



Family Handbook



Great Start to Readiness Program Developed under a grant awarded by the
Michigan Department of Education.

Dear Stottlemeyer Families:

Welcome! We are so excited you chose Wayne-Westland Community Schools to support your child's early learning experience. You are taking a very important step in shaping your child's future by securing an environment that is safe, positive, and academically rich, that also encourages a strong sense of self. By choosing us, you are putting your child and family on a pathway for success.

Studies show that children who participate in early learning programs like SPARKEY and GSRP have higher IQs and learn more quickly compared to those who enter kindergarten with no formal education. They also show that children enrolled in early learning programs are more likely to go to college and earn higher wages.

At Stottlemeyer, your voice matters. We want to hear from you and our doors are always open to you. We encourage your participation by volunteering in your child's classroom. We also invite you to attend our center's Parent Committee meetings monthly via Zoom.

Best wishes for a very successful school year filled with exciting new learning experiences and growth for you, your child, and your family. Know that everyone at Stottlemeyer is here to support you every step of the way!

Sincerely,

Dr. Kelly Anderson
Principal
Stottlemeyer Early Childhood Center

PROGRAM OVERVIEW

Our Program Believes...

- Each child is unique in terms of personality, development level, learning style, and cultural background.
- The family is the primary influence in the development of their child, and therefore, must be an active participant in the program.
- Our program focuses on the whole child, which includes social-emotional, physical health, and well-being.
- Young children learn best through their own active hands-on experiences at home, at school, and in the community.
- Every child has the right and deserves the opportunity to achieve his or her full potential.

Program Goals

1. The program will increase opportunities for families to achieve greater family stabilization, empowerment, and self-sufficiency through comprehensive services (e.g. health, mental health, education, basic needs, financial) in accordance with the Parent, Family, Community Engagement Framework.
2. The program will enhance inclusive educational services for children 3-5 of all abilities and cultures in the domains of approaches to learning, social-emotional development, language and literacy, cognition, perceptual-motor, and physical development (ELOF) to ensure their optimal development and readiness for success in Kindergarten.
3. The program will provide optimal learning environments that promote the physical and socio-emotional health and safety of children, families, and staff.
4. The program will recruit, retain, and develop staff knowledge, skills, and cultural competency to provide the highest quality services for all children and families.

School Readiness Goals

Our approach to school readiness means that children are ready for school, families are ready to support their child's learning, and schools are ready for children. Stottlemeyer Early Childhood Center has established five school readiness goals within the five domains of child development. These goals are aligned with the High Scope curriculum..

Children will demonstrate developmentally appropriate:

- Social and emotional skills.
- Approaches to learning.
- Language and literacy skills.
- Cognitive thinking skills.
- Perceptual, motor, and physical development skills.

Each goal statement contains objectives and indicators based on the child's age level. For example, under Goal 4, the objective for a four-year-old would be to use math regularly and in everyday routines to count, compare, relate, identify patterns, and problem solve. The indicators within each goal are observable and measurable behaviors the child will demonstrate.

Program Options:

GSRP (Great Start Readiness Program)

This program option offers full day classes for eligible families at both Stottlemeyer. Stottlemeyer full day classes are Monday – Thursday from 8:00 a.m. to 3:00 p.m. Parents will be notified of all breaks and holidays as determined by the Wayne Westland Community School District.

SPARKEY

This program offers half day options at Stottlemeyer. Morning classes are from 8:00 a.m. to 11:30 p.m. Afternoon classes are from 12:15 p.m. to 3:45 p.m. Parents will be notified of all breaks and holidays as determined by the Wayne Westland Community School District. Each class is determined by age and is paid for by parent tuition dependent on class.

Blue & Pink Class:

This class is limited to children who are 2.5 to 3 years of age in September, and meets Tuesday and Thursday weekly (Tuition is 1800.00 annually).

Purple & Green Class:

This class is a split 3 & 4 year old class and meets Monday, Wednesday, & Friday afternoon weekly (Tuition is 2800.00 annually).

Staff Directory/ Contact Information

Building Principal	Dr. Kelly Anderson
Building Secretary (Secondary Line)	Johnathan Prevost 734-419-2630
Director of Preschool Special Education	Bethe Warrick
Special Education Secretary	Tye Moore 734-419-2645

SPARKEY Staff

Teacher:	Bobbie Wright	Room 116
Assistant Teacher:	Kristina Peters	

GSRP Staff

Teacher:	Serena Schnau	Room 100
Assistant Teacher:	Joy Caiafas	
Teacher:	Penny Victory	Room 102
Assistant Teacher:	Sharon Nowicki	
Teacher:	Angela Rochow	Room 104
Assistant Teacher:	Brianna Baker	
Teacher:	Chante McClaine	Room 106
Assistant Teacher:	Lori Divis	
Teacher:	Stephanie Bradley	Room 108
Assistant Teacher:	Crystal Williams	
Teacher:	Paula Otto	Room 110
Assistant Teacher:	Ashley Henley	
Teacher:	Trina Oynoian	Room 112
Assistant Teacher:	Kristi Alexander	
Teacher:	Laura Bennett	Room 119
Assistant Teacher:	Corey Berringer	
Teacher:	Lisa Ullrich	Room 120
Assistant Teacher:	Angie Frost	
Teacher:	Pam Bishop	Room 121
Assistant Teacher:	Juli Conn	
Teacher:	Laura Mausolf	Room 122
Assistant Teacher:	Jamiya Stone	
Teacher:	Vivian Kennedy	Room 126
Assistant Teacher:	Fadwa Boulos	

Teacher:	Rachel Krakowiak	Room 128
Assistant Teacher:	Karen Haughney	
Teacher:	Ann Sefton	Room 134
Assistant Teacher:	Shelby Lawson	

ECP Staff

Teacher:	Andrea Dawson	Room 135
Para Professional:	Cindy Cichowski	

Teacher:	Kimberly Cole	Room 137
Para Professional:	Alisa Asbury	

Teacher:	Kara Mitter	Room 101
Para Professional:	TBD	

Teacher:	Lianna Malicowski	Room 103
Para Professional:	TBD	

SXI Staff

Teacher:	Andrea Saks	Room 130
Para Professional:	Loretta McEndree	

Teacher:	Christine Smith	Room 132
Para Professional:	Beth Berini	

ASD Staff

Teacher:	Molly Legg	Room 125
Para Professional:	Diane Moore & Debbie Busuito	

Full Day Sample Classroom Daily Routine

Example Room Daily Schedule

8:45 Arrival/wash hands/books

Children have choices to eat, spend time with books or interact with adults and one another. Once majority of kids have arrived, we start our day.

9:00-9:15 Greeting Time

Adults share daily announcements and message board items are reviewed.

9:15-9:45 Breakfast Time

Family style meal supports children in doing things for themselves. Children choose what to eat and how much to eat. Adults eat and have meaningful conversations with children. Children are encouraged to clean their own space.

9:45-10:00 Small Group

Activity is chosen based on the children's interests and development. Children work with their own set of materials and explore, play, work with materials, and talk about what they are doing.

10:00-10:10 Planning

Children indicate their plans to adults. Adults use a range of strategies to support children's learning.

10:10-11:05 Work Time

Children initiate activities and carry out their intentions. Adults participate as partners in child-initiated play and encourage children's problem solving both with materials and during times of social conflict.

11:05-11:15 Clean-up

Children and adults clean-up together keeping the spirit of play and problem solving alive. Adults accept children's level of involvement and skill.

11:15-11:25 Recall

Children choose work time experiences to reflect on, talk about, and exhibit. Adults provide a variety of materials and strategies at this time. Then transition to outside time.

11:30-12:00 Outside/Gym Time

All adults and children participate in activities planned around children's interests, developmental levels, music and movement, cooperative play, and events meaningful to children.

12:00-12:15 Book Time

Books are chosen based on children's interests. Children are encouraged to interact during the story.

12:15-12:25 Wash Hands/Prepare for lunch

Children prepare their own place setting and serve themselves.

12:25-1:00 Lunch followed by Book Time

1:00-1:05 Bathroom/Prepare for Rest Time

1:05-2:15 Rest Time

2:30-3:00 Outside Time

3:00-3:20 Snack Time and Carpet Activity

3:20-3:30 Prepare for Home

3:30 Dismissal

Half Day Sample Daily Schedule

7:45-8:15	Breakfast
8:15-8:30	Message Board
8:30-9:00	Gym
9:00-9:15	Small Group
9:15-9:25	Planning Time
9:25-10:10	Work Time
10:10-10:20	Clean-up Time
10:20-10:30	Recall Time
10:30-10:45	Read Aloud Time
10:45-11:00	Large Group Time
11:00-11:15	Snack
11:15	Dismissal

Policies & Procedures

Enrollment

Eligible families include children between the ages of 3-4 years old. To begin the enrollment process please contact our Main office at **(734) 419-2630**. Program offerings are determined by age and family income.

Proof of family income (i.e. FIA 4162, 1040, MESC forms), verification of birth, residency (a lease or mortgage agreement and 2 pieces of mail to the resident), a signed record of immunizations, a Health Appraisal, and an emergency contact card must be provided to the office prior to enrollment. Vacancies that open in the program will be filled from the waiting list of applicants and prioritized by use of selection criteria. Enrollment is ongoing throughout the year.

SPARKEY Fee Policy

While GSRP program is tuition free programs, SPARKEY is dependent on parent tuition to run. All payments are due by the 10th of each month and excessively late payments may result in disenrollment from the program.

Withdrawal from the Program

Stottlemeyer is here to serve children and families and will take all reasonable measures to maintain the enrollment of each family. In the event that you choose to withdraw from the program, please contact the main office as soon as possible. Advance notification of plans to withdraw a child from the program is highly encouraged and appreciated.

We may ask to meet with the parent/guardian, as we may be able to provide additional resources to support the family, including assistance with transitioning their child to other educational programs. The person withdrawing the child from the program **must** be the legal parent/guardian of the child. Once a parent/guardian has withdrawn from the program, a new application will be required to re-enroll.

Expulsion

Children are not excluded or expelled because of the need for additional developmental, medical or behavioral support, assistance with toileting, or staff attitudes and/or apprehensions.

Reporting Absences

It is **very important** that your child has regular attendance in order to experience the greatest benefit from the program. It is the responsibility of the parent/guardian to inform their teacher or Stottlemeyer's main office, in the event of a child's absence due to illness or other reasons. In the event of an absence, parents should call the office and give the child's name, the teacher's name, the reason for the absence, and the day the child is anticipated to return.

If you do not report a child's absence it will result in a phone call or a home visit to determine the reason for the absence and to offer assistance as needed. Excessive absences **may** result in the families being offered a different program option or being placed back on our waiting list. Advance notification of plans to withdraw a child from the program is encouraged and appreciated.

Arrival and Dismissal

When bringing your child to the center, please do not arrive before class begins unless previously instructed by the classroom teacher in excess of five minutes. In compliance with our State of Michigan Child Care License, children **cannot** be in classrooms prior to the start time. You are welcome to wait outside your child's drop-off door with your child until class begins.

Tardiness is defined as arrival 10 minutes after the scheduled start time of class. It is very important for children to participate in all daily activities in the classroom with their peers. Excessive tardiness may result in your child being placed in a different program option or being returned to our waiting list.

Please be on time to pick up your child at the end of their school day. In the event your child is not picked up by you at the end of the school day, staff will continue to supervise your child until you and/or the contact people you have listed for emergencies are able to pick up and assume care for your child. If we are unable

to reach you and/or your emergency contacts after a reasonable period, then staff will consult with local authorities to arrange for continued supervision. Please have your ID at pickup. Only individuals with proper identification and on a designated emergency card may pick up children from class.

Emergency Cards

Parents must provide important emergency contact information including names, addresses and phone numbers of family members or neighbors living in the community.

If we are unable to reach you in an emergency situation, the people listed on your emergency card will be contacted. Complete and correct information is important. Center staff will only release your child to persons listed on your child's emergency card. The person you have designated to pick up and/or drop off your child must be an adult (18 years or older) and must provide photo identification before your child will be released to them.

Please update your emergency card with the Main Office when changes occur to your phone number, address and/or emergency contact/release information.

Communication

Communication between staff and parents is on-going. At a minimum, monthly communications will be sent home to share information as well as center events.

Parent Committee Meetings are held monthly at Stottlemeyer and serve as a great source of information and communication for parents. Classrooms use Class Dojo as a social platform for communication with families.

Inclement Weather

Classes are canceled when our Wayne Westland Community Schools close due to weather conditions. School closings are announced **after 6:00 am**. Please check your local news station for school closing information. We will always do our best to contact you at the earliest time possible.

Toys

The classrooms are well stocked with a wide variety of materials and equipment. Therefore, your child should leave their favorite items at home.

Clothing

Classroom activities are high energy and often messy, so please dress your child in comfortable clothing suitable for play that will not stop his/her ability to explore the world of learning. For safety reasons, it is also important that beads and barrettes are secure and do not obstruct your child's vision.

An important part of your child's daily program will be outdoor play. He/she will enjoy it much more dressed in weather-appropriate, comfortable clothing.

For safety reasons, children must wear closed heel and closed toe shoes. Sandals, flip-flops, or slip-on shoes are not appropriate classroom footwear. As suggested by the Michigan Child Care Licensing Division, please avoid sending children to school in clothing that has drawstrings and tie cords, which can also be choking hazards.

It is necessary to have an extra change of clothing at school for your child. Please make sure extra clothing is marked with your child's name and kept in his/her cubby/backpack. In keeping with the requirements from the Centers for Disease Control, all clothing soiled with bodily fluids will be placed, un-rinsed, in a plastic bag inside of your child's backpack. Please check daily for clothes that need to be taken home for washing.

Birthdays/Holiday Celebrations

Birthdays and holiday celebrations are very special to young children. Due to the cultural diversity of our center we do not celebrate any specific holidays during school hours. Your child's birthday will be acknowledged. If you do not want your child's birthday recognized, please let your child's teacher know. Due to Child Care Licensing Regulations, no outside food, gifts, or treat bags are permitted in the classrooms or distributed at the Center.

Discipline Policy

To ensure that the preschool experience is positive and pleasant for each child, physical or emotional punishment is not permitted or tolerated.

Our classroom rules are:

- Be safe
- Be kind
- Be respectful

Staff use positive guidance techniques, which encourage self-control, self-esteem and cooperation. Children are taught the High Scope Six Steps to Conflict Resolution, which helps them to build problem solving skills and encourages working together to identify and solve problems.

The following methods of discipline are strictly prohibited in the Stottlemeyer Preschool Program by staff, volunteers, or clients:

- Inflicting any form of corporal punishment; hitting, shaking, biting, punching, or the like
- Restricting a child's movement by binding or tying him/her
- Mental or emotional cruelty such as humiliating, shaming, or frightening a child
- Depriving a child of meals, snacks or necessary toilet use
- Confining a child in an enclosed area such as a closet, locked room, box, or similar cubicle

Confidentiality

Staff, families, and volunteers must adhere to our confidentiality policy that assures:

- Confidentiality is maintained regarding all child/family information and records, including any personally identifiable information (PII), in accordance with applicable state and federal laws.
- Records are shared only with parental written consent. Written consent must specify what records may be disclosed, explain why the record will be disclosed, identify the parties to whom the records may be disclosed, and written consent must include a signature. Parental granting of consent is voluntary and may be revoked at any time. A revocation is not retroactive and does not apply to an action that occurred before consent was revoked.

- The program may disclose PII without parental consent to:
 - A federal or state entity auditing or evaluating the program to ensure compliance with federal legal requirements
 - Appropriate parties in order to address a disaster, health or safety emergency during the period of the emergency, or a serious health and safety risk such as a serious food allergy
 - A judicial order or lawfully issued subpoena
 - Authorized representative from the Food and Nutrition Service to conduct program monitoring, evaluation, and performance measurements for the Child and Adult Care Food Program
 - A caseworker or other representative from a legally responsible state, local, or tribal welfare agency, who has the right to access a case plan for a child who is in foster care placement
- Appropriate parties on reporting child abuse and neglect, consistent with applicable federal, state, local, and tribal laws.
- Parents, particularly when volunteering in the program, are expected to maintain confidentiality as they learn about other families and children enrolled in the program per Standards of Conduct.

Right to Review Records

Parents have the right to read, review, and request revision of their child's record. If you are interested in reviewing your child's record, please notify the office or your Family Advocate to make an appointment.

Child Custody Conflicts

We recognize that divorce and child custody issues can result in conflicts. In the event a situation should arise, it will be handled in the following manner:

- Until custody has been established by a court action, one parent may not limit the other from picking the child up from the center as long as the parent is listed on the Birth Certificate. It is not within our legal right to withhold a child from a parent unless there has been a court action that limits a parent's right to access to the child.
- If you wish to restrict the other parent from picking up the child, you must provide a copy of a court order outlining parental rights. It will be maintained in the child's file.

- If a parent wishes to discuss his/her position on the custody issue, an appointment should be scheduled with a Family Service Worker and/or the Program Director and the child should not be present.

Drug and Smoke-free Facilities

In compliance with the law, Wayne- Westland prohibits the use of any and all tobacco products, including e-cigarettes in the building and on the premises, including the parking area. Selling or using alcohol or illegal drugs is not permitted in the center or on center grounds.

Center Safety

Wayne-Westland Community Schools are weapon free, gun free, and violence free zones and workplaces. Police may be called for the following reasons:

- Verbal or physical threats against staff, children, or other parents
- Any act of violence
- Damaging or stealing of property
- Possession of any weapon
- Suspicion of drug/alcohol intoxication

Emergency Procedures

Emergency procedures that are practiced in the event of a fire, tornado, or other center emergencies will be posted in all rooms. Practice drills will be scheduled throughout the year.

Pest Control

Wayne Westland Community School do not use pesticide on any of their school properties. If outside agencies are called for outside pest control parents will be notified.

Program Evaluation

Families will be notified of program evaluation activities. In addition to GSRP and MDE reporting requirements, our program may be selected to participate in local, national, regional, and/or statewide data collection efforts. If selected, our program will cooperate with designated evaluation contractors. Cooperation includes, but is not limited to:

- Making classrooms available for observation
- Providing non-classroom space on site for child assessment
- Allowing administrators and staff to take time to complete surveys and questionnaires
- Returning completed surveys and questionnaires promptly and regularly
- Providing program information to the contractor, including children's unique identification numbers, as recorded in the Michigan State Data System (MSDS)
- Participating in project informational webinars, conference calls, and in-person meetings
- Distributing parent information letters

Grievance Procedure for 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. You can contact them by phone, email, leaving a written message or scheduling a meeting.
2. If parent concerns persist, contact Stottlemeyer's main office to set up a meeting with our Principal, who is available for a meeting upon request. Please call 734-419-2630.

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

Child Care Licensing Binder

All GSRP centers are licensed centers through the State of Michigan Department of Licensing and Regulatory affairs.

All centers maintain a licensing binder on site which contains all of the licensing inspection reports, special investigation reports and any center-related corrective action plans. The licensing binder is available for your review at any time during business hours. Please see the main office to review the binder.

Licensing inspection and special investigation reports from the past two years are available on the child care licensing website at www.michigan.gov/michildcare.

EDUCATION AND DISABILITIES

Active Learning in the Early Childhood Services Classrooms

Stottlemeyer Early Childhood Center uses the High Scope approach to learning. High Scope is founded on the belief that children learn best through active learning. Active learning consists of direct, hands-on experiences with people, objects, events, and ideas that allow children to test their assumptions and gain new knowledge. High Scope encourages children to follow their own curiosity, interests and goals.

The space and materials in the classroom are carefully selected and arranged to support active learning. Each classroom is divided into “interest areas” organized around specific kinds of play. Examples include: block area, house area, toy area, book area, sand-and-water area, art area, etc.

Our teachers give children a sense of control over the events of the day by planning a consistent daily routine where children look forward to what happens next. A large part of the preschool daily routine is the “plan-do-review” sequence, in which children plan what they would like to do, follow through with their plans during work time, and then share their experiences with their teacher and fellow students. Other parts of the daily routine include small and large-group times, greeting time, and outside time.

Because children learn at different rates, they are more likely to reach their full potential when they are encouraged to interact and communicate freely. Parents are invited to participate at any time. Any questions regarding the curriculum may be directed to the Early Childhood Education Manager.

High Scope Curriculum

The High Scope curriculum is the educational approach used in our classrooms. It offers high-quality education because:

- It is based on years of child development research.
- Children are recognized as “active learners”.

- It offers an organized environment that allows children to choose their own materials and activities.
- The daily classroom routine is consistent and predictable.
- It supports adults observing and encouraging children.
- Children's abilities and development are assessed through their daily activities.
- It supports children's independent thinking, decision making, problem solving, and respect for others.
- It builds a solid foundation for success in school and life.

By using the High Scope Curriculum, the Stottlemeyer Preschool programs are committed to providing a safe and healthy environment for all students, which is accessible to those with disabilities and provides a basic learning environment. The learning environment supports the students' physical, social, emotional, and cognitive growth. The KDIs are High Scope's curriculum components and guide teachers as they plan and assess learning experiences and interact with children to support learning.

Preschool Curriculum Content Areas:

- Approaches to Learning
- Social and Emotional Development
- Physical Development and Health
- Language, Literacy and Communication
- Mathematics
- Creative Arts
- Science and Technology
- Social Studies

For preschoolers, there are 58 KDIs embedded within the curriculum content areas. These are the skills and behaviors at each stage of development that pave the way for school and adult success.

Each KDI is a statement that identifies an observable behavior that represents knowledge and skills in each of the content areas. Our teachers keep these indicators in mind when they design the classroom and plan activities.

High Scope Daily Routine

The High Scope Daily Routine provides children a consistent schedule that they can depend on and understand. Children thrive in environments when they can predict what happens next and are stressed when their day is unpredictable. A consistent daily routine gives children the foundation for a calm and predictable day. Each portion of the High Scope daily routine has an important role in children's development. Greeting Time and message board is when children learn important literacy and language skills. Planning Time and Recall were specifically developed to build children's executive functioning skills; working memory, flexible thinking, and self-regulation. The executive functioning skills are what allow us to set goals, make plans, and get things done. They are considered the "CEO" of the brain. Work Time allows children to carry out plans, build social skills, and problem solve. Small group is the time of the day when teachers are planning important activities that support each child's individual growth. Large group is when children learn what it means to be part of a community, work together, and develop leadership skills. **It's very important that your child doesn't miss any portion of the day.** When they do, they miss out on valuable experiences that enhance their school readiness skills.

Ongoing Child Assessment with COR Advantage

High Scope's Child Observation Record, COR Advantage (COR), is a birth-to-five assessment that assists teachers in supporting children at every developmental level, including children who are Dual Language Learners and those with special needs. COR Advantage assesses children's learning in all eight curriculum content areas. Each day, teachers and caregivers write brief anecdotes that objectively describe children's behavior, specifically what they see children do and say. They use these notes to evaluate children's development and then plan activities to help individualize children's development and progress. COR assessment data is analyzed three times per year and is shared with parents at home visits and parent teacher conferences.

Literacy

Literacy is everywhere! Your child's school day involves daily literary experiences. Our classrooms are created to be literacy-rich environments, filled with books, print, songs, and language. The Literacy component has been established to help enhance skills that support language development and the reading and writing skills children need for School Readiness.

Home Visits for GSRP Classrooms

Home visits are an important part of our Stottlemeyer programs. They enable staff to get to know you and learn about your home, life, and interests. Home visits are an opportunity for information sharing about your child's growth and development and relevant program information. This is a great forum to talk openly and ask any questions you may have.

Home visits strengthen the coordination of your child's learning experience between home and school. **Home visits are a mandatory part of our program.** Home visits are scheduled in advance and typically last one hour. They take place two (2) times per year by teaching staff, and may occur over Zoom or GoogleMeet to aid in accessibility.

Parent/Teacher Conferences

Along with home visits, parent/teacher conferences are an important part of the communication process between parent and teacher. Twice a year, the teaching staff will set a specific time to meet with you. You will have the opportunity to review anecdotal notes, records, and examples of your child's work. It is a great time for you to ask any questions or discuss specific concerns as well. Each conference will last 45 minutes.

Playground/Outdoor Play

The outdoor environment is an extension of the classroom. Outside learning experiences give children a chance to stretch large muscles, breathe fresh air, take in the sunshine and enjoy the freedom of open space. Young children sleep better, eat better, and learn better because the outside soothes and stimulates the senses. Playing outside promotes healthy habits and strengthens children's immune systems.

All children are expected to participate in outside play and activities. Children will not go outside when thunder and lightning are present, during intense heat or cold, or in constant raining or icy conditions. However, we go outdoors when it snows, so please dress your child appropriately with boots, hats, gloves/mittens, winter coats, and snow pants (if possible). Our policy is that children will go outside if the temperature reads above 32 degrees Fahrenheit with the wind chill as long as the outside play space is free from ice or standing water. On hot days, children will be provided with shade and water.

Rest Time

Children enrolled in full day program will spend part of their afternoon (about 1 - 1.5 hours) resting on cots with a sheet and blanket that we provide.

Multicultural Principles

The purpose of multicultural/anti-bias programming within the preschool program is to help staff and families learn more about themselves and their communities by learning to understand the culture of others. To encourage cultural inclusion, parents are invited to participate in cultural diversity events, share stories and pictures in the classroom, at parent meetings and with staff.

Diversity Statement

Valuing diversity is a critical success factor for Stottlemeyer. Diversity includes race, ethnicity, disabilities, sexual orientation, gender, religion, culture, function, hierarchy, physical ability, physical appearance, language, life-styles and geographical origin. Stottlemeyer values and supports diversity in staff, families, and the community. It is mandatory that all Wayne-Westland Community Schools employees demonstrate openness to diversity and inclusion.

Screenings

Stottlemeyer Programs are required to conduct developmental and social-emotional screenings for every enrolled child. Screenings are an opportunity to identify each child's strengths as well as address areas that may require further investigation and intervention. Wayne-Westland GSRP uses the Ages and Stages Questionnaire, Third Edition (ASQ-3) for developmental screenings and the Ages and Stages Questionnaire: Social Emotional 2 (ASQ: SE 2) for social-emotional

screenings. Both are parent questionnaires that will be completed with the parent or guardian. If a concern is identified with either screening, parents or guardians will be notified and provided additional information and activities to support their child's growth and development.

Disability Services

Stottlemeyer Programs are inclusive programs. Laws and regulations related to children's rights and protections have been enacted and must be followed in all early childhood programs.

Children with disabilities may include those with speech and language impairments, vision or hearing difficulties, developmental delays, down's syndrome, autism, and other disabilities. Stottlemeyer programs are responsible for providing, directly or in cooperation with school districts (LEA) or other agencies, services to these children with special needs. It is our goal to include children with special needs in all aspects of the program.

This "inclusion" model benefits children with special needs in several ways, including:

- Learning in the company of peers
- Building friendships with typically-developing peers from their own neighborhoods and communities
- Receiving services and support in context of their regular classrooms without being isolated
- Developing the social competence, they need to become active learners

If you have concerns regarding your child's development, please speak to your child's teacher. An action plan will be created to address your concerns. If it is determined that further evaluation is needed, we will work with your local school district. If your child is eligible for special services, you will participate in developing an Individualized Education Plan (IEP) that will ensure your child's developmental needs are being met. Once IEP goals have been established, your child's teacher will work with you to incorporate those goals into the classroom activities.

The Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education ACT (IDEA) is a law that makes free appropriate public education available to eligible children with disabilities throughout the nation ensuring special education and related services are available at no cost. The IDEA governs how state and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers, birth through age three, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth ages three through 21 receive special education and related services under IDEA Part B.

Part B. Assistance for all children with disabilities:

- Includes provisions related to formula grants that assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities ages 3 through 21

Part C:

- Includes provisions related to formula grants that assist states in providing early intervention services for infants and toddlers birth through age 3 and their families for children and families. For more information regarding disability services, contact the Mental Health Disability Services Manager.

Services for Children with Disabilities

IDEA 2004 assures the following:

- All children between the ages of 0 and 21 with a diagnosed disability receive Free and Appropriate Public Education (FAPE).
- The rights of children with disabilities and their parents are protected.
- Least Restrictive Environment (LRE): A student must receive appropriate services in a setting which places the least restriction on his or her interaction with non-disabled students.
- The Individualized Education Plan (IEP): The IEP is designed to meet the needs of each child with a disability. Assessments are made by a Multidisciplinary Evaluation Team (MET) through the Local Education Agency. The IEP must contain the child's present level of performance, a statement of goals and objectives, the services that will be provided, the amount of time the child will

be in regular education, the beginning and ending dates of service, and transition services beginning at the secondary level or earlier if appropriate.

- Parent involvement: Parents are critical members of the team responsible for designing and carrying out a child's IEP or IFSP.

Americans with Disabilities Act (ADA)

In 1990, Congress passed the Americans with Disabilities Act. The ADA prohibits discrimination against any person with a disability in employment, public accommodations, commercial facilities, transportation, telecommunication, and State and local government. In order to qualify for rights under ADA, the person with the disability must have a history of an impairment that limits one or more major life activities or be perceived by others as having such impairment. The ADA also protects a person that has a relationship with a person with a disability if the relationship limits their ability to participate in major life activities.

Transitioning Children into Preschool

Tips for helping your child adjust to preschool:

- Your child may get sick more often as they are being exposed to other children and new environments for the first time. Don't take it to heart.
- Make sure your child is well rested, up to date on immunizations, and washes his/her hands frequently to reduce the chances of sickness.
- Spend time talking to your child about preschool, what to expect before he/she starts, and what to look forward to such as making new friends.
- Take your child to the center and meet the teacher before the first day.
- Try not to build up pressure and anxiety around the first day of school. It can elevate your child's fear of separation from you.
- Assure your child school is fun and safe and that you will return soon.
- Remain calm and smile. Your child will follow your lead.
- Develop a consistent routine at drop off time so your child knows what to expect each day. A predictable ritual such as a hug or high-five can make drop offs easier for you and your child.
- If your child is having difficulty at drop off, talk to your child's teacher. The teacher will help you to develop a plan to make separation easier for you and your child.

Transitioning Children to Kindergarten

Stottlemeyer Early Childhood Center will support families as their children leave preschool to continue education with Wayne-Westland Community Schools.

Support will be offered in a variety of forms:

- Kindergarten classroom visits will be arranged to familiarize the children with their new classroom environment. Kindergarten Teachers and Stottlemeyer Teachers will work together to develop an activity that will orient the children to the Kindergarten setting. Parents will be invited to accompany their child to the new and exciting environment. A Kindergarten Parent Meeting will be arranged to discuss:
 - o School District expectations and curriculums
 - o Ideas for summer parent support of child development
 - o Information of how parents can take an active role in their child's education
- Special Education Services
- In May, a parent teacher conference will take place to assist parents in understanding their child's progress over the year and identify areas of support for Kindergarten entry. A Transition Plan may be completed for students.
- Parents will be made aware of pre-enrollment opportunities for Kindergarten bound students. With permission, Stottlemeyer will facilitate the transition of necessary Kindergarten registration information.
- Also in May, Transition Packets of activities and information will be distributed for parent support of child development as provided by Wayne Westland Community Schools.

HEALTH AND NUTRITION

Health

Preschool guidelines and Michigan state law require that every child have a physical examination complete with needed immunizations before entering the program. Our program also requires that every child visit the dentist, wash their hands before meals.

Nutrition

PLEASE DO NOT SEND ANY FOOD TO SCHOOL

Parents must provide any information about their child's special dietary needs or food allergies. Stottlemeyer Early Childhood Center is responsible for what is presented to eat and the manner in which it is presented and the children are responsible for how much and what they eat. We make every effort to accommodate ethnic and cultural preferences.

Nutrition Curriculum

Reggie's Rainbow Adventure® is a nutrition and physical activity classroom-based curriculum for preschool children. The seven-week program chronicles the adventures of Reggie the superhero (who looks like a piece of broccoli). Reggie travels to several islands that correspond with the colors of the rainbow. Each week children sample healthy fruits, vegetables, and foods they may not normally eat. Parents are also provided educational brochures and handouts on nutrition and wellness.

Mealtime and Nutrition assessments

For those programs that allow for it (GSRP) a nutritious breakfast, lunch, and afternoon snack is served in a family-style setting each day in our centers through the Child and Adult Care Food Program (CACFP). The nutritional status of each child is assessed by reviewing the hemoglobin level, health and nutritional history given by a parent/guardian, and height and weight (measured at least twice during the school year). To help us meet the needs of your children, please provide our staff with information about any special dietary needs or allergies your child might have. A Food Substitution form must be filled out by your child's doctor to clarify the food restrictions due to medical concerns. Please visit the office to obtain a copy of the form.

What can you expect?

- All children will be served a healthy lunch consisting of milk, a protein like meat or cheese, vegetable and/or fruit, and bread equivalent. Meals will meet the minimum nutritional requirements. All meals are served family style.
- Children attending morning classes will be served a breakfast. Lunch will be served before they leave the center.
- Children attending afternoon classes will receive lunch upon arrival and a nutritious snack before going home.
- Children attending the full day option will receive all three meals.
- Menus will be dated, posted on bulletin boards, and sent home monthly to all parents.
- Foods served are low in sugar, salts, and fats.
- Parent volunteers are encouraged to participate in the nutrition program. Parent input is welcome in menu planning.
- Children will be encouraged, but not forced to eat.
- Nutrition education and food experiences will be a part of the curriculum for children.
- Parent nutrition education classes may be offered throughout the school year based on the interest of the parents.

The goal at Stottlemeyer is to help children build the foundation for healthy eating habits and positive attitudes about nutrition that will last them a lifetime.

USDA Non-Discrimination Statement

Non-Discrimination Statement In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027)

(http://www.ascr.usda.gov/complaint_filing_cust.html) online, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form.

To request a copy of the complaint form, call 866- 632-9992.

Submit your completed form or letter to USDA by:

1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410;

(2) fax: 202-690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Illness

Please do not send your child to school if he/she had a fever, unexplained rash, diarrhea, vomiting, excessive coughing, or any other possible communicable disease in the 24 hours prior to the school day. It is better for your child to rest at home than to come to school on these days. You must call the center if your child is going to be absent.

Medication Policy

Stottlemeyer will follow the Michigan Association of School Nurses Medication Administration and State of Michigan Child Day Care Licensing Regulations. A current **Permission for Prescribed Medication** form must be on file. Parents can obtain a form from the main office. All medication dispensed (including topical ointments) must have a written order signed by the physician with signed parental consent for administration by a school nurse. Only physician prescribed medication will be accepted at Stottlemeyer. All medication received for administration by a staff members must be given to a school nurse.

If a child requires life-saving medication (i.e. Asthma Inhalers, Diastat, or an Epi-Pen), the parent/guardian must:

- Have a written order signed by the physician and parent
- Bring the medication to the center for the first day of class
- Bring the medication in the original container with the current date, expiration date, the child's name, physician name, medication name, dosage, and method of administration
- Pick up all unused medication at the end of the school year or un-enrollment in the program

Hand Washing

Effective implementation of hand washing significantly reduces health risks to children and adults by limiting the spread of infectious germs. Staff, volunteers and children will wash their hands with soap and running water after toilet use, before food preparation, handling, consumption, or any other food-related activity. Hand washing will be repeated and monitored if contaminated with blood or other bodily fluids, and after handling pets or other animals. Staff must also wash their hands with soap and running water before and after giving medication, as well as before, and after assisting a child with toilet use.

Notification of Accidents, Injuries, Incidents, Illness

Teachers or Assistant Teachers will inform parents of any accidents, injuries, incidents or illness that occur while a child is in school. When an accident or injury occurs which requires professional attention, the parent or emergency person will be contacted immediately. **Please make sure we have up to date contact information as well as current home, work, and cell telephone numbers for each person listed on the emergency card.** A written accident report will be completed by the staff that witnessed the incident and placed in our main office's student injury binder.

Health and Safety Policies and Procedures

Health practices and policies followed by Stottlemeyer comply with State of Michigan Child Care Licensing requirements as well as both early childhood Performance Standards and Wayne-Westland Community Schools Policies and Procedures. Health and safety of both children and staff are of paramount importance to us including:

- Hand washing and tooth brushing procedures are posted in all bathrooms. Staff supervises these activities at all times.
- Children and staff wash hands prior to eating and after restroom use, exposure to discharge, blood or urine/feces and as necessary.
- Staff use disposable gloves whenever assisting with toileting or cleanup of body fluids.
- Children who soil themselves are assisted immediately with cleanup and are given a change clothes if available. Soiled clothing is placed in leak proof bags and placed in the child's cubby. Parents are made aware of soiled clothing. Absolutely no rinsing out or laundering of children's clothing is done at Stottlemeyer.
- Sheets and blankets will be provided to all center-based children.
- All table surfaces are washed and sanitized throughout the day using a 1:10 parts chlorine bleach solution prepared daily. Toys and manipulatives are sanitized weekly and as needed each day.
- Programs follow all recommendations of Wayne County Health Dept. to control communicable disease in schools, excluding infected children, and notifying all parents at an affected site.
- All staff are provided annual training on medication administration, universal precautions, and communicable disease prevention. In addition, staff receives American Red Cross annual CPR/First Aid certification.
- Children with severe health concerns will have a Health Care Plan put into place with our school to ensure the safety of the children.

If you have any questions regarding our nutritional or medical procedures please consult **Health Specialist Manager, Nurse Michelle Fuller**.

Second Step

Stottlemeyer implements the Second Step Program for preschoolers enrolled in our facility. Second Step addresses both the child and the family through the following guides:

- Second Step Early Learning
- Second Step Family Guide

This is a classroom–based curriculum designed to decrease problem behaviors, increase student's school success, and promote social-emotional competence and self-regulation.

Second Step teaches children to identify and understand their emotions and the emotions of others. Second Step works to reduce impulsiveness, helps children choose positive goals, and learn to manage their emotional reactions. Strategies are provided for children daily and documented on the lesson plan. The Family Guide is a training that teaches parents strategies to promote their child's social emotional competence and self-regulation.

Positive Behavior Intervention Support (PBIS)

Positive Behavior Intervention Support (PBIS) is an approach that is used by staff for working with children with challenging behaviors. PBIS supports children in achieving meaningful, long-term outcomes. Emphasis is on the prevention of challenging behaviors, developing prosocial skills, and the use of research-based strategies for addressing existing behavior concerns. The PBIS approach helps increase a child's capacity for learning by promoting a positive climate and culture, utilizing school-wide classroom and individual expectations.

PARENT, FAMILY & COMMUNITY ENGAGEMENT

Child Abuse and Neglect

The Child Protection Law requires that a teacher, school administrator, nurse, social worker, or duly regulated child care provider, "who has reasonable cause to suspect child abuse or neglect must immediately by telephone or otherwise make an oral report or cause a report to be made of the suspected child abuse or neglect, a written report shall follow." In the event, a report is made, we will make every attempt to determine what occurred and immediate help will be obtained. Parents may or may not be informed of a report. If you suspect any abuse or neglect, you are to call 1-855-444-3911 to report it.

Parent Involvement/Volunteerism

My Rights as a Parent:

- To ensure that my child attends class daily in order for him/her to best benefit from the program
- To take part in decisions affecting the planning and operation of the program
- To help develop adult programs that will improve daily living for me and my family
- To be welcomed in the classroom
- To be informed regularly about my child's progress
- To be always treated with respect and dignity
- To expect guidance for my child from the teachers and staff which will help his/her overall development
- To have the ability to learn about the operation of the program including the budget and the level of education and experience required to fill various staff positions
- To take part in planning and carrying out programs designed to increase my skill in areas of possible employment
- To be informed about community resources concerned with health and education that can help to improve the quality of the life of my family

- To choose whether or not I participate without fear of endangering my child's right to be in the program

My Responsibilities as a Parent

- To assume an active role in my child's education by learning about the program and take an active part in decision making
- To accept the program as an opportunity through which I can improve my life and my children's lives
- To take part in the classroom as an observer or a volunteer worker and to contribute my services in whatever way I can toward enrichment of the total program
- To provide parent leadership by taking part in elections, to explain the program to other parents and encourage participation
- To welcome teachers and staff into my home to discuss ways in which parents can help their children's development at home in relation to the school experience
- To work with teachers, staff and other parents in a cooperative manner
- To nurture my child's growth in ways that are both loving and protective
- To offer constructive criticism of the program, to defend it against unfair criticism and to share in evaluating it
- To take advantage of programs designed to increase my knowledge about child development, parenting and other skills in areas that may result in possible employment
- To become involved in community programs which help to improve health, education and recreation
- To treat all staff with respect and dignity
- To maintain two-way communication with center staff

Behavior and Conduct

The following behaviors are considered to be unacceptable and will **not** be tolerated in our center or at any of our functions:

1. Loud and abusive behavior
2. Smoking
3. Being at the center while under the influence of drugs or alcohol
4. Illegal conduct such as stealing, assault, etc.

5. Gossiping or slandering of children, staff, or families
6. Behaviors that are detrimental to the preschool programs
7. Neighborhood menacing or violation of city/state public ordinances
8. Violation of Agency Policies and Procedures as related to the Stottlemyer Programs
9. Misrepresentation of the Stottlemyer Programs

In the event that the above behaviors are observed and substantiated by the Principal of Stottlemyer, the following consequences may occur:

1. Oral and/or written reprimand by the principal
2. Exclusion from future activities
3. Exclusion from program

Parent Committee Meetings

Parent meetings take place monthly. All parents are considered members of the Parent Committee. Those attending the meeting can:

1. Help make center decisions
2. Voice your opinions
3. Become an officer, learn leadership skills, and take part in planning parent events
4. Be elected as a Policy Council Representative

Educational Opportunities for Parents

1. Educational opportunities
2. Employment opportunities
3. Obtaining leadership skills
4. Advocacy skills
5. Employment and training programs
6. Community involvement and awareness programs
7. Educational systems opportunities
8. Learning the importance of parent involvement in relation to your child's growth, development and education

Parents & Volunteers

WE LOVE VOLUNTEERS!!!

Volunteering is a very important part of our program and volunteer hours mean much more to the program than you may realize. Not only are you lending a helping hand, you are also helping to bring more funding to our program. Research shows, children with involved parents have greater academic success! Please keep in mind that you will not be paid for volunteering. If you are interested in a paid position, please check in the school office for employment listings and opportunities.

Volunteer Opportunities at the Center

- Parent Committee meetings at the center
- Policy Council meetings at the grantee agency
- Subcommittee meetings (menu planning, event planning, budget etc.)
- Serving as an officer of the Parent Committee or Policy Council
- Attend conferences, workshops, and seminars to represent Stottlemeyer and report back to your group
- Work on the newsletter, calendars, flyers, posters, parent bulletin board, etc.
- Organize and/or staff the Parent Room
- Volunteer to pass out lunches
- Help with general office filing
- Make copies
- Help with paperwork

Volunteer Opportunities in the Classroom

- Help the teacher
- Work with the children
- Read a book or tell a story
- Help with tooth brushing
- Help with meals and snacks
- Help clean up
- Help with paperwork
- Assist with in center events

- Share a talent or teach a skill (talk about your job, play an instrument,...)

Volunteer Opportunities at Home

- Classroom prep work (cutting out materials, tracing, etc.)
- Cooking or baking refreshments for Parent meetings
- Make play dough, etc. at home for the classroom materials
- Make suggestions for menu plans, Family Events, lesson plans
- Call other parents regarding meetings, committee work, etc.
- High Scope take home activities
- Assist with center newsletters

Parent/Family Education

Stottlemeyer is a comprehensive program with the goal to educate both parent and child on their journey of a lifetime of learning. Trainings and workshops are provided for all parents and community volunteers. Nutrition, literacy, and homeownership classes are a few of the many classes we offer for parents and volunteers. We support our families with resources and referrals with everything from emergency food to grandparents' rights and GED classes. We have opportunities for parents, grandparents, and siblings of children to learn leadership skills and advocacy skills.

While your child is growing and learning in their classroom, you can also gain a vast amount of education and opportunities to build skills by attending educational courses throughout the school year. Many of our programs offer Certificates of Completion which can be included on your resume and improve your employability skills. We encourage parents and guardians to take advantage of all resources that are available to you and your family.

Community Complaints

Performance Objective

Stottlemeyer's Programs are committed to ensuring that every complaint is appropriately resolved.

Operational Procedure:

All staff members, Policy Council members, personnel and volunteers shall uphold positive relations with parents, children, outside agencies, businesses, partners, and the community-at-large while interacting with Stottlemeyer Early Childhood Center's Programs.

1. All groups listed above should welcome and solicit constructive suggestions from the community and seek positive relations with the community at all times.
2. Community complaints shall be resolved at the appropriate level and with the appropriate supervisor in the Wayne Westland Community School District. Complaints initiated at a higher level than is appropriate, or which have not been addressed to the appropriate party, will be referred to the proper party for review and resolution.
 - a. Complaints shall be handled according to the policies and procedures in effect for Wayne-Westland Community Schools.
 - b. Wayne-Westland staff may not intimidate, retaliate, threaten, coerce, or discriminate against a complainant, his/her witness or anyone involved in the investigation of a complaint.
3. The decision of the highest level of recourse of agency (The Superintendent) will be considered as a final disposition of the complaint. The only exception to this policy would be complaints having to do with any of the following:
 - a. Abuse of power by the agency governing board
 - b. Illegal activity not fully resolved by the agency governing board
 - c. Decisions by the agency governing board that conflict with Stottlemeyer regulations
4. Community complaints will be handled in accordance with the Wayne Westland Community Schools policies and procedures.

Policy Council is not involved in the resolution process, rather the process of being informed and in communication with the Principal. Policy Council will be kept informed of the resolution process.