain each child's safety.

**Literacy (20 min.):** *Led By: Classroom Teachers* Our morning students will be focusing on expanding and enriching pre-literacy experiences. Literacy activities will incorporate word play, rhyming, and other phonological awareness games and activities through picture books and nursery rhymes. Our afternoon students will continue building off of these foundational skills by adding print concepts, letter-sound orientation, and comprehension strategies during read alouds of both fiction and non-fiction texts.

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

**Motor Magic (20 min):** *Led By: Occupational Therapist* Motor Magic will promote development in fine motor, visual motor, and sensory processing skills through games, crafts, regulation activities and sensory exploration. These activities will rotate throughout each month and may incorporate the themes the students are learning to reinforce key ideas from the lessons.

**Music (20 min):** *Led By: Music Teacher* Children will explore different styles of music and musical instruments.

Outdoor Classroom (30 min): The outdoor classroom consists of three general play spaces: grassy area for free play, playground equipment, and a blacktop area. Activities in these spaces will grow and evolve with the needs and interests of the children and our classroom projects. The outdoor classroom fosters children's interest in science, math, and nature, expanding their knowledge of the world around them while also promoting an increase in physical development, capability and activity.

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

MOVE! (20 min): *Led By: Physical Therapist* This special will integrate physical activity, locomotor movement (running, galloping, marching, jumping), balance activities and movement concepts to promote development in motor planning, as well as coordination and gross motor skills (whole body movement requiring large muscle groups of the arms, legs and trunk).

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

## **DAILY SCHEDULE**

The program schedule offers children opportunities for self-directed and teacher-initiated learning. The schedule provides structure and consistency to the daily routine while also allowing for the flexibility to meet each student's needs. The schedule includes:

- Arrival
- Opening Meeting
- Investigation Sites
- Reflection Meeting
- Outdoor Classroom
- Special
- Community Circle
- Dismissal

## **ASSESSMENT**

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

Three times per year, students attending Young Explorers in the afternoon, will participate in benchmark assessments in the areas of early literacy and numeracy through aimswebPlus. AimswebPlus contains a set of preschool assessments for monitoring the growth and development of children. As part of a multi-tiered model of supports within early childhood, aimswebPlus benchmarking results help to inform

decisions about whether children are demonstrating adequate levels of performance given the general level of instruction, or if their performance indicates a need for more intense levels of instruction.

### Related Links to this Section

Teaching Strategies Gold: <http://teachingstrategies.com/product/gold>  
aimswebPlus: <https://www.pearsonassessments.com>

## **COMMUNICATION**

### Daily Communication

At the end of each day, your child will complete a digital community reflection indicating the activities they participated in, what their favorite activity was and what they learned that day. The reflection provides parents a great way to ask children specific questions about their day and encourages conversation.

### Weekly Communication

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

### Program Communication

Families will periodically receive the Young Explorers program newsletter through an on-line format. If you do not have access to a computer or email account, please let us know and we will make sure you receive a paper copy. Information in this newsletter may include: program announcements, district and community events, and resources for families.

### Emails

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

### Phone Calls

Staff with voicemail extensions are listed in the front of this handbook. If you would like to leave a voicemail or message with the office, staff will respond within 24 hours of your call. Please remember that staff will not take phone calls while they are teaching. If you have an emergency, please tell the office staff and the information will be given promptly to the teacher.

### Parent-Teacher Conferences

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

### Questions, Comments, Concerns

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

## FIELD TRIPS and FEES

Field trips provide students with connections between classroom learning and life experiences. By allowing students to see, hear, and feel what they are learning about in natural environments, they create deeper understandings of the world around them. There will be three bus field trips during the school year. Each student will be asked to pay a \$10 bus fee for each field trip. Additional field trip fees may apply. You will receive more information from the classroom teacher as the time comes.

## TUITION

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

### Tuition Due Date

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

### Payment Options

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

### Refunds

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

### Dismissal Due to Absences

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

### Dismissal Due to a Lack of Payment

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

## SUPPLIES

Please send children to school with each of the following:

### Blended Program:

- 2 rolls of paper towels
- 1 box of tissues
- 1 box gallon-sized zipper storage bags
- Regular size backpack (please no toddler backpacks or bags with wheels)
- Diapers/wipes if your child is not toilet-trained
- Optional: Extra face mask
- Extra change of clothes with labels (weather appropriate):
  - Shirt
  - Shorts/Pants
  - Socks
  - Shoes
  - Underwear
- Dirt Shirt (an old oversized t-shirt to keep at school for fun activities)
- Labeled water bottle

### SLLC Program:

Please bring *the above items* and:

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

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

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

### Rest Time

Students are provided a 60-minute rest period each day. Students are not required to sleep, however, they are given the option. Cot items will be stored in individual, airtight containers and sent home weekly for laundering.

### Lunch

Students are provided a 30-minute lunch period each day. All students eat lunch in the classroom with adult supervision.

## **DRESS FOR PLAY AND WEATHER/SUNSCREEN**

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

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

### **ATTENDANCE/ABSENCES**

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

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

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

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

### **ILLNESS**

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

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

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

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



## **MEDICAL AND HEALTH INFORMATION**

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

### **MEDICATION**

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

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

### **EMERGENCY CLOSING INFORMATION**

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

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

## **EMERGENCY PROCEDURES**

### Family Crisis

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

### Emergency/Disaster Precautions and Drills

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

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

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

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

## **CONTACT INFORMATION**

### Class Directory

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

### Change of Information

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

## **BUS TRANSPORTATION**

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

Please have your child ready in their safety harness five minutes before pick up time. Parents, or a designated adult, must board the bus to assist in safely securing and removing their own child. A YE staff member will be on each bus route to assist students with their harness for the first three days of school. At school, YE staff will escort students to the classroom. Please understand that sometimes the bus may

be late due to circumstances beyond the driver's control. If the bus has not arrived within 15 minutes after your scheduled time, please contact the Young Explorers administrative assistant at 847.504.3809.

## **DROP-OFF PROCEDURES**

**You may not drive around a car or bus unless told to do so by a Young Explorers staff member. This is very dangerous and we have seen accidents and near hits in the parking lot as a result.**

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

Morning Students: 8:35 – 8:40 am

Afternoon Students: 12:20 – 12:25 pm

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

### **Late Arrival**

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

## **PICK-UP PROCEDURES**

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

Morning Students: 11:30 am

Afternoon Students: 3:15 pm

When picking up your child, please follow the car line until you are in the designated pick-up area. Once in the pick-up area, a staff member will dismiss your student. Please remain in your car until your child is present. Do not park in a space and walk to the door. Staff members are not able to buckle students into the car. Please exit the parking lot in a timely manner. Morning families may enter the parking lot at 11:20 and afternoon families may enter the parking lot at 3:05.

### **Late Pick-Up**

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

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

### Authorized Pick-Up Form

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

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

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

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

## **CLASS PARTIES AND CELEBRATIONS**

### Party Steward

The "Party Steward" plans and runs class parties. The classroom teacher and assistant will be there to help with crafts, games, or whatever you have planned. Parents may sign-up to host the Halloween, Holiday, or Valentine's Day party.

### Guidelines

There should be no more than three volunteers in each classroom per party. Please remember that siblings may not attend the parties. Party Stewards will plan and implement all parts of the party (activities, songs, games, etc.); however, classroom teachers and assistants will be present to assist. The classroom teachers must give final approval for all activities to ensure that they are age-appropriate. Each party is 45 minutes in length.

### Birthday Celebrations

The Young Explorers program chooses to celebrate birthdays in a fun, healthy way. We would love to celebrate your child's birthday at school by inviting a family member to join the classroom (in-person or over Zoom) to read a favorite story to the class and/or donate a special book to the class library.

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

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

### Birthday Party Invitations

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

## BEHAVIOR EXPECTATIONS

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

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

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

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

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

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

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

In addition to the above guidelines provided by *The Creative Curriculum*, all program staff must abide by the ethical guidelines set forth by the National Association for the Education of Young Children (please see page 27 for more information).

Second Step Early Learning Curriculum: The Second Step early learning program uses a research-based approach to enhance students' self-regulation and social-emotional functioning, which are important for school readiness, as well as social and life success (Committee for Children, 2011). The program focuses on teaching students skills related to learning, having empathy, managing emotions, building friendships, and solving problems. Skills are introduced and practiced through many modes, such as puppet shows, stories, role-playing, singing, and group activities. Parents are also provided ideas on how they can support and continue the learning at home.

### Resources Related to this Section

Creative Curriculum: <http://www.teachingstrategies.com>

Second Step: <http://www.cfchildren.org/programs/social-emotional-learning/>

## **DISCIPLINE PROCEDURES**

### Whole Class and Individual Discipline

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

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

### Additional Individual Discipline

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

### Acting Out or Dangerous Behavior

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

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

### Resources Related to this Section

Creative Curriculum: <http://www.teachingstrategies.com>

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

## **SPECIAL EDUCATION SERVICES**

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

### Health Services:

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

### Social Work Services (SW):

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

### Speech and Language Therapy (SL):

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

### Psychological Services:

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

### Occupational Therapy (OT):

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

### Physical Therapy (PT):

School-based physical therapists support students who have been identified as having needs in the areas of mobility, strength, and physical safety that impact their ability to play and interact with peers in the classroom and to safely navigate the school environment and playground. Physical therapists also

provide consultation and training to administration, staff, and parents regarding topics such as locating resources, body mechanics, handling techniques, classroom/school environment adaptations, the use of adaptive equipment, and the impact of gross motor difficulties on educational performance..

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

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

TrueNorth Educational Cooperative 804 (TrueNorth) is a special education cooperative that also provides related services to students in the Young Explorers program. These services include:

#### Assistive Technology (AT) Services:

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

#### Audiological (Aud.) Services:

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

#### Hearing Itinerant (HI) Services:

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

#### Vision Itinerant (VI) Services:

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

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

State and federal laws protect the rights of parents/guardians of a student with a disability who is eligible to receive or is receiving special education and related services. The Illinois State Board of Education (ISBE) has compiled a document explaining these rights entitled, *Procedural Safeguards for*



*Parents/Guardians of Students with Disabilities.* Staff often refer to this document as “Parent Rights.” Parents/Guardians must be given written documentation of these rights no less than once per year or when requested.

#### Parent Role In Special Education:

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

- Staying informed about special education supports and services available in the program;
- Locating supportive resources within the school and community;
- Learning about your child’s disability and its on impact on his/her development;
- Helping staff better understand your child’s strengths and weaknesses as well as your hopes/goals for your child’s education;
- Learning about special education procedures and your/your child’s legal rights;
- Attending and participating in Individualized Education Plan (IEP) meetings;
- Maintaining open communication with staff regarding concerns, celebrations, or any significant life changes that could impact your child’s education;
- Asking questions;
- Working collaboratively with staff;
- Supporting learning with activities at home; and
- Most importantly, by supporting and celebrating your child’s successes!

#### Resources Related to this Section

Academy of Pediatric Physical Therapy (APTA): <http://www.pediatricapta.org>

American Occupational Therapy Association (AOTA): <http://www.aota.org>

American Speech-Language-Hearing Association (ASHA): <http://www.asha.org>

Illinois Assistive Technology: <https://www.isbe.net/Documents/assist-tech-guidance-manual.pdf>

Illinois Association of School Social Workers (IASSW): <https://iassw.org>

Illinois State Board of Education (ISBE): <https://www.isbe.net/>

Individuals with Disabilities Education Improvement Act (IDEIA): <http://idea.ed.gov/>

National Association of School Nurses (NASN): <http://www.nasn.org>

National Association of School Psychologists (NASP): <http://www.nasponline.org>

Procedural Safeguards: <https://www.isbe.net/Pages/Special-Education-Required-Notice-and-Consent-Forms.aspx>

TrueNorth Educational Cooperative 804 (TrueNorth): <https://www.truenorth804.org/>

### **REFERRALS**

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

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

## **STUDENT RECORDS**

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

Karen Hanusiak, Administrative Assistant for Student Services, 847.504.3409

### **Definition of Permanent Student Records**

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

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

### **Definition of Temporary Student Records**

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

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

### **Destruction of Records**

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

### **Resources Related to this Section**

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

## **PHOTOGRAPHS OF STUDENTS**

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

## ETHICS

In the field of early childhood education, it is very important for all program staff to establish common guidelines for responsible decision-making and behavior. All staff associated with the Young Explorers Early Childhood Program have adopted the ethical guidelines set forth by the National Association for the Education of Young Children (NAEYC). At the start of each school year, all program staff members review the *NAEYC Code of Ethical Conduct and Statement of Commitment* (see link below) and sign a document indicating their agreement to conduct themselves in accordance with these guidelines. The following *Statement of Commitment* represents program staff's recognition of and dedication to the core values of early childhood education.

### Statement of Commitment

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

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

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

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

### Resources Related to this Section

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

## REPORTING OF CHILD ABUSE AND NEGLECT

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

### Resources Related to this Section

Illinois Abused & Neglected Child Reporting Act: <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1460&ChapterID=32>  
NAEYC Code of Ethical Conduct: <http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf>

## **HOMELESS CHILDREN**

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

### Resources Related to this Section

McKinney-Vento Homeless Assistance Act: <https://www.ncisc.org/homeless-students>

## **DISCLAIMER**

The 2024-25 Parent Handbook for the Young Explorers Early Childhood Program is a summary of information, as well as procedures and policies governing District 28. The complete set of Board policies may be accessed on the District website or is available upon request at the District Office (1475 Maple Avenue, Northbrook).

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

## **WEBSITE REFERENCES**

### Academy of Pediatric Physical Therapy (APTA):

<http://www.pediatricapta.org>

### aimswebPlus:

<https://www.pearsonassessments.com>

### American Occupational Therapy Association (AOTA):

<http://www.aota.org>

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

<http://www.asha.org>

### Creative Curriculum-Guided Edition:

<http://teachingstrategies.com>

### Crisis Prevention Institute:

<http://www.crisisprevention.com>

Environmental Education:

<https://www.plt.org/>

Family Educational Rights and Privacy Act (FERPA):

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

Illinois Abused & Neglected Child Reporting Act:

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

Illinois Assistive Technology:

<https://www.isbe.net/Documents/assist-tech-guidance-manual.pdf>

Illinois Association of School Social Workers (IASSW):

<https://iassw.org>

Illinois Early Learning and Development Standards:

<https://illinoisearlylearning.org/fields/>

Illinois School Code (105 ILCS 5/):

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

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

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

Illinois State Board of Education (ISBE):

<https://www.isbe.net/>

Individuals with Disabilities Education Improvement Act (IDEIA):

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

McKinney Homeless Assistance Act:

<https://www.ncisc.org/homeless-students>

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

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

National Association of School Nurses (NASN):

<http://www.nasn.org>

National Association of School Psychologists (NASP):

<http://www.nasponline.org>

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

<https://www.isbe.net/Pages/Special-Education-Required-Notice-and-Consent-Forms.aspx>

Project Approach:

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

Second Step:

<http://www.cfchildren.org/programs/social-emotional-learning/>

Service Learning:

<http://learningtogive.org>

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

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

Teaching Strategies Gold:

<http://teachingstrategies.com/product/gold>

TrueNorth Educational Cooperative 804 (TrueNorth):

<https://www.truenorth804.org/>