



Utica Community Schools

COMMUNITY EDUCATION

Early Childhood Programs

FULL DAY PRESCHOOL



2021-2022
Parent Handbook

Welcome

Dear Early Childhood Parents,

Welcome to Utica Community Schools' Full Day Preschool Program. Our goal is to offer quality childcare for working families. Our full day preschool and childcare programs provide for the social and educational needs of your child. Each classroom is designed to meet the needs of a particular age group in a safe, comfortable environment. Nurturing care is combined with age appropriate educational opportunities provided by trained staff in early childhood. We are pleased to be part of your child's earliest educational experience.

We offer Full Day Preschool and Child Care at the following locations:

Community Education Center – CEC (Dodge Park & 17 Mile)

Kathleen Kaiser, Director – Phone 586.797.6979

Duncan Early Childhood Center (26 Mile & Schoenherr)

Cassie Edwards, Director – Phone 586.797.4652

We welcome your feedback. Please do not hesitate to contact me with any suggestions, questions, or concerns. I can be reached at:

Phone: 586.797.6945

Email: cheryl.wajeesh@uticak12.org

Sincerely,

CJ Wajeesh

Director of Community Education

Acting Early Childhood Coordinator

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Programs

Utica Community Schools provides a variety of programs for young children and their families. Preschool and nursery are offered morning or afternoon. Montessori nursery/preschool is offered at two locations. Full day preschool and childcare is offered for infants, toddlers, and preschool age children at three locations. Additional information regarding our Early Childhood programs is available on our website http://ucsccommunityeducation.org/early_childhood.

Philosophy

The early years of a child's life establish the foundation for their future and therefore, are among the most critical. Our program addresses the unique needs of each child and family that provides for growth in the school and community setting. Each child develops in a unique way at their individual pace. Teachers observe each child's social, emotional, physical, cognitive, and language development. These observations are the basis for planning activities that support each child at their current level of development and gently guide their growth.

Children learn best when they feel safe in an environment with age appropriate expectations. The tasks that children practice, and master are the foundation for more formal educational requirements ahead. Young children are active learners. The daily schedule of activities encourages participation and exploration. Teachers interact with individual students, small and large groups. Staff observe and select materials to foster practice, mastery, and growth.

Early childhood programs provide a bridge from home to school. Teachers serve as a resource for parents, providing information about child growth and development. Our Early Childhood programs partner with families and together we meet the needs of the young child.

MDHHS Licensing Notebook

- The center maintains a licensing notebook of all licensing inspection reports, special investigation reports and all related corrective action plans.
- The notebook is available to parents for review during regular business hours.
- Licensing inspection and special investigation reports from the past two years are available on the Bureau of Children and Adult Licensing website at www.michigan.gov/michildcare.

Curriculum

Young children are welcomed into our Early Childhood classrooms with inviting materials and caring, experienced teachers. Children engage in activities designed to promote learning based on their abilities and interests. Teachers provide support, guidance, and challenges so that children feel comfortable and confident as they learn. Teaching Strategies Creative Curriculum provides a

program framework that guides teachers as they observe, plan, and assess the growth and development of children.

Literacy is integrated throughout all classroom areas and routines. A trusting environment promotes speaking and listening. Letters, words, and numbers are presented in meaningful ways. The housekeeping area may have cereal boxes, coupons, and cookbooks. The sand and water table may have a book on seashells nearby. Connections are made from objects to words by labeling items in the preschool room. Teachers ask children to tell about their drawings and write their comments down on paper. The writing center provides pencils, paper, markers, scissors, stickers, and other items that help children begin to translate thoughts to written words.

The ability to count, sort and classify helps children organize the world in an orderly manner. Concepts such as “more than” and “greater than” can be observed on graphs of the children’s favorite colors. Numbers play an important part of the routine as children count classmates for attendance and set the table for snack. A teacher may see that a group of children has sorted beads according to color. She can extend that activity by working with the children to count each color group, write down the color name and discuss how many are in each group.

Teachers encourage children to verbalize what is going on in their world and problem solve together. They are capable of working through social situations such as taking turns and following classroom rules. Teachers ask questions to promote curiosity. Children may give clues to their fellow students in a guessing game or predict what might happen next in a story.

Teachers observe and assess children then plan accordingly. The Creative Curriculum provides a Development Continuum that allows teachers to arrange their observations according to each child’s development in each area. The Michigan Department of Early Childhood Standards aligns with the Creative Curriculum. This framework design assists teachers as they plan classroom activities that support children as they master tasks and are challenged to move on to the next level.

Early Childhood classrooms are busy places. The active learning that takes place throughout the day often does not result in a product. Teachers can provide photographs, anecdotes, and portfolio work to help parents appreciate how children learn through play.

Objectives for Development and Learning

Every Early Childhood program is expected to follow and incorporate the following into their lesson plans:

- Creative Curriculum
- MI Early Childhood Standards of Quality
- UCS Standards

Lesson plans must include what goals and objectives are being reached through each activity. Please note that television and movies will not be watched on a regular basis. If they are utilized in the classroom, they will tie to the learning and objectives. These goals and objectives are listed as follows:

Social-Emotional

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place

10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - b. Engages in sociodramatic play

Literacy

15. Demonstrates phonological awareness
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Uses letter-sound knowledge
17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
 - a. Interacts during read-aloud and book conversations
 - b. Uses emergent reading skills
 - c. Retells stories
19. Demonstrates emergent writing skills
 - a. Writes name
 - b. Writes to convey meaning

Mathematics

20. Uses number concepts and operations

- a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
21. Explores and describes spatial relationships and shapes
- a. Understands spatial relationships
 - b. Understands shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

Science and Technology

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

Social Studies

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

The Arts

33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

English Language Acquisition

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

The following activities will be included daily:

- Fine/small and large motor
- Language and Literacy
- Social and Emotional
- Math
- Science/Discovery
- Sensory/Art (not product art, PROCESS art)
- Technology (whenever appropriate)

Enrollment

The Full day Preschool Program enrollment takes place in the spring and continues throughout the year when space is available. Priority is given to currently enrolled children, their siblings, and children enrolled in our Infant/Toddler Early Learning and Care program.

In order to attend, children must have on file:

- Children who have reached 33 months of age may be enrolled in the 3 year old classroom with written parental permission. An adult:child ratio of 1:10 shall apply.
- Children must be independently toilet trained without pull-ups or diapers in the group setting.
- Completed Enrollment Form
- Signed Payment Agreement and Policy Agreement
- Child Information Sheets
- Lunch and Beverage / Special Dietary Form
- External Topical Ointments Form
- Complete updated Child Information Record
Please notify the director/lead teacher/assistant if you have a new phone number (cell, home, or work). **We need to be able to contact one parent or emergency contact at all times.**
- Health Appraisal form must be renewed every two years and signed by a physician with up-to-date immunizations and physical.
- Media Release
- Parent Acknowledgement – Electronic Communications
- Early Childhood Parent Handbook and Covid-19 Preparedness and Response Plan Acknowledgement
- ASQ Screening Consent Form
- Date of Birth Waiver - ***(Required for students whose date of birth is between September 2 and December 1)***
- If your child has an IEP, the parents must provide the most current IEP to the Early Childhood teacher in order to address the recommendations.

Questions regarding enrollment, eligibility, fees, or classroom issues should be shared with the teacher or Director and forwarded to the Early Childhood Coordinator if necessary. Decisions will be made within the guidelines of Utica Community Schools' policies and procedures, Michigan Department of Licensing and Regulatory Affairs Early Childhood Professional organizations, and the discretion of the Early Childhood Coordinator.

Schedule

Our program closely follows the UCS school year calendar. Limited summer care is available at the Community Education Center and Duncan Early Childhood

Center. Children may be scheduled for a minimum of 2 full days or 3 half days and up to 5 full days a week. Parents complete a form indicating a weekly schedule for their child prior to attending. To schedule days off, two weeks advance notice must be provided to your child's program director for approval. The maximum allowance of days off per school year is in accordance with your child's weekly scheduled days of attendance. (Example: If your weekly schedule is 3 day, you will receive 3 days off a school year.) The Full Day Preschool Program is open from 7:00 am to 6:00 pm, Monday through Friday. The program operates the school year with scheduled breaks for holidays and thorough cleaning. Monthly newsletters are available from your Director.

Tuition is billed according to the weekly schedule every Monday for that current week and must be paid no later than 4:00 pm on Monday. If tuition is not paid, your child may not attend the program. All schedule changes must be made in writing and approved by the director. Fees for additional days must be paid in advance. If your child is sent home for any reason; behavior, illness, etc., you are still responsible to pay the tuition for a full day, 5 hours or more, or half day 5 hours or less.

Tuition

Summer Registration Fee: \$40 Child / \$60 Family
School Year Registration Fee: \$65 Child / \$90 Family
Registration fee is non-refundable.

Full Day (more than 5 hours)

1 full day - \$105
 2 full days - \$145
 3 full days - \$185
 4 full days - \$215
 5 full days - \$245

Half Day (5 hours or less)

1 half day - \$ 95
 2 half days - \$130
 3 half days - \$155
 4 half days - \$180
 5 half days - \$200

Absences will be charged at the regular rate for sessions a child is scheduled to attend. In the event a child is in quarantine due to COVID-19, fees will not be charged beyond the first two (2) consecutive days of their schedule. If the Full day Preschool program is not available due to Utica Community School closings, fees will be adjusted.

Tuition is prepaid and billed weekly. The following payment options are available:

- Authorize an **automatic weekly deduction** from your credit card. The Community Education Center - Early Childhood Accounting Office will automatically charge your credit card weekly payments for the school year or until account is paid in full. Download and complete the Tuition Express Authorization Form on the Early Childhood website

http://ucscommunityeducation.org/early_childhood and mail form to the Early Childhood Accounting Office.

- **Visa/MasterCard/Discover** payments are accepted by contacting Community Education Center Accounting Office at 586.797.6985, the Early Childhood Office 586.797.4660 or using Tuition Express online.
- Payments may be made by **check** (*make check payable to Utica Community Schools*) and mailed to:
UCS Community Education Center
Early Childhood Accounting Office
38901 Dodge Park
Sterling Heights, MI 48312
- **Cash** payments are accepted only at the Community Education Center Early Childhood Accounting Office, Monday through Friday from 8:00 am to 4:00 pm.
- If you qualify for DHHS assistance, you will be asked to pay a weekly co-pay amount. This is based on each individual's percentage and allowed hours. Please see your Director for more information.

Fees

- Late Pick Up Fee - \$15 will be charged every 15 minutes beginning at 6:01 pm
- Late Payment Fee - \$25 assessed after 4:00 pm every Monday
- Re-Enrollment Fee - \$25 per child
- Credit Card Decline Fee - \$5
- Non-Sufficient Fund (NSF) – \$25
NSF (Non-Sufficient Funds) payments must be made with a money order, cashier's check or cash. A personal check or credit card WILL NOT be accepted.

Withdrawal Policy

If you need to drop a class for any reason, please provide a two-week written notice to your Director. Tuition and registration fees are non-refundable. If your child is excluded, you are still responsible for the unpaid tuition. All tuition must be paid in full in order to register for any other Community Education program in the district. Furthermore:

- Families will be asked to withdraw from the program if account fees are not paid up to date.
- There is a \$25 re-enrollment fee to re-enroll your child back into the program within the same school year.
- Teachers work closely with parents to create a smooth transition from home to school. There may be situations where a child does not adjust to the group setting. The staff will meet with the parent and discuss concerns

regarding the child. Parents may be asked to withdraw their child from the program if the child is unable to adjust to the setting.

- Children whose behavior presents a safety risk to themselves or others may be asked to withdraw from the program.

Daily Schedule

Whether your child is in a Full day or half-day program, we strive to provide a balanced experience. A typical day includes both opportunities for children to make their own activity choices and times when the teacher directs what the next activity will be. Teachers may gather children for a large group activity and at other times children play individually or in small groups. Young children learn best when they are actively involved with materials.

The activity level varies so that children use both large muscles (running, climbing) and small muscles (pegboards, coloring) throughout the day. Meals, snacks, and rest are provided at consistent times for all children. Please consult "A Parent's Guide to Preschool", available from your child's teacher, for additional information.

Arrival and Dismissal

Each day when you arrive and depart, please sign your child in and out according to the clock near the entrance of the building. A staff member will be at the entrance with the sign in/out sheet during drop off and pick up. Please maintain 6 ft. social distancing when waiting to drop off or pick up your child. When you arrive and depart, please allow time to communicate with the staff member. Bus transportation is not available. If your child is unable to attend class, please call and leave a voice mail message with your child's teacher.

In the event that you are unable to pick up your child at the end of class, please make other arrangements in advance. A child will not be released to anyone except a custodial parent or a person whose name appears on the child's information card. Photo identification is required. If the person is not on the emergency card, a note written by the parent authorizing the adult to pick up a child on a specific date is allowed if the adult shows photo identification. In order to deny release of a child to a non-custodial, biological parent, a copy of the legal court document must be on file. Please see your child's teacher with any questions.

If an adult arrives to pick up a child and it appears to our staff that she/he may not be able to safely transport the child, our staff will:

1. Offer to keep the child in our care for an extended period of time.
2. Ask the adult if they would like to contact a friend or family member to pick them up.
3. Offer to arrange for a taxi.

4. Advise the parent that it is not safe for the child to ride with him/her. We will then notify the police that the adult has left our facility with the child.

Parking

We are fortunate to have Early Childhood programs in schools throughout the district. Some buildings have limited parking at times when parents with young children arrive and depart. PLEASE follow the guidelines set forth by the school you attend. Building administrators develop policies based on the safety of ALL students. Please do not leave an unattended car running or any child unattended in a car. If you need assistance, please contact your child's teacher.

Rest Time

According to the State of Michigan guidelines, rest time must be provided for children enrolled in childcare/preschool for 5 hours or more per day. This is a time, approximately 1 ½ hours, for children to relax and slow the pace of their day. Full day Preschool provides each child a clean cot daily. Children are more comfortable when they bring a small blanket, pillow, soft item and fitted crib sheet from home. Nap items left at Full day Preschool will be returned weekly to be laundered at home.

Parent Involvement

Due to COVID-19 guidelines, there will be no volunteers in the classrooms. Children enjoy having family photos posted in class, notes from home in their lunch and even a phone call from Mom or Dad just to say "Hi". Children are reassured knowing that their parents are keeping them in mind throughout the day. If you are volunteering in the classroom, please adhere to the UCS Volunteer Guidelines provided by your child's teacher.

Parents are encouraged to share comments or concerns with their child's teacher. Teachers are available to return a phone call or schedule a meeting. Concerns will be handled in a professional, confidential manner. Some situations need additional input. Teachers and parents may contact the Early Childhood Coordinator when necessary. Our priorities are the health, safety, and education of all children in our programs.

Parent/Teacher Conferences

Our teachers have education and experience with typically developing young children. Parent/Teacher conferences are scheduled annually for preschool age children. Parents of preschoolers will receive a Developmental Progress Overview at Preschool Conferences in January and at the end of the school year in May. This document will give you an in-depth look at your child in all areas of development according to the Creative Curriculum Goals and Objectives. Our teachers work cooperatively with families. When a child's

development or behavior is of concern, the Early Childhood Coordinator will be contacted. The situation will be reviewed, and a plan will be discussed with parents.

Discipline Policy

Young children gradually develop the ability to control their behavior. Teachers apply their knowledge of child development as they guide children in this process. Our goal is for children to grow in the ability to verbally state their needs, avoid the use of physical force and develop a variety of ways to solve problems.

When children experience a difficulty, teachers first help by asking them to show or tell what happened. Children are reassured that school is a safe place, encouraged to verbalize their feelings, think of simple solutions, and ask adults for help. When the difficulty involves the use of physical force (hitting, destruction of property), teachers work closely to help the child identify feelings and work on ways to act out the feelings appropriately.

If a child's behavior presents a risk to others or regularly requires one-to-one supervision, the director/coordinator of the program will be contacted. A plan will be developed to monitor the frequency, intensity, motivation, and risk of the behavior. The plan will be discussed with the child's parents. If the behavior continues to be outside the range of normalcy, a recommendation will be made and may include the child's dismissal from the program.

State of Michigan Department of Health and Human Services, Bureau of Children and Adult Licensing R400.8140 prohibits:

- Corporal punishment
- Mental or emotional punishment
- Restriction by tying or binding, deprivation of rest, meals, or toilet use
- Exclusion from outdoor play or gross motor activities, daily learning activities
- Confining a child in an enclosed area

Staff Qualifications and Screening

Our Early Childhood teachers have the necessary combination of education and experience to meet the State of Michigan licensing requirements. At least one staff member with current certification in infant, child and adult CPR and first aid shall be on duty in the center at all times. Staff members receive training in blood-borne pathogens and Covid-19 guidelines health and safety training. All teachers and assistants are required to have 16 hours of annual professional development training related to child development.

Staff have complied with the Michigan Department of State Police criminal history record check, the criminal record check through the Federal Bureau of Investigation and a Department of Human Services check for a history of substantiated abuse and neglect.

Confidentiality Policy

It is important that the privacy of our children, families and staff is maintained. The staff are required to keep information about children, families, and co-workers confidential. Staff and parents are asked to refrain from commenting about children or families in the presence of other adults or children. This includes contacts that parents and staff may have outside of school time (personal contact).

There are times when information regarding a home situation would help our staff take better care of your child. Please know that all information shared will be confidential.

Health Policy

When children are in a group setting it is a challenge to keep everyone healthy. There are several guidelines in place in order to prevent the spread of disease and infection. These guidelines apply to children, adults, and volunteers in our program. Children need to learn to wash their hands properly before they eat, after they use the bathroom or wipe their nose and when their hands are dirty. Parents need to keep children home if they have the following symptoms or communicable disease:

Chicken Pox	Measles	Scabies
Conjunctivitis (Pink Eye)	Pin Worm	Ring Worm
Strep Throat	Impetigo	Lice
Diarrhea	Vomiting	Unidentified Rash
Infectious Mononucleosis		
Temperature of 100.2 degrees or more (axillary)		
Covid-19 (refer to Covid-19 Preparedness and Response Plan)		

Children with a temperature of 100.2F or more must be fever free without fever reducing medication for 24 hours before returning to school. Many times, children are contagious before these symptoms are observed. Parents may be requested to pick up their child if symptoms are contagious or children are uncomfortable in the group setting; *(examples: continuous green running nose, coughing, rashes.)*

The Michigan Department of Health and Human Services and our school nurse assists our teachers in matters regarding the health of our children. We will let you know if your child has been exposed to a communicable disease. Please call your child's teacher and report any of the above symptoms or diseases

In compliance with state law, we are required to report suspicion of abuse or neglect to Children's Protection Service.

Allergies

Please inform your child's teacher of any allergies. Our school district has policies and procedures in place that safeguard the health of children while they are in our care. A Health Care Plan form and an Authorizaton For Medication form are required for staff administration of prescription medication for your child. Health Care Plan forms are available from your Director/Teacher.

Immunizations

At the time of your child's initial attendance, a record of all immunizations must be on file within 30 days for your child to attend class. All children who attend an early childhood program in Michigan are required by law to be fully vaccinated. If your child is not in compliance with health department standards, they could be excluded from the program. Questions regarding these requirements should be directed to the Macomb County Health Department School Immunization Program at 586.466.6840.

Medication

If a child must receive medication while at school, the following procedures must be followed:

1. Parent must accurately complete the Authorization for Medication form. (Physician signature may be required.)
2. Medication must be in the original container with label intact and child's name and dosage clearly marked.
3. Parent must provide appropriate medical spoon or cup if required.
4. Medications will be kept in a designated area.
5. Staff will note the date, time, and initial the medication log after each dosage.
6. In order to apply over-the-counter lotions, creams, sunblock, etc., a parent's written permission is required.

Please note due to Covid-19, we cannot administer nebulizer treatments.

**Covid-19 Preparedness and Response Plan
See Separate Attachment**

Procedures for an Injured Child

Staff will verbally notify parents at pick up time of typical, minor injuries. These injuries will be treated with first aid, such as rinsing a cut or applying a cold compress to a bump. All programs have staff trained in CPR and first aid.

If a child has a symptom or injury that might result in the child needing to be picked up, the teacher will call or email the parent when the concern is observed, such as the child looking pale, seeming lethargic, or pulling on their ear. In the case of a serious injury or accident, the teacher will immediately begin first aid, and direct other staff to contact the supervisor immediately, and/or call 911 if necessary. Parents will be contacted immediately.

Hearing, Vision and Speech

Preschool students may have their hearing and vision tested by Macomb County Health Department technicians. All 4-year-old children should be tested before they enter Kindergarten. **Please keep the Hearing and Vision record in a safe location, as you will be required to provide the results at Kindergarten registration.**

If, for any reason, by the end of the school year your child has not been tested, please contact the Macomb County Health Department Hearing and Vision Program at 586.412.5945. If you have concerns regarding your child's development, residents of UCS are serviced through the UCS Special Services Department and parents are referred to the Early Assessment Center (EAC). Please contact Special Services at 586.797.1020.

Weather, Fire and Safety Drills

It is necessary to practice safety drills in all our programs on a regular basis to be best prepared for emergencies. Whether at home or in school, children need to be able to follow the directions of an adult in an emergency situation. Our practice drills provide the opportunity for children and adults to become familiar with the guidelines necessary in each situation. Our staff reassures children that adults are with them to keep them safe. Each building and program have routines and guidelines particular to their setting. All classrooms have telephones. Staff are instructed how to respond in case of an emergency, including placing 911 calls.

All parents present during the drill are asked to please follow the instructions given by the teacher. We encourage parents to support our efforts and follow through by also planning safety procedures in the home.

School Closing

Inclement weather or building problems sometimes bring unexpected school closings. There are several ways parents can be informed about these unanticipated days. School closing information is broadcast on radio stations

WJR, WWJ and WOMC. Television stations airing school closings information are Fox-2 News, WDIV-Channel 4 and WXYX-Channel 7.

Call any school and select the school closing option. The menu gives parents access to the emergency school closing hotline. For parents connected to the web page, www.uticak12.org, to see school closings.

Director will adjust accounts for weather related or emergency closings.

Food and Snacks

Snack time provides much more than nourishment for young children. Healthy habits are encouraged as children learn to wash their hands, eat with utensils, and choose nutritious foods. Healthy foods provide children with the energy they need to play and learn.

Recently, young children have developed allergies at a younger age. Since these allergies are more frequent and severe, we **do not allow any foods with obvious peanut products in our programs. No peanut/tree nut/coconut can be brought into the classrooms.** If there is a child with a severe allergy to peanuts, we may have to be more restrictive. Parents must provide food that is nutritious.

You must provide your child's snack daily. Your child's snack must be a healthy choice and in compliance with classroom guidelines accommodating allergies.

The following snacks are suggested:

Fresh cut fruit or vegetables
Raisins (not yogurt covered)
Applesauce cups
Cheez-It Crackers
Teddy Grahams
Nilla Wafers
Graham Crackers
Cookies

Goldfish
Bagels (plain)
Rice Krispy Treats (store bought)
Kraft Handi Snacks
Fruit Bowls
Nutri Grain Bars
Rold Gold Pretzels

The following beverage are suggested:

2% Milk
Juice (must be 100%)

Water

Toilet Training

Children enrolled in either our nursery or preschool programs must be independently toilet trained. Children should **not be** in pull-ups or diapers. A child should be able to communicate to the teacher that he or she needs to use the toilet. Teachers will assist a child with buttons or snaps. When choosing clothes for school, please consider comfortable clothing that your child can manage on

their own when using the bathroom and that allows freedom of movement; *example: elastic waistband pants, no belt, overalls, and jumper/romper.*)

Occasionally, a child may soil his or her clothes while attempting to use the toilet. Please provide an extra change of clothes. If a child is unsuccessful using the toilet in the group setting, it may be necessary to disenroll until such time that toilet training is reliably established.

Television, Videos and Technology

The presence of television, videos and computers is common in the lives of children today. Although these things are inviting to even the youngest child, nothing can replace human interaction and play with real objects. We do not use technology as a substitute for adult-child interaction. Computers and videos do not replace three-dimensional playthings that have texture, weight, color, and shape.

When children in our program watch videos, it reinforces a theme that was presented in class. Computer programs provide children with opportunities to practice concepts introduced in conjunction with a language or math lesson.

Technology is used sparingly in the preschool classrooms. When children enter elementary school, they can quickly acquire the skills necessary to put technology to good use. Our primary focus in the preschool years is to facilitate your child's growth through quality interaction with our staff, your child's classmates, and carefully selected classroom materials.

Outdoor Playtime

Healthy children benefit from regular opportunities to play outdoors. Please be sure your child has proper clothing for the weather; (*examples: hat, gloves, scarf, boots, snow pants, and closed toe shoes for safety.*) Classes may go outside when the temperature, inclusive of wind chill, is above twenty degrees Fahrenheit or below ninety degrees Fahrenheit. When the weather is warm, teachers take children outdoors during the coolest times of the day to play in shaded areas whenever possible. In order to maintain proper staff/child ratios, children who are healthy enough to attend class should be prepared to join the group outside. All playground equipment used by preschool age children is age appropriate and certified safe by a DHHS approved inspector.

The teacher of your child's program will be notified in advance, by the school district, of pesticide applications. The notice will be posted. More information will be available from the school district and the Michigan Department of Agriculture, which can be reached at 1.800.292.3939.

Items from Home

Please clearly label your child's outdoor clothing, backpacks, etc. with first and last name. Please check with your child's teacher before bringing any items from home. It can be devastating to a child when a special toy becomes lost or damaged.

Changes of Clothes

Please provide a complete change of clothes (top, bottom, underwear, and socks). Children feel much more comfortable in their own clothes, especially after a spill, or toilet accident. A labeled outfit should be left at the Full day Preschool classroom. Please be sure to check that the extra clothes still fit your child and are appropriate for the season.

Holidays and Special Events

Holidays are special times when we celebrate with family and friends. Predictable routines that children need are often disrupted with events that make holidays busy and more hectic than typical day-to-day life. We try to celebrate the essence of holidays without adding to the chaos. Celebrations focus on the meaning of the holiday: giving to others, family and friends and the seasons. Our classrooms try to remain calm, safe places while at the same time acknowledging these special times and family traditions.

Addressing Parent Concerns

In order to address your concerns and/or suggestions at the most appropriate and effective level, we suggest the following steps:

1. Daily concerns can be brought to the attention of your Director/Lead teacher. You can contact them by phone, email, leaving a written message or scheduling a meeting.
2. If parent concerns persist, contact the Early Childhood Coordinator, who is available for a meeting upon request. Please call 586.797.6945.

Guidelines from the Michigan Department of Education, Utica Community Schools and other regulatory agencies are used to guide policy and procedure decisions.

Early Childhood Resources

Creative Curriculum

www.TeachingStrategies.com

Great Parents Macomb

www.migreatparents.org

Early On Macomb ISD

www.misd.net/earlyon

National Association for the Education of Young Children

www.naeyc.org

Community Assessment Referral and Education

www.careofsem.com

Utica Community Schools/Community Education

www.ucsccommunityeducation.org

Utica Community Schools

www.uticak12.org

Great Start

www.greatstartforkids.org

Zero to Three

www.zerotothree.org

Michigan Department of Health & Human Services

www.michigan.gov/mdhhs

Michigan Department of Licensing and Regulatory Affairs

www.michigan.gov/lara

Poison Control Number

1-800-222-1222

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, the Elliot-Larsen Civil Rights Act and the Persons with Disabilities Civil Rights Act, it is the policy of Utica Community Schools that no person shall, on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, or marital status be excluded from participation in , be denied the benefits of , or be subjected to discrimination during any instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance. Any person suspecting a discriminatory practice should contact the Executive Director of Human Resources at Utica Community Schools, 11303 Greendale, Sterling Heights, MI 48312, or call (586-) 797-1000.



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