

Dr. Paige McNulty, Superintendent

Dear School City of East Chicago Students and Parents;

On behalf of our Board of School Trustees, we look forward to a very productive 2019-2020 School Year. As Superintendent, our shared priority is to continue to provide our students with the necessary tools to build a strong educational foundation in a safe and secure learning environment, that will allow them to effectively compete in a dynamic and changing workforce, achieve a positive quality of life and become a productive member of the Community.

Here at the School City of East Chicago we have dedicated and skilled career educators whose mission remains, "Learning for all whatever it takes." I am very proud of our outstanding Staff and the Principals who are assigned to lead our teams at these School City of East Chicago Facilities:

Elementary Schools (Pre-K)

Carrie Gosch Early Learning Center - Principal E. Glenn

(Grade K-6)

- ☐ Harrison Elementary- Principal J. Peters
- ☐ Lincoln Elementary- Principal N. Sharp
- ☐ McKinley Elementary- Principal C. Guitierrez
- ☐ Washington Elementary-Principal A. Hogan

Middle School (Grade 7-8)

Block Middle School-Principal K. Hobson

High School (Grade 9-12)

aren Mithelt

East Chicago Central High School-Principal D. Wright

Our Principals and their teams look forward to working closely with Students and Parents to improve performance and achievement at all levels!

As our Educators make the learning tools for success available, it is the responsibility of the Student, with the support and engagement of their Parent or Guardian, to pick up and use those same tools to build a future that is full of opportunities that is only limited by their imagination, enthusiasm, and energy! You can begin by reading and following this Student/ Parent Handbook and communicating with our staff to ensure that a productive, safe, and successful school year can be shared by all of our students.

Yours in Education

Paige McNulty, PhD.

Superintendent

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Carrie Gosch Early Learning Center

<u>Welcome</u>

Welcome to the Carrie Gosch Early Learning Center. Our school houses PreK teachers and students. Our students leave us with a strong foundation upon which they will build their lives.

We believe that pre-school aged students benefit from social-emotional development as well as acquisition of academic skills. The philosophy we share is that the Carrie Gosch ELC provides a safe and inviting learning environment that promotes a well-balanced academic and social foundation for all learners. We strive to make our philosophy a reality by offering play-based and skill-based instruction. Lessons are provided in subject areas of math, science, literacy, gross motor, social studies, health, creative arts, writing and technology. Our highly qualified staff uses small group lessons, large group lessons and field experiences in our community, to support student learning. This year we are extremely proud to present our science, technology, engineering and math (STEM) room to our young learners.

It is our strong desire to develop an unbreakable partnership with you so that together we may advance our students and their learning. Now as we welcome you to the Carrie Gosch ELC, we wish you a wonderful school year. We have many exciting events in store, and we look forward to getting ideas from you about how we can teach our children.

We will begin classes in the fall on August 14, 2019. Class sessions are held from 9:00 AM until 2:00 PM, Monday through Friday. We will host our first Open House on August 28, 2019 from 2:30 PM until 4:00 PM.

Mission

Learning for All....Whatever It Takes!

Program Philosophy

The SCEC early childhood program provides a safe and inviting learning environment that promotes a well-balanced academic and social foundation for all learners.

Pre K Philosophy of Education

We believe:

- Learning for **ALL** is the foremost goal for our school community
- Students learn best in a safe and nurturing environment
- Innovative learning activities and a wide variety of teaching strategies enhance learning
- Diversity will be embraced and celebrated in our school
- Self-regulation helps students prepare for school and benefits students through adulthood

- Positive and reciprocal, home, school and community relationships facilitate and reinforce learning
- We hold high expectations for achievement from our community of learners
- Research and data drive our decisions to support learning for ALL

Goals for Students

- Students will be safe and healthy
- Students will show growth and develop proficiency in social/emotional, physical, cognitive and language development skills
- Students will experiment and inquire through science, technology, engineering and math (STEM)

Goals for Families

- Families will feel welcome in the classroom and in our school building
- Community, staff and families will develop a meaningful partnership to help maximize student learning
- Families will advocate for their children

Education Component

Big Day is used to assist our teachers in planning learning experiences for students in an indoor and outdoor environment. A variety of learning materials and teaching strategies will be provided with curriculum goals in mind so that the students have opportunities to learn throughout the school day.

Our classrooms are organized into ten interest areas which include: reading, writing, blocks, math and numbers, music, science, dramatic play, sensory play, small motor and art. Students also spend time in our gross motor areas on a daily basis. Teachers plan a daily schedule and the schedule is developed to support the needs of the students in the classroom. Students also have breakfast, lunch, snacks, whole group lessons, small group lessons, music and movement, story time and some time working on skills based on individual needs. We encourage our students to learn through play. This is because students aged 3 through 5 learn best by exploring, experimenting, testing their ideas and creative expression.

Eligibility for Enrollment

SCEC offers student enrollment during the summer via on-line registration on SCEC website (www.scec.k12.in.us), during the school year students may be registered at their assigned school. It is important that parents prepare for student registration prior to enrolling their child(ren). The following documents/school forms are expected to be turned into your child's school before the first day of your child's attendance.

- 1) SCEC Student Enrollment Form
- 2) Parent's proof of residency via a legal photo I.D.
 - a. Valid State driver's license and **two** of the below
 - b. State Identification card plus three of the below

If you do not have an Indiana driver's license then you must have three of the below:

- a. Copy of your home mortgage (rental lease is not acceptable)
- b. Documentation of address (within last month) from Dept. of Public Assistance

- c. Documentation address (within last month) from Dept. of Public Housing
- d. Bank statement (within last month) with your current address
- e. Utility bill with your name/current address
- f. Car registration with your name/current address
- g. Pay stub with your name and current address

(All addresses on documents must be within the last month, and have the same address)

- 3) A copy of student Birth Certificate
 - a. If a student is not residing with biological/legal parent, then an Indiana Dept. of Educational Custodial Form must be completed
 - i. If parents are separated/divorced, *Form I* must be completed with court papers declaring custodial arrangement must be copied and provided to school
 - ii. If the student is living with a relative of his/her legal parent, Form II must be completed with legal documentation that relative is the legal custodial guardian...or... guardian is recognized by Court documentation or Indiana Dept. of Social Services/Public Assistance as the student's custodial caretaker.
- 4) Health Records
 - a. A copy of student's updated/current student immunization record (all students)
 - b. Student Health History Form (for all new students)
 - c. Student Emergency Health Status Form (for all students)
 - d. Parent Consent for student vision screening (all new students and all kindergarten students)
 - e. CHIRP parent release form (all students)
 - f. Parent Consent to Release Information for students with special health considerations must be updated annually.
 - g. Students who must take a prescription medication during the school day or when under the supervision of school staff must have a written prescription from the student's physician indicating the name of the student and medication, dose of prescription, time/frequency for dispersing of medication and the length of time medication is to be administered. Medication must be in the prescription bottle. This procedure must be completed annually or at the time of any medication change. Failure to provide to school nurse prior to the student's first day of school may result in the student's exclusion from school until compliance with this directive is met.
 - h. Over the counter medication must be accompanied with the student's physician's written order prior to administering to the student when in the care of school nurse.
- 5) Student Attendance Parent Acknowledgement Form (all students)
- 6) Student Race and Ethnicity Form (all students)
- 7) Acceptable Use of Technology Form (all students)
- 8) Home/School Language survey (all students)
- 9) Parent Permission to photograph/video tape student
- 10) Transferring Student Records
 - a. Student School Records from last school of attendance (new students)
 - b. Student latest I.E.P. from last school of attendance (new Special Education students)

In the case a student's home address changes or emergency phone contact numbers change from original information provided to school upon registration; the parent/guardian must immediately notify the school office. It is the sole responsibility of the parent/guardian to comply in keeping his/her child's school abreast of how to be reached at all times when their child is under the care of the school. Failure to comply will result in the SCEC administration or supervising staff to make decisions in your absence, in the case your child is in need of intervention/services.

Homeless Students (McKinney-Vento Act)

In compliance with the McKinney-Vento Act, homeless students will be provided with a free and appropriate public education in the same manner as other students served by the SCEC. Homeless students are eligible to receive transportation services, participate in education programs for students with disabilities or limited English proficiency, participate in high ability programs, and receive meals under the school nutrition programs. Homeless students will not be denied enrollment based on lack or proof of residency. Should additional information be needed, please contact the school principal and/or his/her designee.

Student Withdrawal

Withdrawing a student from school in anticipation of the student moving into another school district or intending to drop-out of school prior to the age of 18 years must follow State law and guidelines.

Parent or legal guardian **must**, regardless of student grade level, complete student withdrawal forms at the student's school of assignment.

Hours

9:00AM to 2:00 PM 5 day program-Monday, Tuesday, Wednesday, Thursday, and Friday Classes meet for 5 hours per day. Other times of the school day are set aside for meetings, team and planning time, trainings and collaboration activities. The Carrie Gosch Early Learning Center follows the School City of East Chicago school calendar.

Breakfast, Lunch, Snack

Breakfast, lunch and snacks will be served to all students. Universal breakfast is served to all students. Lunch fees are based on eligibility for free and reduced lunch. Applications may be found in the office.

Attendance

School City of East Chicago is dedicated to providing a quality Pre-K Program to the young learners in our community free of charge to help ensure a strong start to their education. Our goal is to have every student attend school on a regular basis in order to allow this to happen. Your continued support in this matter will be greatly appreciated.

If a Pre-K child is absent without a doctor's excuse for **more** than three days in a row or consistently maintains below 85% attendance per month, your child's teacher will notify the principal. The principal or his/her designee will contact the family through written notice by mail. The family will be invited to attend a mandatory School Attendance Informational Meeting.

If a sixth consecutive unexcused absence occurs, or the student's attendance remains under the required 85% for any two months, the principal or designee will send a letter informing the family that the child is being withdrawn from the Carrie Gosch Early Learning Center. At that time, the open slot may be filled with a child from the community who is on the waiting list.

The following are *acceptable* reasons for excused absences:

- 1. The child is hospitalized
- 2. The child is incapacitated due to a serious injury
- 3. The child contracts a communicable disease (virus or flu)
- 4. The child has other ongoing health related ailments which temporarily prevent attendance (such as asthma)
- 5. There is a death in the family
- 6. Limited medical/dental/therapy appointments (these should be made around school hours unless absolutely necessary)

Guidelines require this program to maintain an 85% attendance rate. In order to meet that requirement, the Carrie Gosch Early Learning Center must keep the average daily attendance as close to our full enrollment as possible. A call should be made to the office to excuse any child's absence for each day. Upon return, the parent should submit a written excuse and return it to school within one day.

Inclusion

The preschool program provides all children, including those with disabilities and unique learning needs. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff are aware of the identified needs of individual children and are trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for teachers, support staff, students and their families. Our facility meets the Americans with Disabilities Act accessibility requirements.

Family Education Rights and Privacy Act (FERPA)

FERPA is a federal law that provides parents certain rights with respect to their children's education records. These rights transfer to the student when he/she reaches the age of 18 years or attends a school beyond the high school level.

Under this law:

- Parent or eligible students (student to whom the rights have transferred) have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible student to review the records. Schools may charge a fee for copies.
- Parent or eligible students have the right to request that a school correct records which they
 believe to be inaccurate or misleading. If the school decides not to amend the record the parent
 or eligible student then has the right to a formal hearing. After the hearing, if the school still
 decides not to amend the record, the parent or eligible student has the right to place a
 statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allow schools to disclose those records without consent to the following parties or under the following conditions:
 - School officials with legitimate educational interest
 - Other schools to which a student is transferring
 - Specified officials for audit or evaluation purposes
 - o Appropriate parties in connection with financial aid to a student
 - o Organizations conducting certain student for or on behalf of the school
 - Accrediting organizations
 - o To comply with a judicial order or lawfully issued subpoena
 - Appropriate officials in cases of health and safety emergencies
 - State and local authorities, within a juvenile justice system, pursuant to specific State law

- Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards and date of attendance. However, schools must tell parents and eligible students about directory information all parents and eligible student a reasonable amount of time to request that the school not disclose directory information about them.
- School will annual notify parents and eligible students of their rights under FERPA. The actual means of notification is left to the discretion of the school system.

Who Works in the School

Program Administrator

The principal is designated as the program administrator supervising the preschool program. The principal meets all qualifications described in the Paths to Quality Program Standards and holds a Indiana State License.

Teacher

A full time teacher licensed by the state of Indiana's Department of Education is assigned to the preschool classrooms.

Teacher Assistant

A teacher assistant in the classroom carries out activities under the supervision of the teacher. The teaching assistant has a 2 year degree, a Child Development Associate Credential (CDA) or have passed the Para Professional Praxis assessment.

School Nurse

The nurse is employed full time. The nurse maintains student health records by updating them yearly, and attends to the health needs of the students while they are at school. The nurse is available for parent consultation when necessary.

Daily Activities

A consistent daily schedule is planned to offer a balance of learning activities. Learning is both formal and informal. Play is planned for every day. Listening is balanced with talking, group activities, solitary time, indoor and outdoor activities, quiet and noisy play. Your child will have the opportunity for the following types of activities every day:

- Group time, large and small group learning opportunities
- Breakfast and Lunch
- Choice time
- Math and Literacy activities
- Outdoor or indoor gross motor opportunities

Sample Daily Schedule

Time	
9:00 - 9:10	Arrival
9:10 - 9:20	Lockers
9:20 - 9:30	Hand Washing/Bathroom
9:30 - 9:50	Breakfast
9:50 - 10:00	Hand Washing/Bathroom
10:00 - 10:30	Circle Time
10:30 - 11:20	Small Group Instruction Center (1) Handwriting Without Tears Center (2) Mathematics Center (3) Literacy Center (4) Technology Center (5) Science
11:20 - 11:30	Hand Washing/Bathroom
11:30 - 12:00	Lunch
12:00 - 12:10	Hand Washing/Bathroom
12:10 - 1:00	Free Choice
1:00 - 1:45	Gross Motor
1:45- 1:55	Pack-Up
1:55 - 2:00	Dismissal

Lesson plans for each day/week are posted on the classroom showing how these activities are incorporated into the daily schedule. Weekly updates will be sent home for families to review via Class Dojo.

Curriculum

Curriculum is a framework for learning opportunities and experiences. It is a process by which learners obtain knowledge and understanding, while developing skills for life. The curriculum is continually evaluated and revised as necessary to meet the needs of students. Our curriculum content and instructional materials reflect the cultural and racial diversity present in the United States and the variety of careers, roles and lifestyles open to women and men in our society. The curriculum fosters respect and appreciation for cultural diversity found in our country.

The Carrie Gosch Early Learning Center uses Ready to Advance a researched and evidence based comprehensive curriculum designed for preschool aged students. Ready to Advance addresses all areas of early learning: language and literacy, math, science, physical skills, social skills, art and health and safety. The curriculum is based on thematic units that are meaningful to young children, such as Community Helpers, Animals, School and Living Things. Students have an opportunity to learn in a variety of ways such as play, problem solving, movement, art, music, writing listening and storytelling. The Indiana Early Learning Foundations are also used as a resource when implementing the curriculum. Modifications and adaptations based on the values, beliefs language preferences, and experiences of families are encouraged and sought out during curriculum planning.

<u>Assessment</u>

Child Assessment Plan Guidelines

- Assessments of young children should be purposeful, developmentally appropriate, and take place in the natural setting by familiar adults.
- Assessment results are used for planning experiences for students and to guide instruction
- Assessments results will not be used to label children or to include or exclude them from a program
- Family culture and a child's experiences outside of the school setting are recognized as being an important piece of student growth and development
- All results will be kept confidential, placed in each child's file and stored in a secure area of the classroom/building

Children will be assessed in the following ways:

• Children's Progress Academic Assessment™ (CPAA™) uses audio and visuals to gain insights into student's skill gaps. When students provide an incorrect response, CPAA provides scaffolding to help students learn. This assessment is given three times per school year. The CPAA is given at the beginning, middle and end of the year. All students are given this assessment.

- Ready to Soar Program- (Screener Assessment for all students) collects information on motor, concepts, language, self-help and social development skills. This assessment is given twice per year by interview. Parents must give permission to allow students to participate in this program. At risk students are provided with support in the form of home visits and parent meetings in an effort to prepare students for Kindergarten.
- ISTAR-KR is an observational assessment. Teachers score the assessments based on observations of the students in typical daily routines and activities. Parent input may be solicited. This assessment is given twice per school year. Students are tested at the beginning of the school year and again near their birthdate.
- Cycle Assessments- These assessments are based on academic and social emotional skills. Cycle
 assessments are created through the collaboration of teachers. Students work on pre-identified
 skills within a three week period. During this time teachers use evidence based strategies to
 teach the pre-identified skills. The cycle assessments are given once per month and help
 teaching staff identify areas of strength and need per student.
- Child Portfolios are organized by the teaching staff and include assessments, observational data/ anecdotal notes, child work samples, photo documentation, dictations or checklists.
- Families are asked to contribute information about their child's progress. Young children often show different skills in different settings. Working together, the teaching staff and families can gather a complete picture of a student's growth and development.
- Conferences are planned throughout the school year. This year conferences will be held twice per year. Classes will be canceled on these days.
- Progress reports/report cards will be distributed four times per school year

Teaching staff are provided with training concerning how to give assessments and how to interpret scores annually.

The information from the above is used in the following ways:

- To provided information about children's needs, interests, and abilities in order to plan developmentally appropriate experiences for them
- Improving curriculum and adapting teaching practices and the environment and improving the program
- To provide information to parents about their children's developmental milestones throughout the school year
- To indicate possible areas that raise concerns for educators and parents and to help develop an action plan to address those concerns
- To assist the teacher in arranging for developmental screenings and referrals for diagnostic assessments when needed

Assessment information for academics and social emotional development will be shared with formally with families during Parent Teacher Conferences in the fall and winter. The preschool teacher will communicate weekly regarding children's activities and developmental milestones. Informal conferences are always welcome and can be requested at any time.

If through observation or information on the Progress Report, or assessments, the teacher feels that there is a possible issue related to a developmental delay or other special need, she/he will

communicate this to the family during a conference sharing documentation of the concern. Suggestions for next steps may include the following, with the knowledge and consent of the parents:

- The teacher requests assistance from the Multi-Tiered System of Supports Committee (MTSS) as an early intervention process. This team engages in problem identification, function of behavior assessment, plans interventions and provides support for teachers, students and parents. The MTSS Committee may consist of the following: Principal, Social Worker, Behavioral Specialist, Parent Liaison, Special Education Program Supervisor, Teacher and Parent. The MTSS Committee is available and functional for all students and teachers in the building.
- A referral for more specialized testing and support from the Special Education Department

If a child is determined to need special education services, those services are outlined and provided in an Individualized Education Plan (IEP) for the student. If a child is determined to need support in the area of behavior, a plan will be provided for the student which will include positive behavior support strategies. Both academic and behavior plans will be monitored and reports of progress will be provided to parents.

Program Assessment

Carrie Gosch Early Learning Center implements the Indiana Early Learning Foundations. We are reviewed by Paths to Quality each year for a rating of quality. Paths to Quality is a statewide rating system for early care and education programs. Teachers, paraprofessionals and administrators are involved in the annual program evaluation that measures the quality of education provided for our students. Schools may receive a rating of Level 1 through Level 4, with Level 4 being the highest rating. Currently the Carrie Gosch Early Learning Center has a Level 3 rating. We are working on acquiring National Accreditation through the National Association for the Education of Young Children, which would provide us with a Level 4 rating.

Supervision Policy

No child will be left unsupervised while attending preschool. Staff will supervise primarily by sight. Supervision for short intervals by sound is permissible as long as teachers and staff check every two to three minutes on children who are out-of-sight (e.g. those who can use the toilet independently, or who are in the classroom library area, etc.) Carrie Gosch Early Learning Center has a 1:10 adult to student ratio. The ratio is maintained to ensure student safety. On occasion your child may be moved to another classroom so that all classes remain in ratio.

Child Guidance and Discipline

The Carrie Gosch Early Learning Center has a written policy on the discipline of children which provides for positive guidance, with direction for resolving conflict and the setting of well-defined limits. The written policy shall be provided to staff at the start of employment and reviewed at the beginning of each school year. The written policy is provided to parents at the time of registration. The center shall <u>not</u> use the following as a form of discipline:

a. Corporal punishment including hitting ("smacking", "slapping", "spanking", "grabbing") children, with the hand or with an implement.

- b. Punishment which is humiliating or frightening or which caused pain or discomfort to the child. Children shall not be restrained unless physical intervention is deemed necessary as an emergency intervention to respond to an individual posing an immediate danger to self or others and all other attempts to calm escalating behavior have been tried and have failed. Only staff who have been trained by the Crisis Prevention Institute (CPI) may use restraint in situations deemed necessary for restraint.
- c. Punishment of threat or punishment associated with a child's illness, lack of progress in toilet training, or in connections with food or rest.
- d. No child shall be subjected to verbal abuse, threats or derogatory remarks about the child or the child's family.

Teaching staff and support staff will equitably use positive guidance, redirection, planning ahead evidence based researched based strategies to assist in preventing problems. The staff will encourage appropriate behavior through the use of consistent clear rules, and involving children in problem solving to foster the child's own ability to become self-disciplined. Discipline will be explained to the child before and at the time of any disciplinary action. Teaching staff will encourage children to respect other people, to be fair, respect property and learn to be responsible for their actions. Teaching staff will use discipline that is consistent, clear, and understandable to the child. They will help children, use language to communicate needs and learn turn taking. The staff will actively use Conscious Discipline as a guide to support teaching students to self-regulate and manage their emotions.

Challenging Behavior

STUDENT DISCIPLINE

Discipline occurs when a student's behavior is not responsive to initial attempts to positively respond to self-regulating strategies through re-directing his/her actions. When the student chooses to act irresponsibly with contempt to redirection, the student has then moved from committing a minor offense to a major offense. Consequently, the student progresses to a higher level of intervention that includes disciplinary action.

The use of discipline is understood in the context that we all make mistakes as we learn and grow. The desire is to instruct, to guide, and to help children to order themselves from the inside rather than having to impose order on the student from the outside. As we teach our children to behave responsibly, we must remember to balance our expectation for obedient behavior with our expectation for responsible behavior. Ultimately, our concern is to nurture our students to act with integrity, wisdom, kindness, and compassion when there is not external force holding the student accountable for what they do. Thus the student can become a strong positive civic member of our larger community.

When student discipline is needed it is viewed in the context of being responsible for one's behavior. Therefore, when a minor behavior violation/s turns into a major behavior violation, student discipline is determined by your child's building administration coupled with the support of the MTSS Committee's recommendations.

The teaching staff at the Carrie Gosch Early Learning Center are highly trained, responsive, respectful, and purposeful. The discipline policy is reviewed when new teachers are hired and it is reviewed at the beginning of the school year by all staff. The teachers and staff anticipate and take steps to prevent potential challenging behaviors. They evaluate and change their responses based on individual needs. When children have challenging behaviors teachers promote pro-social behavior by:

- Interacting in a respectful manner with all children
- Modeling turn taking and sharing as well as caring behaviors
- Helping children negotiate their interactions with one another and with shared materials
- Engaging children in the care of their classroom and ensuring that each child has an opportunity to listen to one another and helping them to provide comfort when others are sad or distressed.
- Teaching students routines and rituals to foster safety, develop positive relationships to support emotional stability and teaching students to problem solve and resolve conflicts
- Seeking out assistance from the MTSS Committee to support the development of intervention plans if students are in need of more intensive support with their behavior.

Teaching staff will guide children to develop self-control and orderly conduct in relationship to peers and adults. Children will be taught social, communication, and emotional regulation skills. If a child displays persistent, serious, and challenging behavior, the teaching staff, parents and MTSS Committee will work as a team to develop and implement an individualized plan that supports the child's success. Plans for the students will include positive behavior support strategies.

Aggressive physical behavior toward staff or children is unacceptable. Teaching staff will intervene immediately when a child becomes physically aggressive to protect all of the children and encourage more acceptable behavior.

Biting Policy

Although biting is a behavior that is not entirely unexpected when young children are together in groups, we teat incidents of biting with great seriousness. It is our desire to prevent biting and at the same time, to help our students learn appropriate behaviors.

Staff members take the concerns of parents and legal guardians about biting seriously and convey understanding and respect in responding to the concerns. The staff will listen to parent questions and suggestions. We are committed to following these evidence based strategies in response to this issue and it is our intent to support the students as they learn acceptable ways to express themselves.

Expectations and Actions

- 1. The safety and comfort of the students is our first priority.
- 2. Staff will immediately provide the appropriate first aid; which will include washing the wound with soap and water and applying an ice pack to the child who was bitten.
- 3. Staff will provide comfort, concern and support to the child who was bitten.
- 4. Staff will encourage students who are biting to use words to express feelings and needs rather than biting another child. Staff will address the student that bit in a short, simple and clear manner.
- 5. Staff will assess the quality of relationships between the child and the teaching staff and the environmental influences on the student's behavior.
- 6. Staff will keep on file current information and resources to share with parents in an effort to support the family as the student learns new behaviors

- 7. Staff will explain to parents the specific steps that are being taken to address biting and the rationale of these steps. Some of the positive supports may include positive role modeling, redirection and giving students words to use in order to meet the needs of the student.
- 8. The MTSS team will provide appropriate programming and behavioral supports for students to help prevent biting if additional support beyond the classroom is needed.
- 9. Staff will keep a biting student's identity confidential to lessen labeling and confrontation that my slow the process of learning not to bite.

If an incident occurs that involves biting and the skin is broken, an accident/incident report will be completed. A copy of the report will be sent to parents and one copy will be kept in the office. If the skin is not broken a notice will be sent home indicating that medical care was given by the nurse due to biting. A written report will also be sent home to the parents of the student who bit and a copy will be kept on file in the office.

Names and details of incidents involving disciplinary action are considered confidential and will not be released to other participants or outside parties.

Due Process/Suspension and Expulsion

Due process of law concerning federal and state civil rights will be provided to students in all discipline matters. This will include the opportunity to be informed of the provisions of the code or other school regulations or procedures allegedly violated, together with evidence to support the charge. Students will be given an opportunity to respond. When considering the action to be taken, the following will always be reviewed:

- Age of the student
- Frequency of the misconduct
- Seriousness of particular misconduct
- Attitude of the student
- Degree of cooperation of the student

Any student recommended for suspension or expulsion shall be entitled to have the legal procedures provided by law followed prior to any decision being made as to that suspension or expulsion. The Carrie Gosch Early Learning center severely limits expulsion, suspension, or other exclusionary discipline; these exclusionary measures should be used only as a last resort in extraordinary circumstances where there is a determination of a serious safety threat and that exclusion is in the best interest of the student.

In the event that exclusionary measures must be taken, the program offers assistance to the family in accessing services and an alternative placement.

Permissible Methods of Discipline:

For acts of aggression and hitting (biting, scratching, fighting) staff will set appropriate expectations for children and guide them in solving problems. This positive guidance will be the usual technique for managing children with challenging behaviors rather than punishing them for having problems they have not yet learned to solve. In addition, staff may: (1) Separate the children involved; (2) Immediately comfort the individual who was injured; (3) Care for any injury suffered by the victim involved in the incident; (4) Notify parents or legal guardians of the incident concerning your child; (5) Review circumstances concerning the event and take preventative actions

Prohibited Practices

Carrie Gosch Early Learning Center <u>does not</u>, and <u>will not</u> employ any of the following disciplinary procedures:

- 1. Harsh or abusive tones of voice with the students nor make threats or derogatory remarks
- 2. Physical punishment, including, "smacking", "slapping", "spanking", "grabbing"
- 3. Any physical punishment that would humiliate, frighten, or subject a student to neglect
- 4. Withold nor threaten to withhold food as a form of discipline
- 5. Coercion or the practice of persuading someone to do something by using force or threats

Snacks/Foods Nutrition

Attitudes about food develop early in life. The food children eat affects their well-being, their physical growth, their ability to learn, and their overall behavior. We have an opportunity to help children learn about foods, to enjoy a variety of foods from their own culture and others, and to help them begin to appreciate that their bodies need to be strong, flexible and healthy. Eating moderately, eating a variety of foods, and eating in a relaxed atmosphere are healthy habits for young children to form.

Students attending preschool will have breakfast when they arrive at school. A snack may be offered to the students two hours after breakfast is eaten. Lunch will be served daily in the cafeteria. Lunch will be served family style. The teaching staff and lunch supervision team will provide support to the children as they gain independence with the family style lunch service. We have selected this style of serving lunch to teach the students how to boost their socialization skills and to develop healthy nutritional habits.

Family Style Lunch

• The lunch supervision team will teach the students routines and procedures concerning family style lunch service.

- Students are encouraged, but not forced to eat all foods. Students are encouraged to taste all foods before taking seconds.
- Adults will model good table manners and remind students to do the same
- All food on the menu is passed and served at the beginning of the meal and may be eaten in any order.
- Food will never be used as a reward or punishment
- Mealtime will last 30 minutes
- Interesting table conversation about the child's total experience should be encouraged

Foods Brought From Home

The United States Department of Agriculture's suggests the My Plate for children.

Age 3	Ages 4-5
1 cup of milk	1 cup of milk
1 cup of fruit	1 – 1.5 cup of fruit
1 cup of vegetables	1.5 cup of vegetables
3 oz equivalent of grain	5 oz equivalent of grain
2 oz equivalent of protein	4 oz equivalent of protein

- The Carrie Gosch Early Learning Center may not restrict a parent from providing meals brought from home or apply nutritional standards to the meals
- Perishable foods brought from home shall be maintained to avoid contamination of spoilage.
- Snacks that do not meet the CACFP (Child and Adult Care Food Program) nutritional guidelines
 may be provided by parents for special occasions such as birthdays or holidays. Snacks that
 comes from home for sharing among students must be either whole fruits or commercially
 prepared packaged foods in factory sealed containers.

Food Allergies

- For each child with special health care needs, food allergies, or special nutrition needs, the
 child's health care provider should provide the program with information concerning the child's
 needs. The appropriate MTSS Committee members and the family will assist in creating an
 individualized care plan.
- Children with food allergies shall be protected from contact with the problem food. With family
 consent, the program posts information about the child's allergies in the food preparation area.
 Notification will be posted in areas of the facility the child uses to serve as a visual reminder to
 all adults who interact with the child during the day.
- Program staff will keep a daily record documenting the type and quantity of food a child consumes when any child with a disability has special feeding needs. This information will be provided to parents if desired. 5B.5

The Carrie Gosch Early Learning Center does not use food or beverages as a reward for academic performance or good behavior, and will not withhold food or beverages as a punishment, nor will teaching staff or support staff ever threaten to withhold food as a form of discipline.

Food Preparation, Storage, and Sanitation

The Carrie Gosch Early Learning Center shall ensure that food preparation and storage procedures are consistent with the recommendations with the National Health and Safety Performance Standards and provide for the following:

- a. Sufficient refrigeration appropriate to prevent perishable food spoilage or the growth of bacteria.
- b. Food-serving trays, carts and high chairs are cleaned and sanitized after each use.
- c. Staff thoroughly wash all fruits and vegetables prior to eating, provided that the fruits and vegetables are not prepackaged.
- d. Staff discard any foods with expired dates.

Staff are provided with steps to ensure food safety when providing drinks, meals and snacks at the beginning of the school year.

Outside Play and Learning

We have daily opportunities for outdoor play as the weather permits. This allows the students the opportunity to develop their large muscle skills, get exercise and to be active. Temperatures of 32 degrees and above are safe for outdoor play. Teachers may use their discretion based on the clothing the students are wearing for the day when the temperature is near 32 degrees. We will check the weather and consider the wind chill factor prior to going outside for activities.

In the event that we cannot go outside due to the weather or air quality or environmental safety conditions, the students will go to the gross motor rooms inside of the building. The indoor gross motor rooms have equipment for play such as bikes, hoola hoops, tumbling mats etc.

In order to make sure that your child can play comfortably outside it is important to dress him/her according to the weather. When it is cold outside your child will need a warm coat, mittens or gloves and a hat (labeled with your child's name). When it is warmer outside, please dress your child lightly. For those in-between days dressing your child in layers will allow your child to adjust to the temperature as needed.

There are areas on the playground, which we call the Cardinal Court, to be in the shade and still be active. We encourage you to send a hat or other clothing for your child to wear as another protection from the sun. With <u>written parental consent</u> teachers may apply Sunscreen or sun block with UVB and UVA protection of SPF 15 or higher to your child. If this is desired, parents are asked to provide the sunscreen to the teacher for use with your child.

Water Activities

On occasion water table activities may be presented in the classroom that allows students to stand and play with their hands in water. During water play students are involved in active experiences with science and math concepts. Precautions are taken to ensure that communal water play does not spread infectious disease. Students with sores on their hands are not allowed to participate with others in the

water. Students are not allowed to drink the water during water play activities. When the activity period is complete, the water table is drained and refilled with fresh water before a new group of children come to participate. Outdoor water activities is limited to tubs, buckets or containers as well as the water table. We do not participate in swimming pool activities. Staff supervises all children by sight and sound in all areas with access to water in tubs, buckets and water tables.

Clothing

SCEC STUDENT DRESS CODE

Fully realizing that dress, appearance and grooming change continuously, the administration reserves the right to determine what is appropriate. The determination will be based on whether a student's dress, appearance, and grooming may create health, sanitation, safety or disruptive attention to the student population, thereby affecting the educational climate of the school.

Unless it is announced or specified by the building Principal, all students are expected to observe the Mandatory Uniformity of Colors Policy. School District colors and dress codes are as follows:

- All visible clothing must be a solid, red, white, navy blue, or khaki.
- Solid navy blue, red or white colored shirts.
 - Collared tops (long or short sleeved)
 - Sweaters or sweat shirts without hoods may be worn over collared shirt
 - o Tank tops, brief shells, tube tops, halter-tops and sleeveless shirts may not be worn.
 - o Tops that are unbuttoned and exposing the body may not be worn.
- Solid navy or khaki pants/shorts (shorts must be at least finger-tip length with arm extended downward).
 - Cut or torn clothing, body suits, leotards, miniskirts, and questionable fitting skirts/pants seat pants/nylon athletic pants and/or spandex may not be worn.
- NO logos or insignias other than official recognized designer labels may be worn on clothing
- Clothing, tops or bottoms, must not be oversized or excessively long, baggy/saggy, obscene, seethrough, excessively tight, or worn in such a way that under garments are exposed, may not be worn.
 - Shirts must be worn tucked into the pants/shorts.
 - Pants/shorts be worn at the waistline or a belt will be required to assure pants/shorts are gathered at the waistline.
- Belts, shoes, shoelaces and socks must be solid colored according to the Uniformity of Colors Policy – which may include black or brown.
- No hats may be worn within the school building.
- No scarves, rollers/curlers, gloves or sunglasses may be worn within the school building.
- Outer garments (coats, hoodies, and jackets) may not be worn within the school building and exceptions are subject to building administrator's approval.
- Jewelry and accessories that do not contribute positively to the learning environment or are disruptive to the learning may not be worn. The wearing of earrings is subject to the school administrator decision.
- Bare feet, house shoes, scuffs, heelies, skate shoes, flip-flops or footwear disruptive to the school environment *may not be worn*.
- Any item of clothing or accessories or hairstyles that may represent an affiliation with an
 organization or group not recognized by The School City of East Chicago may not be worn on
 school grounds or functions.
- Hair that is sculptured, cut or styled in a way that is disruptive to the learning environment may not be worn and is subject to administration decision.

Exceptions to the Dress Code:

Uniformity of Colors need not be worn at extracurricular athletic, academic, dramatic, or musical events or ceremonies, unless required by the staff member supervising the event. Other appropriate clothing requirements may be made for such events by faculty sponsors and/or Principal.

Further exceptions to the dress code may be determined and implemented by the administration on an as needed/determined (e.g., dress-up day, school spirit day, sanctioned groups or clubs, legitimate religious or ethnic dress).

All families are asked to provide an extra set of clothes for your child to change into in case of spills, accidents or after wet play.

Diapering

The Carrie Gosch Early Learning Center supports students with special needs who require assistance to use the toilet consistently, the following procedures are in place:

- 1. Diapering will only be done in the designated private diaper area. A changing table or cot with a mat will be used to change children's diapers. Food handling will not be permitted in this diapering area.
- 2. Staff will follow all diapering guidelines set forth in the Safe and Healthy Diapering in Childcare Settings published by the Indiana Family and Social Services Administration:
 - Diapering must take place within 10 feet of a hand washing sink.
 - Must use a designated, sanitizable table or cot which is not used for any other purpose. The designated cot must be stored away from children when not in use.
 - The cot and table must be sanitized with a 1 tablespoon of bleach solution to 1 quart of water after each use.
 - Soiled/wet diapers must be placed in a covered container and container must be emptied daily
 - Caregivers must wash hands using the proper procedure before and after each diaper change. The Centers for Disease Control (CDC) protocol will be used for changing diapers.
 - Children must wash hands using the proper procedure after each diaper change.

Families are asked to provide and extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

Objects from Home

Because the preschool program provides ample toys and learning materials for your child, we ask that you limit toys brought from home. If your child brings an "attachment" item from home, we ask that it is small enough to fit in his/her backpack. Please do not allow your child to bring gum, candy, money or toy guns to school. Please keep toys home unless your child's teacher designates that it is sharing day. It is very difficult for a child to share his/her toy and even harder to understand if it is broken or lost. The program cannot be responsible for lost or broken toys brought from home. Toys and equipment appropriate for the children's need will be provided by the program.

Weapon Policy

No student shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any real weapon or a look-alike weapon on any school premises, in any school vehicle, in any school building or other building or premises used for school functions, whether or not any person is endangered by such actions. "Look-alike weapon" means any item that resembles or appears to be a weapon. Violation of real or toy dangerous weapons such, while not limited to, rifles, pistols, slingshots, toy guns, toy grenades, knives or other similar items may result in a suspension/expulsion.

Birthdays

Birthdays are an important and significant event in the life of a student. They afford the opportunity for children to be given special recognition. Accordingly, students who wish to bring treats for the class on their birthday may do so. Food that comes from home for sharing among students must be either whole fruits or commercially prepared packaged foods in factory sealed containers. The teacher will provide families a list of foods that may be allergens to students in the classroom and are prohibited. Those who have summer birthdays are welcome to choose a school day to celebrate with their class.

Communication with Families

The staff at the Carrie Gosch Early Learning Center will promote communication with families by using written notes as well, Class Dojo, email and informal conversations. Families are encouraged to send written notes with important information so all of the staff who with your child can share the parent's communication. Teaching staff will communicate at least once a week per Class Dojo. Newsletters will be shared weekly. Staff will share information about the students' experiences, accomplishments, and issues that affect student well-being and development. The newsletters will also contain information about community agencies and resources about parent meetings and activities. Parents are encouraged to maintain regular, on-going, two-way communication with the staff in a manner that best meets their needs such as email, in person, notes, phone calls or Class Dojo.

Communication with staff will be ongoing. Open Houses, Parent Teacher Conferences and Progress Reports will be provided during the school year. The purpose of these meetings is for the teaching staff to discuss your child's progress and provide information concerning the expectations of the pre-school program. We will use these meetings to assist families in fostering the growth and development of their children. Conferences will be held in the fall and winter quarters. Confidentiality is maintained at all times. Whenever you would like to talk with the teachers concerning your child, please call or request a conference.

The Carrie Gosch Early Learning Center has access to a District Parent Liaison who will assist with meeting specific family needs. In addition to our District Parent Liaison, we have a parent meeting place called the Parent Café. This is a place where parents can gather to find out information concerning community resources and socialize with other families.

Open Door Policy

Parents and legal guardians are always welcome to visit the classroom. As a safety feature, all parents and visitors are asked to enter the building through door K. Once at door K visitors must check in at the desk in the main office. Visitors are asked to present a valid State Identification. A security check will be made with the information from the back of the license provided. Visitors will receive an identification badge and may then travel to the classroom requested. Once the visit has concluded, visitors are to report back to the office main desk so that they may be checked out. Once visitors have checked out, they may exit the building through door K.

Visitation Guidelines

- All visitors must enter through the main entrance and register in the front office to obtain a Visitor's Pass.
- A valid photo identification card is necessary to obtain a visitor's pass.
- All registered visitors must check out in the main office upon completion of their visit.
- Sign-in lists showing name purpose of visit, arrival time, and departure time shall be maintained by the school office.
- Any person who does not register with school office is on school property illegally and should be asked to identify themselves properly, get visitor's pass, or leave the school's grounds.

Note: We ask that all visitors be respectful, responsible, safe and patient. We reserve the right to ask that disruptive visitors leave the building immediately.

Classroom Visits

- 1. All visitors must enter through the main entrance and register in the front office to obtain a Visitor's Pass. A valid photo identification card is necessary to obtain a visitor's pass. Once in the classroom, the visitor must remain in designated areas at all times. Visitors will be escorted by SCEC personnel at all times.
- 2. During classroom visits it is inappropriate for visitors to speak out, make statements, or ask questions of the students or teacher during the visit unless they are asked to participate.
- 3. If a visitor wishes to discuss their observations or any concern/question with the teacher, he/she should make an appointment to meet with the teacher during non-class time.
- 4. The use of tape recorder, videotape machines or other recording equipment to record meetings at which a teacher is present or to record a teacher during the discharge of his/her duties is prohibited without the prior written consent of each teacher denoting who will be included in the recording. Any and all recordings must be approved by the building administrator in advance.

Volunteer Guidelines

Volunteers with our schools must have completed a Volunteer Application form, completed a criminal background check and been approved as a School Volunteer, prior to volunteering in any capacity within our school buildings. Please note this process may take 2-4 weeks. *Only approved School Volunteers may accompany students on field trips as chaperones.* Please ensure that you have completed the application process prior to the date of a class field trip.

- School volunteers must sign in at the school's main office and obtain a visitor's badge, prior to proceeding to the Family Resource Room. Please check in with the building's Parent Liaison before beginning your volunteer hour(s).
- Sign-in lists showing name purpose of visit, arrival time, and departure time shall be maintained by the school office.
- Any person who does not register with the school office is on school property illegally and should be asked to identify themselves properly, get visitor's pass, or leave the school's grounds.
- Volunteers must sign out at the Family Resource Center and the school's main office prior to leaving building.

Family Nights

Family night is an opportunity for parents/guardians and families to come to school to participate in fun as well as educational activities. Based on the results from family surveys, the teaching staff will select a topic for the evening. With help from family volunteers, the night will be planned to meet the needs of the children and families in the classroom.

Transitions

Home-school connections are crucial to the transition to kindergarten or any other program. The child's family provides the consistency and continuity necessary for a young child to succeed. Making a change from one program to another can sometimes be difficult for a young child whether the transition is within the same building or to another location. Teaching staff will partner with the next program's staff at each elementary school in the School City of East Chicago. Our staff will provide information about enrollment policies and procedures and arrange for a classroom visit prior to the end of the school year.

Arrival and Departure of Students

All motor vehicle transportation provided by parents, legal guardians or others designated by parents or legal guardians will include the use of age-appropriate, and size appropriate seat restraints.

When bringing your child to school, parents may use the south eastern third of the parking lot for families who are entering through door K. The northern parking lot is available for families who will enter the building though door J, I and door G.

Drivers are advised to monitor their speed in the parking lot so that we can ensure the safety of all families as they enter the building. Furthermore, please park in designated areas and follow the instructions of the safety specialists during arrival and departure. Our utmost concern is for the safety of our families and students. Your cooperation and adherence to the parking procedures helps to ensure the safety of everyone while in the parking lot.

Please turn off your vehicle engine before entering the building. Please hold the hand of your child/children as you travel to your assigned door. Parents, legal guardians or authorized adults must accompany their child/children to their assigned door at the beginning of the school day. A sign in sheet will be presented for your signature at arrival and dismissal. Families are asked to wait outside during this process. If you have to enter the building, please enter through door K and visit the desk at the main office, prior to going to visit a classroom. A security check will be conducted when you check in and a visitor's pass will be provided, prior to a class visit.

Please note that no child will be permitted to leave the building without an adult. Other than parents or legal guardians, only persons with prior written authorization will be allowed to pick up a child from the school. Anyone who is unfamiliar to staff, including authorized individuals, will be asked to present photo identification before a child is released to them.

In the interest of students' safety, parents/guardians/authorized individuals are required to report directly to the office when picking up their child at an unscheduled time of day rather than going to the child's classroom. Likewise, when a student returns to the building following an absence during the school day, the adult will be asked to stop at the front desk or office and sign the child in.

Pick up/Drop-Off Policy

Parents must bring their children to the entrance doors of the school and sign them in for drop-off (arrival). This helps to assure the safe arrival of your child. *Please do not arrive before the usual* <u>starting time</u>—the teachers need time to prepare for the day. There are also meetings scheduled during the week for the staff and teachers are not available during these times. When you pick up your child, please be prompt. Staff will have students check out when it is departure time, and this is when you will sign them out at their assigned doors.

Anyone picking up a child must be listed on the Student Information form and provide identification if asked. If a change in arrangements is desired for your child there is a form available in the office. The form must be filled out by 10:00 AM in the office. Once the form is presented to the office staff, the office will notify the appropriate staff concerning the change in transportation for the day. In an emergency, a parent may phone in a request to add another adult to the authorized pick up list. The parent must follow up with a written change to the Student Information form as soon as possible.

Staff must release a child to either biological parent, unless we have a copy of the custody order or court document on file. It is in the best interest of the child that parents notify us immediately of any family changes that could be a potential problem. We are bound by confidentiality policies not to discuss or give out information about children to anyone other the parents or guardians. If parents desire information to be shared with a third party a Permission to Exchange form must be completed and signed by the parent or legal guardian.

Please turn off your vehicle engine before entering the building. Hold the hand of your child/children as you travel to your assigned door. Parents, legal guardians or authorized adults must accompany their child/children to their assigned door at the beginning of the school day. A sign in sheet will be presented for your signature at arrival and dismissal. Families are asked to wait outside during this process. If you have to enter the building, please enter through door K and visit the desk at the main office, prior to going to visit a classroom. A security check will be conducted when you check in and a visitor's pass will be provided, prior to a class visit.

Early Pick-Up

When picking students up early from school, students must be signed out in the main office. The individual picking up the student must be the legal parent, guardian, or approved person and must present proper identification. To minimize instructional disruptions, <u>early pick-ups must be limited to doctor's visits and/or emergencies</u>. The student returning from a doctor's appointment must present a note from the doctor. Excessive unexcused early pick-ups will be reported to proper authorities.

Arrival

Students are expected to be in the classroom ready to learn by the start of the school day.

Dismissal

The academic day ends at 2:00 p.m.. Students are expected to be picked up on time. Excessive or repetitive late pick-ups will be reported to the proper authorities to include the Indiana Department of Child Services (DCS).

School Transportation

School transportation is available for students who live a pre-determined distance from their assigned school. If parents are uncertain if their child qualifies for school bus transportation please call the Office of Transportation at: 219-391-4175. Students qualifying for Special Education Services qualify for school bus transportation based on their current I.E.P. (Individual Education Plan) or confirmation from the Office of Special Education. Students with significant medical conditions qualify for bus transportation based on documented medical need, inclusive of Consent to Exchange Information Form; and completion of Request for Transportation form by student's physician — to be updated yearly, final determination of student need to access school transportation lies with the building administration in consultation with the school nurse.

Students are expected to abide by the rules in the Student Handbook related to behavioral expectations when in transit to and from school (policy listed below). Students may be suspended from riding the bus if his/her behavior is not in compliance with SCEC behavioral code of conduct. The safety of all children is of utmost importance and student behaviors that are a distraction for the bus driver/aide can risk the safety of all children. If a child is suspended/expelled from using school bus transportation it is the responsibility of the parent/guardian to arrange personal transportation in order that the student arrives to school on time every day and is picked up every day on time as students are dismissed from school.

School Bus Disciplinary Procedures

Minor Violations:

1st **offense**- Verbal Warning. The bus driver will give a verbal warning and record the student's name, type of violation, date, and time for possible future reference.

2nd Offense- Suspension of Riding Privileges. The bus driver notifies the building principal in writing. The principal will take appropriate actions and may suspend riding privileges. The principal will notify the student, parent/guardian, driver, and director of transportation regarding the disciplinary action that was taken.

3rd Offense- Suspension of Riding Privileges for the Remainder of the Semester.

The bus driver notifies the building principal in writing. The principal will take appropriate action and will suspend riding privileges for the remainder of the semester. The principal will notify the student, parent/guardian, driver, and director of transportation regarding the disciplinary action that was taken.

Serious (Major) Violations [including but not limited to the following]:

- 1. Possession, use, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind.
- 2. Sale of any of the above, as well as look-alike drugs.
- 3. In possession of firing, displaying, or threatening use of firearms, explosives (including fireworks), or other weapons.
- 4. Verbal or physical intimidation and/or fighting.

All of the above will serve as basis for immediate **suspension** and a possible recommendation for **expulsion** from school attendance and **suspension of riding privileges**.

Field Trips

Parents/Guardians will be asked to sign a permission slip in order for your child to participate in field trip activities designed to be a meaningful part of the preschool curriculum. Parents will be informed of each field trip. You will be notified in advance of each scheduled field trip through a notice/newsletter and signs posted at the entryways and classrooms well in advance.

A first aid kit and emergency contact information will be taken on all trips. Children may only use a public restroom if they are accompanied by a staff member. Children will never be left alone or unsupervised by an adult. A notice posting the dates, time of departure, time of return and the designation location will be prominently posted at least 48 hours before the trip. We will request additional chaperones based on the requirements requested by the venue. All chaperones must complete the School Volunteer process prior to attending field trips.

Pre-school Advisory Council

The Carrie Gosch Early Learning Center has a preschool advisory committee composed of parents, school staff, and other community members interested in the preschool program. This group meets once per month to provide feedback on services that meet children and family needs. They also serve as a sounding board for new ideas and services. Please let your preschool teacher know if you are interested in being part of the Preschool Advisory Committee.

Grievance Policy

Open and honest communication between families and the preschool program is an essential component of a high quality early childhood program. We want you to be confident that your child is being well cared for an educated. If there is ever a time you have a concern regarding your child, we want to encourage you to address your concern with your child's teacher. If additional help is needed, either party may ask for the assistance from the principal.

If you have a concern regarding some aspect of the program or policy, please contact the office. There is a registry of complaint form that goes to the principal. The principal will contact you concerning your concern or complaint. If you remain dissatisfied, after speaking with the principal, you may contact the Superintendent's office.

As part of our assessment each year, we also provide parents/guardians with a family questionnaire to evaluate our program. This information helps us to assess how the program is meeting the needs of families and students, as well as identify strengths and weaknesses.

If there is a suggestion or idea that you have, please feel free to share it. Suggestions may be left in the office, with our parent liaison or sent to teachers. We welcome your suggestions and ideas as we strive for excellence.

Health & Safety

The Carrie Gosch Early Learning Center is committed to promoting wellness and to safeguard the health and safety of children and adults who participate in our program. In order to provide a safe and secure environment for every child and adult, we follow guidelines required by the Paths to Quality Preschool Program Standards, regulatory agencies and pediatric authorities in the field.

STUDENT HEALTH SERVICES

Injury and Illness

Student health services are provided to students via our school-based nursing staff. Students who are in need of monitoring documented health conditions as well as students who may fall ill or receive an injury during the school day will be serviced by our nursing staff. School nursing staff screen students needing emergency care or physician follow up care and inform parents accordingly. Parents are responsible, annually, for informing and providing documentation to school nurses of any medical condition that may impact a student's ability to function during the school day or a school activity – as soon as the first day of school.

Immunizations and Screenings

When a student enrolls in a school, the parent is required to show that the student has been immunized or that a current medical or religious objection is on file. Student immunizations are documented and monitored by school nurses, as well as provisions for student hearing and vision screenings per Indiana law. Student immunizations are expected to be documented and provided to the school nurse by the first day of school. Indiana State Board of Health requires that all immunizations be current, including but not limited to diphtheria, pertussis, tetanus, measles, rubella, poliomyelitis, mumps, varicella, hepatitis A, hepatitis B, and meningitis or have an authorized exemption from Stat immunization requirements (I.C. 20-34-3-2 or I.C. 20-34-3-3). Communicable diseases may be designated by the State Board of Health as diseases that require immunizations. For the safety of all students, the school principal may remove a student from school or establish a deadline for meeting State requirements if a student does not have the necessary immunizations or authorized exemption. In the event of a communicable disease epidemic regarding required immunizations, the Superintendent may

temporarily deny admission to a student otherwise exempted from the designated disease lacking the immunization. Any questions about immunizations or exemptions should be directed to the school nurse.

Medications

Medications to be dispensed during the school day or school activity need a written physician's prescription with medication provided in the prescription container. Once again, parents are responsible, annually for informing and providing documentation to the school nurse no later than the first day of school. In order to safely administer medication required for a student's well-being while at school and abide by Indiana State Law, the following guidelines are necessary:

- 1. In order to dispense medication, written instructions from both the parent/guardian and physician is required. Verbal instruction does not meet legal requirements.
- 2. All written instruction should include date, student name, reason for giving, medical dose, time, duration, and signature.
- 3. Medication should be sent in its original, labeled pharmacy or manufacturer's container.
- 4. Any and all medications are kept locked away or in tamper proof containers. (Exception: Students who have been authorized to carry medication for emergency/chronic health needs.)
- 5. The school nurse or his/her designee has the sole responsibility of dispensing all medication. When a medication is prescribed that is administered at school, an opportunity will be provided for the school nurse to discuss with the student any side effects and/or benefits.
- 6. Any medication delivered during the school day by a parent will require a student being called from class so the parent, students, and school personnel may review instructions. (If the medication does not meet the current school policy, the parent may administer the medication.)
- 7. All medication no longer in use or needed will either be returned to the parent/guardian or destroyed. For special needs related to emergency medications (i.e., allergies, diabetes) or treatments that need to be administered during the school day, parents/guardians are requested to meet directly with the school nurse.
- 8. Medication that is possessed by a school or administration during school hours or at a school function may only be released to the student's parent or to an individual who is eighteen years of age or older and who has been designated, in writing, by the student's parent to receive the medication

Student Health & Safety Records

Nursing staff shall maintain:

- -Up to date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results
- -Names of individuals authorized by the family to have access to health information about the student
- -Instructions for any of the student's special health needs such as allergies or chronic illness (e.g. asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes)
- -Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions; conditions that require regular medication or technology support
- -Supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs. Staff implements a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

General Health and Safety Guidelines

- All staff must be alert to the health of each child, known allergies, or special medical conditions
- Under the supervision of the preschool teacher, all staff must be alert to the whereabouts of all children. Systems are in place for accounting for children at regular intervals, especially during periods of transition
- All staff are to follow proper procedures for hand washing, using disinfectant and following universal precautions to prevent infections
- All staff are familiar with evacuation routes and procedures
- Preschool and Custodial Staff follow and post the NAEYC Cleaning and Sanitation Frequency
 Table

Health and Immunization Certificates

All children must have up to date immunizations before starting school. Students enrolling for the first time in the district shall submit certificates of immunization against (including but not limited to) diphtheria, pertussis, tetanus, measles, rubella, poliomyelitis, mumps, varicella, hepatitis A, hepatitis B, and meningitis or have an authorized exemption from State immunization requirements (I.C. 20-34-3-2 or I.C. 20-34-3-3). If your child does not receive the vaccine(s), the consequences may include:

- -contracting the illness the vaccine should prevent
- -transmitting the disease to others
- -the need for your child to stay out of child care or school during disease outbreaks

Families who do not wish to have their children immunized must document and submit the form from the web link below:

The form for refusal may be found at: https://www.in.gov/isdh/files/Refusal to Vaccinate Form.pdf
A health care provider may assist you with completing the form.

Illness Policy and Temporary Exclusion of Sick Students

Although some illnesses do not require exclusion, sometimes illness requires a child or staff member to be excluded from care to prevent the spread of infection to other children and staff and to allow the child time to rest, recover and be treated for the illness. This policy outlines illnesses and situations that require exclusion and those that do not.

For the health and safety of all students, it is mandatory that sick children not be brought to school. If your child has any of the following symptoms during the night, he/she will not be admitted the following morning for the safety of the other children.

- Fever greater than 100 degrees F
- Vomiting: Exclude if child has vomited two or more times in the previous 24 hours unless the
 vomiting is determined to be due to a non-infectious condition and the child is not in danger of
 dehydration.
- Diarrhea-defined by more watery stools decreased form of stool that is not associated with changes in diet, and increased frequency of passing stool that is not contained in underwear or use of toilet. Children may return once the reason for change in bowel has been resolved and if the change is not due to Salmonella, Shigelloses or E. coli infections
- Pink eyes with drainage- Conjunctivitis (Pink Eye): A child should be excluded only for bacterial
 conjunctivitis (red eyes, green or yellow discharge). They may return after treatment has started
 and are able to participate in activities. Other forms do not need to be excluded (allergy or viral
 cause).
- Measles: Exclude until 5th day after rash disappears or local health department states patient is noninfectious.
- Mumps: Exclude until 9 days after onset of parotid gland swelling.
- Pediculosis (Head Lice): Children with live head lice will be excluded. The presence of nits (egg
 cases) is not exclusion criteria, only live lice. Using a nit comb is the most effective way to
 remove lice and the sticky nits.
- Pertussis: (Whooping Cough) Children should be excluded until five days of appropriate antibiotic has been completed or until local health department states patient is non-infectious
- Streptococcal pharyngitis (Strep Throat), excluded until 24 hours after treatment has been begun and child is able to participate.
- Tuberculosis (TB) Exclude until the child's physician or local health department authority states the child is non-infectious.

The Carrie Gosch Early Learning Center's established policy for an ill child's return

- Fever free for 24 hours
- Chicken Pox: one week after onset (or when lesions are crusted)
- Strep: 24 hours after initial medication

- Vomiting/Diarrhea: 24 hours after last episode
- Pink eye (Conjunctivitis): 24 hours after initial medication or when without drainage

Upon arrival at school, each child is observed by teaching staff for signs of illness or injury that could affect the child's ability to participate comfortably in the daily activities. Students will be temporarily excluded when a student is not able to participate comfortably; if the illness requires more care than staff are able to provide without compromising the needs of the students in the group; or if keeping the child at school poses an increased risk to the child or the other students or adults with whom the child will come in contact.

When a student develops signs of illness during their day at the Carrie Gosch Early Learning Center, parents, legal guardians or other persons authorized by the parent will be notified immediately to pick up the student. For this reason, please be sure to provide the office with accurate phone numbers for you and your authorized emergency contact. If the student is suspected of having a contagious disease, then until he/she can be picked up, the student will be placed where new individuals will not be exposed.

When a Student Is Sick

A student's daily attendance at the center is subject to his/her physical health. All students should be free of any condition that might adversely affect the health of the other students and staff at the Carrie Gosch Early Learning Center. In order to maintain a safe and healthy environment for your child and those around him/her, the following guidelines have been established and will be consistently enforced. Parents and legal guardians will be asked to take/keep your child home if he/she has one or more of the following symptoms:

- 1. An elevated temperature –over 100 degrees (the student should be fever-free for 24 hours before returning to school
- 2. Coughing with excessive drainage from nasal passages
- 3. Vomiting (no vomiting for 24 hours before returning to school)
- 4. Diarrhea (no diarrhea for 24 hours before returning to school)
- 5. A contagious disease

Please notify the staff if your child is exhibiting any of these symptoms for a known reason other than illness; such as diarrhea from medication or fever from immunization. Please alert the staff or the nurse so we can work through the situation with you. You may still need to take your child home if the condition becomes severe.

If you have any questions about illness, please contact our school nurse. If your child becomes ill at school the nurse or her designee will call you. If your child has a communicable disease or condition, such as chicken pox, etc, please let the nurse or teaching staff know so that we can send notices home with the students who may have been exposed.

A doctor's note <u>will be required</u> for a child to return to school after more than three days of absence due to illness or surgery.

Medication Policies and Procedures

Medication Policy

Trained staff will administer medication to children with written approval of the parent and an order from a health provider for a specific student.

Medication Procedure

The school nurse coordinates or administers medication during school hours only if the parent has provided written consent, the medication has been prescribed by a health provider, the school has the order from the health provider for the medication and the medication is available in an original labeled prescription or manufacturer's container that is child-resistant. The following practices will be followed prior to the administration of medication:

- Verification that the right child is receiving the correct medicine
- The correct medication is being administered
- The correct dose of medication is being administered
- The correct method is used to administer the medication
- The correct documentation is used each time the medication is administered

Please ensure that prescription medications have the following: consent from the parent, orders from the health provider for the medication and the medication in a child-resistant container that is labeled by a pharmacist with the child's name, the name and strength of the medication, the date the prescription was filled, the name of the health provider who wrote the prescription, the medication's expiration date, administration, storage and disposal directions.

Please note that over the counter medication cannot be administered at school by the nurse or staff.

Medication Documentation Log

A log will be maintained by the nurse or his/her designee to record the instructions for giving medications, consent obtained from the parent or legal guardian, amount, time of administration and the person who administered the medication. Spills, reactions and refusal to take medication will be noted on this log.

Storage of Medication

All medication, while at school, shall be kept in a designated place in the nurse's office, in a locked drawer or cabinet. When required refrigeration will be provided. When the nurse or substitute nurse is not available, access to the medication shall be under the authority of the principal, or a person designated by the principal in the case of his/her absence.

At the end of the school year, or at the end of a dispensing time, any remaining medication shall be returned to the student's parents, legal guardians.

Cleaning and Sanitation

The facility will be maintained in a clean and sanitary condition. When a spill occurs, the area will be made inaccessible to students and the area will be cleaned immediately.

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Toys and surfaces will be disinfected using a non-toxic solution of one tablespoon household bleach to one quart of tap water made fresh daily. To disinfect, the surfaces will be sprayed until glossy. The bleach solution will be left on for at least 2 minutes before it is wiped off with a clean disposable cloth, or it may be allowed to air dry. A 'dirty' toy bucket is in place in the classroom for toys that must be removed from the student's play area and washed at a later time after the students have left. Toys that cannot be cleaned and sanitized will not be used.

Staff will be trained in cleaning techniques, proper use of protective barriers such as gloves, proper handling and the disposal of contaminated materials.

Routine cleaning in the classroom will be supervised by the teacher and the maintenance staff. The Cleaning and Frequency table will be utilized by teaching staff and maintenance.

Facility cleaning requiring potentially hazardous chemicals will be scheduled when students are not present to minimize exposure. All cleaning products will be used as directed by the manufacturer's label. Nontoxic substances will be used whenever possible.

Hand Washing Practices

Frequent hand washing is key to prevent the spread of infectious diseases. Teachers teach students how to wash their hands effectively. Posters of the proper hand washing procedures are placed by each sink. The program follows these practices regarding hand washing:

- Staff members and students are taught hand washing procedures. These procedures are periodically monitored.
- Hand washing is required by all staff, volunteers and students when hand washing reduces the risk of transmission of infectious diseases to themselves and to others.
- The school nurse demonstrates to staff and students the proper hand washing techniques need for hand washing

Students and Staff Wash their Hands:

- Upon arrival for the day
- After using the restroom or diapering
- After handling bodily fluids (e.g. blowing a nose, coughing in the hand etc.)
- After playing in water that is shared by two or more people
- After handling pets and or any materials such as sand, dirt, or surfaces that might be contaminated by contact by class pet/animals
- Before meals, snacks, preparing or serving food, or handling any raw food that requires cooking (e.g. meat, eggs, poultry)

Staff and Adults Wash their Hands

- Before and after feeding a student
- Before and after administering medication
- After assisting a student with toileting
- After handling garbage or cleaning

Proper hand washing procedures are followed by staff, adults and students include:

- Using liquid soap and running water
- Rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between
 fingers, under and around jewelry, and under fingernails; rinsing well; drying hands with a paper
 towel or dyer and avoiding touching the faucet with just- washed hands (e.g by using a paper
 towel to turn off water).

Gloves are worn when changing diapers, handling blood or body fluids and may be worn in other situations, but are not a substitute for hand washing in any situation listed above.

- Staff must wear gloves when contamination with blood may occur
- Food preparation sinks are used solely for the purpose of preparing food and are not used for other purposes

Child Protection Policies

The health and well-being of every child in our care is of the utmost importance and the protection of children is our responsibility. An applicant or volunteer for temporary or permanent employment with the preschool program involves direct interaction with or the opportunity to interact and associate with children must execute and submit a background check which verifies clearance from criminal activity. In addition no staff member may have contact with children in the program or have responsibility for children if there is a substantiated report of child abuse or neglect.

All staff are required to report all suspected incidents of child abuse, neglect or both by families, staff, volunteers or others to appropriate local agencies. Staff who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation or other disciplinary action for that reason alone. All teaching staff complete a Child Abuse and Neglect class through the Indiana Association for Child Care Resource & Referral.

Caring for an Injured Child

All staff are trained in First Aid and or CPR and will treat minor injuries on the spot. All injuries will be documented on an Accident Report detailing what happened and what action was taken. The Accident Report will be completed and sent home to parents.

For more severe injuries requiring medical attention, an attempt will be made to contact the parent. If the injury requires such, the child will be transported to the hospital. Staff will accompany the student until the parent joins the student at the hospital.

If an injury results in spilling of blood or any other bodily fluid, staff will wear gloves and clean up appropriately while keeping other children out of reach.

All staff have immediate access to a device that allows them to summon help in an emergency. The telephone numbers of the Fire Department and Police Department are posted by each phone, with an outside line. Emergency procedures are posted in each classroom and include safety procedures for situations such as, fire procedures, bomb threats, evacuations, utility failures and physical threats.

Please assist our staff by updating your contact numbers if there is a change in your contact information.

Fire Safety

A fire extinguisher is installed in the hallways and corridors of each classroom. The fire system is check annually. Fire drills are conducted monthly and recorded on a log.

Smoke Free Facility

Tobacco Use Prohibited No student, staff member or school visitor is permitted to use any tobacco product at any time, including non-school hours (24/7):

- In any building, facility, or vehicle owned, leased, rented or chartered by the (City/County) Public Schools;
- -On any school grounds and property including athletic fields and parking lots owned leased, rented or chartered by (City/County) Public Schools; or
- -At any school-sponsored or school-related event on-campus or off-campus.

Orientation

Employees must know their role and duties. New preschool teaching staff will be required to participate in an initial orientation program that introduces them to fundamental aspects of the program operation including:

Program philosophy, mission

Expectations for Ethical Conduct

Accepted guidance and classroom management techniques

Daily activities and routines of the program

Child Abuse and Reporting procedures

Program Policies and Procedures

Follow up trainings which expand on the initial orientations are also provided for all staff

E- Learning Day

SCEC will have e-learning days this school year. E-learning days announced during inclement weather. We are using e-learning days so that our students continue learning and that we limit makeup days at the end of the school year.

PreK our teaching staff uses e-learning days for Professional Development. Assignments will be sent home at the onset of the winter season.

It is mandatory that students return the completed e-learning assignments when they return to school after an e-Learning day. The final deadline for returning the completed packet is three days after a scheduled e-Learning day.

Learning for All...

Whatever it Takes!



SCEC GOALS

- The interaction between teachers and students evidenced significant change.
- Innovative practices support dynamic classrooms.
- The integration of technology enriches the curriculum.
- Cooperation, communication, and mutual respect are promoted through a community partnership.



Superintendent Dr. Paige McNulty



Chief Financial Officer Lela Simmons



Principal Erica Glenn

