



Utica Community Schools

COMMUNITY EDUCATION

Early Childhood Programs

GREAT START READINESS PROGRAM



**2018-2019
Parent Handbook**

Welcome

Dear Parents,

Welcome to the Great Start Readiness Program, Michigan's state-funded preschool. The program is offered by the Macomb County Intermediate School District through Utica Community Schools. The program is funded through the Michigan Department of Education and licensed by the Michigan Department of Health and Human Services.

You and your child will benefit from participation in this program with highly qualified staff, research based curriculum, community involvement and parent participation. This handbook will provide you with an overview of the program, policies, procedures and guidelines. Please use it as a resource throughout the school year.

We look forward to having you and your child participate in our program.

Sincerely,

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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 education and care is offered for infants, toddlers, and preschool age children at three locations. Parents and toddlers attend class together weekly in our Come Play With Me program. Additional information regarding our Early Childhood programs is available through the Early Childhood Office at 586.797.4660, the Early Childhood Accounting Office at 586.797.6985, or on our website www.ucsccommunityeducation.com.

Philosophy

The early years of a child's life establish the foundation for the future and, therefore, are among the most critical. Our program addresses the unique needs of each child and family and provides for growth in the school and community setting. Teachers observe children's social, emotional, physical, cognitive and language development as a basis for planning. Activities support children 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 classroom environment encourages participation and exploration. Teachers interact with individual students and small and large groups. They observe and select materials to foster practice, growth and mastery.

Early childhood programs create a bridge from home to school. Teachers serve as a resource for parents, providing information about child growth and development and community resources. Our Great Start Readiness Program partners with families and together we meet the needs of your child and family.

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 State of Michigan Department of Licensing and Regulatory Affairs (LARA) website at www.michigan.gov/michildcare.

Recruitment, Referral, and Enrollment

Recruitment occurs year round through our Community Education brochures, UCS cable and website as well as Great Start Macomb. Fliers are posted throughout the community in apartment offices, recreational areas and family oriented businesses. GSRP accepts names and contact information of interested families throughout the year. GSRP applications are shared with families that might qualify based on income eligibility guidelines. Children who are age eligible for GSRP according to the chart must qualify with proof of risk factors.

Families are contacted and an initial phone screening is conducted to determine potential eligibility. Families who are residents of Utica Community Schools are considered, along with families residing in Macomb County and possible neighboring counties. Great Start staff members work collaboratively with Head Start and neighboring school districts to serve children most at risk. Income eligible families are referred to Head Start.

GSRP staff meets with families on an individual basis in their office. Parents provide documentation of risk factors according to the Michigan Department of Education guidelines. Over the summer, it will be determined which families qualify for the fall program. Phone calls will be made regarding placement at the end of august. Our staff then prioritizes enrollment based on greatest need, Utica Community Schools residency, and other risk factors.

When the program is enrolled to capacity, a waiting list is established. Families on the wait list will have an initial phone screening to help determine eligibility. Wait list names are shared with neighboring GSRP programs. As space becomes available during the school year, qualified families are contacted and enrolled.

We maintain an 8: 1 child: adult ratio. Children should be four years old on or before September 1st of the school year in which they are enrolling. To attend, children must have on file:

- Income documentation (1040 for the previous year, W2's, or current pay stubs
- Complete updated Child Information Card
Please notify your teacher immediately if you have a new phone number (cell, home or work). We must be able to contact one parent or emergency contact person at all times.
- Health Appraisal form signed by a physician and Up-to-date immunizations
- Media Release

- Use of Student Work / Photograph form
- Child's original Birth Certificate with seal and proof of residency (Mortgage documents, current tax bill, and/or lease agreement) will be required at the families meeting for application
- Risk factor documentation as required by Michigan Department of Education.
- Parent signed, Parent Notice of Program Measurement form
- If a child has an IEP, the parents must provide the most current IEP to the Early Childhood GSRP teaching team at the time of intake in order to address the recommendations.

Questions regarding enrollment, eligibility, fees or classroom issues should be shared with the teacher and forwarded to the GSRP Specialist. Decisions will be made within the guidelines of the Michigan Department of Education and GSRP Utica Community Schools' policies and procedures, State of Michigan Department of L.A.R.A Children and Adult Licensing Division, Early Childhood professional organizations and the discretion of the Early Childhood Coordinator.

Sliding Fee Tuition Schedule

The Great Start Readiness program may utilize a sliding fee tuition scale, which works as follows:

- Families whose income falls below 250% of the Federal Poverty guidelines pay no fee for the Great Start Readiness program.
- Families that place between 251% and 350% of the Federal Poverty Level will pay \$5 per week.
- Families placing above 350% of the Federal Poverty Level will pay \$10 per week.

Income and tuition fees are calculated at the time of enrollment. During the school year, if family circumstances change, a request may be made to recalculate tuition. Families will pay tuition monthly to the Early Childhood Accounting Office. Monthly statements will be provided.

Curriculum

Our program provides a curriculum that is appropriate for four year old children at diverse developmental levels. Initial screening using the Ages and Stages Questionnaire provides the teacher with a baseline of information needed to plan appropriate activities. Teaching Strategies Creative Curriculum is the research based curriculum implemented by teachers. Teachers observe, plan and assess the growth and development of children daily. This allows children to engage in activities designed to promote learning based on their abilities and interest. Children feel comfortable and confident as teachers challenge, support, and guide students.

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 dramatic play area may have cereal boxes, coupons and cookbooks. The sand and water table may have a book about seashells nearby. Connections are made from objects to words by labeling items in the classroom. Teachers ask children to tell about their drawings and write down their comments on paper. The writing center provides pencils, paper, markers, scissors and stickers to support children as they translate thought into written words.

The ability to count, sort and classify helps children organize the world in an orderly manner. Concepts such as “greater than” and “less than” can be observed on graphs of the children’s favorite colors. Numbers play an important part in 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. The teacher 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. Children are capable of working through social situations such as taking turns and following classroom guidelines. Teachers ask open ended questions to promote curiosity. Children may give clues to their fellow students in a guessing game or predict what might happen next in the story.

Teachers observe and assess children, then plan accordingly. The Creative Curriculum provides the Teaching Strategies Gold Assessment that allows teachers to arrange their observations according to each child’s development in all areas. Visit www.TeachingStrategies.com for additional information.

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

Daily Schedule

Children do best with a consistent, predictable schedule. The routine provides a sense of security. The schedule is posted for adults and children.

A sample half day GSRP daily schedule may look like this:

Arrival/Greeting – (10 minutes) Children arrive, teachers greet parents and children. Parents assist with the transition into class if necessary. Children are seated in the circle area and greet one another while the class gathers.

Large Group/Music/Movement – (15 minutes) Children participate in Question of the Day, Movement and Music and cooperative games.

Small Group/Planning Time – (15 minutes) Children interact with the teacher and associate teacher and indicate where they will be starting their Choice Time.

Choice Time – (60 minutes) Children initiate play in areas of their choice. Adults interact with children in their play, assisting and supporting children as they play and interact with each other.

Clean Up – (10 minutes) Adults and children work cooperatively to clean up the classroom. Adults support the child's ability level with strategies.

Recall Time – (10 minutes) Small groups of children share their experiences with others in an unhurried manner. Teachers solicit input with real objects representing classroom opportunities.

Snack – (15 minutes) Children wash hands and choose a seat, serve themselves snack, converse with classmates and the teacher. Children wipe spills, pass juice/milk containers and push in chairs.

Small Group – (15 minutes) Teachers plan activities based on the children's interests. Children explore materials while interacting with peers and teachers.

Outside and Dismissal – (30 minutes) Children dress themselves, with support if necessary, for outdoors and gather belongings. A variety of choices are available as adults interact and support children's creativity and activity.

Arrival and Dismissal

Class times and locations vary in buildings throughout the district. Parents provide transportation to and from class. The safety of all children is critical and building parking guidelines will be enforced. Do not leave a car running and never leave a child in the car unattended. Building security requires that parents wait outside for the teacher at arrival and dismissal. Parents arriving to volunteer or conference must sign in at the office and wear a visitor badge.

Children must be received individually by the teacher. A child will not be released to anyone except a parent or a person whose name appears on the child's information card. If someone else will be picking up the child, you must provide a written, dated statement with the person's name. Photo ID will be required. 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.

Attendance

Regular and prompt attendance at school greatly increases a child's chance for educational success. Children are expected to arrive on time and be picked up at dismissal. Absences should be phoned in to the classroom with the date of absence and reason. Teachers may follow up to clarify symptoms of illness or length of absence.

Teachers must contact parents for absences of more than 2 days. Parents will be contacted if children are absent weekly or frequently throughout the month. If a child's attendance does not improve, the GSRP Specialist will meet with the teacher and family to develop a plan to increase attendance. If a child is repeatedly absent for reasons that could be avoided, the child may be dis-enrolled from the program. If a child is absent for more than one week without contact, a letter will be sent and the child will be dis-enrolled from the program.

Home Visits

Teachers and associate teachers visit the child and family at their home in the beginning and middle of the school year. The initial visit helps establish a rapport between the teaching team and the family. Activities related to the Ages and Stages Questionnaire are offered as a way to connect with the child and parent. The teacher will complete any necessary paperwork and may conduct some informal screening. Locations other than home may be considered if necessary. Meetings could be scheduled at the local library, community center or apartment gathering area.

Progress Reports, Screenings and ASQ

The Ages and Stages Questionnaire is a screening tool designed to help parents and teachers learn about a child's development and become empowered with knowledge and resources. Teachers work with parents at the beginning of the school year to complete this screening.

During the first month of GSRP, teachers work with children individually to assess their knowledge of numbers, letters, rhyming words and other pre-kindergarten skills. The UCS Kindergarten screener is administered again in the spring to assist parents as they work with their children over the summer.

Throughout the school year, teachers observe and write notes documenting children's ability in all areas of development. In January, conferences are scheduled with parents to review the Progress Report. Suggestions are made for home activities that will support growth in areas in need of additional work.

Parent Involvement

Parent involvement is linked to success in school. There are many ways for parents to be involved in their child's education. Daily pick up and drop off times are excellent opportunities to hear about your child's day and for parents to share updates with the teacher. Parents may send notes or email teachers with questions, ideas or concerns. Meetings may be arranged at convenient times for parents and teachers.

Parents are welcome in the classroom as volunteers. Volunteers must complete a background check through the Department of Human Services and Utica Community Schools prior to assisting in the classroom. Teachers have sign-up sheets and schedules for these opportunities. Parents are encouraged to bring in authentic items representing their culture, such as menus, clothes for dramatic play, or family magazines in their native language. Sharing hobbies and interests, such as gardening or traveling, is encouraged.

Parents are encouraged to attend Parent Advisory Committee (PAC) meetings and field trips. When children see parents participating in school events, they come to learn that their education is valued.

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, such as hitting or 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 Specialist/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

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 personal contact that parents and staff may have outside of school times.

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.

Staff Qualifications and Screenings

The Great Start Readiness Teachers have either an Elementary Certification with endorsements in Early Childhood Education or a Bachelor's degree in Early Childhood. Associate teachers have college education specializing in Child Development and Early Childhood education. At all times, at least one staff member on duty has current certification in CPR and First Aid. All staff members annually participate in 16 hours of professional development. The Michigan Department of State Police has conducted criminal history records check on all staff. The Federal Bureau of Investigation and Michigan Department of Health and Human Services has checked all staff for a history of substantiated abuse and neglect. Volunteers are cleared by the Michigan Department of Health and Human Services with documentation stating that they have not been named in a Central Registry case as a perpetrator of child abuse or neglect.

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

Health Policy

When children are in a group setting, it is a challenge to keep everyone healthy. There are several things we do in order to prevent the spread of communicable 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 degrees or more (axillary) | | |

Children with a temperature of 100 degrees 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 the child exhibits symptoms of a contagious disease or children are uncomfortable in the group setting.

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

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 Authorization for Medication form, signed by the child's doctor are required for use of prescription medication when your child is in school. Health Care Plan forms are available from the teacher or on the District website.

Immunizations

A record of all immunizations must be on file in order for a 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, or requests for Immunization waivers, should be directed to the Macomb County Health Department School Immunization Program 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 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.

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, 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 will have their hearing and vision tested by the Macomb County Health Department technicians. All 4 year olds 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

In order to be prepared for emergencies, it is necessary to practice safety drills in all of our programs on a regular basis. 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 has routines and guidelines particular to their setting. We encourage parents to support our efforts and follow through by 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 that air school closing information are Fox-2 News, WDIV-Channel 4, and WXYX-Channel 7.

Telephoning any school and selecting the school closing option from the calling menu gives parents access to the emergency school closing hotline. For parents connected to the web, go to www.uticak12.org for a list of school closings. There are no make-up classes for weather related or emergency closings.

Food and Snacks

Lunch 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. Social interactions and fine motor skills are nurtured as children practice passing, pouring, and socializing. Healthy foods provide children with the energy they need to play and learn.

Snacks provided for the entire class must be store bought. This allows us to better monitor ingredients. Daily lunch includes a protein, vegetable, fruit, and milk.

***No peanut/tree nut/coconut can be brought into the classrooms.**

Toilet Training

Children should be independently toilet trained. 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. Occasionally, a child may soil his or her clothes while attempting to use the toilet. Please provide an extra change of clothes.

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.

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 play things 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 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. 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. Children who are healthy enough to attend class should be prepared to join the group outside. Staff-child ratios require that all children join the group outside. Playground equipment used by preschool age children must be 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 and you will receive a copy in your child's backpack. More information will be available from the School District and the Michigan Department of Agriculture at 1.800.292.3939.

Field Trips

Off-site field trips are intentional learning experiences that are related to the Early Childhood curriculum objectives. Field trips provide opportunities for parents and students (no siblings) to experience and enjoy a variety of community resources.

These off-site trips should be correlated to classroom activities bringing an educational purpose and value to your child's learning. Classroom teachers will have pre-activities and post activities. Some classes may tour the nature center, attend a play or visit a local grocery store.

These events are in place of regular scheduled class time. It is necessary to have a permission slip completed and returned to your classroom teacher prior to attending the field trip. Parents provide their own transportation and meet the teacher at the designated destination. Parents, guardians or appointed adults MUST remain with the child at all times during the field trip.

If the school district or teacher, for any reason, cancels a field trip, the event is no longer considered a UCS school sponsored event.

Holiday 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 Specialist/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.com

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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Robert Monroe.....Assistant Superintendent for
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Denise Mennucci.....Director of Community Education
Sandra Jewell.....Early Childhood Coordinator
CJ Wajeeh.....School Age Child Care Coordinator