



## **Utica Community Schools**

COMMUNITY EDUCATION

Early Childhood Programs

# **FULL DAY PRESCHOOL**



**2024-2025**  
**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)**

TBD, 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: 586.797.4665

Email: [cassie.edwards@uticak12.org](mailto:cassie.edwards@uticak12.org)

Sincerely,

Cassie Edwards  
Child Care Coordinator

CJ Wajeerh  
Director of Community Education

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## Programs

Utica Community Schools provides a variety of programs for young children and their families. We offer traditional Preschool, Great Start Readiness Program (GSRP), three-four-five-year-old Montessori preschool (located at Messmore Elementary), Full day Preschool with Child Care, and an infants/toddlers Child Care. Additional information regarding our Early Childhood programs is available on our website [http://ucsccommunityeducation.org/early\\_childhood](http://ucsccommunityeducation.org/early_childhood).

## Philosophy

Our early childhood philosophy revolves around the belief that young children learn best through play, exploration, and hands-on experiences in a supportive and stimulating environment. We recognize the importance of respecting each child as a unique individual with their own interests, abilities, and learning styles.

Through our philosophy, we aim to lay a strong foundation for children's future academic success and lifelong love of learning, while fostering their curiosity, creativity, and resilience.

Our teachers use their expertise to choose materials that optimize learning opportunities and foster both short-term mastery and long-term growth in the learners. The daily schedule of activities maximizes children's active participation, exploration, and learning through a balance of structured activities and child-directed play. This approach not only supports their developmental needs but also nurtures their natural curiosity and enthusiasm for learning.

High-quality early childhood education and positive relationships with caregivers and educators play a crucial role in fostering children's development and preparing them for future success in school and beyond. Together, we will build a supportive and collaborative relationship that ensures the well-being and educational success of our young learners as they embark on their early learning journey.

## 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. An electronic licensing notebook is available online.
- 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](http://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.

The housekeeping 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 preschool room. Teachers ask children to talk about their drawings and write their comments down on the 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 first observe and assess children and 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 of skill.

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

**The following activities will be included**

**daily:**

- Fine/small and large motor
- Language and Literacy
- Social and Emotional
- Math

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

- Science/Discovery
- Sensory/Art (not product art, PROCESS art)
- Technology (whenever appropriate)

## Enrollment

The Full day Preschool Program enrollment takes place in the winter and is ongoing throughout the year when space is available. At registration, priority is given to currently enrolled children, their siblings, and children enrolled in our Infant/Toddler Early Learning and Care programs.

Required forms must be completed and turned in before your child can begin classes. In addition to the completed online registration contract, children must have on file:

- **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 always contact one parent or emergency contact.*
- **Health Appraisal** - *Form must be renewed every two years and signed by a physician with up-to-date immunizations and physical. Form is due within 30 days of the start of school. Failure to supply UCS Early Childhood with the completed health appraisal form will result in exclusion from the classroom for your child until the required documentation has been supplied.*
- 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.
- **Lunch and Beverage / Special Dietary Form**
- **External Topical Ointments Form**

### In addition, before attending:

- Children who have reached age of three on or before September 1, 2024 to be enrolled in the three year old classroom. An adult:child ratio of 1:10 shall apply.
- Children must be independently toilet trained without pull-ups or diapers in the group setting.

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 two full days or three half days and up to five full days a week. Parents complete their registration request online at [ucsccommunityeducation.ce.eleyo.com](http://ucsccommunityeducation.ce.eleyo.com).

Your child has flex days that can be used each school year equal to the number of days they are scheduled each week. (Example: If your child's weekly schedule is three days per week, they will have three vacation days to use per school year.) To request use of your child's flex days you must email your director for approval.

The Full Day Infant and Toddler Program is open from 7:00 am to 6:00 pm, Monday through Friday. The program operates during the school year with scheduled breaks for holidays. Monthly newsletters are available from your teacher.

Tuition is billed according to the schedule every Monday for that current week. 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 five hours or more or half day five hours or less.

## Tuition

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

<u>Weekly Rate</u> <u>Full Day (more than 5 hours)</u>	<u>Weekly Rate</u> <u>Half Day (5 hours or less)</u>
1 full day - \$105	1 half day - \$ 95
2 full days - \$145	2 half days - \$130
3 full days - \$185	3 half days - \$155
4 full days - \$215	4 half days - \$180
5 full days - \$245	5 half days - \$200

Absences will be charged at the regular rate for sessions a child is scheduled to attend. 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:

- **Auto Pay** weekly deduction from your credit card in Eleyo. 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.
- **Visa/MasterCard/Discover** payments can be made on Eleyo or by contacting the Community Education Center Accounting Office at 586.797.6985 or the Early Childhood Office 586.797.4660.
- 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
- 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 - \$15 will be charged every 15 minutes beginning at 6:01 pm
- Late Payment - \$25  
*If payment is not received by Thursday night at 11:59 pm, a late payment fee will be added to account balance.*
- *Re-Enrollment - \$25 per child*
- Credit Card Decline - \$5
- Non-Sufficient Fund (NSF) checks - \$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. Accounts that are more than two weeks in arrears are subject to exclusion.*

## Withdrawal Policy

If you need to withdraw 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 to register for any other Community Education program in the district. Furthermore:

- Families will be withdrawn 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 need 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.

## Communication

Our curriculum provides a secure format for communication between families and the classroom teacher. TS Gold Family App can be downloaded to a cell phone, tablet, iPad, or accessed through a computer. Classroom teachers will send an invitation to join TS Gold Family to your email address. Multiple family members may join. Student information is shared with all members connected to the child.

Multi-lingual families can set their language preferences in the TS Gold Family App. We encourage families who speak different languages to continue sharing their heritage and embrace their home language. We will support families by sharing information in a variety of ways to best support understanding and open communication.

## Family App

Families can now download the family app for parent communication. Download the free **Teaching Strategies Family App** from the Apple and Google Play app stores on your smart phone or tablet devices.



## 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.

Below is a sample preschool schedule that your child's classroom will follow:

## Sample Full Day Preschool Schedule

7:00 - 9:00	Hello for the day! Child directed play
9:00 - 9:20	Breakfast
9:20 - 9:35	Large Group
9:35 - 9:45	Music and Movement
9:45 - 10:10	Small Group
10:10 - 10:15	Planning
10:15 - 11:15	Child directed work time, teachers as partners in play
11:15 - 11:30	Clean Up and Recall
11:30 - 11:45	Read-Aloud
11:45 - 11:50	Bathroom
11:50 - 12:25	Outside time
12:25 - 12:30	Wash hands
12:30 - 1:05	Lunch
1:05 - 1:20	Quiet Reading
1:20 - 2:20	Rest
2:20 - 2:30	Wake up/Clean up
2:30 - 2:45	Read Aloud
2:45 - 3:00	Music and Movement
3:00 - 3:15	Snack
3:15 - 3:35	Small Group
3:35 - 4:25	Outside time
4:25 - 4:30	Planning
4:30 - 5:30	Child directed work time, teachers as partners in play
5:35 - 5:45	Clean Up and Recall
5:45 - 6:00	Carpet or Table Activities; Goodbye for the day

## Arrival and Dismissal

Families will receive registration confirmation, through email, prior to the beginning of school. A parent/child welcome session will be offered prior to the first day of school.

Each day when you arrive and depart, please sign your child in and out using the classroom ipad. 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 or communicate with them using the Teaching Strategies Family app.

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, notarized court documents 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, Uber or Lyft.
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.

### **Parking at the Community Education Center:**

Park in the main parking lot, in a designated parking spot. Do not pull up to the curb, as this is a fire lane.

### **Parking at the Duncan Early Childhood Center:**

Park in the parking lot across from the Early Childhood entrance at door #9, in a designated parking spot. Do not pull up to the curb, as this is a fire lane.

## **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 one and a half 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**

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.

Children learn to value education when they see their parents take an interest in school. Teachers provide a variety of ways in which parents may contribute to the classroom during the school year. If you are volunteering in a classroom, you are subject to background checks, you may request a background check form from your child's teacher. Please follow UCS policy: sign in at the office and obtain a visitor's badge while in the building. Please adhere to the UCS Volunteer Guidelines for Early Childhood Programs; a handout is available from your child's teacher. Please do not bring food or beverages into the classroom. When volunteering in the classroom or attending field trips, only registered students may attend. No siblings.

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 Child Care 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 December 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 Child Care Coordinator will be contacted. The situation will be reviewed, and a plan will be discussed with parents.

## **Developmental Screeners**

Ages and Stages Questionnaire (ASQ) is a developmental screening tool designed to identify a child's strengths or areas that may need additional support. The ASQ provides reliable, accurate developmental and social-emotional information for children aged birth through six. The ASQ-3 and ASQ-SE will be completed in September. If warranted, the teacher may choose to complete a second screener in April.

## **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 difficulty, teachers first help by asking them to show or tell what happened. Children are reassured that school is a safe place. They are 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. As children learn to manage their feelings and problem solve, teachers will provide support and guidance about handling big feelings, teach appropriate interactions involving conflict, and resolving problems. Learning is an ongoing process and takes time. While learning to manage emotions and interact in a classroom environment is happening, parents can support their child at home by talking about and teaching skills to help them make the best choice when faced with a difficult situation or feeling. Our goal is for all students to learn to be



confident and empowered in all situations, whether they are the one who is upset, or they are interacting with another person who is acting out.

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 on health and safety topics, including Health & Safety for Michigan Child Care Licensing Providers. 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.

Volunteers will not have unsupervised contact with children in care. All volunteers shall provide documentation from the Department of Health and Human Services that he or she has not been named in a Central Registry case as the perpetrator of child abuse or child 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:

<b>Chicken Pox</b>	<b>Measles</b>	<b>Scabies</b>
<b>Conjunctivitis (Pink Eye)</b>	<b>Pin Worm</b>	<b>Ring Worm</b>
<b>Strep Throat</b>	<b>Impetigo</b>	<b>Lice</b>
<b>Diarrhea</b>	<b>Vomiting</b>	<b>Unidentified Rash</b>
<b>Infectious Mononucleosis</b>		
<b>Temperature of 100.2 degrees or more (axillary)</b>		

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 assist 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 and Health Considerations

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.

Children diagnosed with a medical or health condition must have a completed Health Care Plan, signed by a doctor, on file. A meeting with the teacher and a school nurse is required prior to attending class. Conditions include, but are not limited to, Diabetes, Seizures, Asthma, food or environmental allergies, or other medical concerns. You can access these medical forms at <https://www.uticak12.org/domain/3272>.

## 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.

## 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. Television stations airing school closings information are Fox-2 News, WDIV-Channel 4 and WXYZ-Channel 7. Parents can connect to the web page by visiting [www.uticak12.org](http://www.uticak12.org). An email and/or Eleyo text message will be sent out to our families.

**Accounting will adjust accounts for weather related or emergency closings.**

## Food, Snacks, and Meals

Lunch and snack times provide 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.

## Toilet Training

Children enrolled in our full day preschool programs should be independently toilet trained. Children should *not be* in 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 playing 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. 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 District will post information online regarding pesticide application. 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 in 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 strive to maintain routines and predictability in the classroom. Our celebrations focus primarily on shared learning within our classrooms and connect to our curriculum. Our goal is to celebrate our shared learning with each other and our families in meaningful ways while maintaining our routine and class schedule.

When our classrooms celebrate a holiday, we focus on the essence of the holiday without adding to the chaos. Celebrations touch 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 Lead teacher/ Director. You can contact them by phone, email, leaving a written message or scheduling a meeting.
2. If parent concerns persist, contact the Child Care Coordinator, who is available for a meeting upon request. Please call 586.797.4665.

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](http://www.TeachingStrategies.com)

Great Parents Macomb

[www.migreatparents.org](http://www.migreatparents.org)

Early On Macomb ISD

[www.misd.net/earlyon](http://www.misd.net/earlyon)

National Association for the Education of Young Children

[www.naeyc.org](http://www.naeyc.org)

Community Assessment Referral and Education

[www.careofsem.com](http://www.careofsem.com)

Utica Community Schools/Community Education

[www.uticak12.org](http://www.uticak12.org)

[www.ucsccommunityeducation.com](http://www.ucsccommunityeducation.com)

Great Start

[www.greatstartforkids.org](http://www.greatstartforkids.org)

Zero to Three

[www.zerotothree.org](http://www.zerotothree.org)

Michigan Department of Health & Human Services

[www.michigan.gov/mdhhs](http://www.michigan.gov/mdhhs)

Michigan Department of Licensing and Regulatory Affairs

[www.michigan.gov/lara](http://www.michigan.gov/lara)

Dietary Guidelines for Americans

[Home | Dietary Guidelines for Americans](#)

## 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-) 797-10





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