

Huron Learning Center Early Childhood Programs

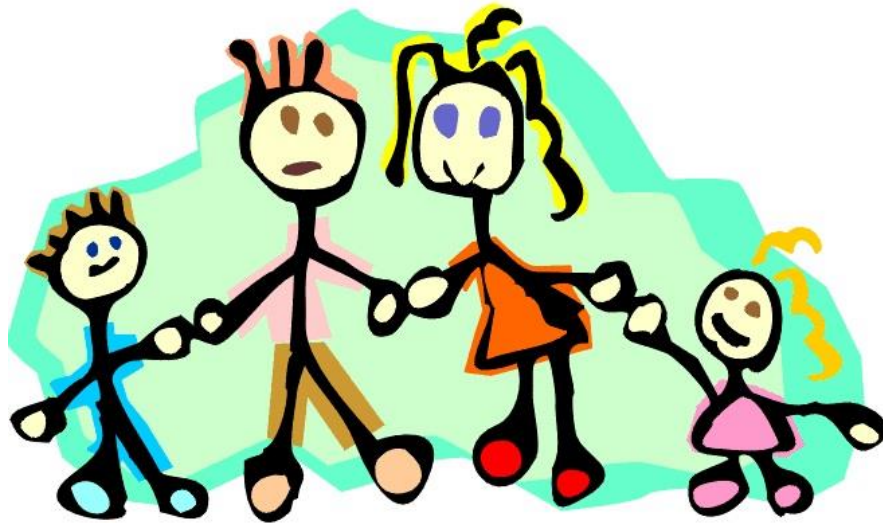
Parent Policy Handbook



**THIS HANDBOOK WAS DEVELOPED UNDER A GRANT AWARDED
BY THE MICHIGAN DEPARTMENT OF EDUCATION**

Revised 12/2016

Welcome!



Dear Parents,

Welcome to our preschool programs. We believe that parents and teachers need to work as a team and we're looking forward to a happy and productive year. More than likely, you'll have questions and concerns. If you don't find the information you need in this booklet, please contact one of our staff persons and we'll do our best to help. It is required by law that you sign a contract stating that you understand and agree to the contents of this policy handbook.

Preschool Staff

Huron Intermediate School District

Joe Murphy, Superintendent
Carol Brown, Director of Special Student Services
Jill Iskow, Principal
Katie Kolar, Assistant Principal
Becky Gettel, Early Childhood Contact
Deb Herzog, Administrative Assistant
Ashley Block, Secretary

The Huron Learning Center offers programs for children regardless of gender, race, or handicapping condition. Classroom programs run Monday-Thursday and classes are three hours long. The Great Start School Readiness Program serves regular education children who are 4, but not 5, by September 1. The Early Childhood Special Education Program (ECSE) serves children who have special needs and are ages 3-6. All children are included together whenever possible. Infants and toddlers with special needs may be eligible for home-based services.

Staff

Teachers: Christina Kosinski, Monica Krug, Julie Perry, Carol Zurek, Kim Miilu-Stipanovich (Home Programmer)

Assistant Teachers: Melissa Schramski, Jessica Leach, Michelle Murphy, Kim Ordus, Nichole Richmond, Sara Wasierski, Julie Helewski.

This is a highly qualified licensed program, you can expect to see:

- planned learning activities and materials appropriate to children's age and sensitive to their individual characteristics
- frequent, positive, and warm interactions among adults and children
- a healthy and safe environment for children and staff
- enough adults to respond to individual children
- regular communication with parents
- nutritious snacks and meals
- a nurturing environment that supports each child's growth

Philosophy

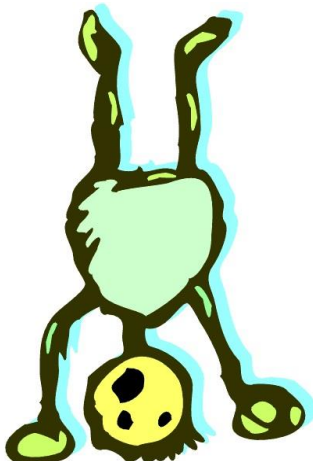
Our staff believes that children are unique individuals and by building upon each child's strengths and abilities, all children can be successful learners. We believe that children learn in an engaging, safe, and consistent environment supported by a trained, caring, and responsive staff. Children need a variety of experiences that include daily opportunities to participate in small and large group activities which encourage math, language, problem solving, thinking skills, social, and muscle development. We believe that children learn best when they have opportunities to explore their world with adults encouraging and guiding growth and development. Implementation of the Creative Curriculum supports students' development in a variety of learning domains. TS Gold allows us to track their progress and provides on-going feedback to parents regarding their child's path toward kindergarten readiness. Our goal is to create a home/school partnership where parents and teachers work together to support children's learning.

Our preschools do not discriminate on the basis of race, color, national or ethnic origin in any way, including admissions and educational policies, assistance and other school-related activities or programs. Diversity is valued and encouraged.

The Huron Learning Center preschool programs believe in including children with special needs. Whenever appropriate, students with differing abilities are integrated with special needs children of their own age.

GSRP is free for children who meet income guidelines.

ECSE is a free program to those who qualify.



Eligibility-Great Start Readiness Program

The Great Start Readiness Program (GSRP) was designed to provide high-quality preschool to children at risk for low educational attainment in the school year before they are eligible for kindergarten. Children enrolled in GSRP must be 4, not 5, on or before the age cut off for GSRP and meet family income guidelines as set by the State of Michigan *. We are allowed to enroll 10% of students who do not meet income guidelines. The following risk factors must be considered when enrolling these students:

- Diagnosed disability or identified developmental delay (developmentally immature, long-term or chronic illness, diagnosed handicapping condition, language deficiency or immaturity)
- Severe or challenging behavior (destructive or violent temperament)
- Primary home language other than English
- Parent/Guardian with low educational attainment (family history of low school achievement or drop-out, low parental/sibling educational attainment or illiteracy)
- Abuse/neglect of child or parent (physical or sexual abuse or neglect, substance abuse or addiction)
- Environmental risk (lack of a stable support system of residence, family history of diagnosed family problems, single parent, parent/sibling loss by death or parental loss by divorce, chronically ill parent/sibling, incarcerated parent, teenage parent, family history of delinquency, living in a rural segregated area)

*Over income families will pay tuition according to sliding scale fee below:

Monthly Tuition Rates	Below 250% of the Federal Poverty Level	251%-350% of the Federal Poverty Level	Above 350% of the Federal Poverty Level
½ Day Programming	GSRP Eligible- No tuition	\$10/month	\$20/month
School Day Programming	GSRP Eligible- No tuition	\$20/month	\$30/month

Enrollment-Early Childhood Special Education

Children enrolled in the Early Childhood Special Education (ECSE) programs qualify for these programs through the Special Education Individualized Education Planning Committee



Withdrawal

Great Start Readiness Program (GSRP)

Parents may withdraw their child(ren) from the preschool program at any time but are encouraged to notify staff one week in advance of when their child will be leaving. Parents are asked to leave a forwarding address or school contact if the child will be entering another preschool program.

Children who are absent from class for 30 consecutive days will be dropped from the program. Every attempt will be made to contact parents before such action is taken.

Children who have left the preschool program and later wish to be return will be placed on the waiting list until openings are available.

Early Childhood Special Education (ECSE)

Special education students need an Individualized Educational Planning Committee Meeting to change a child's program. This meeting can be arranged through your child's classroom teacher.

Getting Ready

Before entering school, your child must have:

- ◆ Health Appraisal (GSRP only)
- ◆ Immunizations (we'll copy your card and return it to you) or waiver
- ◆ A change of clothes
- ◆ Proof of residence & income (GSRP only)
- ◆ Copies of medical records pertinent to school
- ◆ Proof of birth date (birth certificate, court record, medical record)
- ◆ Meal Application for any child that will be eating a school breakfast and/or lunch.
- ◆ Emergency Information and Authorization Form
- ◆ Field Trip Permission (on back of emergency form)
- ◆ Photography Permission (on back of emergency form)



Areas of Focus

- Social/Emotional
- Physical
- Cognitive
- Language

Each child will progress at his/her individual pace in these areas of development:



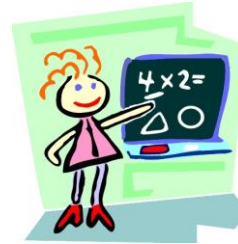
Social and emotional development



Language development



Thinking skills



Academics (math, science, pre-reading, and writing, and social studies)



Large and small muscle development



Creative arts



Health, nutrition, and safety



Individualized goals and adaptations for children with special needs

Goals



Engage in problem solving.

Understand relationships among objects and events.

Know about the community and social roles.

Gain early literacy skills for later reading and writing success.

Explore and enjoy art, music and other sensory experiences.

Understand and respect social and cultural diversity.

Represent ideas and feelings through pretend play, sensory experiences,
story telling and construction.

Use language to communicate effectively and to promote thinking and
learning.



Learn to be healthy, physically fit and safe.

Care for personal property.

Develop curiosity, imagination, and confidence as a learner.

Develop a positive self-concept and attitude toward learning, self-control,
and a sense of belonging.

Develop relationships of trust and respect with adults and peers.

Learn about world around us and understand cause and effect relationships.

Acquire basic physical skills, using large and small muscles.

GSRP - Daily Sample Routine

8:45 - 9:15 Arrival/Breakfast/Greeting Time - Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children are ready for them to leave. Children have choices about whether to eat, spend time with books, or interact with adults and one another. Once all children have arrived, adults share the daily announcements.

9:15 - 10:00 Large-Group Time/Music and Movement - All adults and children participate in activities planned around children's interests, developmental levels, music and movement, cooperative play and projects; and events meaningful to children.

9:00 - 10:10 Planning Time - Children indicate their plans to adults in a place where intimate conversations can occur and where people and materials are visible. Adults use a range of strategies to support children's planning (e.g., props, area signs, tape recorders, singing, planning individually, in pairs, in small groups).

10:10 - 11:10 Work Time (children's hour of uninterrupted Choice Time) - Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Work Time, adults participate as partners in child-initiated play and encourage children's problem solving both with materials and during times of social conflict.

11:10 - 11:20 Cleanup Time - Children and adults clean up together keeping the spirit of play and problem solving alive. Children make many choices during clean up. Adults accept children's level of involvement and skill while supporting their learning.

11:20 - 11:30 Recall Time - Gathered in small group settings, children choose Work Time experiences to reflect on, talk about, and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow children's lead and encourage children to share (e.g., individual props such as puppets, telephones or periscopes, group games using a hula hoop, ball or spinner, re-enacting, drawing, showing and describing a structure or

painting). Adults are unhurried in their approach and may complete Recall Time with four or five children each day.

11:30 - 11:40 Bathroom/Wash Hands/Prepare for Lunch - Children assist in preparation and set up. Children choose where they would like to sit and are encouraged to serve themselves.

11:40 - 12:25 Lunch - Meal time supports children doing things for themselves (e.g., serve themselves, pour beverages, distribute napkins, wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own meal area including disposal of leftovers, wiping of tables, and pushing in their own chairs.

12:25 - 1:25 Quiet/Resting Time - Resting is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest Time plans should be individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or fine motor manipulatives.

1:25 - 2:10 Outside Time - Children have many choices about how they play in the outdoor learning environment, much as they do during Work Time indoors. Adults supervise children for safety and also join in their active outdoor play, supporting their initiatives and problem solving.

2:10 - 2:30 Small Group Time - An adult-initiated learning experience based on children's interests and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.

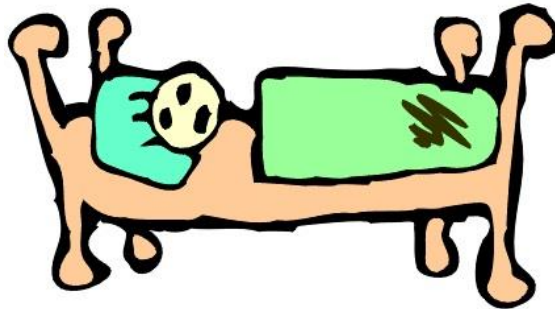
2:30 - 3:00 Bathroom/Snack - Adults and children work together to set up for snack. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.

3:00 - 3:30 Daily Wrap-up/Dismissal - Adults and children recall daily events and prepare for dismissal

Communication

In addition to seeing you during your visits to school and on home visits, we will be sending notes home to tell you about special events, your child's progress, possible exposure to contagious diseases, and newsletters about classroom activities.

In return, we need to hear from you! Please let us know if your child has been exposed to anything contagious. Let us know if something has happened to change your child's routine, like a death in the family, separation/divorce or even a new pet. By knowing what is happening, we can be supportive of each other. We believe strongly that by working together we will best meet your child's needs.



Keep in Touch!

Feel free to call the Learning Center! You may have to leave a message if we're in class or attending a meeting, but we'll try to return your call within 24 hours. The number is (989) 269-9274. If you prefer to call the classroom, our numbers are:

<u>Teacher</u>	<u>Classroom</u>
Carol	269-3427
Christina	269-3438
Julie	269-3457
Monica	269-3412

Communicating With Your School

All of our students are unique. Addressing their unique needs is best done through a collaborative effort involving teachers, ancillary service providers, parents and students, when applicable. When there are concerns regarding individual students, we encourage parents to address those concerns through that same collaborative approach. This can be done most effectively by using the following procedure:

STEP 1: Contact direct service provider to discuss concern (i.e., teacher, speech therapist, occupational therapist, etc...).

STEP 2: Contact building principal to discuss concern.

STEP 3: Contact supervisor of program to discuss concern.

STEP 4: Contact Director of Special Education to discuss concern.

Program Supervisors:

Early Childhood Programs/SXI & Elementary MOCI - Jill Iskow	269-3408
Speech Dept. - Carol Brown	269-3474
Ancillary Services (O.T., P.T., Teacher Consultants) - Geralyn Kolar	269-3464
MOCI/PREP/STEPS Programs - Katie Kolar	269-3453
HLC Campus Programs Principal - Jill Iskow	
Director of Special Student Services- Carol Brown	269-3474

Parent Involvement

The parent involvement component of the program is based on the belief that the best environment for children exists where there is a close family-school partnership.



Classroom Involvement

Families of all children in the programs are invited to visit our classrooms. It can be difficult to find the time, but it is very important that you become directly involved in your child's education. Sign up sheets will be sent home.

On your day to visit, you may bring your child with you or send him or her on the bus and come a little later. Please make arrangements with a babysitter for your other children. You will be asked to participate in our activities. This takes no training and no preparation, just come and spend time listening to the children, playing with them, and helping them to discover the wonderful world around them. Please see the volunteer guide for more info.

Family Days/Nights

Based on family interests, we schedule Family Days at the Huron Learning Center. Topics vary from year to year, but have included: special speakers, learning carnivals, workshops, and field trips.

Parent Involvement, Cont.

Home Visits

Students in the early childhood programs will receive at least two home visits. When we come out on a home visit, we bring activities to do with your child, discuss your concerns, and talk about your child's progress. Please contact your child's teacher to schedule additional visits, if you have concerns.

Parent/Teacher Conferences

Students in Great Start Readiness Program will receive two parent-teacher conferences (Fall & Spring). These conferences will provide updated information about your child's progress and areas that need further development. Your participation in the conferences is critical so please make every effort to attend. Students in the ECSE program may also be provided a parent teacher conference. Your child's annual IEP date will determine when the conference occurs. Your child's teacher will communicate with you regarding the scheduling of this conference.

Newsletter

Individual classrooms will send home newsletters periodically which include important dates, upcoming events, articles of interest, and suggested activities for you and your child.

Confidentiality

To protect the privacy of children and their families, we follow strict confidentiality laws. We do not release the names, ages, disabilities, or other personal information without written permission. Parents are expected to adhere to the confidentiality laws as well. Please respect the privacy of the other families by only discussing and sharing information about your own child.

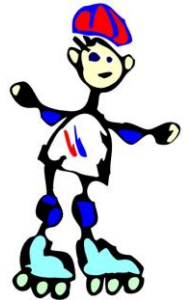


Parent Advisory Committee

The Huron Learning Center's Early Childhood Program asks for parent participation on an advisory committee which meets several times each year for one to two hours per meeting. The role of the advisory committee is to support the program in maintaining high quality standards. This is a critical role and parent participation is very important.

The Committee reviews and recommends changes in philosophy and recruitment. It keeps the teaching staff aware of community resources and helps to promote the program. The committee is involved in reviewing parent evaluations of the program and making recommendations based on the evaluations.

If you are interested in joining the advisory committee, please contact Becky Gettel at (989) 269-3485 or send a note in your child's book bag.



Parent Lending Library:

We have a small library of books and videos for parent use. Please stop by and check it out.

Staff/Volunteer Screening Policy:

All staff employed by the Huron Learning Center have had criminal background checks (State Police and FIA). Volunteers are required to sign a screening form that states they have never been convicted of a crime, have felony charges pending against them, or have been involved in abuse or neglect of children. Parent volunteers who have not had criminal background checks are supervised during all interactions with children.

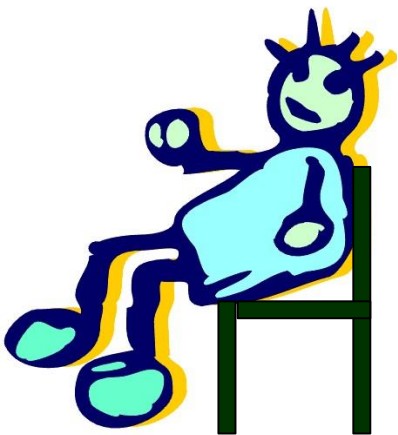
Referrals to Protective Services:

Child abuse and neglect are against the law. As mandated reporters, we are required by state law to report any and all cases of suspected child abuse or neglect within 24 hours to the Family Independence Agency.

Discipline Policy

We believe that children learn best through experiences. We believe that the staff must supportively guide and redirect the children to help them learn to cooperate with other students. This allows children to have positive educational experiences which encourage and enhance their growth and development. We believe that this can be accomplished through:

1. **GROUP MANAGEMENT TECHNIQUES.** Monitoring the number of children in each area of the room avoids overcrowding and allows for sufficient materials and the opportunity for constructive interactions, which reduces opportunities for negative behaviors.
2. **PROXIMITY.** Sometimes just saying their name or a touch on the shoulder can let a child know of your presence and this will in turn put him/her back on task, such as attending to the lesson at circle time.
3. **POSITIVE REDIRECTION.** If a behavior is inappropriate, we use redirection. For example, if Peter is throwing blocks, we would say, "Peter, build with the blocks." If necessary, we would teach the appropriate behavior to him. Sometimes, we give children choices, which help them to choose appropriate behaviors. For example, "Peter, build with the blocks, or you will have to play somewhere else."





Discipline Policy, cont.

4. **INDIVIDUAL SUPPORT.** After exhausting these methods, if a child still has a problem with inappropriate behaviors, a staff person will work one on one with the child to help them cool down and reflect on their behavior. With the help of staff's guidance, a better way to interact with the other children, materials, etc. is discussed. This interaction occurs in the classroom and is meant to assist the child in rejoining classroom activities as soon as possible.
5. **OUR PHILOSOPHY.** We do not use any form of hitting, corporal punishment, abusive language, ridicule, harsh, humiliating or frightening treatment at the Huron Learning Center.
6. **CONSISTENCY.** On a final note, we try to be as consistent as possible with our classroom expectations so that the children will know what is expected of them. We find that this helps the children and leads to their success.

Parents are notified by note, phone call, or home visit of any persistent behavior concerns.

Health Policy

All young children get sick at some time. While we cannot guarantee that your child will not "catch" something from another child at school, our goal is to insure a positive, healthy school experience for all children. **Parents will be asked to come and take home any child arriving at school with signs/symptoms of being ill or who becomes ill while at school.** The school staff has the authority to exclude children from the preschool for illness or other health-related reasons. Control of Communicable Diseases Policy: A student who is attending school with an immunization waiver will be excluded from school if the school has a case of the communicable disease which they have not been immunized for. The school will work with the Huron County Health Department to determine when the student with a waiver may return to school.

If you have questions, please call our school nurse, Phyllis Yoder, at (989) 269-3484.

Symptoms

Keep Your Child Home Until:

Fever	*Fever registers below 100 for at least 24 hours.
Constant Running Nose	*Thick yellow or green discharge clears up.
Earache	*A physician examines the ears and recommends that the child return to school.
Rash	*A physician determines the cause and recommends that the child return to school.
Sore Throat	*Physician determines the cause and that no strep infections exist and the throat is healed.
Harsh or Severe Cough	*Coughing subsides.
Pale or Flushed Skin	*Color returns to normal.
Red or Watery Eyes	*Eyes return to normal.
Upset Stomach or Diarrhea	*No vomiting or diarrhea for 24 hours and the child is eating normally.
Draining Sores	*Until draining stops.
Chicken Pox	*When sores are scabbed and dry.
Head lice	* <u>After</u> treatment; and no live lice are present.

Medication Policy

Whenever possible, schedule the administration of medication for times when your child is home. However, the need is recognized that certain students may be required to take medications during the school day and if this is so, parents have two options: 1) parents can come to school and administer the medication to the student themselves or 2) medication can be administered by the school nurse or designated personnel.

In order for school personnel to administer prescription or over the counter medication at school, the following is needed:

1. a copy of the written order from the child's health-care provider which includes the name of the medication, dosage, time to be given, length of time the medication will be prescribed and the reason for the medication to be given.
2. written permission from parent/guardian.
3. medication brought in by the parent/guardian in the original container.

If your child will require medication at school, please contact the school nurse, Phyllis Yoder, at (989) 269-3484 for a complete copy of our medication policy and required forms.

Student Injury and Medical Emergency Policy

Accidents can happen at school. If your child is injured at school, the parent will be contacted and staff will complete a student injury report. If available, the school nurse will assess the injury and administer first aid and determine if further follow up is needed.

If it is determined that a child cannot remain in school because of illness or injury, it is imperative that someone be available to pick them up. We strongly suggest that you establish a network of people who could care for your sick/injured child if we are unable to reach you. This information should be included on the emergency information and authorization form which must be completed and on file.

The importance of updated, accurate information on the emergency form cannot be overemphasized. It is the parents responsibility to inform the school of any changes (telephone number, contact person, etc.). If a child is injured we cannot

start treatment without a signed emergency treatment form. If a child has a medical emergency and parents or emergency contact person cannot be reached, the school will call 911.

Wellness Policy

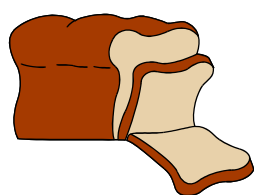
The school sets the following goals in an effort to enable students to establish good health and nutrition habits:

Nutrition

- Nutrition education that teaches the knowledge, skills and values needed to adopt healthy eating behaviors shall be integrated into the curriculum. Nutrition education information shall be offered throughout the school campus.

Physical Activity

- Physical activity and movement shall be integrated, when possible, across the curricula and throughout the school day.
- Every year, all students shall have the opportunity to participate regularly in supervised physical activities, either organized or unstructured, intended to maintain physical fitness and to understand the short and long term benefits of a physically active and healthy lifestyle.



Snack Policy

All children are provided a nutritious snack each day. We encourage children to explore and discover new foods and new tastes.

Transportation - Getting to school by bus

If your child rides a bus, teach him or her the following bus rules:

- *Stay in your seat.
- *Buckle your seat belt.
- *Have a quiet voice.



Does your child know the importance of sitting quietly throughout the bus ride? Have you discussed the importance of listening to and following directions given by the bus driver? Also, you may wish to place the book bag up by the bus driver. This eliminates the problem of notes ending up on the bus floor.

PARENTS ARE RESPONSIBLE FOR THE FOLLOWING:

- Supporting the school in enforcement of the above bus rules.
- Seeing that your child safely boards the bus and is buckled up.
- Greeting the bus driver when your child is returned home. (Even if your child is able to exit the bus alone, you must signal to the driver that you are there!)
- Identifying another responsible adult to load or unload your child if you are not able to do so.
- You must call the TAT office (269-2121 or 1-800-322-1125) if your child will not be riding the bus to or from school. Any changes in drop-off/pick up locations can be handled by calling TAT. **IT IS YOUR RESPONSIBILITY TO CALL TAT TO INFORM THEM OF ANY CHANGES IN YOUR CHILD'S BUS SCHEDULE.** Also for safety reasons, notify us if you have contacted TAT and asked to have your child dropped off at a different address. If the take-home address that TAT has is different than the address we expect your child to go to, we spend quite a bit of time calling to find out if the new address is correct or not.

Occasionally students are transported on a public school bus. These arrangements are made ahead of time with the family's consent.

Transportation - Getting to school by car

Some parents choose to transport their child to and from school. If you do, please do not park your vehicle in front of the school while you run your child in. This causes problems for other parents and is a safety concern. If this is inconvenient for you because of an infant sibling or handicapping condition, please talk to our staff.

- Please do not drop your child off at school before school starting times. Teachers may not be in the room, thus creating an unsafe situation for your child. For the same reason, pick up your child on time.
- If someone other than yourself will be picking your child up, send a note or call us. We check for picture identification, so tell them to bring in a driver's license. Legally, we are unable to release a child to anyone other than the parent unless they are listed on the emergency form, or we have permission from you.
- For safety reasons, please bring your child into school and make a staff member aware of his/her arrival. **DO NOT DROP YOUR CHILD OFF AT THE CURB OR SCHOOL DOOR UNLESS ONE OF OUR STAFF IS AT THE DOOR WAITING FOR YOUR CHILD!**
- Huron Intermediate School District including the Huron Learning Center and Huron Area Tech Center are "Tobacco Free" campuses. No smoking is allowed in our parking areas or on school properties.



Miscellaneous Information

Phone Numbers and Addresses:

It is important for us to have correct addresses and phone numbers on file. PLEASE INFORM US OF ANY CHANGES IMMEDIATELY!! This is especially crucial should any emergency arise with your child. PARENTS MUST PROVIDE THE OFFICE WITH THE NAMES, ADDRESSES, AND TELEPHONE NUMBERS OF PERSONS RESPONSIBLE FOR THEIR CHILD'S CARE, IN CASE OF EMERGENCY.

Labels:

PLEASE PUT YOUR CHILD'S NAME ON ALL OF HIS/HER BELONGINGS. Many children have similar clothing and it is impossible to tell whose is whose without a name. We cannot be responsible for lost items.

Outdoor Activities:

We do have outdoor time every day except in rain or extremely cold weather. Please dress your child accordingly. Warm mittens, coats, hats, snow pants, and boots are necessary every day once cold weather begins!



Parent Waiting Area:

At times, parents need a place to wait for their child as he/she participates in various activities. If the anticipated wait time exceeds 5 minutes, our receptionist will direct you to the appropriate waiting area. This will help to ensure the confidentiality of our students as well as provide the least disruption possible to activities happening within the building.

Miscellaneous Information, Cont.

Sharing Items:

Your child is invited to bring special items to school to show the staff and other children. We have time for sharing treasures! Make sure **everything fits inside** a book bag and please put your child's name on it. Toys which encourage violent play (guns, swords, action figures, etc.) are not welcome at school.



Clothing:

Learning can be messy business! Chances are your child will come home with finger-paint and magic markers on his or her clothes. Please choose clean, easy to wash clothing for your child to wear to school. Send a spare set of socks, underpants, shirt and pants in a paper bag, labeled with your child's name, if your child has occasional accidents (spills or toileting).

We have a **LIMITED** supply of clothing for emergency use, such as "accidents" or torn seams. If your child should come home wearing an item provided by his/her teacher, please wash and return it to school promptly.

Clothing should suit the weather and the season. **PLEASE MAKE SURE YOUR CHILD IS APPROPRIATELY DRESSED FOR THE WEATHER!!!!**

Field Trips:

We may take short field trips this year. You will receive advance notice in your child's book bag. It isn't necessary to sign a permission slip for each trip, if you sign the overall permission form at the beginning of the year. If we are able to fund larger trips, we will be asking for parent volunteers to help.



Parties:

Throughout the year we have reasons to celebrate. If your child is having a birthday, or if a holiday is approaching, we would love to have you send in a treat. Just call or send us a note. We prefer nutritious food items!

If you are planning an at-home birthday party for your child, we would prefer that you handle the distribution of invitations, rather than sending them to school to be passed out. This eliminates hurt feelings among children who are not invited.

Severe Weather Policy:

Any change in the school schedule or school closing due to weather will be announced over WLEW 1340 AM or 102.1 FM and on TV 5 - Watch for closing of Huron ISD or Huron Learning Center Programs. ***If there is a delay of any kind, there will be no morning or full day preschool.*** If the Huron ISD doesn't close after a delay the afternoon preschool will still be in session. You may also enroll in our "Notify Me" school notification system. Please visit our HISSD website: www.huronisd.org Look for the "Notify Me" icon in on the middle right of the page.

Many parents of preschoolers have concerns about sending their children to school on days when severe weather conditions exist. We serve children from all corners of Huron County, and while it may be sunny in Pigeon, it could be snowing in Harbor Beach. We believe that it is your right and responsibility to decide if the weather indicates keeping your child at home. Please call us if you choose to keep your child home for the day.

Miscellaneous Information, Cont.



Diapering and Toilet Training:

Some children in our programs are not toilet trained. We work cooperatively with parents to establish plans and procedures to assist the child in developing proper toilet training habits. We teach children to use proper hand washing procedures following toilet use/diaper changes.

- Parents need to provide either disposable diapers or diapers from a commercial diaper service. If your child is unable to use diapers from these sources due to health reasons, another arrangement can be made according to a parent or licensed physician's instructions.
- The center has designated diapering areas that are sanitized after each diapering and maintained in a safe manner.
- Staff thoroughly wash their hands using the state hand washing guidelines after diapering or dealing with body fluids.
- All diapering materials (wash cloths, wipes, etc.) are disposed of or washed and sanitized before being re-used. All training devices (potty chairs) are emptied and sanitized immediately after use.
- Diapers will be changed when soiled or wet.

Rest Time:

Students in our programs attend school at least 3 hours per day. Our GSRP students attend school for a full day. The full day students will be provided with an opportunity to rest sometime during their school day.

Project Find

The Huron Intermediate School District offers free screening and referral services to families who are concerned about their child's development. If you think your child may be behind in any area of development, such as walking or talking, call Project Find to schedule an appointment.

(989) 269-9274

Ask for Deb



FEDERAL EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

NOTIFICATION OF DIRECTORY INFORMATION

In compliance with federal regulations, the Huron Intermediate School District has established the following guidelines concerning student records.

1. The principal of the Huron Learning Center campus programs is responsible for the processing and maintenance of all student records. Her office is located at 1299 South Thomas Road, Suite 2, Bad Axe, MI 48413. The phone number is 989-269-9274.
2. Each student's records will be kept in a confidential file located at the Huron Learning Center campus. The information in a student's record file will be available for review **only** by the parents or legal guardian of a student, an adult student (18 years of age or older), and those designated by Federal law or District regulations.
3. A parent, guardian, or adult student has the right to request a change, or addition to a student's records and together obtain a hearing with District officials or file a complaint with the U.S. Office of Education if not satisfied with the accuracy of the records or with the District's compliance with the Federal Education Rights and Privacy Act.
4. The district has established the following information about each student as "Directory Information" and will make it available upon a legitimate request, unless a parent, guardian, or adult student notifies the Records Control Officer **in writing** within 10 days from the date of this notification that she/he will not permit distribution of any or all such information:

Learner's name; address; telephone number; date and place of birth; photograph; major field of study; participation in officially recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation; awards received; or any other information which would not generally be considered harmful or an invasion of privacy, if disclosed.

5. A copy of the Board of Education's Policy and the Federal Law are available at Huron Intermediate School District Administrative Office located at 1299 S. Thomas Rd., Suite 1, Bad Axe, MI 48413



Non-Discrimination Policy

It is the policy of the Huron Intermediate School District not to discriminate on the basis of religion, race, color, national origin or ancestry, gender, disability, age, height, weight, or marital status in its programs, activities, or employment. Inquiries regarding this nondiscrimination policy should be directed to: Joe Murphy, Superintendent, Huron ISD, 1299 S. Thomas Rd. Suite 1, Bad Axe, MI 48413 (989-269-3460).