

ST. JOHN'S LUTHERAN  
PRESCHOOL  
PARENT GUIDELINES

*Revised August 10, 2011*

## **OPERATIONAL INFORMATION**

### **Address**

**St. John's Lutheran Preschool  
2477 W. Washington  
Springfield, IL 62702**

### **Webpage**

**[www.preschool-stjohns.org](http://www.preschool-stjohns.org)**

### **E-mail**

**[preschool@preschool-stjohns.org](mailto:preschool@preschool-stjohns.org)**

### **Phone**

**217-793-3934 with 24 hour voice mail**

### **Facsimile**

**217-793-4564**

### **Provider Tax ID**

**37-0661153**

### **Emergency School Closings**

Closing of the school due to inclement weather or other emergencies will coincide with TV and radio announcements made for Springfield School District 186. Whenever these events occur within District 186, St. John's Preschool will also suspend operations. All parents will receive an email notifying them of the closure and the information will also be posted on our website. **Please see our Preschool calendar.**

In the event Springfield School District 186 would remain closed, but it would be safe for the Preschool to open, parents would receive an email and the information would be posted on our website and Newschannel 20.

### **Operating Hours**

School hours of operation are Monday thru Friday from 8:45 a.m. to 11:15 a.m., 12:30 to 3:00 p.m. and extended care sessions (7:45 a.m. to 8:45 a.m., 11:15 a.m. to 12:30 p.m. and 3:00 p.m. to 4:15 p.m.). Our license does not allow our staff to serve your children lunch.

**TABLE OF CONTENTS**

**Foreword ..... 1**

**Historical Statement..... 1**

**Organization and Authority ..... 2**

**Statement of License and Insurance..... 2**

**Nondiscrimination Statement ..... 2**

**Special Needs Statement ..... 2**

**Statement of Purpose ..... 3**

**Objectives ..... 3**

**Enrollment Information..... 3**

**Financial Information ..... 4**

**Health Information ..... 5**

**Evaluation and Exclusion of Ill Children ..... 5**

**Procedure for Notifying Parent or Contact Person If Child Becomes Ill..... 6**

**Procedure for Notifying Parents of a Communicable Disease..... 6**

**Hand-washing..... 6**

**Medication Administration ..... 7**

**Management of Accidents and Injuries, Emergency Care and  
    Emergency Transportation ..... 7**

**Nutrition ..... 9**

**No Toys from Home ..... 9**

**Emergency Procedures ..... 9**

**Arrival and Departure of Children .....10**

**Communication of Child Development .....10**

**Classroom Information .....11**

**Birthday and Celebration .....11**

**Dress .....12**

**Discipline .....12**

**Field Trips .....13**

**Family Involvement and Communication.....14**

**APPENDIX.....15**

## FOREWARD

St. John's Lutheran Preschool is an integral part of the ministry of St. John's Evangelical Lutheran Church, Springfield, Illinois.

***Mission Statement:** To be and make disciples for Christ in response to God's grace.*

***Vision Statement:** By God's grace, we serve the Father, proclaim the Son, and are alive with the Spirit.*

The Preschool Board of Education authorized the preparation of this handbook of preschool policies and procedures as an aid to the parents, and staff and as a guide for the administration of the school. The handbook will be annually reviewed by the Preschool Board.

We realize unique situations may arise which are not directly covered by this brochure, we believe the good judgment of the teachers, assistants, and staff of the Preschool will direct the course of action to serve the best interests of our students.

## HISTORICAL STATEMENT

In 1987 a research committee was formed at St. John's Evangelical Lutheran Church (the "Church") to investigate an educational ministry to families and their preschool age children in Springfield and the surrounding communities. The committee studied various curricula; visited preschools operated by churches, private businesses, and the State of Illinois, and also hired a consultant in the area of church-based preschools.

At the January 1990 Annual Congregational Meeting of the Church a formal presentation was given and the members voted to begin a preschool ministry and funded it with \$16,000 in seed money. The Preschool would be operated by a separate Board, whose Chair would also serve as a voting member of St. John's Congregational Council. On March 5, 1990, the first meeting of the Preschool Board (the "Board") was held. This five-person Board was comprised of the Chair, Vice-Chair, Secretary, Treasurer, and Advertising Administrator. Staff positions consisted of Teacher/Director and Aide/Art Teacher. The first Open House for parents and members was held on August 27, 1990, and the Preschool began its first day of class on September 5, 1990 with 14 three year old children and 2 staff. Desiring to maintain high standards for our school and provide a level of reassurance for parents, the Preschool voluntarily applied for and received licensing through the Illinois Department of Children and Family Services, and has maintained DCFS standards throughout its history, receiving consistently excellent reviews. It has always been the focus of the Preschool to accept children of all faith backgrounds and provide the basics of a relationship with God for all children. Three months after the Preschool began the Board put into motion an expansion program projected for September of 1991. Our goal was to offer classes for 2, 3, and 4 year old children. The programs offering fine arts, physical education, sign language, Spanish, and an awareness of cultural diversity have become part of the grounding of our school today.

We began with a dream: to give young children a good foundation. St. John's Preschool has a vision: to continue to serve God and enable children and their families, that they may realize the gifts they have been given and share them in their lives; to be the best they can possibly become; and to serve in their lives, with what they have been equipped, to the best of their ability.

## **ORGANIZATION AND AUTHORITY**

The Preschool is a ministry of St. John's Evangelical Lutheran Church of Springfield, Illinois. A Preschool Board is elected by the congregation, consisting of six at large members and the Pastor who oversees the Christian Education area of the church and the Preschool. The Chair of the Board sits on the Congregation Council of the church with voice and vote.

The purpose of the Board is to equip, maintain, operate and provide for the future development of this Christian Preschool. The Board has the authority to create and enforce policies and procedures for the Preschool and approve the hiring, termination and salaries of the Preschool staff, in addition to administering the Preschool budget and approving all expenditures.

The Board has delegated the day-to-day administration of the school to the Preschool Director ("Director").

## **STATEMENT OF LICENSE AND INSURANCE**

St. John's Lutheran Preschool is licensed by the Illinois Department of Children and Family Services ("DCFS"). The Preschool will comply with all rules and regulations promulgated by this Department and by state and federal government regulating daycare standards.

The Preschool holds a liability insurance policy in an amount meeting the Illinois state licensing requirements. The liability insurance is required by Section 407.8 of the DCFS Licensing Standards for Day Care and provides coverage for the school facility. However, insurance coverage for each child is the responsibility of the enrolling parent and/or guardian.

## **NONDISCRIMINATION STATEMENT**

St. John's Lutheran Preschool admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

## **SPECIAL NEEDS STATEMENT**

St. John's Lutheran Preschool will make reasonable modifications in policies, practices and procedures to accommodate children with disabilities.

## STATEMENT OF PURPOSE

The purpose of St. John's Lutheran Preschool is to provide an educational program in a Christian environment which will aid young children of our community to grow spiritually, intellectually, emotionally, morally, and physically so they can be better prepared to enter kindergarten.

## OBJECTIVES

- To develop the abilities which God has given to each child.
- To provide a curriculum aimed at preparing the child for kindergarten through a program covering the following areas:
  - a. *Language Arts*
  - b. *Mathematics*
  - c. *Physical Health & Development*
  - d. *Social/Emotional Development*
  - e. *Science*
  - f. *Social Science*
  - g. *Fine Arts*
  - h. *Foreign Language*
  - i. *Spirituality*
- To provide a variety of activities within the curriculum which incorporate the philosophy that children learn best by doing.

## ENROLLMENT INFORMATION

Children who are currently active in the Preschool, siblings of children currently active in the Preschool, alumni families, and members of St. John's Lutheran Church may register for the following school year in January. All others may register in February by a date determined by the Director. Registrations are held until the deadline at which time class placements are determined. If there are more registrations than class openings class placements will be determined by a lottery.

Registration forms are available in the Preschool Office and on the Website.

Current students are enrolled for the next school year when a completed registration form and the registration fee are received. Tuition for the first month of school is then due prior to May 20th.

New students may enroll for the next school year by paying the registration fee and one month's tuition and completing a registration form.

An Open House will be held in late January or early February for those not familiar with the school.

**After July 31, ALL September tuition is non-refundable.**

A mailing list will be kept for new families wishing to receive information about the Open Registration, usually held in February.

Children on the waiting list do not pay the registration fee until they are put on the school roster.

Shortly after initial enrollment, the parents will be given an enrollment packet containing required forms which must be completed before the first day of attendance. These forms will need to be updated periodically. It is the parents' responsibility to notify the Preschool office of any changes in this information.

Certain information required on these forms, such as emergency and health information, is required by DCFS for licensed programs. Other requested information is desirable for our program to best serve your child. The information you provide will be kept in confidence and made available within our program only to staff who work with your child and staff involved with billing. Access to your child's records may be requested by DCFS to assure our compliance with licensing requirements. Access to your child's records or to any information regarding your child by any other individual is granted only with your written permission on a *Receipt/Release of Information* form.

To formally withdraw a student, a written statement is required.

## **FINANCIAL INFORMATION**

Tuition and other fee amounts are set annually by the Board and published in a separate fee schedule.

Tuition is payable by check or money order in advance to "St. John's Lutheran Preschool" by the 20<sup>th</sup> day of the current month for the following month. Payments not made by the first of each month will be assessed a late fee.

Any child whose tuition is more than 30 days delinquent will not be accepted for school attendance. All teaching and administrative staff of the preschool are expected to observe this policy. Any exception must be approved in advance by the Preschool Board.

Since tuition fees are based on expenses for the entire year and divided into nine monthly payments, tuition does not fluctuate when there are vacations during the month. (For example, Christmas, Easter, personal vacation and emergency days.) In the event we would incur more than 5 emergency days, tuition will be prorated for the additional days.

Tuition guarantees a child a place in the preschool and will be charged until the child is formally withdrawn.

When a child is formally withdrawn from school, a prorated refund will be made for each school day left in the month in which the child is withdrawn, with the exception of September.

Any child who withdraws may reapply to the preschool as a new student. This may mean going on a waiting list, if one exists.

**After July 31<sup>th</sup>, ALL September tuition is non-refundable.**

On occasion, a small fee may be required for a field trip or special event.

A limited amount of money is available to families in need of financial aid. Applications are available in the Preschool Office.

## **HEALTH INFORMATION**

A Health examination and child's record of immunization is mandatory for each pupil entering preschool. The health exam must be dated no less than six (6) months prior to enrollment and is valid for two (2) years. Admission will be denied until these forms are presented.

### **Evaluation and Exclusion of Ill Children**

All children shall be evaluated daily by the teacher according to DCFS Licensing Standards (see Appendix "Exclusion of Ill Children"). If a child develops any of the symptoms listed, he or she shall be excused from the program to protect him/her, as well as the other children. If ill children are kept at home, all the children in the program will stay healthier which in the long run means fewer illnesses and lost work days for parents as well.

The mildly ill child is the difficult one as far as making the decision whether to exclude him or her from the program. The decision in this case should be made based on whether the child feels well enough to participate comfortably in the scheduled activities for the day. If not, the child should be excluded. The Preschool is not properly staffed to give the extra attention that even a mildly ill child needs and deserves.

If a child becomes ill while at home and is unable to attend Preschool, the parent should notify the Office as soon as possible. This ensures proper communication with other parents if the child might have exposed other children in the program to a contagious illness.

The parent is also required to report to the Preschool within 24 hours (exclusive of weekends or holidays) when a child has been diagnosed by his/her physician as having one of the contagious reportable diseases (see "Reportable Infectious Diseases" in Appendix), or lice, scabies, impetigo, ringworm, or chicken pox. This ensures the Preschool's ability to



take proper action as soon as possible to prevent the spread of these illnesses to the other children in the program.

If a child attending St. John's Preschool has been diagnosed by his/her physician as having one of the reportable diseases, the staff is required to report this to the Health Department.

Guidelines for the readmittance of ill children following common contagious diseases are listed in the document entitled "Exclusion of Ill Children" (see Appendix). In certain situations, at the discretion of the Director, a written statement from the doctor indicating that the child is not contagious will be required.

### **Procedure for Notifying Parent or Contact Person If Child Becomes Ill**

If a child becomes ill during the day, a parent or contact person shall be notified immediately and asked to come pick him/her up within one hour. The child shall be isolated from the other children while he/she waits and made comfortable. An adult must always be in attendance.

The child's illness should also be recorded on the *Ill Child Log*. This allows for accurate records of any contagious illnesses which may flow through the Preschool.

### **Procedure for Notifying Parents of a Communicable Disease**

If a child in the program contracts a communicable disease, all parents are notified through written notice. Information regarding the disease (i.e. signs and symptoms, period of communicability, etc.) is also available to all parents.

### **Hand-washing**

Upon arrival at the Preschool, parents are instructed to assist their child in hand-washing as part of their drop-off routine.

Children's hands shall be washed routinely and frequently during their stay at the Preschool with soap and water. Children's hands shall be washed:

Before and after each meal or snack;

After using the toilet or having diapers changed;

After handling pets or animals;

After wiping or blowing his or her nose;

After touching items soiled with body fluids or wastes (e.g. blood, drool, urine, stool or vomit);

Before and after cooking or other food experiences;

After outdoor play time; and

Before and after using the water table.

The following technique for thorough hand-washing shall be used:

Wet hands under warm running water.

Lather both hands well and scrub vigorously for at least 15 seconds.

Rinse hands thoroughly under warm running water.

Dry both hands with a new single-use towel or automatic dryer.

For hand-held faucets, turn off the water using a disposable towel instead of bare hands to avoid recontamination of clean hands.

### **Medication Administration**

A physician's signature is required for the administration of any medication to a child (other than simple soap and water). This requirement is to protect both the child, as well as the Preschool.

The parent will be asked to fill out a *Medication Administration Form* upon requesting that the Preschool staff administer any type of medication to his/her child. No over-the-counter medications will be given. This form asks for all pertinent information concerning the medication (name, dosage, route of administration, etc.) as well as physician's signature and parent's signature.

The staff person will document on the *Medication Administration Form* that the medication was administered. When all requested dosages have been given, the teacher will offer to make a copy to send home with the parent and the original will be kept in the child's file.

All medications brought into the Preschool must be properly labeled with the child's name on it. A medication must be brought in its original container. No substitute containers will be accepted.

### **Management of Accidents and Injuries, Emergency Care and Emergency Transportation**

All staff members of the Preschool are kept current in their first-aid and CPR training. First-aid kits are kept in all areas. A child's *Pick-up/Emergency* form is kept in a readily available place in applicable areas. The phone numbers for emergency help (911) and poison-control are posted by each telephone.

In the event of an accident or injury, the child will be attended to as follows:

**A. Minor accident or injury – not requiring medical attention**

1. The child will be administered appropriate first-aid and brought to the Director/Assistant Director for assessment.
2. The parent will be notified of the accident or injury at the time the child is picked up. The incident will be verbally described to the parent, as well as the follow-up action taken.
3. An Accident Report will be completed regarding the incident.

**B. Injury requiring medical attention – non-life threatening**

1. Appropriate first-aid will be immediately administered and the Director/Assistant Director shall be informed as soon as possible.
2. The parent or contact person listed on the child's *Pick-up/Emergency* form will be notified and advised to come and transport the child to an appropriate source of medical care.
3. If the Preschool is initially unable to reach the parent or contact person, the child's physician will be contacted for further instructions. The Preschool will continue to make efforts to reach the parent or contact person.
4. If necessary, the child will be transported via ambulance to the appropriate source of medical care. Insurance policies dictate that the Preschool staff may NOT transport an ill or injured child. It must be done either by parent or contact person or by ambulance. A staff person should, however, accompany a child should he/she be transported by ambulance and the parent is not yet in attendance.
5. An Accident Report will be completed.

**C. Injury requiring medical attention – life threatening**

1. The appropriate life-sustaining first-aid will immediately be administered on the child and 911 will be called. The Director/Assistant Director will be informed as soon as possible without jeopardizing the health or safety of the child.
2. The parent or contact person listed in the child's emergency information will be notified of the situation. If the parent or contact person is unreachable on the first attempt, continued efforts

will be made to reach the parent or contact person until contact is made.

3. A staff person will accompany a child should he/she need to be transported by ambulance and the parent or contact person is not yet in attendance.
4. An Accident Report will be completed.

### **Nutrition**

Snacks consist of a variety of crackers, fruits, vegetables, puddings, etc. as well as juice, milk, or water. The staff strives to maintain a good variety, as well as proper nutrition. Parents are to advise staff of any food allergies their child may have. A listing of the children with food allergies is posted in each area for easy staff reference.

When providing a special diet causes an undue hardship or expense for the Preschool, snacks may be provided by the parent upon written agreement of the parent and the Director of the Preschool. The parent shall be responsible for the safety of food brought into the Preschool. Nutrition information and ingredients are available upon request.

Drinking water is readily available to all the children and shall be offered to them by either disposable or dishwasher-safe drinking cup or by child-accessible drinking fountain at frequent intervals during a day.

No food may be brought in by the parents for consumption by other children at the Preschool.

### **No Toys From Home**

Children are encouraged NOT to bring in toys from home for safety reasons, as well as to prevent the possibility of the toy being lost. There are special days designated for the sharing of special items from home.

## **EMERGENCY PROCEDURES**

### **Fire**

The Preschool holds monthly fire drills. These drills are logged as required by the State licensing agency. The children are led to the nearest appropriate building exit and then to a designated safe area outside the building. Building evacuation routes are posted in each room. Staff members are assigned the responsibility of taking along with them the attendance records and ensuring that all the children are safe.

### **Tornado Drills**

The Preschool holds two tornado drills during the school year. Children are taught the tornado safety position. Building evacuation routes are posted in each room. Staff members are assigned the responsibility of taking along with them the attendance records ensuring that all the children are safe and accounted for.

The Preschool is a secure environment. All doors to the Preschool are locked during school hours and monitored by a security camera. If the event of a complete lockdown, all classroom and office doors will remain closed and locked. The office staff will be able to communicate to the classrooms via an intercom systems.

## **ARRIVAL AND DEPARTURE OF CHILDREN**

For the children's safety, we ask that parents bring their children to the preschool when the session begins. Prior to this time the teaching staff is preparing for the day's activities.

Except in extreme emergencies a late charge will be assessed to parents who do not pick up their child by 10 minutes after dismissal time.

School officials should be informed in writing of any car pool transportation arrangements. Parents must include all car pool drivers on their child's *Pick-Up/Emergency* form.

If children are to leave the school by a means different than their usual routine, please give such changes in writing to the teacher or aide before the event occurs.

Parents will complete a *Pick-Up/Emergency* form listing those people allowed to pick up each child. Children will not be released to anyone not listed on this form. Parents should be sure to keep this form up to date. Changes to this form must be made in person. Parents should inform the people on the pick-up list that they will need to present a picture ID.

Parents should plan to drop off and pick up their children in the classroom. A *Sign-in/Sign-out* form must be completed daily. A space will be provided to write any needed information.

Parents who are unable to provide transportation at the regular school hours may enroll their child/children in our Extended Day Program. This program provides a safe and loving environment on a regularly scheduled basis prior to and/or after the child's regular session.

Parents should make sure a staff member is aware that their child has arrived before leaving the classroom.

Upon arrival, parents should assist their children in washing their hands.

## **COMMUNICATION OF CHILD DEVELOPMENT**

Teaching staff will monitor each child's progress daily. Problem areas will be noted and discussed with parents. Parent's comments and input are welcome. Parent-teacher conferences are scheduled annually; however, parents may contact the teaching staff to schedule additional conferences at any time.

In accordance with DCFS Licensing Standards for Day Care Centers Section 407.18, "Any child who, after attempts have been made to meet the child's individual needs, demonstrates inability to benefit from the type of care offered by the facility, or whose presence is detrimental to the group, shall be discharged from the facility."

Please see Appendix for Early Learning Standards – Developmental Guidelines for 2 year olds, 3 year olds and 4 year olds.

## **CLASSROOM INFORMATION**

Each teacher will make available to the parents the following information:

- Daily schedule
- Units being taught (themes, concepts for the week)

All staff meet at least the minimum DCFS requirements for their position.

Parents may visit their child's classroom at anytime. They must check in with the office before entering the classroom. It is helpful to notify the teacher in advance of the visit, but such notification is not mandatory.

The following components will be present for every classroom:

- Free Choice Time
- Circle Time
- Gym/Outdoor Play Time
- Music (integrated into the day as well as 1 time per week with Music Educator)
- Bible Lessons (integrated and 1 time per week with Director or Assistant Director)
- Fine Motor Lessons – Preschool papers, art projects
- Monthly Chapel Time
- Snack

Other activities as directed by the teacher

Information specific to each class room will be communicated by the individual teachers (i.e. classroom guidelines, items needed from home, etc.)

### **Birthdays and Celebrations**

Birthday celebrations are encouraged. Parents may bring napkins, cups and/or take home treat bags during the month of your child's birthday at a time agreed upon with the teacher. No food treats brought by the child's family will be served at the Preschool. Children born in summer months can celebrate their birthday at a time agreed upon with their teacher. Classroom teachers are available to assist with these special events.

Parents will be notified by the child's teacher of other holiday celebrations held throughout the year.

### **Dress**

#### **Children's names should be put on coats, jackets, boots, and backpacks.**

Teachers will encourage students to dress and undress by themselves. (Parents can help by working on this skill at home.)

Children are encouraged to be toilet trained prior to acceptance in the 3-and 4-year old programs. Any questions can be directed to the child's teacher and the Preschool Director.

Parents are encouraged to pack a change of clothes in their child's backpack; however, a few extra clothes are available at the Preschool for "accidents" of all kinds.

Parents should provide disposable diapers for those children not yet toilet trained.

Children should be dressed in durable clothes. There is a great deal of movement and activity in our preschool, and we don't want to damage "special clothes."

Children should be dressed in appropriate clothes for the weather. Classes will play outdoors whenever possible.

Parents are encouraged to have their children wear rubber-soled shoes daily.

### **Discipline**

The Director and staff of St. John's Preschool strive to provide a warm and safe environment for student growth and development. To that end, each teacher has rules outlining appropriate classroom behavior. These rules are explained to students at the beginning of each school year. If a rule is broken, the following disciplinary procedures will be followed by our teachers. The Preschool reserves the right to dismiss a child because of behavior that is excessively disruptive, inappropriate or places the child or another person at risk at harm.

The teacher or aide will explain to the child the rule that was broken. She will then explain how this behavior can hurt the child or another student; or how the behavior is not acceptable at school. The teacher will then give the child a warning.

If the child's behavior continues, the child will be given a time out in the classroom. A time out shall not exceed one minute per year of age. Hitting, biting, spitting, scratching, or hurting another student in any way will result in an immediate time out. Destroying school property will also result in an immediate time out.

If the behavior continues, the teacher may remove the child from the classroom. The child will then be taken to the office. The time spent in the office will be determined by the severity of the problem and will not exceed one minute per year of age. The child's parent or guardian will be notified that their child was sent to the Director and why.

If the behavior continues, a conference will be held with the parent/guardian and the teacher. The teacher may request the child's behavior be observed by another appropriate professional.

If all previously outlined steps have been taken and inappropriate behavior continues, the parent will be called to pick up the child.

### **Field Trips**

Parents will be asked on occasion to accompany the Preschool class on field trips. The teachers will limit the number of adults that will accompany the class. If a child not in the class must accompany a parent, that parent may not be in charge of any other children. **Parents who accompany the class must follow the teacher's direction with regard to the outing.**

Drivers must provide a copy of proof of insurance and a valid driver's license to the Office prior to the day of the field trip.

Parents will be notified in advance of these excursions and must provide a signed permission slip for each excursion.

Children will be required to wear appropriate child safety restraints during transportation.



Parents will be asked to supply car seats/booster seats for ALL children.

## **FAMILY INVOLVEMENT AND COMMUNICATION**

An all-school newsletter will be published monthly along with weekly updates. The monthly newsletter and weekly updates will be sent to our families via email.

Communication from individual class rooms will be in any of the following forms:

- Monthly and/or weekly calendars
- Monthly and/or weekly class letters
- Occasional notes and flyers
- Sign-up sheets by the sign-in/out area
- Parent information bulletin boards
- Personal conversations or phone calls
- Conferences
- E-mail

Parent volunteers are needed in many areas:

- Field trip helpers
- Help with special events
- Book orders, Funding Factory
- Classroom help as needed
- Special projects

Please let your teacher or the office know if you are willing to help.

Family Events include:

- Family Nights
- Christmas Program
- Monthly mission projects
- Farewell Ceremony for 4 and 5 year old classes only

A small parent lending library is available to Preschool families.

# APPENDIX

## **EXCLUSION OF ILL CHILDREN**

Children must be excluded from the child care setting for the following reasons:

Illness that prevents the child from participating comfortably in program activities.

- Illness that results in a greater need for care than the staff can provide without compromising the health and safety of other children.
- The child has any of the following conditions: fever  $\geq 101$  F, lethargy, irritability, persistent crying, difficulty breathing, or other manifestations of possible severe illness.
- 3 or more loose stools, stools that cannot be contained by a diaper, or stool that contains blood or mucus.
- Escherichia coli 0157:H7 or Shigella infection, until diarrhea resolves and 2 stool cultures are negative for these organisms.
- Vomiting 2 or more times during the previous 24 hours, unless the vomiting is determined to be caused by a noncommunicable condition and the child is not in danger of dehydration.
- Mouth sores, unless the child's physician or local health department authority states that the child is noninfectious.
- Rash with fever or behavioral change, until a physician has determined the illness is not a communicable disease.
- Purulent conjunctivitis (defined as pink or red conjunctiva with white or yellow eye discharge, often with matted eyelids after sleep and eye pain or redness of the eyelids or skin surrounding the eye), until examined by a physician and approved for readmission, with treatment.
- Tuberculosis, until the child's physician or local health department authority states that the child is noninfectious.
- Impetigo, until 24 hours after treatment has been initiated.
- Streptococcal pharyngitis, until 24 hours after treatment has been initiated.
- Head lice, until morning after the first treatment.
- Scabies, until morning after treatment has been given.
- Varicella, until all lesions have dried and crusted (usually 6 days).
- Pertussis, until 5 days of appropriate antibiotic therapy has been completed.
- Mumps, until 9 days after onset of parotid gland swelling.
- Measles, until 4 days after onset of rash.
- Hepatitis A virus infection, until 1 week after onset of illness or jaundice.

**ILLINOIS DEPARTMENT OF PUBLIC HEALTH**  
**REPORTABLE INFECTIOUS DISEASES AND CONDITIONS IN ILLINOIS**

Health care providers and hospitals must report any suspected or confirmed case of these diseases to the local health authorities within the number of days (d) or hours (h) indicated in parentheses after each disease.

Any suspected bioterrorism threat or event (immediately*)	Measles (24)
Any unusual case or cluster that may indicate a public health hazard (24h)	Meningitis, aseptic (7d)
AIDS (7d)	Mumps (7d)
Anthrax (immediately*)	Neisseria meningitides, meningitis, meningococemia and other invasive (24h)
Blastomycosis (7d)	Ophthalmia neonatorum (gonococcal) (7d)
Botulism, foodborne (immediately*)	Pertussis or whooping cough (24h)
Botulism, infant, wound, other (24h)	Plague (immediately)
Brucellosis (7d)	Poliomyelitis (24h)
Campylobacteriosis (7d)	Psittacosis (7d)
Chancroid (7d)	O fever (immediately*)
Chickenpox <20 years old (7d)> 19 years old (24h)	Rabies, human and potential human exposure (24)
Chlamydia (7d)	Reye Syndrome (24)
Cholera (24)	Rheumatic fever (24h)
Cryptosporidiosis (7d)	Rocky Mountain spotted fever (7d)
Cyclosporiasis (7d)	Rubella (7d)
Diarrhea of the newborn (24h)	Salmonellosis (other than typhoid) (7d)
Diphtheria (24h)	Shigellosis (7d)
Ehrlichiosis, human granulocytic or monocytic (7d)	Smallpox (immediately*)
Encephalitis (7d)	Staphylococcus aureus infection in infants <28days of age (7d)>
Enteric E. coli infections (0157:H7, STEC, EHEC, EPEC, ETEC) (24h)	Staphylococcus aureus infection with intermediate or high level vancomycin resistance (24h)
Food borne or waterborne illness (24h)	Streptococcal acute glomerulonephritis (24h)
Giardiasis (7d)	Streptococcal infections, group A invasive (7d)
Glomerulonephritis, acute streptococcal (24h)	Streptococcal infections, group B invasive <3 month (7d)>
Gonorrhea (7d)	Streptococcus pneumoniae, invasive with antibiogram (7d)
Haemophilus influenza, invasive (24h)	Streptococcal, rheumatic fever (24h)
Hantavirus pulmonary syndrome (7d)	Syphilis (7d)
Hemolytic uremic syndrome, post diarrheal (24h)	Tetanus (7d)
Hepatitis A (24h), Hepatitis B (cases and carriers), Hepatitis C and others (7d)	Toxic shock syndrome, presumed staphylococcal (7d)
Histoplasmosis (7d)	Toxic shock syndrome, streptococcal (24h)
HIV infection (7d)**	Trichinosis (7d)
Legionnaires' disease (7d)	Tuberculosis (7d)
Leprosy (7d)	Tularemia (immediately*)
Leptospirosis (7d)	Typhoid fever (24h)
Listeriosis (7d)	Typhus (24h)
Lyme disease (7d)	Whooping cough or pertussis (24h)
Malaria (7d)	Yersiniosis (7d)

The occurrence of any increase in incidences of disease of unknown or unusual etiology should be reported, with major signs and symptoms listed.

When an epidemic of a disease dangerous to the public health occurs, and present rules are not adequate for its control or prevention, more stringent requirements shall be issued by the Illinois Department of Public Health.

Illinois Department of Public Health  
535 West Jefferson Street  
Springfield, IL 62761  
Phone: 217-782-4977  
Facsimile: 217-782-3987  
TTY: 800-547-0466  
[www.idph.state.il.us](http://www.idph.state.il.us)

# Early Learning Standards

## Two Year Old Developmental Guidelines

### Primary Domains

#### **I Language Arts**

##### **A. Reading**

- 1 Shows interest in letters and words.
- 2 Shows beginning phonological awareness.
- 3 Responds to stories read aloud.
- 4 Shows appreciation for books.

##### **B. Writing**

- 1 Uses scribbles and unconventional shapes to write
- 2 Represents ideas and stories through pictures or dramatic play.

##### **C. Listening**

- 1 Gains meaning by listening.
- 2 Follows simple directions.

##### **D. Speaking**

- 1 Uses enough recognizable words to communicate news, ideas, thoughts and ask questions.

#### **II Mathematics**

##### **A. Number and operations**

- 1 Shows curiosity and interest in counting and numbers.

##### **B Mathematical processes**

- 1 Shows interest in solving mathematical problems.

##### **C Measurement**

- 1 Shows understanding of some comparative words.
- 2 Participates in measuring activities.

##### **D Patterns, relationships, and functions**

- 1 Sorts objects into subgroups that vary by one attribute.
- 2 Recognizes simple patterns and duplicates them.

##### **E Geometry and spatial relations**

- 1 Identifies several shapes.
- 2 Shows understanding of several positional words.

### **III Social/Emotional Development**

#### **A Self concept**

1 Demonstrates self-confidence.

#### **B Approaches to learning**

1 Shows eagerness and curiosity as a learner.

2 Attends to tasks briefly and seeks help when encountering a problem.

3 Shows some self-direction.

4 Approaches tasks with flexibility and inventiveness.

#### **C Social problem-solving**

1 Seeks adult help when needed to resolve conflicts.

#### **D Self-control**

1 Follows simple classroom rules and routines with guidance.

2 Manages transitions.

3 Begins to use classroom materials carefully.

#### **E Interactions with others**

1 Begins to show empathy and caring for others.

2 Participates in the group life of the class.

3 Interacts with one or more children.

4 Interacts with familiar adults.

### **IV Physical Development and Health**

#### **A Gross motor development**

1 Moves with some balance and control.

#### **B Fine motor development**

1 Uses strength and control to perform simple tasks.

2 Uses eye-hand coordination to perform simple tasks.

3 Explores the use of various drawing and art tools.

#### **C Physical fitness**

1 Coordinates movements to participate in activities related to physical fitness.

2 Follows simple safety rules while participating in activities.

#### **D Team-building**

1 Begins to demonstrate ability to cooperate with others during group physical activities.

#### **E Personal health and safety**

1 Begins to follow basic health and safety rules with reminders.

2 Begins to perform self-care tasks with increasing independence.

3 Begins to use socially acceptable ways to resolve conflict.

4 Participates in activities to learn to avoid dangerous situations.



## **Secondary Domains**

### **V Science**

#### **A Inquiry**

- 1 Uses senses to observe and explore classroom materials and natural phenomena..
- 2 Begins to uses simple tools and equipment for investigation.

#### **B Life science**

- 1 Observes living things and begins to learn of their needs.

#### **C Physical science**

- 1 Begins to make comparisons among objects that have been observed.

#### **D Earth science**

- 1 Begins to observe and describe simple seasonal and weather changes.
- 2 Begins to show awareness of the environment.

#### **E Safety practices**

- 1 Begins to follow basic safety rules with guidance.

#### **F Science, technology and society**

- 1 Expresses wonder about their world.
- 2 Begins to be aware of technology.

### **VI Social Science**

#### **A Citizenship and government**

- 1 Shows awareness of rules.
- 2 Shows awareness of what it means to be a leader.

#### **B Economic systems**

- 1 Describes some jobs that people do.
- 2 Begins to understand the use of trade to obtain goods and services.

#### **C Historical awareness**

- 1 Recalls information about the past.

#### **D Geographic thinking**

- 1 Begins to describe the locations of things in the environment.

#### **E Social systems**

- 1 Begins to recognize own physical characteristics and those of others..
- 2 Begins to understand family structures and roles.

### **VII Foreign Language**

#### **A Second language acquisition**

- 1 Maintains the native language for use in a variety of purposes while acquiring English.
- 2 Shows interest in learning words from a language other than the native language.

### **Fine Arts**

#### **A Expression and representation**

- 1 Begins to participate in creative movement, dance, and drama.
- 2 Begins to participate in group music experiences.
- 3 Uses a variety of art materials for tactile experience and exploration.

#### **B Understanding and appreciation**

- 1 Responds to artistic creations or events.

## **IX Spirituality**

### **A Concepts**

- 1 Learn that God made everything.
- 2 Learn that God loves them and will take care of them.
- 3 Know that God/Jesus loves them and is their friend.
- 4 Know the Bible is God's book.

### **B Interactions with others**

- 1 Transfer trust/distrust in adults to trust/distrust in God.
- 2 Beginning to know the difference between right and wrong.

### **C Prayer and worship**

- 1 Learn that prayer is talking to God.
- 2 May repeat simple prayers.
- 3 Worship by listening to others worship.
- 4 May sing and talk about God.

# Early Learning Standards

## Three Year Old Developmental Guidelines

### Primary Domains

#### **I Language Arts**

##### **A Reading**

- 1 Shows beginning understanding of concepts about print.
- 2 Begins to develop knowledge about letters.
- 3 Demonstrates phonological awareness.
- 4 Comprehends and responds to stories read aloud.
- 5 Shows appreciation for books and reading.

##### **B Writing**

- 1 Uses letter-like shapes, symbols, and letters to convey meaning.
- 2 Represents ideas and stories through pictures, dictation, and play.
- 3 Understands purposes for writing.

##### **C Listening**

- 1 Gains meaning by listening.
- 2 Follows two- or three-step directions.

##### **D Speaking**

- 1 Speaks clearly enough to be understood without contextual clues.
- 2 Uses expanded vocabulary and language for a variety of purposes.

##### **E Research**

- 1 Uses the language arts to acquire and communicate information.
- 2 Analyzes and evaluates information acquired from listening and viewing various sources.

#### **II Mathematics**

##### **A Number and operations**

- 1 Shows beginning understanding of number and quantity.

##### **B Mathematical processes**

- 1 Begins to use simple strategies to solve mathematical problems.

##### **C Measurement**

- 1 Orders, compares, and describes objects according to a single attribute.
- 2 Participates in measuring activities.

##### **D Patterns, relationships, and functions**

- 1 Sorts objects into subgroups that vary by one or two attributes.
- 2 Recognizes simple patterns and duplicates them.
- 3 Shows developing ability to solve problems using numbers.

##### **E Geometry and spatial relations**

- 1 Begins to recognize and describe the attributes of shapes.
- 2 Shows understanding of and uses several positional words.

##### **F Data collection and probability**

- 1 Begins to collect data and make records using concrete objects, pictures, and graphs.

### **III Social/Emotional Development**

#### **A Self concept**

1 Demonstrates self-confidence.

#### **B Approaches to learning**

1 Shows eagerness and curiosity as a learner.

2 Attends to tasks and seeks help when encountering a problem.

3 Shows some self-direction.

4 Approaches tasks with flexibility and inventiveness.

#### **C Social problem-solving**

1 Seeks adult help when needed to resolve conflicts.

#### **D Self-control**

1 Follows simple classroom rules and routines.

2 Manages transitions.

3 Uses classroom materials carefully.

#### **E Interactions with others**

1 Shows empathy and caring for others.

2 Participates in the group life of the class.

3 Interacts easily with one or more children.

Interacts easily with familiar adults.

### **IV Physical Development and Health**

#### **A Gross motor development**

1 Moves with balance and control.

#### **B Fine motor development**

1 Uses strength and control to perform tasks.

2 Uses eye-hand coordination to perform tasks.

3 Shows beginning control of writing, drawing, and art tools.

#### **C Physical fitness**

1 Coordinates movements to participate in activities related to physical fitness.

2 Follows simple safety rules while participating in activities.

#### **D Team-building**

1 Follows rules and procedures when participating in group physical activities.

#### **E Personal health and safety**

1 Participates in simple practices that promote healthy living and prevent illness and injury.

2 Follows basic health practices with increasing independence.

3 Uses socially acceptable ways to resolve conflict.

4 Participates in activities to learn to avoid dangerous situations.

## **Secondary Domains**

### **V Science**

#### **A Inquiry**

- 1 Asks questions and uses senses to observe and explore material and natural phenomena.
- 2 Uses simple tools and equipment for investigation.

#### **B Life science**

- 1 Observes, describes, and compares characteristics, basic needs, and life cycles of living things.

#### **C Physical science**

- 1 Makes comparisons among objects that have been observed.

#### **D Earth science**

- 1 Begins to observe and describe simple seasonal and weather changes.
- 2 Shows awareness of the environment.

#### **E Safety practices**

- 1 Follows basic safety rules with increasing independence.

#### **F Science, technology and society**

- 1 Expresses wonder and asks questions about their world.
- 2 Begins to be aware of technology and how it affects life.

### **VI Social Science**

#### **A Citizenship and government**

- 1 Demonstrates awareness of rules and routines.
- 2 Shows awareness of what it means to be a leader.

#### **B Economic systems**

- 1 Describes some people's jobs and what is required to perform them.
- 2 Begins to understand the use of trade to obtain goods and services.

#### **C Historical awareness**

- 1 Recalls information about the immediate past.

#### **D Geographic thinking**

- 1 Describes the locations of things in the environment.

#### **E Social systems**

- 1 Identifies similarities and differences in personal and family characteristics.
- 2 Begins to understand family needs, roles, and relationships.

### **VII Foreign Language**

#### **A Second language acquisition**

- 1 Maintains the native language for use in a variety of purposes while acquiring English.
- 2 Shows interest in learning words from a language other than the native language.

### **VIII Fine Arts**

#### **A Expression and representation**

- 1 Participates in creative movement, dance, and drama.
- 2 Participates in group music experiences.
- 3 Uses a variety of art materials for tactile experience and exploration.

#### **B Understanding and appreciation**

1 Responds to artistic creations or events.

## **IX Spirituality**

### **A Concepts**

- 1 Know that God made everything.
- 2 Know that God loves them and will take care of them.
- 3 Beginning to want to obey God.
- 4 Know that Jesus is God's Son and loves them.
- 5 Know the Bible is God's book.

### **B Interactions with others**

- 1 Learning to trust in God through trusting adults.
- 2 Beginning to know sense of shame and doubt when doing something wrong.
- 3 Can say "I'm sorry" to God and others for wrong things they do.
- 4 Beginning to show empathy and concern for others.

### **C Prayer and worship**

- 1 Understands that prayer is talking to God.
- 2 Can repeat prayers.
- 3 Beginning to pray simple, spontaneous prayers.
- 4 Participates in simple worship activities.
- 5 Is respectful during prayer and worship times.

# Early Learning Standards

## Four Year Old Developmental Guidelines

### Primary Domains

#### **I Language Arts**

##### **A Reading**

- 1 Shows beginning understanding of concepts about print.
- 2 Begins to develop knowledge about letters.
- 3 Demonstrates phonological awareness.
- 4 Comprehends and responds to stories read aloud.
- 5 Shows appreciation for books and reading.

##### **B Writing**

- 1 Uses letter-like shapes, symbols, and letters to convey meaning.
- 2 Represents ideas and stories through pictures, dictation, and play.
- 3 Understands purposes for writing.

##### **C Listening**

- 1 Gains meaning by listening.
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##### **D Speaking**

- 1 Speaks clearly enough to be understood without contextual clues.
- 2 Uses expanded vocabulary and language for a variety of purposes.

##### **E Research**

- 1 Uses the language arts to acquire and communicate information.
- 2 Analyzes and evaluates information acquired from listening and viewing various sources.

#### **II Mathematics**

##### **A Number and operations**

- 1 Shows beginning understanding of number and quantity.

##### **B Mathematical processes**

- 1 Begins to use simple strategies to solve mathematical problems.

##### **C Measurement**

- 1 Orders, compares, and describes objects according to a single attribute.
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##### **D Patterns, relationships, and functions**

- 1 Sorts objects into subgroups that vary by one or two attributes.
- 2 Recognizes simple patterns and duplicates them.
- 3 Shows developing ability to solve problems using numbers.

##### **E Geometry and spatial relations**

- 1 Begins to recognize and describe the attributes of shapes.
- 2 Shows understanding of and uses several positional words.

##### **F Data collection and probability**

- 1 Begins to collect data and make records using concrete objects, pictures, and graphs.

### **III Social/Emotional Development**

#### **A Self concept**

1 Demonstrates self-confidence.

#### **B Approaches to learning**

1 Shows eagerness and curiosity as a learner.

2 Attends to tasks and seeks help when encountering a problem.

3 Shows some self-direction.

4 Approaches tasks with flexibility and inventiveness.

#### **C Social problem-solving**

1 Seeks adult help when needed to resolve conflicts.

#### **D Self-control**

1 Follows simple classroom rules and routines.

2 Manages transitions.

3 Uses classroom materials carefully.

#### **E Interactions with others**

1 Shows empathy and caring for others.

2 Participates in the group life of the class.

3 Interacts easily with one or more children.

4 Interacts easily with familiar adults.

### **IV Physical Development and Health**

#### **A Gross motor development**

1 Moves with balance and control.

#### **B Fine motor development**

1 Uses strength and control to perform tasks.

2 Uses eye-hand coordination to perform tasks.

3 Shows beginning control of writing, drawing, and art tools.

#### **C Physical fitness**

1 Coordinates movements to participate in activities related to physical fitness.

2 Follows simple safety rules while participating in activities.

#### **D Team-building**

1 Follows rules and procedures when participating in group physical activities.

#### **E Personal health and safety**

1 Participates in simple practices that promote healthy living and prevent illness and injury.

2 Follows basic health practices with increasing independence.

3 Uses socially acceptable ways to resolve conflict.

4 Participates in activities to learn to avoid dangerous situations.



## **Secondary Domains**

### **V Science**

#### **A Inquiry**

- 1 Asks questions and uses senses to observe and explore material and natural phenomena.
- 2 Uses simple tools and equipment for investigation.

#### **B Life science**

- 1 Observes, describes, and compares characteristics, basic needs, and life cycles of living things.

#### **C Physical science**

- 1 Makes comparisons among objects that have been observed.

#### **D Earth science**

- 1 Begins to observe and describe simple seasonal and weather changes.
- 2 Shows awareness of the environment.

#### **E Safety practices**

- 1 Follows basic safety rules with increasing independence.

#### **F Science, technology and society**

- 1 Expresses wonder and asks questions about their world.
- 2 Begins to be aware of technology and how it affects life.

### **VI Social Science**

#### **A Citizenship and government**

- 1 Demonstrates awareness of rules and routines.
- 2 Shows awareness of what it means to be a leader.

#### **B Economic systems**

- 1 Describes some people's jobs and what is required to perform them.
- 2 Begins to understand the use of trade to obtain goods and services.

#### **C Historical awareness**

- 1 Recalls information about the immediate past.

#### **D Geographic thinking**

- 1 Describes the locations of things in the environment.

#### **E Social systems**

- 1 Identifies similarities and differences in personal and family characteristics.
- 2 Begins to understand family needs, roles, and relationships.

### **VII Foreign Language**

#### **A Second language acquisition**

- 1 Maintains the native language for use in a variety of purposes while acquiring English.
- 2 Shows interest in learning words from a language other than the native language.

### **VIII Fine Arts**

#### **A Expression and representation**

- 1 Participates in creative movement, dance, and drama.
- 2 Participates in group music experiences.

3 Uses a variety of art materials for tactile experience and exploration.

**B Understanding and appreciation**

1 Responds to artistic creations or events.

**IX Spirituality**

**A Concepts**

1 Know that God made everything.

2 Know that God loves them and will take care of them.

3 Want to love and obey God.

4 Know that Jesus is God's Son and loves them so much that He died for them..

5 Know the Bible is God's book.

6 Know that Jesus helps them be kind and loving and to do hard things.

7 Confuse the terms *God* and *Jesus*.

**B Interactions with others**

1 Understand that God can be trusted as they trust adults in their world.

2 Beginning to know sense of guilt when doing something wrong.

3 Can say "I'm sorry" to God and others for wrong things they do.

4 Beginning to show empathy and concern for others.

5 Recognize sins, but see sin in others more easily than in themselves.

**C Prayer and worship**

1 Understands that prayer is talking to God.

2 Can repeat prayers.

3 Beginning to pray simple, spontaneous prayers.

4 Participates in simple worship activities.

5 Is respectful during prayer and worship times.

6 Can memorize simple Scripture passages.