



Utica Community Schools

Early Childhood Programs

Three and Four year old PRESCHOOL

2024-2025

Parent Handbook

Welcome

Dear Early Childhood Parents,

Welcome to Utica Community Schools Early Childhood! We are thrilled to embark on this journey with you and your little ones. Together, we'll create a nurturing environment where curiosity is sparked, friendships blossom, and each child's unique potential is celebrated.

We are pleased and honored to be part of your child's educational experience. At UCS, we strive to provide a supportive and enriching environment where every child can thrive. We look forward to partnering with you to foster a love for learning and to help your child reach their full potential.

I welcome your feedback and value your input as we work together to ensure the best possible educational experience for every child. Thank you for being an essential part of our educational community!

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Sincerely,

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Early Childhood Coordinator

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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), 3-4-5-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, including summer enrichment camps, is available through the Early Childhood Office at 586.797.4660, the Early Childhood Accounting Office at 586.797.6985, or our website 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.

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 programs partner with families and together we meet the needs of your child and family.

MDHHS Licensing Notebook

- All classrooms maintain a licensing notebook. Each class holds a notebook containing licensing inspection reports, special investigation reports and related corrective action plans.
- The notebook is available for review during regular business hours. An electronic licensing notebook is available online at www.Michigan.gov/lara/bureau-list/cclb.
- 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

All UCS early childhood classrooms use Creative Curriculum, a high quality research based curriculum that is appropriate for young children at diverse developmental levels. 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 the child's individual abilities and interest. Initial screening using the Ages and Stages Questionnaire provides the teacher with a baseline of information needed to plan appropriate activities. 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 talk 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 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

Enrollment takes place annually in the winter. Families with children currently in a UCS Early Childhood program, enroll first. Next, registrations are taken from in-district residents and lastly from non-residents. Registrations will be taken through the end of April 2025.

We maintain a 10:1 ratio for three-year-olds and 12:1 ratio for four-year-olds. Children must be three years old on or before September 1st of the school year in which they are enrolling for three-year-old preschool and four years old on or before September 1st for four-year-old preschool. Children should be independently toilet trained, without diapers or pull-ups.

Program times and locations are subject to change. Please check with the Early Childhood Office at 586-797-4660 and choose option 2 for information regarding specific locations and times or visit our website at ucsccommunityeducation.org/early_childhood.

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 your teacher immediately if you have a new phone number (cell, home or work). We must be able to always contact one parent or emergency contact person.*
- **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.*
- **Date of Birth Waiver** - *Required for 4-year-old Preschool students whose date of birth is between September 2 and December 1. Waivers not eligible for 3-year-old-preschool.*
- **Child's original birth certificate with seal**
- 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 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.

Tuition

Registration Fee: \$65 Child / \$90 Family In-District Residents
\$110 Child / \$135 Family Out-of-District Residents

Registration fee is non-refundable.

<u>Preschool/Nursery</u>	<u>Total</u>	<u>Monthly</u>
4-day (3.0 hr.*) Four-year-old Preschool	\$2,115 or	\$235
3-day (3.0 hr.*) Four-year-old Preschool	\$1,620 or	\$180
2-day (3.0 hr.*) Four-year-old Preschool	\$1,305 or	\$145
2-day (2.5 hr.*) Three-year-old Preschool	\$1,215 or	\$135

The total tuition is divided by 9 months to allow monthly payments to be equal. Last month's tuition (May) is paid at registration and the first payment is due September 1st. The remaining (7) payments are due on or before the 1st day of each month October until April or until paid in full.

The following payment options are available:

- Authorize an **automatic monthly deduction** from your credit card in Eleyo. The Community Education Early Childhood Accounting Office will automatically charge your credit card on the 1st day of each month (8 times) September through April or until account is paid in full.
- **Visa/MasterCard/Discover** payments are accepted by calling the Community Education Center Early Childhood Accounting Office 586.797.6985, the Early Childhood Office 586.797.4660 or online in Eleyo.
- Payments may be made by **check** (*make check payable to Utica Community Schools*) and mailed to:
Community Education Center
Early Childhood Accounting Office
38901 Dodge Park
Sterling Heights, MI 48312

Fees

- Late Payment - \$25
If payment is not received by 11:59 pm on the 7th day of the month, a late payment will be added to account balance.
- Re-enrollment - \$25
- Late Pick-Up - \$15 will be charged every 15 minutes beginning with scheduled release time.
- 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/termination.

Withdrawal Policy

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

- Families will be withdrawn from the program if fees are not paid up to date.
- 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.

Communications and Family Engagement

Our curriculum provides a secure format for communication between families and the classroom teacher. 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.

Ready Rosie is a tool through Creative Curriculum that is designed to strengthen connections between school and home by offering high quality resources about early learning. Through short videos, Ready Rosie demonstrates skills, techniques, games, language and other activities parents can easily use at home with their child. Teachers and parents can comment on shared content.


Your child's teacher will share how you can join Ready Rosie. Once connected, your teacher can send videos and articles to families that aligned with the curriculum and are developmentally appropriate for your child. Families also have access to numerous topics related to social emotional learning, discipline, screen time, and much more. These can be viewed at any time.

Teaching Strategies Family and Ready Rosie can be downloaded to a cell phone, tablet, iPad, or accessed through a computer. Get them both free from Apple App Store and Google Play.



Daily Schedule

Children do best with a consistent, predictable schedule. The routine provides a sense of security. Classes include choice time, large and small groups, and read aloud. Although each class may have a slightly different sequence, the daily routine remains the same. The schedule is posted in each classroom so that parents, children, and teachers know what to expect each day.

 PRESCHOOL SCHEDULE	
Arrival	As children enter the classroom, they will demonstrate self-help skills by taking care of their belongings. Each child is greeted as they join the group.
Sign In 5 minutes	Children will find their name card and "sign in" by writing their name. Name writing is practiced every day using a variety of activities. The children may be using dry erase boards, beads, pencils, or even playdough as they practice name writing.
Morning Meeting 15 minutes	Children gather to learn about the daily activities, question of the day, participate in rhymes/ fingerplays, review expectations/rules, share news and more.
Work Time 1 hour	Children choose who, how long, and which interest area to play within. They play with a purpose, participate in social settings, and solve problems. Teachers move throughout the areas supporting and engaging play. There is a 5-minute warning as the end of work time approaches.
Clean Up	Children and teachers work together to clean up by putting items back where they belong, picking up the floor and wiping the tables.
Small Group 10-15 minutes	Children gather into small groups with a teacher. This is a time where teachers introduce new concepts, focus on learning objectives and support students at all levels.
Music & Movement 10 minutes	Children listen to music or create music. We may sing, dance, play instruments, toss bean bags, play movement games, move with scarves or ribbons, or play with our parachute.
Read-Aloud 10-15 minutes	This is a time we interact with stories and books together. The teacher reads, the children read or tell the story, or they work together reading the book. The teacher will focus on concepts of print, connecting the characters or ideas in the book to the children, retelling, rhyming, predicting, and introducing activities based around the story.
Outside 20-30 minutes	Outdoor play allows the children to move their bodies and develop their larger muscles. We will focus on activities that include moving our bodies, developing skills such as balance and coordination and playing group games. Outside we often play with balls, hula hoops, stepping stones, and chalk as well as investigating nature and moving in various ways.
Large Group 15 minutes	Children gather and recall, discuss the day, sing, reenact stories, and share ideas.
Dismissal	We sing a goodbye song, pack up our projects from the day, and gather our belongings. We practice putting on coats, zipping and buttoning, and taking care of our own belongings and needs.
It may look like we are just playing, but our school day is filled with learning!	

Arrival and Dismissal

Three- and four-year-old preschool programs are offered at different times. 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. Parents provide transportation to and from class. 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.

Upon arrival, please be sure your child is signed in using the class iPad and in the care of a staff member before leaving. Classes begin promptly at starting time. Please do not arrive early. At dismissal, please arrive on time and sign your child out.

Children will only be released to adults listed on the Child Information Record. Any other arrangements must be authorized in writing by the child's parent/guardian. All adults must be 18 years or older and prepared to show photo proof of identity when picking up a child. If a child should not be released to a parent or specified adult, notarized court documents must be on file to support request.

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. All vehicles should be parked in an approved space. 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.

Parent Involvement

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 Early Childhood Coordinator when necessary. Our priorities are the health, safety, and education of all children in our classrooms.

Parent/Teacher Conferences

Our teachers have education and experience with typical behaviors of young children. Parent/Teacher conferences are scheduled annually for 3-and-4-year old preschool students.

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 and strive to meet the need for additional meetings and conferences. 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.

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 6. The ASQ-3 and ASQ-SE will be completed in September. The teacher may decide to conduct a second screener in April. ASQ screeners provide valuable information for teachers to use when planning activities and providing experiences.

Discipline Policy

Young children gradually learn to control their behavior with guidance from teachers who understand child development. The objective is for children to improve their ability to express their needs verbally, avoid physical actions, and develop problem-solving skills. When children encounter challenges, teachers initially encourage them to explain what occurred. Children are comforted with the assurance that school is a safe environment and are prompted to articulate their emotions, consider simple solutions, and seek assistance from adults. In instances where physical actions like hitting or damaging property occur, teachers collaborate closely with children to identify their emotions and explore constructive ways to express those feelings. A monitoring plan is developed to assess the behavior's frequency, intensity, motives, and risks, involving discussions with the child's parents. If the behavior persists beyond typical norms, recommendations may be made, potentially including dismissal from the program, with the ultimate goal of fostering confidence and empowerment in all students.

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 Michigan Licensing requirements. At least one staff member with current certification in CPR and First Aid shall be on duty in the center at all times. Staff members receive yearly training in blood-borne pathogens and on health and safety topics. All teachers and assistants are required to have 16 hours of annual professional development training related to child development.

Staff have completed the Michigan Department of State Police criminal history record check, 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 contact 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	Covid-19	
Temperature of 100.2 degrees or more (axillary)		

Children with a temperature of 100.2°F 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

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 will be excluded from the program until those requirements are met. Questions regarding these requirements should be directed to the Macomb County Health Department School Immunization program at 586.466.6840.

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 Authorization for Medication form signed by the child's doctor are required for use of prescription medication when your child is in school and a meeting with the school nurse will be scheduled. A Food Allergy & Anaphylaxis Emergency Care Plan must also be completed for children with diabetes, seizures, asthma and if necessary, a General Health Care Plan. All forms are available from the teacher or on the District website.

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.

Medical forms can be found on the district website or by using the following link: [Resources and Forms / Resources and Forms \(uticak12.org\)](https://www.uticak12.org/resources/forms)

Medication

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

1. Parent must accurately complete the Medication Authorization 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 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 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

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.

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

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 sent through text using Eleyo or district recorded call. Television stations that air school closing information are Fox-2 News, WDIV-Channel 4 and WXYZ-Channel 7.

Parents can connect to the district web page by visiting www.uticak12.org to see school closings.

There are no refunds or make-up classes 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.

Toilet Training

Children enrolled in either our three-and-four-year-old preschool programs should 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 and air quality is reported to be at safe levels. 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 on the school. More information will be available from the School District and the Michigan Department of Agriculture at 1.800.292.3939.

AQI Basics for Ozone and Particle Pollution			
Daily AQI Color	Levels of Concern	Values of Index	Description of Air Quality
Green	Good	0 to 50	Air quality is satisfactory, and air pollution poses little or no risk.
Yellow	Moderate	51 to 100	Air quality is acceptable. However, there may be a risk for some people, particularly those who are unusually sensitive to air pollution.
Orange	Unhealthy for Sensitive Groups	101 to 150	Members of sensitive groups may experience health effects. The general public is less likely to be affected.
Red	Unhealthy	151 to 200	Some members of the general public may experience health effects; members of sensitive groups may experience more serious health effects.
Purple	Very Unhealthy	201 to 300	Health alert: The risk of health effects is increased for everyone.
Maroon	Hazardous	301 and higher	Health warning of emergency conditions: everyone is more likely to be affected.

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 registered students (no siblings) to experience and enjoy a variety of community resources.

These off-site trips should correlate 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 always remain with and supervise the child during the field trip.

Field trips may be free, or fees may be charged to cover the cost of admissions. If, for any reason, a field trip is cancelled or you are unable to attend, please note that your cost of admissions may or may not be refunded.

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

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.

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 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 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.uticak12.org

www.ucsccommunityeducation.com

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

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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