

JOHNSTON PUBLIC SCHOOLS

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Preschool Parent/Guardian Handbook

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Adopted: Johnston School Committee
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A little about the Graniteville School

The Graniteville School provides education to children who live in the town of Johnston and are 3 to 5 years of age. At our school, we have the following programs:

Universal Preschool Classroom which accommodates children who are 4 years old by September 1st. This is a State Funded Pre-K classroom

An **Integrated Preschool program** is a placement in an integrated preschool classroom designed primarily for preschool children with disabilities and including children without disabilities, located in a public school building. The maximum class size is no more than 15 students, with less than 50% being children with disabilities. The staff shall include a minimum of an Early Childhood Special Educator, and a Teacher Assistant with the provision of additional staff as indicated by the needs.

We also have an **Itinerant Early Childhood Special Education Teacher** who goes into the community to support area Preschools in accommodating the needs of students and their families. We offer a smaller, **more intensive classroom** for children who have been identified by the Special Education Team that have greater needs.

We are excited to offer openings for typically developing children, 3 1/2, 4, and 5 years old. We invite these children to participate in an enriched learning environment focused on developing communication and language, social, self-help, motor and cognitive skills. Our program is aligned with the RI Early Learning and Developmental Standards. Children without disabilities learn leadership and helping skills by modeling appropriate play and communication for their classmates with developmental delays.

Who's Who at the Graniteville School

The Principal: leader of the school

The Clerk: monitors daily attendance, oversees the computer data entry system for the program.

School Nurse Teacher: is the school nurse and is responsible for the health needs of the students in the program.

As a district we have access to a variety of **support services** that provide assistance to students and families if needed: We have the following members as part of our support staff: School Psychologist, Social Worker, Speech and Language Pathologist, Occupational Therapist, Certified Occupational Therapy Assistant, and Physical Therapist.

Our **Teaching team** consists of: Certified Early Childhood Education and Special Education Teachers, Special Education Teacher Assistants, Regular Education Teacher Assistants, and Registered Behavior Technicians. We also have an Itinerant Early Childhood Special Education Teacher and Education Coordinator.

All Certified Staff members have a minimum of a Bachelor of Arts in Early childhood Education and are certified as teachers through the Rhode Island Department of Education. Our Teacher Assistants have a minimum of a Teacher Assistant Training, combined with a Para Pro certificate, or an Associate's Degree.

Our entire staff has the following clearances and trainings:

- National SCI Criminal background check
- All RI licensing requirements in early childhood education and experience
- e At least 20 hours of professional development training in early childhood education per year.

Our certified staff participates in continuous in-service training and workshops pertaining to child development and early education. In addition, our pre-k staff will voluntarily participate in trainings pertaining to the RI Early Learning and Development Standards.

We do have volunteers that must pass criminal background and child abuse history checks. No volunteer is ever left alone with children. Volunteers do not assist with discipline or toileting issues while in the classroom.

On staff we have a **Parent, Family and Community Engagement Coordinator.** who helps organize family and volunteer activities, including socials, trainings, and committee activities.

Philosophy Statement

We are committed to providing and supporting the right of every young child to be able to participate in a broad range of activities in their school setting. With our inclusive and integrated program, children are encouraged to know that they belong. We encourage positive social relationships and friendships. The Graniteville School is integrated to be inclusive of all children with or without identified disabilities. Our children without identified disabilities receive a high quality early childhood education, while providing natural support and modeling for those children in the program with identified disabilities/needs. Our focus is to give every child the ability to be in an accepting environment to learn and develop appropriate readiness skills that will help them to reach their full potential in all areas of Social and Emotional Development, Cognitive Development, Language and Communication Development, Literacy, mathematics, Science, Social Studies, and Creative Arts.

We believe that children with disabilities deserve and should have equal access and equal opportunity to all the same programs that children without disabilities have at every age. It is the right of every child to have access to opportunities for learning and growing in the least restrictive environment.

The Graniteville School establishes and maintains collaborative relationships with each child's family based on mutual trust and respect to foster optimal development for children in all settings. These relationships are sensitive to family composition, language and culture. Interpreters are provided for parents who speak other languages, and sign language interpreters are provided for adults who are deaf or hard of hearing. Communication with families is sent via email, flyers set home with children (in English and Spanish), and phone calls to parents and guardians. Every attempt is made to involve families in their children's educational growth, and encourage full participation in all the programs we offer, including our daily activities, as well as monthly fun family events held in the evening! The Graniteville School offers parents the ability to take part in their child's education and to also become part of our school community. We have an open door policy that welcomes families to participate in classroom activities, and share in our Fun Family Activities that are appropriately tied to children's development.

On the first day of school in the fall, we invite parents and their children to tour their new classroom, meet other families and investigate interest areas together. At this time, we also conduct family interviews to gain better knowledge of family dynamics and each child's typical behaviors in the home. This helps to aid the child in their acclimation of their new school environment. For children who begin after the fall kickoff, teachers help new children adjust to the program environment with class visits prior to beginning school full time. The program encourages each child's sense of individual worth and belonging as part of a community and fosters each child's ability to contribute as a responsible community member.

Our highly qualified staff is skilled in the delivery of services to all students in the classrooms. Accommodations and modifications for children with developmental delays and disabilities are provided.

Some examples include, but are not limited to:

- Picture Schedules
- Technology
- First/Then Boards
- Predictable daily schedule of events
- positive rewards system
- adapted equipment
- handicapped accessible facility.

The faculty and staff at the Graniteville School supports children by providing the following resources:

- a **School Psychologist** who conducts evaluations, observations, functional behavior assessments, designs individualized behavioral intervention plans, consults with teachers and families, and provides access to resources in the community in response to family concerns.
- a **School Social Worker** who provides social skills groups and individual services, acts as a liaison between families and outside agencies and provides resources to help address students social and emotional needs. Some agencies that she connects with are: the Autism Project, CEDARR Centers, Gateway Healthcare, and the Providence Center.
- a **Registered Behavior Technician** who provides support to students using behavior management techniques and intervention strategies to reduce behaviors that interfere with the learning process and increase alternative adaptive behaviors, under the supervision of a licensed BCBA.

Appropriate specialists from the surrounding area will also join the team when unique needs present as part of the student's profile. We have worked with vision Specialists, Audiologists, and Tri-Town Agencies to help assist us in planning appropriately for students who enter our program.

In addition to her traditional role within the school, the School Nurse Teacher has created a Community Closet for our families. Weekly, canned good items and non perishable items are provided to some of our families in need. These items are delivered in the children's backpacks. The School Nurse Teacher also links our families with food banks in the Johnston area, by providing information about hours of operation and the different locations.

All children in our program have access to and participate in the general education curriculum. We offer each child access to our learning environments by removing all educational and structural barriers. As needed, we provide appropriate technology that enables children with a range of functional abilities to participate in activities and experiences in inclusive settings. We

offer multiple and varied formats for instruction and learning, so that each and every child can reach their academic potential. The Graniteville School supports a multi-theory perspective of Early Childhood. Within this perspective, the faculty and staff believe that learning occurs when children interact with both the environment and people around them (in line with John Dewey's Constructivist Theory). Dewey believed that children learn best when they interact with other people, working side by side and cooperatively with peers and adults.

We also believe that:

- education should be child centered;
- education must be both active and interactive; and
- education must involve the social world of the child and the community.

The faculty supports Dewey's thoughts of "observing children and then determining from these observation what kinds of experiences they ae interest in and for which they are ready." With this idea in mind, the faculty works to develop a strong base of general knowledge as well as knowledge specific to the children in our classrooms. We are working to help our students make sense of their world by increasing their greater knowledge and experience. The faculty invests their time in observation, planning, organization and documentation. These are the keystones of the program!

We believe that the experiences a child has in our program can only be education if they meet these criteria:

- They are based on the children's interests and grow out of their existing knowledge and experience;
- They support the children's growth and development;
- They help the children develop new skills;
- They add to the children's understanding of their world; and
- The experiences prepare the children to live more fully.

Along with Dewey, the faculty and staff employ and use many of Erickson's theories of how children develop emotionally. Addressing a child's social and emotional needs is another component of our philosophical background. Erickson believed that adults can foster independence in children of this age by:

- giving children simple choices; not giving false choices;
- setting clear, consistent, reasonable limits;
- Accepting children's swings between independence and dependence, and reassuring them that both are okay.

The classrooms at the Graniteville School are arranged to promote independence by allowing children to be able to make some choices for themselves. We have low shelves for equipment where children can make their choices without help from others. We have multiple sets of favorite toys and books available, while assisting children in developing sharing as a skill. Schedules include plenty of time for children to choose what they want to do from a range of

options in the interest areas in the classroom. Limits are clearly set based on individual abilities, which allows children to focus on learning self-regulation.

We believe that children should be as independent as possible, and that faculty and staff should focus on their gains as they practice new skills, rather than the mistakes children make along the way. The focus of our curriculum is on real things and on "doing" to fully engage children's imaginations and enhance their experiences.

The Rhode Island Early Learning and Development Standards are used to inform our program practices. These standards guide us in the development of curriculum, informing families about learning milestones, and in promoting optimal early learning trajectories into Kindergarten. We know that the intentionality of teacher planning can greatly enhance growth and development of children. That is why our interest areas are designed to support early learning, based on knowledge of the whole child, including a child's individual strengths, characteristics, and culture. Our teachers design a program that is responsive to individual and group needs and characteristics, contains a parent involvement component, addresses outcomes and states expectations, and is consistent with the needs of the community.

We know that the developmental domains are interconnected, that relationships and play are fundamental to a child's learning and that learning is dependent upon experiences. At the Graniteville School, we realize that all children differ in their intellectual, physical and emotional abilities and children frequently develop at different rates. Some require a great deal of time and support, while others are fiercely independent. Children learn best when teachers purposefully support self-guided discovery through play, including:

- Social play, which advances cooperation and sharing
- Constructive play, which allows children to explore objects and discover patterns,
- Physical play, which provides opportunities for gross and fine motor development
- Expressive play, which supports the expression of feelings
- Fantasy play, which encourages the development of the imagination

Our community is ethnically diverse. This means, young learners bring a wide range of linguistic experiences to this school. Some children who speak a language other than English in their homes and communities have varying levels of exposure to and competence in English when they enter our program. Children come into our program with widely ranging familial social, cultural experiences and expectations. Our teachers face an important challenge in accommodating these differences and creating learning environments that support the growth and development of all children. Assessment evidence is gathered in a way that is consistent with children's culture, language, and experiences.

The Graniteville School uses formal and formative child assessment focusing on children's exploration, inquiry across disciplines and expanding vocabularies to guide instruction, with modifications as necessary for children with disabilities. We believe assessment must be authentic and ongoing, as we assess children in the areas of: physical well-being, motor development, social and emotional development, approaches to learning, language development

and cognition and general knowledge. The most effective assessment tools are family and teacher observations and children's work samples/interviews that are collected systematically at regular intervals to align with the Rhode Island Early Learning and Development Standards and our curriculum. We believe that assessments lead to improved knowledge about children. This knowledge is translated into more effective curriculum and better teaching practices. Assessment helps early childhood professionals understand the learning of a specific child or group of children and enhances overall knowledge of children's development.

Volunteering

Resolution 07-04-05

School Committee Approved April 10, 2007

Statement Policy

The Johnston Public Schools appreciates volunteer efforts in our schools. Parents, college students, senior citizens, politicians, business representatives, and community members are important sources of support and expertise that enrich the instructional program, assist teachers, and connect the student body with the community.

Description

- A volunteer shall have the meaning of any person who interacts with and is in the "care, custody and control" of students or serving in an auxiliary capacity assisting under the direction of the Superintendent or designee in a school or during a school sponsored function.
- A volunteer is a non-compensated person functioning as a guest for the day.
- Volunteers may be requested to assist in special events such as reading day, class activities, and before/after-school programs.
- Volunteers shall also include, but not be limited to, teacher assistants, parents who observe classrooms, chaperones, college students, student teachers, parent group participants who perform auxiliary functions such as office assistants and outside agencies who interact with students, parent coaches, members of school committee, those associated with after school programs, cafeteria volunteers, members of parent teacher organizations, parents as office assistants-mailings, stuffers, copying and book fairs.
- Volunteers must receive permission by the Superintendent or designee (i.e., Principal, Director, Program Coordinator) in advance to volunteer. At the discretion of the Superintendent or designee a request for volunteering may be denied as deemed appropriate.
- Volunteers must adhere to all Johnston Public Schools policies and regulations including but not limited to Code of Conduct, Confidentiality, etc.
- Volunteers shall not discipline a student.

Requirement

- Volunteers shall be required to complete an Information and Disclosure Statement.
- Volunteers may be required to participate in an orientation and/or training established by the Johnston Public Schools.

Age Requirement

Volunteers must be a minimum of 18 years of age.

Assignment

Volunteers will not be guaranteed they will be in a specific classroom as may be requested.

Confidentiality

- Volunteers must adhere to the confidentiality of what is observed and not shared outside the classroom.
- Volunteers shall not have access to confidential information/files/records.

Safety and Security

- Upon initial application, all volunteers shall be required to obtain a local (Rhode Island) SCI.
- Each Subsequent year Rhode Island residents who volunteer shall only be required to obtain a local (Rhode Island) SCI that will remain current commencing from the time that person applies for volunteering until the first day of the next school year as determined by the school calendar.
- Applicant may obtain a local SCI from Police Department of the City/Town in which he/she resides.
- The cost of the local background check, if any, is to be the responsibility of the applicant.
- Volunteers who reside outside of the state of Rhode Island shall be required to obtain an annual National fingerprint BCI.
- Volunteers shall not escort or be with children without a classroom teacher present
- Volunteers must provide identification and sign in/out at the school's main office.
- Volunteers shall wear the "Visitor" badge or other means of identification as may be required.

Volunteer Liability and Indemnification

The Johnston Public Schools shall not be held liable for any volunteer for claims or demands whether groundless or otherwise, arising out of an alleged act or omission occurring within the scope of the act of volunteer service.

Exclusion

This Policy may not apply to guest speakers, performers, student mentors who are enrolled in the Johnston Public Schools, college student observers, truancy court personnel, newspaper reporters, vendors for school related items such as rings, yearbooks, deliver vendors and the like.

Records Retention

The building level Principal shall maintain an accurate file of signed Volunteer Disclosure Statements, and criminal background checks as required by Policy.

Please see Volunteer Disclosure Statement form in the "forms" section of this document.

Snow Policy/Cancellation of School

When weather conditions or other emergency events cause a regularly scheduled school day to be cancelled, a public service announcement will be made via the major radio and television stations. Additionally, a call will be made to the home phone number that is listed on your registration forms. This is an automated phone call system with a recorded message that will be sent to your phone number.

Child, Family and Staff Orientation Programs

Child Orientation:

Children are invited to visit the classroom and spend some time acclimating themselves to the school environment with their parent/guardians, prior to beginning the program full time.

Family Orientation:

Families are invited to an Orientation prior to school beginning in the fall. At this time, the Principal reviews policies and procedures of the school. Families are also invited into the classroom with their child to observe activities that are occurring in the room. At this time, parents may meet with the classroom teacher to discuss the child's home life. All families interested in enrolling in the program will meet with the Principal, prior to beginning in the program.

Staff Orientation:

The Staff follows the district guidance and policies for orientation.

Parent/Family and Community Engagement Component

Our Vision for you is to create an environment of partnership and mutual respect that engages your whole family in all aspects of our program.

We are committed to:

- support families as learners and offer you an opportunity to attend parent trainings and receive child growth and development information.
- welcome you, at your convenience, to volunteer at your child's school
- support family engagement in transitions
- support families as the lifelong educators of their child

We ask you to:

- obtain all required medical records
- keep your child home when an illness/contagious condition exists,
- send your child to school daily in appropriate clothing,
- be willing to meet with staff concerning you and your child's program
- help us build an effective family partnership by volunteering in the classroom, attending Parent Meetings, joining School Improvement Committees, and attending family events

Parent/Teacher Conferences

Parents/Guardians are provided a variety of opportunities to meet with their child's teachers to discuss progress and concerns. *We do hold an annual Parent Teacher Conference for all students.*

Family Surveys/Program Evaluation

Each year we ask parents/guardians to help us look at the Graniteville School in order to improve our services to both you and your children. Participants are asked to complete the Program Evaluation Survey that is sent home and to participate in the annual Program Self-Assessment.

Parent Teacher Organization

Our school has an active Parent Teacher Organization. You are the necessary people. You are the "P" in the P.T.O. Your input and support are crucial to success of the School-Home connection. Our School Improvement Teams needs your ideas! Parental involvement in school improvement teams is vital in improving our schools. Please contact the school Principal if you are interested in being involved in this organization. No contribution is too small. WE NEED YOU.

Open Door Policy

Families are welcome at the Graniteville School at any time. Information boards are set up throughout the school, as a resource for parents. We encourage all families to contribute to decisions about their child's goals and plans. The Principal and the teachers work closely and collaboratively with each family to generate ideas and solutions that can become part of the classroom curriculum. Families are encouraged to be the primary decision maker for their children's needs. Teachers and the Principal support families in obtaining any support services inside and outside of our program.

The Principal works to develop partnerships and professional relationships with agencies, consultants, and organization in the community to support the program in meeting the needs of all children and families.

Orientation Program/Transitioning to Preschool

Before enrollment, families are encouraged to visit the school with their child, so that their child can investigate the environment with the security of a nearby parent or family member.

Adjustment to school is easier if the child is prepared and has seen the environment prior to being left at the school by their parent. Families should begin talking with the child about going to school several weeks before the starting date. Talk about things the child will be doing at the school such as, blocks, painting, playing at the water table, etcetera. Talk about what the family will be doing while they are apart.

We invite all parents to come to school on the first day and stay there with their child for time frame set up for that session. You will meet your child's classroom teachers, and assistants at this time, and your child can acclimate themselves to the environment.

Opportunities for Families in the Program

- Participate in activities in the classroom
- Committee work
- Participation in outdoor activities
- Participation in after school events
- Participation in Family Trainings and Professional Development Opportunities

Health and Safety Component

Lockdown/Fire Drill/Evacuation Procedures

In accordance with the Rhode Island State Law, fire drills/lockdowns/evacuations are conducted at regular intervals during the school year. It is essential that when the first signal is given, everyone obeys promptly and clears the building by the designated route as quickly as possible. Students are not permitted to talk during drills and are to remain outside the building with their teacher until a signal is given to return inside. Evacuation plans are posted in each classroom. Students will be informed of fire/lockdown drills and evacuation procedures and are to follow these procedures should a drill or real fire occur. To ensure the safety of all students, it is vital to have an orderly, quiet, and quick exit from the building. There will be 15 fire drills, 2 of which will be lockdowns and 2 will be evacuations as stated by law.

Emergency Card Information

At the beginning of each year, a color-coded emergency medical card is sent home requesting phone numbers of designated persons that the school may notify if/when circumstances warrant. Should your telephone number (s) change or your telephone service be disconnected during the school year, please notify the school office of the change immediately. In the event of an emergency, the school MUST ALWAYS have a means of contacting a parent/guardian.

Health Examination Requirements

A Health examination is required of all students upon school entry. Please have your family health care provider complete the School Physical Form and return it to the school nurse-teacher. Copies of the school physical forms are available online at: www.johnstonschools.org

Immunization Requirements

The immunization regulations of the Rhode Island State Department of Health in accordance with the provisions of Title 16 of the General Laws of Rhode Island shall prevail. In cases of non-compliance, parents/guardians will be notified in writing that their child will be excluded from school until they provide proof of appropriate immunization. No child shall be registered without proof of immunization prior to the 1st day of school.

Health Issues

It is expected that parents will notify the school nurse-teacher of any medical condition or health problem that a student may have. The school nurse-teacher should be made aware by parents of a child that has specific allergies and food reactions. Students with these specific allergies (i.e., bee stings, nuts, and latex) should have their medication, if necessary, available at school. Classroom and cafeteria accommodations for students with food allergies will be made in accordance with RI legislation related to peanut/tree nut allergies in school. Students with fever, diarrhea, or vomiting should remain at home. Temperatures should be normal without the use of fever-reducing medications for 24 hours before a student returns to school. In cases of communicable illnesses such as conjunctivitis (pink eye), strep throat, or pediculosis (head lice), the student may not return to school until treatment is sought and the

student has been on medication to control the health problem. Students who are prescribed antibiotics for an infectious illness may not return to school until they have been treated for at least 24 hours.

Please note: per the Rhode Island Department of Health: in order to protect students and staff, public health guidelines to reduce the spread of influenza-like illness must be kept home. Parents will be contacted to pick up students who are sent to school ill. The guidelines set forth by the Rhode Island Department of Health for exclusion and readmission will be enforced.

Guidelines for Judging Illness at Home or at school

Students with the following symptoms should not be sent to school:

- Temperature greater than 100.5 degrees within the past 24 hours.
- Vomiting or diarrhea within the past 24 hours
- Pain or any other condition severe enough to interfere with ability to focus
- Infectious condition (i.e., strep throat, pink eye) that has not been treated for at least 24 hours
- Unidentified, untreated rash (medical clearance required)
- Any child diagnosed with flu-like symptoms and a fever should remain home for 7 days
- Red eye with drainage or crusting (medical clearance required)
- viral illness with excessive coughing and sneezing

Medication Administration

Except for emergency medication, only school nurse-teachers may administer medication in school. Medication will be administered in compliance with the Johnston Public Schools Health Services Policy and Procedure for Medication Administration. Before medication may be given to a student in school, the following criteria must be met:

1. The licensed health care prescriber must complete the Medication Consent Form or submit a written request with the same information. Both prescription and nonprescription medication to be given in school must be ordered by a health care provider. This includes any order for headache or pain relievers such as but not limited to Tylenol, Advil, Aleve or their generic equivalents.
2. Parent/guardian must sign a Medication Consent Form.
3. Medication must be in the original labeled container. Prescription labels must include the patient's name, prescription number, name of medication, dosage, physician's name and date.
4. Except for emergency medication, medication shall be stored in a locked area.
5. Standing orders written by the School Physician allow for Acetaminophen (Tylenol), Ibuprofen (Motrin or Advil), and Tums to be administered to students. These medications will be administered with the written consent of a parent/guardian and at the discretion of the school nurse-teacher. A parent/guardian will be contacted by the school nurse-teacher if student requests excessive amounts of these medications.

6. Controlled medication (Ritalin, Adderall, etc. . . .) must be transported by a parent/guardian and shall be counted and documented by the school-nurse teacher in the presence of the parent/guardian.

Peanut/Tree Nut Free Classroom Procedures

1. Parents must provide notice to the school nurse for any child medically diagnosed as having a peanut or tree nut allergy. Medical documentation is required. A plan of action should be in place.
2. This is a "Peanut/tree nut free" school. We are following a set of practices which reduce or eliminate the possibility of exposure of peanut-sensitive students to peanuts, peanut products, or peanut oils in the following ways:
 - a. Students will wash hands (20 seconds) each day upon entering the classroom
 - b. Students will wash hands after lunch/recess prior to entering the classroom.
 - c. Students will store lunches in a designated area, to limit any possible peanut exposure.
 - d. Our "Peanut/tree nut free" school is cleaned after school daily with a cleanser to further reduce exposure to any peanut or tree nut residue.

Despite the school department's efforts to establish "peanut/tree nut free" practices and procedures, no one can assure parents that a child may or may not have peanut/tree nut products, or may or may not have items made with peanut oils, or that a child on a bus or on the playground may or may not have had peanut/tree nut products.

Nutrition

Breakfast, Lunch and Snacks

Mealtimes are a time for learning and socialization. During meal times we encourage children to serve themselves. By allowing children to pour their own drink and scoop their own snack we are encouraging self-help skills and helping to develop math and fine motor skills. Teachers use meal times as an opportunity for learning. Teachers sit with children to model table manners and healthy eating as well as to engage in conversations.

Children need healthy meals to learn. The Graniteville School participates in the National School Lunch Program. Through this program we are able to offer healthy meals every school day. Breakfast costs \$1.50; lunch costs \$2.50. Your child may qualify for free meals or for reduced price meals. Reduced price is \$.30 for breakfast and \$.40 for lunch. If you do not wish to purchase food, you can provide a snack and lunch from your home in a lunchbox for your child to eat.

Children enrolled in the full day program are able to participate in this program for breakfast, and lunch. Children enrolled in our integrated preschool program can purchase milk at the school for \$.50. If your child is Lactose Intolerant, you can purchase juice for \$.50 during lunch time.

Pupil Emergency Contact Cards

At the beginning of each year, a color-coded emergency medical card is sent home requesting phone numbers of designated persons that the school may notify if/when circumstances warrant.

Should your telephone number(s) change or your telephone service be disconnected during the school year, **please notify the school office of the change immediately.** In the event of an emergency, the schools **MUST ALWAYS** have a means of contacting a parent/guardian.

Custody Restraining Orders

Only official court-issued custody documents are recognized by the school. The school principal must be notified immediately about custody matters, including restraining orders. Please provide the school with a copy of all pertinent documents.

Toilet Training Policy

1. All children entering the program are expected to be toilet trained.
2. Proper facilities for changing the child, which adhere to the sanitary guidelines, provided by the State's Health Regulations Guidelines.
3. The Parent is viewed as the primary teacher for this task. Parents/Guardians are required to take an active role in this process. The Graniteville School provides families with literature regarding suggestions for successful toilet training. A Toilet Training Plan may be developed in partnership with the child's Teachers and parents.

A Toilet Training Plan may be completed cooperatively with *staff* and parents for children who begin to express an interest in independent toileting. and who are currently identified as a student with a disability. The purpose of the plan is to ensure consistency for the child in terms of the toilet training procedures being used (reminders, etc). ne Toilet Training Plan is reviewed with the family.

While other children provide excellent models for using the toilet, it is expected that all children understand the process and are successful the majority of the time. When a child continues to have regular toileting accidents, spends a large portion of their day in the bathroom changing clothing, is not independent in the task, this takes a teacher away from others frequently and presents a health risk to others. The Principal in consultation with the teachers will determine if a child's toileting accidents present an excessive burden or a safety risk.

Biting Policy

The following steps are taken:

1. Staff comforts the victim and applies ice if necessary.
2. Staff completes an Biting Report for the child that did the biting and the child or staff member who was bitten describing what happened and the actions taken. In the event that the skin is broken, the parent is contacted immediately. The identity of the children involved is confidential.

3. Both children's Accident Reports should state, "Check with your own medical provider for any necessary follow-up."
4. If biting becomes an ongoing problem for any child in particular, a conference may be held. Every effort is made to get to the root of the issue. We will work towards resolving this issue and may develop a written plan of agreement.
5. If the safety of other students and staff become an issue a plan may be developed to address the biting issues.

Tobacco-Free Workplace

It has been determined that smoking is the leading cause of preventable death and disease in this country. In addition, the U.S. Environmental Protection Agency (EPA) has classified environmental tobacco smoke (ETS) as a group a known human carcinogen. The EPA has concluded that exposure to ETS presents a serious and substantial public health risk. Therefore, in light of this scientific evidence and in compliance with Rhode Island Public Laws Chapter 92-230, the Johnston Public School System is committed to protecting the health and welfare of both employees and students from the known hazard of exposure to tobacco-free school environment within the Johnston Public Schools Policy Statement.

Smoking and the use of tobacco products is prohibited in all Johnston Public Schools Facilities and on school system property. This includes school playgrounds, school administration buildings, indoor and outdoor school athletic facilities, school gymnasiums, parking areas, school locker rooms, school buses, and other school vehicles.

- Citizens in violation of the school district policy will be requested to stop smoking or to stop the use of other tobacco products on the school district site.
- As necessary, referral to local law enforcement officials will be made.

Clothing, Personal Belongings, Care Policies

Clothing

All children will need an extra set of clothing (including socks and underwear) in the event of a major spill, wet weather or accident. These extra clothes should change as the seasons change and be replaced as needed. We ask that you label each item. All items will be stored inside the child's cubby.

Please remove all strings on coats and hoods. They can easily get caught on playground equipment.

Active learning can mean messes. We strongly recommend that you send your child to school each day in clothing that can get muddy, painted, splattered (with various materials), gooey and wet. This includes their shoes. We support their self-help skills by taking them to the sink, so they can wash their hands and face. Yet, be prepared, they probably will not look as sparkling clean as they did when you left them in the morning! Usually, being messy means that your child learned something new, worked with a friend, solved a problem, created a work of art or just had a great time! As always, if you have any questions, suggestions or concerns please feel free to discuss this with your child's teachers.

Open-toed, sandals or slip-ons, can lead to injuries and therefore are not appropriate for your child's active day. We ask that you provide shoes or sneakers for daily wear. If an emergency were to happen, we would want your child to be prepared to meet whatever conditions are outside. When your child enters the Preschool, s/he should be wearing sneakers, "closed-toed" sandals, or other rubber-soled shoes to stay safe.

Personal Belongings

The equipment and play materials at our school are chosen carefully. With this in mind, we ask that you leave your child's toys and "special" belongings at home for the following reasons:

- They may hurt or injure other children
- They may get lost or broken
- Staff cannot monitor toys or personal items.

Curriculum/Academic Component

Arrival/Dismissal Policy

The hours for the Graniteville School are 8:05 a.m. to 11:00 a.m. for our morning session, and 11:45 a.m. to 2:30 p.m. for our afternoon session. Our full day preschool begins at 8:05 and ends at 2:30 p.m. Instructional hours begin at 8:15 a.m. for the morning and full day sessions, and 11:45 p.m. for the afternoon session.

Children cannot be dropped off prior to the start of school.

The safety of the children is of utmost importance. With this in mind, the following policy regarding the dismissal of school children will be implemented.

1. At the beginning of the school year, a parent/guardian must notify the principal (school office) and the child's teacher if his/her child will be picked up every day rather than walk or ride the bus. The school must be informed as to who will be picking up the child.
2. Every parent/guardian must complete an Emergency Contact Card, which contains a list of three (3) persons, other than themselves, who are authorized to pick up their child. The parent/guardian must list the person's name, ID/License number, phone number, and relationship to the child.
3. Every parent/guardian may, in writing, update the list at anytime.
4. At no time will the child be released to anyone who is not on the list.
5. Requests for individual dismissal changes will not be honored thirty (30) minutes prior to dismissal.
6. In order for a person on the list to pick up a child, the following procedure must be followed:
 - the parent/guardian must send a note to the classroom teacher in the morning,
 - The person picking up the child must report to the principal's office
 - The person must provide proper identification (i.e., driver's license)
 - The person must sign the child out of the building.
 - The child must identify the person who is picking him/her up.
7. The school will not honor phone calls 15 minutes prior to dismissal.
8. If for any reason the principal or his/her designee is uncomfortable about the dismissal of a child, he/she will keep the child in school until a parent can be reached.
9. A note must be provided each time a child is going home a different way this includes a different bus or pick up. This note must be copied 2 times as one will stay at the school and one will go to the bus yard.
10. Restraining orders must be on file in the office and updated when changes occur.

Classroom Environment

Our program provides for learning experiences that promote the growth of the whole child. It provides for activities and interactions based on the age and the developmental stage of each child. There is a wide range of equipment and materials for children of all ages. Some of the materials may include:

Writing materials: Writing materials are available in the art, dramatic play, blocks, math, and science areas. Children have opportunities to write using a variety of writing tools such as markers of different sizes, crayons, pens, and pencils.

Art materials : A wide variety of materials to cut, fasten, color and sculpt are available. Children have the opportunity to revisit art projects over time. Art displayed in the classroom is current and connects to children's learning. Materials change based on children's changing skill level and interest.

Music and movement materials are available for group use and independent use. During free choice time when children are able to freely move around the classroom, children have the opportunity to dance or make music using a selection of age appropriate commercially made instruments. Children can listen to a variety of music that include multicultural children's songs.

Blocks and block play materials are available on a large carpet for daily use. Other blocks such as cardboard or foam blocks may be added.. We also have Block Play People, that are a multicultural that are used in this center. The materials are rotated regularly based on children's interests.

Family/Life area is open every day. The area is large enough for at least 3 - 4 children to play. Materials are rotated so that children can take on different roles and explore new interests. Materials in the area reflect the diversity of our society. Career costumes, washable dress-up masks, and a space saver dress up center with a mirror!

Science opportunities are planned and spontaneous. The classroom may include science materials such as: magnifiers, tweezers, and natural objects.

Math opportunities are planned and spontaneous. Math materials may include: patterning trays, sorting trays, and graphing trays. Materials are also brought into the classroom that are natural to the environment.

Gross motor materials are available indoors. In our indoor Gross motor area, we have a variety of materials to enhance children's Gross motor development. Some materials in this area are: Six Pin Bowling set, tot sports easy score basketball set, and step a logs.

Gross motor opportunities for outdoor play include running and group games, and a brand new climbing structure that is appropriate for 3-5 year old children and is handicapped accessible. Teachers may take materials outdoors.

All classrooms include literacy materials. For example: books on construction and writing materials are available to support block building. A variety of genre is available. Teachers are intentional in the selection of books so that books include a variety of family structures, cultures, and home environments. Books reflect children's interest, encourage creative thinking and engage children in conversation with peers and adults.

Newsletter

We publish a monthly newsletter and calendar. The calendar includes the dates of current happenings such as PTO meeting dates, dates that the program is closed and happenings around the school. The newsletter may include notes from your child's teachers, information on community events, health, safety and nutrition ideas and favorite books.

Classroom Curriculum

Our Curriculum is designed by our teachers and is aligned with the Rhode Island Early Learning and Developmental Standards. "Early learning standards articulate a shared expectation for young children's learning (RIELDS)." Each of the nine domains outlines in the RIELDS is addressed through carefully designed, developmentally appropriate activities and play experiences. Teachers provide a range of activities from teacher directed, to small group learning, to free choice play to target all areas of development.

Pf.,gtew.WiaruP **D** : This domain addresses three specific areas: physical activity, safety practices, and self help skills. Physical Activity addresses both fine (small) and gross (large) motor skills which are addressed in this area of development. Children are provided with at least 30 minutes of unstructured motor play daily, most often outside. More structured motor activities are offered through our Physical Education classes. Fine motor skills are addressed through open ended play activities and teacher designed activities such as early writing and planned crafts. Self-help skills are embedded into daily routines.

Sod.aP.aruP & Dwebbru,....,J, Through play and structured activities, we seek to foster positive relationships between children and adults and among children. Through daily routines, circle time, and free play, children learn self-control, self-confidence, and a sense of community. With a healthy, positive atmosphere present in the preschool, the children learn to negotiate conflicts with others and reach successful resolutions, which are important life skills.

D : Early language skills are critical to a child's academic success. Our program is a language-based, meaning language is featured in all aspects of the program. Language refers to your child's ability to understand what is being said and to communicate his/her thoughts and feelings to others. Through language development children gain independence, interact with others and participate in the surrounding culture. It plays a critical role in social interactions and the expression of emotions as well as learning.

Literacy: Literacy is the ability to interpret the intended message of the symbols (reading) and to use them to communicate information to others (writing). To encourage literacy development, children are exposed to books, songs, fingerplays and nursery rhymes. Daily reading experiences encourage children to expand their world and vocabulary. Reading fosters phonological awareness, promotes print knowledge, and helps to create an understanding of story sequence. Comprehension is built through discussions, role-plays and visual props.

As children begin "writing", they may use drawing, scribbling, or invented letters and spellings to express themselves, which are legitimate forms of early writing. Children are encouraged to explore and expand their writing skills through a variety of play-based activities.

D - "Cognitive Development refers to the process by which young children grow and change in their abilities to pay attention to and think about the world around them

(RIELDS)". Within this domain, we strive to support children in the areas of: logic and reasoning, memory, attention, and perspective taking. Daily routines, imaginative play, problem solving and conflict resolution skills are embedded in curricular activities.

:Math experiences occur throughout the day giving the children the chance to recognize numbers and build math skills, including number sense, number operations, patterning, measurement, and geometry. Hands-on activities are offered to stimulate math development, including board games, puzzles blocks, patterns, and real life problem solving.

Sci.etc.e: A young child's natural curiosity lends itself to the study of science through discovery. Observing, classifying, communicating, measuring, inferring and predicting are integral to understanding the processes of science. The following are some examples of ways science is incorporated: examining nature, exploring the world through your senses, observing the weather and seasonal changes.

SocinP. S-6.uiw..: In this area, the children learn about their place in the world by discussing families and our school community. Individual differences and similarities are addressed as well as the development of social responsibility. Children also develop a greater sense of time and vocabulary related to the passage of time.

a.&: "The arts provide children with a vehicle and organizing framework to express ideas and feelings (RIELDS)." Children are provided with opportunities to explore a wide variety of materials and mediums to create their own unique work. In addition, children are provided with opportunities to sing, play musical instruments, and to engage in drama through circle times, and free play.

Child Assessment

Our guiding principles for Child Assessment are the following: All domains need to be assessed to allow for a comprehensive understanding of children's development; Assessment instruments are used with fidelity and are used for the purpose for which they were designed; Data are collected from multiple sources and multiple methods; Data is used ethically to support children's growth; Assessment information is communicated thoughtfully and with respect to children and families and in keeping with privacy guidelines.

We utilize the **Child Outreach screens** that are conducted at the school. Children who are 3 years old are screened regularly, with parental permission, for potential health problems and developmental delays. We screen these children through our Child Outreach Program. Screenings take place in our building 3-4 times per month. These assessments focus on health needs and possible developmental delays. Assessments include vision and hearing screening. We also use other methods of ongoing Child Assessment. This is the process of observing, recording and otherwise documenting the work children do and how they do it. It is grounded information obtained in a variety of ways in the actual situation in which a child plays, works, and learns. It is continuous and it is integrated into the ongoing life of the classroom. This data is collected through:

- **Observations:** may include Anecdotal observations, checklists, rating scales, samplings, and journal entries
- **Children's work:** may include work samples and photographs
- **Interviews:** child interviews, parent interviews, and significant others

We currently use **Teaching Strategies GOLD** as a standardized assessment program. We may choose to use another tool to collect this data. Our teachers observe both what children can do on their own and what they can do with skillful adult prompting and support. Teaching Strategies GOLD is the assessment system selected by the Rhode Island Department of Education for use with the Pre-K population.

Photographs

It is the policy of the Johnston Public Schools not to allow any students to be photographed and/or recorded in any way by the press or the media without the expressed, written consent of the student's parents or legal guardian. Photographs of groups of children or staff may not be posted on social media sites.

Use of Social Media Policy

Parents are encouraged to use social media sites sensitively. These sites should not provide an opportunity to discuss issues about children and families enrolled in the Johnston Public School System. Photographs of groups of children or staff may not be posted on social media sites.

Please keep in mind:

- Identified images of students shall not be made public without the written consent of the student's parent (s) or guardian (s).
- Exception: Students who participate in school-sponsored programs that include public performances or events may have their image and/or name published. Musical performances, plays, athletic events, graduations and other ceremonies are often recorded for public presentation. Participation in such a performance or event shall be regarded as consent.

Classroom Management/Guidance of Children

The Graniteville School utilizes a research based, data-driven behavior system to address social and emotional skills. Our goal is to create a positive approach to behavioral expectations for ALL students by creating a climate that is consistent in all areas of our school community. The children will first be taught the positive behavioral expectations. Then we work together to encourage this behavior in all environments. The rules and limits should be clear and consistent for children. Redirecting children is encouraged. Children may be asked to use a "quiet area" for several minutes to give themselves time to settle down. Parents are asked to be committed to this process as well.

Our discipline procedures will consist of the following strategies:

- Encouraging children to use their words when having a disagreement with another child.
Facilitating children in their attempts to settle their own disputes

- Behavioral reflections, parallel talk, and self-talk are used to encourage and acknowledge positive behaviors
- Logical and natural consequences, behavioral reflections, conflict resolution and calming strategies guide children.
- Redirecting behavior when this seems potentially effective.
- Separating a child from the group (Time-OUT!)-one minute away for each year of the age of the child
- Making parents aware of disciplinary concerns (Incident Report).

Discipline Procedures for disruptive behavior:

- Disruptive Behavior will be addressed in an incident report. This will be completed to document any inappropriate behaviors that directly impact other children, staff members, or the group as a whole.
- If a child becomes a safety concern towards himself and others, parents may be asked to meet with the child's teacher and Principal.

*Children requiring more specific behavior programming will be assessed specifically. Individual plans will be developed with staff and parents as necessary. No punitive methods, such as withholding food or physical punishments, will ever be used.

School Schedule/Hours of Operation

The Graniteville School offers morning and afternoon sessions, scheduled between 8:05 a.m. - 11:00 a.m. and 11:45-2:30 p.m. respectfully. We also offer a full day 4 year old program scheduled from 8:05 a.m. - 2:30 p.m. Your promptness for drop-off and pick up times is kindly appreciated. Most students attend the program Monday through Friday.

We offer Public School Transportation for our morning and afternoon Sessions to and from school, on the Public School Bus. Your child will be picked up at your home and at the end of the school day, will be dropped off at your home.

If you child attends the full day 4 year old program, transportation is not provided.

All children will have access to gross motor activity daily. Children have the opportunity to utilize the interest areas in the classrooms, participate in snack time, and interact in the classroom to develop their social and emotional skills throughout the day. A typical schedule for the classroom may be:

Arrival

Interest Areas

Circle Time (meeting time)

Snack

Gross Motor Play

Dismissal

Our program will follow the School Calendar for the Johnston Public Schools.

Before and After-school Child Care Plan

The Graniteville School does not provide before or after school care at the school. However, we do provide transportation to several local Child Care Centers in the town of Johnston. If your child attends the ½ day or the full day program, and child care is needed before or after school, we will provide transportation to the following child care centers in the town of Johnston:

- Creative Center 934-2807
- Lollipop Center 764-0468
- Scribbles Academy 861-1616
- Little Learners 351-3230
- Tri-Town Agency 519-1979

These centers provide before and after school hours. You can contact any of these centers for more information on their rates and hours of operation.

If child care assistance is needed, you may be able eligible to apply to www.dhs.ri.gov for additional assistance.

Supervision of Children

Children are never left unsupervised during the school day. We adhere to the following State Ratios, which are posted outside each classroom and in the Main office of the building:

The staff-child ratios and group size requirements and be maintained in all approved classrooms:

Age	Staff/Child Ratio	Maximum Group Size
3,4,and 5 year olds	1 to 9	18

Current RI Special Education regulations require a maximum group size of 15 preschoolers in inclusive/integrated classrooms to 2 Staff/Child Ratio.

School Policies:

Special Needs Eligibility:

A student is eligible for a special needs preschool placement when the Evaluation Team has reviewed testing and observational data and identified the student as having a disability. The IEP team and parents will then decide if the preschool is an appropriate placement that will meet the needs of that child.

Supports Services:

The Graniteville School offers a wide variety of support services for students and their families who are eligible. The specific services your children receive are based on his or her needs and determined at an IEP meeting. The preschool staff is committed to providing services in the least restrictive environment. To the maximum extent appropriate, support services are provided in the classroom setting. Services available include speech and language therapy, occupational therapy, adaptive physical education, physical therapy, and social skills supports.

Tuition:

Tuition for a typically developing peer is \$150.00 per month. If you should need Tuition Assistance to attend our program, we will accept your application for assistance in the office of the school. Please see our School Clerk for more information regarding this service.

Enrollment:

The Graniteville School is an integrated program serving children with and without disabilities. Our enrollment process is designed to allow you time to visit, to ask questions, and to assess whether your expectations and our program are a good fit. All typically developing peers enrolled in this program must be toilet trained. Enrollment in our Peer program at this school is open to children 3 ;, to 5 years old who are residents of Johnston. For children who have an Individualized Education Plan, enrollment will begin on their third birthday.

Selection for enrollment will begin in May for the subsequent school year. Recognizing that there may be more applications than placements available, a lottery system may be used. Applicants will be notified by mail and/or phone call. Applications not selected in May, will be placed on a waiting list according to the date of the application.

The Graniteville School also operates a State Funded Pre-K program for children who are 4 years old by September 1st. This program is State funded. Enrollment is by a lottery system. There is no fee to participate in this program. It is a full day program that operates from 8:05 a.m. to 2:30 p.m. There is no transportation provided for this program.

Children's Record Requirement

You will be asked to provide a Birth Certificate, a form stating that your child has had a complete physical, Immunization Records, and a completed Application, which is available at the school or online at www.johnstonpublicschools.org.

Procedures for reporting Child Abuse and Neglect

Chapter 11 of Rhode Island State Law on Abused and Neglected Children requires every citizen to report suspected child abuse and neglect. "Any person who has reasonable cause to know or suspect that any child has been abused or neglected or has been a victim of sexual abuse by another child shall, within twenty-four (24) hours, transfer such information to the Department of Children, Youth, and Families, or its agent who shall cause the report to be investigated immediately." The phone number for reporting such cases is 1-800-RI-CHILD 1 (800) 742-4453.

Confidentiality Policy and Procedures

The Graniteville School maintains confidentiality and respects all families' rights to privacy, refraining from the disclosure of confidential information. Personal information including medical records, family history and assessment information is stored in a secure location at the school. Access to this information is limited.

Bus:

Bus transportation is available for all students who participate in the integrate pre-k program. School buses will pick up/drop off students at their home, which is a designated "house stop". In the event that no one is at home to accept a child, he/she will be transported to the Administration Office, which is located on the lower level at NA Ferri Middle School. Repeat offenders may be referred to DCYF.

Information on bus stops is published in the SunRise/Johnston Schools website prior to the start of each school year.

School bus transportation should be treated as a privilege, not a right. It is an extension of the school system. A student's misconduct at a bus stop or on a bus could lead to his/her transportation being withdrawn, in cases of persistent disruptive behavior. Proper conduct on buses is most important if health and safety for all students are to be protected. Any student found guilty of vandalism, or unacceptable behavior will be subject to disciplinary action and may lose his/her bus privileges. Parents/guardians and students are encouraged to report any dangerous or hazardous situations, which they may observe at the bus stop or on the bus.

Student Code of Behavior on the bus:

1. The driver is in full charge of the bus and pupils. Students must obey the bus driver, bus monitor and/or aide promptly, willfully, and respectfully.
2. Fighting or other misconduct on a bus will be sufficient reason to discontinue providing bus transportation for the student.
3. Students shall ride their regularly assigned bus at all times, unless school authorities have granted permission to the contrary.
4. Students may be assigned a seat, in which he/she will be seated at all times, unless permission to change is granted by the school administration and/or the bus driver.
5. Standing, yelling, and use of improper language, will NOT be tolerated and will result in disciplinary action by school administration.

6. Throwing any item out of bus windows creates litter and could be hazardous to adjacent vehicles. No food or drink is allowed on school busses.
7. No pupil shall at any time extend his/her head or arms out the windows, regardless of whether the school bus is in motion or standing still.
8. Any object that might constitute a weapon such as sticks, rocks, breakable containers, any straps, pins extending from their clothing are not acceptable on a school bus and violate the JPS Zero-Tolerance Policy.
9. Students should treat the school bus as carefully as they would their own property. Students causing damage will be responsible for paying for damages.
10. Students should not distract the bus driver.
11. Students are to remain seated while the bus is in motion, and they are not to get off the bus until it has come to a complete stop.
12. Students must cross the road at least 10 feet in front of the school bus and never behind the bus.
13. Self-discipline should be exercised by students at the bus-loading area. Students should refrain from pushing and shoving other students.
14. A written request must be submitted to the school office in the morning in order for your child to ride a different bus home.
15. In the event of a bus emergency, emergency exit procedures will be followed.
16. Students must follow any guidelines set forth by bus company and/or designated personnel

Forms

Toilet Training Form

Name of child: _____

Teachers Name: _____

Date: _____

Toileting Plan:

Shared with Parent on: _____

Parent responsibilities/expectations:

Submitted by: _____

Date: _____

Preschool Incident Report Form

Child's Name: _____ Date: _____

School: _____ Time of Incident: _____

Faculty Member filing Report:

Description of Incident:

Action Taken:

Referred to:

_____ Principal Signed: _____

_____ Education Coordinator Signed: _____

_____ Teacher in Charge Signed: _____

Parent/Guardian Notified

Yes

No

Date of Notification: _____

Method of Notification: _____

Biting Form

Provoker/ Injured

Child's name: _____

Did the bite break the skin? Yes _____ No _____

School Nurse Notified? Yes _____ No _____

School Nurse: _____

Medical Treatment at the school:

Parent Notified? Yes _____ No _____

By whom? _____

Principal Notified: _____

Education Coordinator Notified: _____

Teacher in Charge Notified: _____

Next Steps:

Johnston Public Schools
Graniteville School Minor Injury
Report

Today's _____ Date: _____

_ Date of Injury: _____

Time _____ of _____ Injury: _____

-

(PLEASE PRINT LEGIBLY)

Name of Student: _____ Address: _____

Parent/Guardian Name: _____ Date of Birth: _____

Teacher/Staff member observing injury: _____

Location of Injury: _____

Description of Injury (i.e., Abrasion, Bruise): _____

First Aid Administered: _____ By Whom?: _____

Parent/Guardian contacted via: note/ phone call _____ Time: _____
(circle one)

