

# Huron Learning Center Early Childhood Programs Parent Policy Handbook



## Welcome!

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 with you and your child. 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 licensing policies that you sign a contract stating that you understand and agree to the contents of this policy handbook.

### Staff

### Contact Information

#### **Carol Zurek, Teacher**

Julie Helewski, Assistant Teacher

Jessica Ruth, Assistant Teacher

269-3427

#### **Christina Kosinski, Teacher**

Jenna Emerick, Assistant Teacher

Kristen Essenmacher, Assistant Teacher

269-3438

#### **Julie Perry, Teacher**

Kim Ordus, Assistant Teacher

Nichole Richmond, Assistant Teacher

269-3457

#### **Melissa Schramski, Teacher**

Michelle Murphy, Assistant Teacher

Francesca Cucchiara, Assistant Teacher

269-3412

HLC Office

269-9274

## What is the Great Start Readiness Program?

The Great Start Readiness Program (GSRP) is for children who are four years of age or will be four years by September 1<sup>st</sup> of the current program year and who meet specific eligibility criteria. The program is administrated by the Huron Intermediate School District (HISD). We are very excited and honored to work with your child and support you in getting your child off to a great start in school! We value your input and participation in the program, so please do not hesitate to contact any of us if you have any questions, praises, and/or concerns.

## How Does My Child Qualify for the Great Start Readiness Program?

GSRP is a preschool that prepares children for kindergarten. Eligible students are children living in Huron County, Michigan who attain age four by September 1<sup>st</sup> of the current school year. Interested families may apply by going to [www.greatstarthuron.com](http://www.greatstarthuron.com) or calling the Huron Learning Center at (989)279-9274.

\*Over income families will pay tuition according to the 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
School Day Programming	GSRP Eligible- No tuition	\$20/month	\$30/month

## Beliefs & Philosophy of the Great Start Readiness Program

GSRP believes that all children are unique with different social and academic needs. By building upon each child's strengths and abilities all children can be successful learners. We believe that children learn best in an engaging, safe, and consistent environment supported by 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 Connect4Learning (C4L) curriculum supports students' development in a variety of learning domains. Teaching Strategies Gold (TS Gold) allows us to track each child's path towards 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. These children are provided access to the same curriculum and activities but with modifications, if appropriate. Staff have access to multi-disciplinary personnel that offer guidance and support in their area of expertise. If interventions fail to address the children's needs, staff refer children for on-site assessment to determine if additional services are needed. Children with diagnosed medical issues receive support services by the full-time school nurse. Care plans are collaboratively developed and implemented in accordance with their medical diagnosis. Whenever appropriate, children with differing abilities are integrated with typically developing children of their own age.

We believe preschoolers are individuals with unique characteristics and interests. HLC's GSRP is focused on building skills for a successful transition into kindergarten.

## GSRP Believes...

- Preschoolers should have an equal opportunity to learn, based on their needs, interests, and abilities.
- Preschoolers learn best when content is relevant to their own lives.
- Preschoolers learn best in an environment that is warm and inviting and enables children to develop confidence, creativity, and lifelong critical thinking skills.
- The primary role of the teacher is to facilitate learning as a relevant, exciting process for every child.
- Students learn through exploration of the world around them.

## Our Curriculum

C4L is an interdisciplinary early childhood curriculum, which was developed and funded by the National Science Foundation. C4L aims to synthesize research-based approaches in four domains of learning: mathematics, science, literacy, and social-emotional development. The curriculum uses an interdisciplinary approach to address growing concerns that the majority of preschool instructional time is devoted to literacy at the expense of other content areas, particularly mathematics and science. The C4L research team is composed of nationally recognized experts in early childhood education.

C4L develops cognitive processes that are both domain specific and applicable across all four domains. Our GSRP programs utilizes the ten processes below by encouraging and teaching these preschool skills:

Process	Preschool Skills
1. Communicating and Representing	<ul style="list-style-type: none"> <li>• Develops clarity and precision</li> <li>• Includes beginning modeling</li> <li>• Writes for various purposes</li> <li>• Communicates findings, explanations, and reflections</li> </ul>
2. Cooperating	<ul style="list-style-type: none"> <li>• Plans, initiates, and completes learning activities with peers</li> <li>• Joins in cooperative play</li> <li>• Models or teaches peers</li> <li>• Helps, shares, and cooperates in a group</li> </ul>
3. Comparing and Classifying	<ul style="list-style-type: none"> <li>• Compares characteristics of objects</li> <li>• Notes similarities and differences</li> <li>• Sorts and classifies by one or more attributes</li> <li>• Compares quantities</li> </ul>
4. Creating, Imagining, and Innovating	<ul style="list-style-type: none"> <li>• Creates products</li> <li>• Thinks flexibly</li> </ul>
5. Curiosity – Asking Questions and Seeking New Information	<ul style="list-style-type: none"> <li>• Investigates problems</li> <li>• Explores new topics</li> </ul>

	<ul style="list-style-type: none"> <li>• Seeks in-depth learning</li> </ul>
6. Observing	<ul style="list-style-type: none"> <li>• Uses sense to process information</li> <li>• Describes observations accurately</li> <li>• Writes, draws, and labels observations</li> </ul>
7. Persisting, attending, and Self-Regulation	<ul style="list-style-type: none"> <li>• Demonstrates self-control</li> <li>• Maintains focus and attention</li> <li>• Shows independence</li> <li>• Listens with understanding</li> </ul>
8. Reasoning and Problem Solving	<ul style="list-style-type: none"> <li>• Uses the scientific method</li> <li>• Seeks multiple solutions to a question, task, or problem</li> <li>• Makes Inferences</li> <li>• Engages in trial and error</li> <li>• Connects the new to the known</li> <li>• Uses evidence to reach conclusions</li> </ul>
9. Seeking to Make Sense	<ul style="list-style-type: none"> <li>• Thinks interdependently</li> <li>• Demonstrates strategic thinking</li> <li>• Coordinates evidence and experience to generate explanations</li> <li>• Understands patterns and structure</li> </ul>
10. Using Tools Strategically	<ul style="list-style-type: none"> <li>• Uses tools to investigate mathematical concepts</li> <li>• Uses tools to investigate scientific phenomena</li> <li>• Uses text to achieve purposes</li> </ul>

## Assessment

Ongoing, objective anecdotal observation is the basis for assessment within the GSRP classroom. The assessment tool is TS Gold. The teaching staff upload observations, pictures, videos, and more in an online database. Teachers then level the observations on the developmental continuum and share this with parents through the parent portal, at conferences, and at home visits. Parents can also have access to this information in real time. The teaching team will provide you with an invite to the parent portal. Creative curriculum and TS Gold work reciprocally to determine best practice for the teaching team and next steps for children in their learning process.

Teaching Strategies Gold assesses the following areas of child development: social and emotional, physical, language, cognitive, literacy, mathematics, science, technology, social studies, and the arts.

## Cultural Competence

Young children and their families reflect a great and rapidly increasing diversity of language and culture. In our GSRP classrooms we follow the National Association for the Education of Young Children (NAEYC <https://www.naeyc.org>) recommendations which emphasize that early childhood programs are responsible for creating a welcoming environment that reflects diversity, supports children's ties to their families and community, and promotes both second language acquisition and preservation of children's home languages and cultural identities. Linguistic and cultural diversity is an asset, not a deficit, for young children. GSRP staff receive

Cultural Competency and Special Needs training during in service times and materials such as books, puppets, dolls, play figures, posters/photos, musical instruments, dress up clothes, and more. These resources are available in the classroom, to help represent and teach the diversity of the families we serve as well as community cultures.

## **Student Calendar**

The yearly calendar will be shared in the parent orientation packet and will include all student contact days as well as family event activities. In general, students are in session Monday – Thursday and we follow the District Calendar for days off and holidays. Should the calendar need to be adjusted, parents will receive communication accordingly. If you have any questions about the calendar, please feel free to contact your child’s teacher.

## **Attendance**

Research indicates that regular school attendance positively impacts student progress, thus making children more prepared for a successful kindergarten experience. Your child’s regular attendance is a high priority in our programs! If your child is absent, please contact the teacher to let her know. It is helpful if you provide a reason for their absence. When children are absent for multiple days in a row, staff will make a parent contact. If a family is experiencing a barrier to getting their child to school regularly, staff will collaborate with the family to address the issue.

## **Enrollment-Early Childhood Special Education**

Children enrolled in Early Childhood Special Education (ECSE) qualify for the program through the Special Education Individualized Education Planning Committee Meeting Process.

## **Project Find/Build Up**

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/Build Up at (989)269-9274 to schedule an appointment for a free evaluation.

## **Getting Ready**

Before entering school, your child must have:

- 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

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

- Social and emotional development
- Thinking skills
- Large and small muscle development
- Health, nutrition, and safety
- Language development
- Academics (math, science, pre-reading, writing, and social studies)
- Creative arts
- Individualized goals and adaptations for children with special needs

## Goals

Our goal is that throughout the school year each child will:

- 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, storytelling, 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 the world around us and understand cause and effect relationships
- Acquire basic physical skills, using large and small muscles

## GSRP – Full Day Sample Schedule

Time	Activity	Students
8:45-9:15	Arrival/Sign-in/Breakfast/Free Play	<ul style="list-style-type: none"> <li>❖ Work on name recognition</li> <li>❖ Explore free play activities</li> <li>❖ Experience family style breakfast in the classroom</li> </ul>
9:20-9:40	Welcome and Read-Aloud	<ul style="list-style-type: none"> <li>❖ Greet each other</li> <li>❖ Sharing/ message of the day</li> <li>❖ Identify the sequence of events</li> <li>❖ Construct meaning from, respond to, and apply knowledge from read-aloud</li> </ul>
9:45-10:20	Outdoor Exploration/Gym	<ul style="list-style-type: none"> <li>❖ Practice walking in hallways</li> <li>❖ Gross motor activities</li> <li>❖ Interact with friends</li> </ul>
10:20-10:40	Connect group time	<ul style="list-style-type: none"> <li>❖ Learn new concepts</li> <li>❖ Review activities for small group instruction</li> <li>❖ Work in a whole group setting</li> </ul>
10:45-11:15	Small Group/Select Centers	<ul style="list-style-type: none"> <li>❖ Receive direct instruction in small groups</li> <li>❖ Engage in games and activities</li> </ul>
11:20- 11:40	Reread of story/Movement	<ul style="list-style-type: none"> <li>❖ Review content</li> <li>❖ Whole group movement activity</li> </ul>
11:45-12:30	Prepare for lunch/Lunch time	<ul style="list-style-type: none"> <li>❖ Experience family style lunch in the classroom</li> <li>❖ Make choices</li> <li>❖ Social time</li> </ul>
12:30-1:15	Bathroom/ Rest time	<ul style="list-style-type: none"> <li>❖ Practice hygiene skills</li> <li>❖ Prepare for rest time</li> </ul>
1:20-1:55	Outdoor Exploration/ Gym	<ul style="list-style-type: none"> <li>❖ Practice walking in hallways</li> <li>❖ Gross motor activities</li> <li>❖ Interact with friends</li> </ul>
1:55-2:15	Fast Focus	<ul style="list-style-type: none"> <li>❖ Participate in two Fast Focus lessons</li> <li>❖ Math, phonological awareness, and/or alphabet knowledge</li> <li>❖ Includes some games, songs, and movement</li> </ul>
2:20-3:20	Planning/Centers/Recall/Snack	<ul style="list-style-type: none"> <li>❖ Develop language/ literacy skills</li> <li>❖ Complete tasks/solve problems</li> <li>❖ Connect words to activities</li> <li>❖ Have a family style snack with friends</li> </ul>
3:25-3:30	Prepare to go home	<ul style="list-style-type: none"> <li>❖ Participate in departure routine</li> </ul>



## 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, possible exposure to contagious diseases, and newsletters about classroom activities. We will also go over your child's progress at parent teacher conferences. All classrooms also use the REMIND system to communicate frequently with families. This may include group classroom reminders as well as private individual conversations regarding your child.

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 strongly believe that by working together we will best meet your child's needs.

Feel free to call the Learning Center any time. You may have to leave a message if we're in class or attending a meeting, but we try to return messages within 24 hours.

### Staff

Carol Zurek, Teacher  
Christina Kosinski, Teacher  
Julie Perry, Teacher  
Melissa Schramski, Teacher  
HLC Office

### Contact Information

269-3427  
269-3438  
269-3457  
269-3412  
269-9274

### Program Supervisors

Katie VanConant, Principal  
Jeff Guza, Assistant Principal  
Geraldyn Kolar, Supervisor of OT, PT, and Social Workers  
Erica Karg, Director of Special Education Services & Speech Services  
Karen Currie, GSRP Early Childhood Contact

269-3408  
269-3453  
269-3464  
269-3474  
269-6406

## School Security

The door to the lobby by the HLC office is currently locked. You will be required to use a buzzer, which is camera and microphone supported, to request access to the office. Please identify yourself and reason for entering to help us keep students and staff safe.

## Classroom Involvement

We welcome parents to sign up to visit our preschool classroom on a prearranged day. Sign-up sheets will be sent home to arrange a day that works for your schedule. 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 information.

## 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.

## Home Visits and Parent Teacher Conferences for GSRP

Home visits are an important part of our program. A minimum of two, 60-minute home visits will be conducted throughout the year.

A 60-minute parent-teacher conference will be held in the Fall and Spring to provide updated information about your child's progress and areas that may need further development. During home visits and parent-teacher conferences, you and your child's teacher will discuss making connections between the home and classroom setting so there are open lines of communication. Learning more about your child and your hopes and dreams for him or her is one of our goals. We will share ideas for learning in your home and also tell you more about your child's development and our curriculum.

Your participation in the conferences is required and critical information will be shared, so please make every effort to attend.

### **ECSE Home Visits and Parent Teacher Conferences**

Students in the ECSE program may also be provided a parent teacher conference depending on your child's annual IEP date. Your child's teacher will communicate with you regarding the scheduling of this conference. Home visits usually happen at least 2 times a year.

Schedules for home visits and parent-teacher conferences may vary. Please work with your teacher to keep appointments and to notify staff if you need to reschedule.

## 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 our Early Childhood Department 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. Love and Logic, parenting books, CD's, and DVD's are some of the resources available for parents. 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 no felony charges pending against them, and have not 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

Department of Human Services.

## Discipline Policy

We believe that children learn best through experiences. We believe that staff must supportively guide and redirect 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:

- **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.
- **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.
- **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."
- **Individual Support**  
After exhausting these methods, if a child still has difficulty with appropriate 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.
- **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.
- **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.

## Health Policy

Our goal is to ensure 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

preschool activities for illness or other health-related reasons. Per the 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. If this situation occurs, the school will work with the Huron County Health Department to determine when the student with a waiver may return to school.

Questions regarding our Health Policy and Immunization Policy may be directed to 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	After treatment, and no live lice are present

## Health Care Guidelines

To prevent the spread of infectious disease and maintain a healthy environment, all Early Childhood programs are required to follow these policies and procedures:

### Hand washing

Everyone in the classroom will wash hands for a minimum of 20 seconds with liquid soap from a dispenser and warm running water at the following times:

- Upon arrival for the day and prior to care of children
- Before and after eating, handling food, or feeding a child
- Before and after giving medication
- Before and after playing in water that is used by more than one person
- Before and after administering first aid

- After using the toilet or helping a child use the toilet
- After handling bodily fluid (mucus, blood, vomit), from sneezing, wiping and blowing noses, from mouths, or from sores
- After removing latex/vinyl gloves
- After handling uncooked food
- After handling pets and other animals
- After playing in sandboxes
- After cleaning equipment, sinks, toilets, etc.
- After handling the garbage
- When soiled

#### Oral Health

Staff will promote the importance of good dental hygiene throughout the year and share oral hygiene resources with families. Age-appropriate oral health education lessons will be taught four times throughout the school year.

#### Cleaning

The room environment is cleaned and sanitized on a regular basis. Of particular concern are areas used for diapering, toileting, eating, and food preparation. Toys and furniture are cleaned regularly. Cleaning is done with detergent and water and then sanitized with a bleach solution or an approved sanitizer/disinfectant.

#### Universal Precautions

Blood and other body fluids (urine, feces, vomit) are treated as being potentially infectious and proper precautions will be taken. Latex/vinyl gloves are used when providing first aid to bloody injuries, changing diapers, or cleaning surfaces that may be soiled with blood or other bodily fluids. Contaminated surfaces are cleaned and disinfected with a bleach solution or approved disinfectant. Hands are washed after gloves are removed.

#### Immunizations

All children in the program must be immunized as required by the Michigan Public Acts/Legislative Acts of 1978.

#### Health Exclusion

A child may be temporarily excluded from classroom activities due to illness:

- preventing the child from participating comfortably in center activities
- resulting in greater need for care than what the staff can provide without compromising the health and safety of other children
- exposing others to a communicable disease.

## 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. When that is the case, parents can either come to the school and administer the medication to the student themselves or medication can be administered by the school nurse or designated personnel. 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.

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

- 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.
- Written permission from parent/guardian.
- Medication brought in by the parent/guardian in the original container.

## Parent Notification for Emergencies

The importance of up-to-date information on the emergency form cannot be overemphasized. It is the parent's responsibility to inform the school of any changes (telephone number, contact person, etc.). If your child is injured you will be contacted regarding the injury and staff will complete a student injury report. If a child has a medical emergency and parents or emergency contact person cannot be reached, the school will call 911.

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 recommend 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. In the event of an incident of inappropriate contact, or a child left unsupervised or lost, the parent will be contacted immediately via telephone.

## Wellness Policy

Health and 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 building. Physical activity and movement shall be integrated, when possible, across the curriculum and throughout the school day. Every day, 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.

## Food Policy

Nutrition is an important part of good health and good eating habits are an important skill to have all your life. Since mealtime is a learning experience, your child will be encouraged to taste each food served. They will also be encouraged to participate in setting the table, serving themselves, and table clean-up whenever possible.

All children are provided a nutritious snack each day. Full day programs serve breakfast, lunch, and afternoon snack. Breakfast and lunch meals are prepared by Bad Axe Public Schools and meet National School Breakfast and Lunch program requirements. We encourage children to explore and discover new foods and new tastes.

If your child will be coming to school after 8:45 a.m. please contact your child's teacher or the office to make sure a lunch is ordered for that day. If no contact is made the lunch will be cancelled.

## Transportation – Getting to School by Bus

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

- Keep your mask on at all times
- Stay in your seat
- Buckle your seat belt
- Have a quiet voice

Please discuss the importance of following directions of the bus driver and sitting quietly throughout the bus ride. Over the years many parents have also opted to place the child's book bag up by the driver to eliminate the problem of papers in the backpack getting lost or misplaced.

We kindly ask that parents help with the following in regard to transportation on the bus:

- Support the school in enforcement of the above bus rules.
- See that your child safely boards the bus and is buckled up.
- Greet the bus driver when your child is returned home. Even if your child can exit the bus alone, you must signal to the driver that you are there!
- Identify another responsible adult to load or unload your child if you are not able.
- Call the Thumb Area Transit (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 the parent's responsibility to call TAT to inform them of any changes in your child's bus schedule. Please also notify the HLC Office or your child's teacher after you have contacted TAT and requested to have your child dropped off at a different address.



- If your child is a “No Show” in the morning, which means TAT stopped at the pick-up address and your child did not get on the bus, then the ride home will be automatically cancelled. If your child arrives to school and will need a TAT ride home then it is your responsibility to call TAT and set up that ride.

## **Transportation – Getting to school by Car**

Some parents choose to transport their child to and from school. We kindly ask that parents help with the following in regard to parent transportation:

- 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 up to the entry doors. Staff will meet parents at the door to bring children inside the building.
- Huron Intermediate School District including the Huron Learning Center and Huron Area Tech Center are “Tobacco Free” campuses. No smoking or vaping 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 for parents and/or legal guardians. Please also provide us with the name, address, and phone number of persons responsible for your child’s care in the case of an emergency. It is crucial that this information is kept up to date, so that we are able to make the correct contacts in the case of an emergency.

### **Labels**

Kindly label all of your child’s belongings before bringing them to school. Many children have similar clothing and it is impossible to tell who the item belongs to without a name. We are not responsible for lost items.

### **Outdoor Activities**

We do have outdoor time every day except in rain, extremely cold or extremely hot 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.

### 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! Please make sure everything fits inside a book bag and please put your child's name on it. Toys which encourage violent play (guns, swords, inappropriate 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. Clothing should suit the weather and the season. Consider sending a spare set of socks, underpants, shirt and pants in a zip lock gallon bag, labeled with your child's name.

We have a very 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.

### 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 when possible. If you are planning an at-home birthday party for your child, we request 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 our Notify Me app (enroll on our website at [huronisd.org](http://huronisd.org)), on WLEW 1340 AM or 102.1 FM and on TV 5 - Watch for closing of Huron ISD or Huron Learning Center Programs. If the ISD is operating on a delay, full day preschool students will begin school at 12:00 noon. No lunch will be served but students will have an afternoon snack. If your child is transported by TAT, they will pick your child up later in the morning so that they are at school for the noon start time. Preschool students that attend a morning session only will not have school if the ISD is

operating on a weather delay. If the Huron ISD doesn't close after a delay, the afternoon only preschoolers will still attend their session.

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.

#### 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/Quiet 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. The time requirements for rest time are from 45 minutes to 1 hour.

#### Community Resources/Referrals

Family needs vary from year to year. Staff at the HLC can help you access resources in the community that will support your family, such as medical, mental health, food, clothing, and housing. Please contact your child's teacher should a need arise.

# Consent Notice of Program Evaluation

## 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: Dr. Nancy Lubeski, Superintendent, Huron ISD, 1299 S. Thomas Rd. Suite 1, Bad Axe, MI 48413 (989-269-3460).

# Huron Learning Center Handbook Acknowledgement

**INSTRUCTIONS TO PARENTS/GUARDIANS:** Please sign, detach, and return this page to your child's teacher after reading this Handbook. Your signature indicates that you have read and understand all procedures and policies outlined within the Handbook.

## **ACKNOWLEDGMENT OF HANDBOOK CONTENTS**

As the parent/guardian of \_\_\_\_\_, I have read and discussed all aspects of the Huron Learning Center Handbook with my child.

\_\_\_\_\_  
Parent/Guardian Signature

Date: \_\_\_\_\_