

UCC's Parent Handbook for all Early Learning Programs

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This book contains policies and procedures regarding UCC early childhood programs

Dear Families:

The staff would like to welcome you to our center. Our goal is to ensure that each student is empowered to achieve their dreams and contribute to their community, country and world.

By choosing to enroll your child, you are entering into a partnership that focuses on removing obstacles to student success; commits to rigorous academics and personal development; strives to surround children with student-centered and compassionate staff; values relationship building to inspire achievement; and honors the deeply rooted history and diversity of our community. Our goal is the success of your child. This is enhanced with your child being in school daily and your family fully participating in family engagement programming.

Children attending our program, like members of any community, have both rights and responsibilities. The purpose of this booklet is to ensure our children and parents understand these rights and responsibilities. Please take time to review the information contained in this document. You will then need to sign the page at the back of the booklet that indicates that you have read the information contained in the booklet. This page should be removed from the booklet and returned to the main office within one week of receiving the booklet.

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Dear parents,

We believe that parents are their child's first teachers. We understand that families have important roles and ideas in making decisions about their child's education. We encourage parents to be involved in their child's education. There are a variety of ways parents can be involved in their child's education, including:

- Talking with your child each day about what they learned
- Reading to your child
- Participating in homework activities
- Attending Head Start (HS) Family Engagement meetings
- Reviewing and discussing activities/ daily events at the center and report cards
- Attending Meet & Greet, Parent Meetings, parent/teacher conferences, etc.
- Participating in center activities and committees

Open communication about issues and concerns with the staff is another way parents can help us provide the best education possible. To help us identify and address problems quickly, please let us know if you have any concerns. If the concern involves a teacher or classroom, it is best to talk with the teacher first. If the concern involves the school or program, it is best to talk with an administrator. Unresolved concerns about a classroom issue or teacher should be shared with an administrator as soon as possible.

Thank you for being an active partner in your child's education. Working together, we can ensure that all our children achieve their education goals. If you have any questions or concerns, please do not hesitate to contact your classroom teacher and/or an administrator at 414-645-4869.

The Early Learning Education Director is Tim Balke and the Center Directors are in charge of the day to day operations at the centers. We hope that this handbook will help to answer some frequently asked questions about our program. Handbooks are available electronically and can be found on the school website and paper versions are available in the Center offices.

Thank you for your support.

Sincerely, Your Early Childhood Education Administration

Diversity Statement:

The mission of our program is to ensure that all children have equal access to comprehensive, high quality program options, and support at their developmental level. We are committed to providing an environment that respects and appreciates that each child and family are unique. Awareness, respect, sensitivity and appreciation for diversity that bridges gender, class, race, culture, language and exceptionality will be our goal. United Community Center, Centro de Nino staff do not discriminate against any person because of race, color, sex, religion, national origin, ancestry, age, marital status, disability, or sexual orientation including gender identity. Staff comply with all applicable federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders and regulations. This nondiscrimination policy applies to all United Community Center personnel.

Nondiscrimination 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, audiotope, 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 (link is external), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html (link is external), 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 (link sends e-mail).

This institution is an equal opportunity provider.

UCC Mission:

To provide programs to Hispanics and near south side residents of all ages in the areas of education, cultural arts, recreation, community development, and health and human services. UCC assists individuals to achieve their potential by focusing on cultural heritage as a means of strengthening personal development and by promoting high academic standards in all of its educational programs.

UCC Early Head Start (EHS) and Head Start (HS) is a non-sectarian, nonprofit, community-based, program dedicated to creating an environment that fosters high expectations and excellence for all children . In addition to valuing the knowledge of language and culture, the program provides children with a clear sense of identity, a positive attitude toward learning and effective communication skills. The goal is that all children will develop school readiness through the provision of health services, family services and engagement, educational, social and other services to children from birth to age five and their families.

Program Philosophy and Developmentally Appropriate Practices:

BGCS philosophical beliefs are based upon standards established by Head Start. Please see: [Head Start Early Learning Outcomes framework](#) ; Curriculum is also influenced by the National Association for the Education of Young Children (NAEYC), and the WI Model of Early Learning Standards (WMELS), our knowledge of child development, theories of child behavior, and best practices for educating young children.

Six important components of the program are:

1. Understanding children's play and the teacher's role in guiding and facilitating cognitive, social, emotional, and physical development through play.
2. Building relationships with children and families through communication, understanding, and interactive experiences.
3. Encouraging children to make decisions while learning to understand how their decisions affect others.
4. Guiding children through teacher-planned, child-initiated activities based on the child's interests to enhance skills in all areas of development.
5. Implementation of Head Start Shine On curriculum, Head Start Outcomes framework, and WI Model of Early Learning Standards
6. Creating and implementing Individual educational goals for each child.

Play is an important vehicle for developing self-regulation as well as promoting language, cognition, and social competence. Children of all ages love to play, and it gives them opportunities to explore their world, interact with others, and learn to express and control their emotions. Play also allows children to develop and practice their problem-solving skills. Research shows a link between play and developing memory, self-regulation, oral language abilities, social skills, and success in school.

Children will engage in numerous types of play in which they interact with each other, plan how the play will go, assign who plays what (I'll be dad, you be mom, etc.). Play is a powerful tool in developing self-regulation, and motivates children to play according to their rules and roles. Play enables children to learn how to inhibit their impulses, increases their social and emotional

skills as well as growing cognitive skills/knowledge. Preschool staff purposefully plan high-level dramatic play which increases children's cognitive abilities, language, self-regulation, and social/emotional skills. Teachers will change materials that are in each center so children will continue to positively interact and engage with each other. Each center is designed and set up to encourage children's development in all domains which includes their academic and social-emotional development. Center materials usually reflect the current theme and interest and needs of the students.

Children will have daily opportunities for planned and informal physical activities. All classrooms will have gym and recess. Children also do Mindfulness and Brain Breaks as needed.

Teachers understand that each student has their own individual pattern, different learning styles, different timing of growth, and different family backgrounds. Teachers arrange and provide a wide range of materials, ideas and challenges which will guide children to explore, investigate and engage in meaningful and substantial involvement. Both the Classrooms are set-up and arranged to meet age appropriate play and goals. Teachers understand that "age appropriateness is based on human development research which indicates that there are universal, predictable sequences of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development, physical, emotional, social and cognitive". Furthermore, Teachers recognize "the importance of knowing the social and cultural contexts in which children live to ensure that learning experiences are meaningful, relevant and respectful for the children and their families." (From Department of Public Instruction website):

<https://dpi.wi.gov/early-childhood/practice>

Head Start: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ohs-framework.pdf>

Teachers will scaffold children's learning. Scaffolding means that teachers build on, extend, on what children already understand and can do by themselves. Learning occurs by continually building on new experiences which enhances children's cognitive, physical, fine and gross motor skills, and emotional/social skills. It is giving the children support on new skills until they have mastered the skill(s). The idea is that teachers are always challenging children to grow and learn. Teaching strategies are used that meet each children's developmental capacity, abilities, culture, and language. The curriculum allows children to achieve outcomes that are developmentally and educationally significant and appropriate. children are engaged in learning experiences (including play) that promote meaningful learning.

The curriculum uses the Shine On Head Start curriculum, Creative Curriculum, and WI Model of Early Learning Standards (WMELS). By combining resources, our children become critical thinkers and lifelong learners. The resources are used to guide teachers and families in determining what goals each child needs to reach.

<https://dpi.wi.gov/early-childhood/practice>

"WMELS have been developed by the Wisconsin state department of Public Instruction, Children and Families, and Health Services. The WMELS specify expectations for children birth to first grade. The standards contain developmental domains, sub-domains, developmental expectations, performance standards and program standards". (From Department of Public Instruction website)

Copies of WMELS are in the office and for more information or a copy of WMELS, please go the WI DPI website:

http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/wmels_5thedition.pdf

Copies of the Parent Handbook are kept in the office and on our website. **NEED TO UPDATE PARENT HANDBOOK IN BGCS WEBSITE> WAITING FOR TIME & DALIA TO MAKE CHANGES**
<https://www.bgcsedu.org/media/3097/jan21preschoolparenthandbook.pdf>

Please see other resources listed below:

YoungStar Learning Environment and Curriculum Criteria

and <https://dcf.wisconsin.gov/files/youngstar/pdf/environmentcurriculumindicators.pdf>

Copies of DCF 251 which is the state licensing rules for Group Daycare can be found at:

<https://dcf.wisconsin.gov/files/publications/pdf/205.pdf>

Resources from Dept of Children and Families for parents can be found at:

<https://dcf.wisconsin.gov/parents>

To further support children's growth and development in the classroom, we encourage family involvement. We view families as children's first teachers and we value your involvement with the school. We offer many opportunities for family members to volunteer. Family members may be involved in the Family Engagement or, Early/Head Start Policy Council, field trips, pot lucks, bringing items needed for the classroom, etc.

The center prepares children to be responsible, respectful, caring, and skilled lifelong learners. We do this through a stimulating and integrated curriculum that nurtures children's strength in a safe and caring environment. The environmental set up includes many diverse cultures, languages, and themes.

Curriculum

Teachers, Curriculum Director, administrators, and other support staff are responsible for determining curriculum and meeting children's educational goals. Parents' input is encouraged in determining the needs and goals for each student. As a group, we create realistic goals for children based on assessment of individual needs, abilities, and interests. The center will offer children a variety of developmentally appropriate activities and materials that are selected to emphasize concrete learning and to achieve the following goals:

- Foster positive self-image
- Develop social and emotional skills
- Develop large fine and large motor skills
- Develop phonemic awareness: letter-sound associations, rhyming, etc.
- Develop phonic skills
- Encourage children to think, reason, question and experiment
- Encourage language and vocabulary development
- Encourage and demonstrate healthy and nutritional practices.
- Encourage creative expression and appreciation for the arts
- Respect cultural diversity of all

We believe that focusing on the acquisition of the English language enables children to achieve high academic expectations and we do not utilize a bilingual curriculum.

A child's curiosity is encouraged and challenged by participating in activities and interacting with others. The children are free to explore through writing, manipulatives, and dramatic play, etc. Additionally, the children apply their learning by experiencing various field trips.

The daily schedule is planned to provide a balance of activities including:

- Indoor/outdoor activities.
- Utilization of the preschool playground
- Quiet/Active time
- Individual/small group/large group activities
- Limit transition time to three minutes or less
- Large muscle/small muscle activities
- Child initiated/teacher initiated activities
- Preschool does not have any swimming pool or wading pools activities. However, there is a water table in each classroom that is designed as a center for children to play.

Research indicates that the first years of children's lives are critical in terms of laying the groundwork for the years to follow. Our goal is to create a bond of consistency and continuity for all children in our care. Our effort to create a trusting relationship with the world around them is enhanced by creating significant relationships with caring adults. A safe, nurturing environment with a carefully planned program which fosters the physical, cognitive, social and emotional development of each child and family served.

Classroom schedules/ Daily Activities

- Classroom schedules are posted on the parent information board, which is located by your child's classroom door. Classroom schedules are also posted in Class Dojo.
- Daily Activities
 - o Children will go outside for recess weather permitting. Please dress your child appropriately for the weather.
 - o All children have a daily nap/rest time. If a child does not go to sleep within thirty minutes, the child may get up and work on quiet activities.
 - o Head Start provides blankets and a sheet to cover the resting cots for all HS children.
 - o Blankets are sent home every Friday and must be washed and returned on the following Monday.

Drop off and pick up

- Drop Off
 - o Children may be dropped off at 7:30 am daily.
 - o Parents who need to drop off children between 7:00 and 7:30 need to contact the office for details.
 - o From 7:30 to 7:50 parents may drop-off their child. Parents park in the parking lot and walk their child to the classroom. During Covid-19, parents cannot enter the building. Children are dropped off at the main door where child's temperature and health questions are gone over. Staff will walk the child to the classroom.

- o During Covid-19, adults walking to the door must have a mask on. Children 3 years old and up must also have a mask on. At the door, Disposable masks are available for children.
- o Children cannot be brought into the building early and left in the hallways alone.
- Class begins at 8:00am
 - o Parents that arrive after 8:00 am are tardy and must go to the office to discuss with office staff and get a tardy slip. children are not allowed into their classroom without at tardy slip
- Pick Up:
 - o Your child will not be released to anyone who is not authorized by you as an escort. If you have an emergency, and must send someone who is NOT listed as an escort, you MUST call the office and provide the person's full name. Identification will be required when he/she arrives for pick-up. This person will not be added permanently to your child's escort/emergency list without your signature.
 - o No one under the age of 18 or a sibling aged 12 years or up may escort a child from the classroom. Staff will NOT release any child including infant/toddler to any non-parent under the age of 18.
 - o If an authorized pick-up person appears to be impaired by drugs/alcohol, staff must call someone else on the emergency pick-up list, and notify an administrator. Children cannot go home with an authorized person who appears to be impaired by drugs/ alcohol. An administrator or other staff will call another authorized pick-up person to take the child (ren) home.
- Emergency Contact Information
 - o Please keep your emergency/escort information up to date.
 - o If you have changes to your address or phone number, please stop in the office to update your child's file.
- During custody disputes, staff will only follow court orders; otherwise both parents have parental rights and will be able to drop-off and pick-up children, etc.

Waiting in line or in large groups:

- children wait for 3 minutes or less when transitioning from one activity to another. After three minutes, staff will implement different activities when children are waiting in line for the bathroom, washing hands, waiting for other children to join them on the carpet, etc.... Staff may sing songs, nursery rhymes, finger plays, or tell a story to occupy the time. Staff use this time to expand language skills, continue to develop student-teacher relationships, address student needs, or expand/reinforce concepts.

Early Head Start Summary

The Early Head Start Program In an Early Head Start classroom, your infant or toddler will build the foundations he or she needs for learning to read, write, follow rules, take care of themselves, get along with others, and excel at math and science. By mixing all ages in our birth to three classrooms, infants benefit by having older children to look up to and learn from, while older toddlers learn to take care of others and become leaders. Our primary caregiver model means that your child will build a special relationship with a consistent teacher who will get to know you and your child well. This knowledge helps your child's teacher take advantage of every interaction during the day to support development – like planning learning activities for play time or during meals that are matched exactly to what your child needs.

Partnering with You

You are your child's first – and most loved – teacher, and your role begins even before your child is born. As your child enters our program, we look forward to partnering with you to support your child's learning and healthy development. We've developed a special version of Shine On, Families, our family curriculum, just for families of infants and toddlers.

As partners in your child's learning, we will:

- ■ *Provide you with home learning activities (PEER Activity Cards) that are specially geared to your child's age and development so you can infuse learning into all of your daily routines with your infant or toddler.*
- ■ *Offer regular Family Learning Parties to enjoy learning and playing together with your child and teachers as well as Family Engagement Network Meetings so you can get to know other families in your center.*
- ■ *Arrange two home visits and two Parent-Teacher Conferences each year so our team can make connections between home and school for your child.*

EHS Phase-In: Our younger children often benefit from a slow introduction to the Early Head Start environment. Starting with shorter days can help children adjust to the new setting, and support an easier separation for both them and their parents. Based on your family's individual needs, we will create a customized initial phase-in schedule (often consisting of one or more partial days) during the intake process.

*We want to make sure that your child feels at home in the classroom!
Please send your child to school with:*

- ■ *Any security items your child needs (loveys, pacifiers), or a blanket (for toddlers only).*

Diaper cream/ lotions:

Note: we can only apply these products if you have completed the Medication Authorization Form with a doctor's authorization. Rest Time Daily rest time helps children relax and unwind from their busy morning. We find that children are more playful, focused and happier after this quiet time. As recommended by the American Academy of Pediatrics, all infants under the age of 1 year are placed on their backs on a firm sleep surface. We do not allow pillows, fluffy blankets, crib bumpers, quilts, stuffed toys or other soft items in a crib with a child under 12 months old. We allow pacifiers, but they may not be attached to clothing or hung around the neck at anytime during the school day due to risk of injury. Our toddlers rest on cots that lie low to the ground, and they may sleep with a small comforting object. UCC provides a crib sheet for their child's cot or crib. Feeding Infants & Toddlers Mealtimes are essential for a child's healthy development and socialization. They are opportunities to learn about nutrition, eating habits, sharing, and communicating with others, as well as help develop muscle control and eye-hand coordination... all over a delicious meal! Our infants are "fed on demand" when they are hungry throughout the day, while toddlers have a consistent group schedule for meals and snacks. EHS staff complete Abusive Head Trauma (AHT) Prevention/SIDS before they work in the classrooms.

Infant Feeding and Rest Plan

Infants under 1 year have an Infant Feeding and Rest Plan that you will complete with your child's teacher and is reviewed at least monthly by the Nutrition Coordinator. We provide an iron-fortified formula for all formula-fed infants as well as bottles and nipples for your baby. If you prefer a different formula, please provide a note from your child's doctor with the name of the formula and feeding needs. If you'd like a different bottle or nipple, please provide a note stating the preferred brand name. We will work closely with you and your family pediatrician to inform all decisions about your infant's diet. We typically introduce solid food to infants between 5 and 6 months of age. At approximately 10-12 months, infants start eating table food and whole milk, and then 1% milk at 24 months. At around 12 months of age, infants in our program transition from bottles to small plastic cups. If your child needs a specialty cup, such as a sippy cup, for medical or developmental reasons, our center will provide the necessary products.

UCC provides diapers, wipes, a refrigerator for pumped breast milk, formula, baby food, bottles and snacks.

At UCC, mothers are welcome and encouraged to breastfeed at any time! We will provide you with a private and comfortable space to nurse or pump. In addition, we will happily provide pumped breast milk to babies.

What to Expect All children, even infants with no teeth, participate in tooth brushing everyday. Infants without teeth have their gums wiped using a gauze pad or soft cloth. Teachers will brush the teeth of children ages 1-2, while the older children will use a small amount of toothpaste to brush their teeth, with the support of a teacher/assistant.

Head Start Summary

At UCC, we view each moment as an opportunity for growth. Our teachers lead daily routines and activities to help your child grow in language, literacy, and math as well as develop socially, emotionally, and physically. Because our curriculum is fun and active, the kids often feel more like they're playing than learning!

Partnering with You

You are your child's first – and most loved – teacher, and we want to work with you to best support your child's education. Our Shine On, Families program was created to extend the Ready to Shine curriculum beyond the classroom and into your home. As partners in your child's learning, we:

- Provide Parent-Child Activity Cards (PEER cards) that reflect the curriculum, support quality interactions with your child, and promote school readiness.
- Have lending libraries in our centers and classrooms where you and your child can select books to instill a love of reading through a nightly reading habit.
- Offer regular Family Engagement Network Meetings and Family Learning Parties so that you can participate in PEER activities and share your child's development with teachers and other families.
- Arrange two home visits and two Parent-Teacher Conferences each year. Positive Guidance The most productive learning happens when children feel safe, supported and happy.

We promote a positive environment for the children in the following ways:

- We follow clear and realistic rules that children understand.
- We create a “yes” environment: we give children choices of what they can do instead of telling them what they can't.
- Rules are stated positively rather than negatively: “Please walk” instead of “Don't run.”

Head Start children take a daily rest time. Rest time is 11:45 to 1:00. Children will be provided a sheet to cover the cot and a blanket. Blankets go home Every Friday to be washed and returned on Mondays.

Screenings

As required by Head Start, your child will undergo developmental, behavioral and language screenings during their first 45 days. We will share the results with you during your first Parent-Teacher Conference. Should the screenings indicate any concerns, or if you or your child's teacher has any questions, we will determine how best to help your child, including further evaluation if needed.

3 Year old Program Summary

The 3 year old program is designed to foster a child's social, physical and emotional well-being while integrating important cognitive skills necessary for future success in school. This includes daily experiences with recognition and discrimination among letters/numbers, phonemic awareness, such as letter-sound associations, rhyming, etc, as well as working on colors, shapes, fine and gross motor activities, hands-on art and sensory experiences. The 3 year old program curriculum has intentional age-appropriate activities, which includes free-choice time. Free choice occurs daily and allows children opportunities to develop social skills, decision making and conflict resolution experiences, etc.. 3 year old program is designed to prepare children for 4 year old programs and to acquaint children with classroom experiences and school rules and routines.

3 year old program classrooms attend gym class twice a week. Weekly gym classes are thirty minutes long for a total of 60 minutes of gym time. Additionally, all classrooms have daily recess in the morning and/or in the afternoon. Daycare children have another recess from 4:00 to 4:30. Every day, you child will have 60 to 90 minutes of physical activity between recess and gym time. Please be sure your child is wearing appropriate shoes and clothes that allow free movement as well as meeting dress code requirements. Please see your child's classroom schedule for his/her gym and recess times.

Your child will have recess outside, so please dress your child appropriately for the weather. Classrooms go outside for recess unless the weather is zero degrees with the wind chill. Classrooms will have indoor recess when the weather is zero or raining. 3 year old program classrooms will use the elementary gym during indoor recess.

3 year old program children take a daily rest time. Rest time is 11:45 to 1:00. Head Start provides a sheet to cover the cot and a blanket. Blankets go home Every Friday to be washed and returned on Mondays. A sheet and a blanket is required to meet licensing requirements.

The teaching staff assesses and observes each student to monitor their level of success and communicate progress to parents. We do this formally through report cards, but also informally through daily observations, notes home, Class Dojo, red folders, and daily conversations with parents, as well as parent-teacher conferences. Open communication is welcomed and strongly encouraged throughout the year. Please check the parent board and Class Dojo for weekly and monthly information. We look forward to meeting your child and working together to achieve an excellent educational experience at our center.

Sincerely,
3 year old program teachers and assistants

4 year old program Program Summary

The 4 year old program supports a child's social, emotional, cognitive, and physical development. The 4 year old program curriculum has intentional age-appropriate activities, which includes free-choice time. 4 year old program is designed to prepare children for K5. Children will experience numerous and expanding classroom experiences and increase their academic goals and their understanding of school rules, expectations and routines. Working within a context of children, families and communities, we are committed to creating an engaging learning environment that supports and respects the unique potential of each individual through best practices. We follow age appropriate guidelines throughout the curriculum. Highlights of our year include monthly family projects, intergenerational activities with the Senior Center, and community service projects. Some specific things that you can expect your child to learn, or at least be introduced to, in 4 year old program are:

- Counting
- Colors
- Sorting, categorizing, sequencing
- Recognizing and writing of upper and lowercase letters
- Discriminating between letters and letter sounds
- Phonemic awareness: letter-sound associations, rhyming, etc.
- Increase English vocabulary
- Number Recognition
- Recognize and discriminate shapes
- Writing their name
- Increasing social and emotional skills

4 year old program classrooms attend gym class twice a week. Weekly gym classes are thirty minutes long for a total of 60 minutes of gym time. Additionally, all classrooms have daily recess in the morning and/or in the afternoon. Daycare children have another recess from 4:00 to 4:30. Every day, your child will have 60 to 90 minutes of physical activity between recess and gym time. Please be sure your child is wearing appropriate shoes and clothes that allow free movement as well as meeting dress code requirements. Please see your child's classroom schedule for his/her gym and recess times.

Your child will have recess outside, so please dress your child appropriately for the weather. Classrooms go outside for recess unless the weather is zero degrees with the wind chill. Classrooms will have indoor recess when the weather is zero. 4 year old program classrooms will use the elementary gym during indoor recess.

4 year old program children take a daily rest time. Rest time is 11:45 to 1:00. Head Start provides a sheet to cover the cot and a blanket. Blankets go home Every Friday to be washed and returned on Mondays. A sheet and a blanket is required to meet licensing requirements.

The teaching staff assesses and observes each student to monitor their level of success and communicate progress to parents. We do this formally through progress reports and report cards, but also informally through notes home, homework, Class Dojo, red folders, and daily conversations with parents, as well as parent-teacher conferences. Open communication is welcomed and strongly encouraged throughout the year and parents are welcome to observe classrooms. Please check Wednesday's Red Folder, Class Dojo and the parent board for weekly and monthly information.

We look forward to meeting your child and working together to achieve an excellent educational experience at our center

Sincerely,
4 year old program Teachers and Assistants

Physical Education HS/3 year old program /4 year old program

Children should learn in a fun and safe environment that contributes to their developing and gaining movement skills. All HS, 3 year old programs , 4 year old programs have weekly gym classes. Please be sure that your child wears appropriate shoes and clothing for the gym. Please see your child's classroom schedule for dates and dress code for clothing.

Our physical education classes are planned and organized to provide children with opportunities to acquire the physical, emotional and social benefits of physical education. Classes also help children become familiar with their body's movement and potential.

Children begin with simple activities that develop movement skills such as:

- hopping
- balancing
- jumping
- running
- rolling
- kicking
- throwing
- catching

Early childhood children also learn new skills through games, the importance of teamwork, fair play, and rules to various sports, rhythm and dance. Our goal is for children to achieve a positive self-image and encourage them to lead healthy lives.

Hours of Operation

Children may be dropped off at 7:30 am Monday through Friday.

- From 7:30 to 7:50 parents may drop-off their child. Parents can park in the parking lot and walk their child to the classroom. During Covid-19, parents are not allowed in the building. Parents walk their child to the main door and staff will take the child's temperature and ask Covid-19 health questions. Parents must wear a mask during dropping off AND picking up their child .
- Head Start Class starts at 8:00am ends at 3:00

After school daycare programs are available from 3:00 to 5:00 pm, Monday through Friday. There is no daycare during the weekend.

Please contact the office if you are interested in enrolling in the after school daycare program. Sign-up for daycare starts on Meet & Greet. Please check the school calendar or website for date and time.

Parent Handbooks, UCC policies, licenses and other parent information are available for parents in the preschool office, in Class Dojo and on the website.

Center Closures

During inclement weather, the administration may decide to close the center. Check Class Dojo, and television reports to learn if the center will be closed.

For emergency closing during center hours, school staff will call families.

Licenses

We are an Early Head Start and Head Start Center. The administration creates the Center's calendar.

The Center is also a Wisconsin licensed daycare center. The license and inspection results, stipulations, conditions, etc. are posted in the Office window. UCC daycare is licensed for 350 children ages three through four years and 11 months of age. Early Head Start Center is for ages 6 weeks through 3 years and zero months.

Please note on the calendar when the Center is closed for holidays and Professional Development Days.

The Center participates in the Wisconsin Young Star Program and Wisconsin Shares Child Care Program. See Star Rating on the Young Star website or the reward flyer by the office.

School Calendar

Administrators create the school calendar

Calendars are posted on the website and in class dojo. Copies are given out the summer packages and during Meet & Greet. Copies are also available in the office.

School website is: <https://www.bgcseu.org/>

Please note when the school is closed for holidays and Professional Development Days.

After School Childcare Program for Preschool program

- The United Community Center offers an after school childcare program for parents that work after EHS/HS hours. EHS/HS hours are from 8:00 to 2:45
- The after school childcare program is available throughout the academic school year/summer school for a reduced/scholarship fee. It runs from 2:45 to 5:00 Monday through Friday during the school calendar year.
- BGCS has summer school. Please see the school calendar for dates and times.
- There is summer daycare available for WI Shares families. If you are a private pay family and need daycare during the summer please contact the preschool office for details and availability.

	Period	Cod e	Grade s	Days	Times
After School Childcare	School year (First day of school – last day of school)	CC	3 year old program -K5	Monday – Friday	3:00-5 p.m.

- For the ELA site, the after school childcare is available during the year for 6 weeks through 4 years and 11 months of age, Monday to Friday from 3-5:30 p.m.

A \$200.00 payment is required for private pay families when registering your child for the after school childcare program for the school year/summer. The \$200.00 payment is an initial payment to use for childcare program fees. Once the credit/deposit has been spent, families will receive an invoice with the balance due. For families who do not use the entire \$200.00 initial payment, funds will not be refunded or transferred at the end of the school year/summer.

- The after school childcare program is from 3:00 to 5:00 p.m. If you are interested in enrolling your child, please contact the Office at 414-645-4869. Daycare sign up begins on Meet & Greet night. Please check the school calendar or website for date and time.
- All Daycare children are provided a snack. children may go outside for an afternoon recess and/or they may have free choice centers in the classroom.
- Head Start children can participate in daycare from 12:15 to 5:00. There is a \$200.00 credit/deposit fee. Deposit/credit cannot not be transferred or refunded.
- Social Services or local law enforcement agencies will be contacted for children who have not been picked up by 5:30pm.

Late Pickup Information

- If you know you are going to be late, please call the office and let them know what time you will be able to pick-up your child
- The school will call emergency contacts if your child has not been picked up by **3:00pm**. If we cannot get a hold of anyone we will place the student in the after school childcare program and families will be charged an additional minimal fee.
- Children in the After School Childcare Program must be picked up by 5:00pm. We will call the emergency contact numbers for any children not picked up by 5:00pm.
- Children who continue to be picked up after 5:00 may need to meet with an administrator to see if other pick-up options are available.
- Staff will contact Social services and/or local law enforcement agencies for children have not been picked up by 5:30 pm.

Communication between the center and home:

Education requires a partnership between the home and the center. For the partnership to work, everyone must communicate openly. All classrooms utilize Class Dojo for communicating with parents. Please provide a current email address to your child's teachers. Information about what is going on at school, in the classroom, and your child's day will be sent through Class Dojo. For families who do not participate in Class Dojo, every Wednesday, a Red Folder will be sent home with important information. Please take the time and read all the material inside the folder; sign the front and return the folder to school with your child.

All paying families and children who participate in the after school program, will receive lunch and/or daycare invoices in the red folder. Class Dojo and red folder assists us in communicating between school and home. All information is also posted on parent boards, which are located by the classroom doors. Teachers will regularly communicate through Class Dojo, phone calls, notes, etc. Parents with any concerns or questions may Class Dojo message, send a note, call, email, or meet in person with the teacher. Parent-Teacher conferences and home visits for Head Start and Early Head Start only are held twice a year: once in the fall and once in early spring. Progress reports are also sent home. Please check the website or center calendar for dates and times.

In the event that your phone number changes, please notify the office so that you can be contacted in the event that your child becomes ill or in case of an injury.

Reporting of Safety Concerns:

The Center itself is proud to provide a safe learning environment for children . Parent and children involvement is very important for keeping schools safe by reporting all safety concerns.

Examples of concerns or situations parents and children should report include:

- Potentially dangerous school equipment
- Threats to children or staff
- Fighting
- Bullying
- Gang-related activity
- Harassment
- Suicidal comments
- Weapons
- Drug/Alcohol possession or sale on school property
- School or community vandalism
- School or community crimes
- Child abuse or neglect

The fastest and most direct way to report student safety concerns is to inform a teacher or administrators. The center will investigate the concern immediately and take appropriate action as necessary.

Dress Code:

The Center has a dress code policy. Children are required to dress in the appropriate clothing. No hairstyle or clothing should be extreme regardless of the prevailing fashion. (The school reserves the right to interpret the meaning of “Extreme”.) School administrators will ultimately decide what is considered appropriate dress for children. Children that fail to comply with the “Dress Code” will be referred to an administrator. Administration will work with Head Start families to assist with uniform provision(s).

- **School Uniform requirements:**
 - Plain white collar shirt or blouse with a collar.
 - Plain white turtleneck or polo shirt.
 - Navy blue pants, skirt, jumper or dress shorts (at the knee)
 - Socks may be white, navy, or black.
 - Shoes may be blue or black.
 - Shorts may be worn when the weather is warm.
 - Boys should have their shirts tucked in and if boys are wearing a necklace/chain it should be worn inside their shirt.
- **Gym uniform includes:**
 - White t-shirt
 - Navy blue sweatpants or shorts.
 - Tennis shoes (white, navy or black).
- **Sweaters:**
 - children may wear navy blue sweaters or sweatshirts (no hooded sweatshirts) over white shirts. Only plain sweatshirts or sweatshirts with school sponsored designs may be worn.
- **Jewelry and Piercing:**
 - Girls may have one earring in each ear that is tasteful and appropriate for school. Nose, lips, and eyebrow piercings are not appropriate for school.

Boys may not wear earrings. children may wear one ring on each hand.
children may wear one chain necklace.

▪ **Hair:**

- All children ' hair should be clean cut, neat, and appropriate for school.
- Hair dye/coloring is not allowed.
- Boy's hair must be above the collar
- no carvings/designs on hair

Clothing:

- Please bring an extra change of clothing in a cloth bag marked with your child's name to be kept in the classroom for clothing changes.
- When a child soils or wets themselves, a staff person will take the student to the bathroom. children will be instructed to clean themselves. Staff will assist if needed or if the student requests help.
- Because of communicable diseases, such as Hepatitis A, staff will not clean children or soiled clothing. Dirty clothes will be placed in a plastic bag and returned to the parents.
- Parents will be notified of incidents as necessary, for example when a child does not have a change of clothes available or if the child is too ill to remain at school.
- Please refer to the *Policy for Ill Children* for more information.
- Please dress your child appropriately for the weather. Classrooms go outside for recess daily. We have indoor recess when the weather is zero degrees with the wind-chill. Children need to wear snow pants, gloves, scarves, mittens, hats on cold days, especially when there is snow. Staff take children outside for recess, so please dress accordingly.

Items Families Bring to the center:

Families must provide the following items:

- Items listed on the classroom supply list
- Money for lunches or bring a cold lunch
- Extra clothes (see Clothing section)
- Money for special classroom activities and field trips,
- For 3 year old program and 4 year old program rest time: every child needs to bring in one sheet cover for the resting cot and a small blanket to cover the child.

*Administration will work with Head Start families to assist with the above school provision(s)

Meals/Snacks

- All food is prepared in the BGCS kitchen.
- All serving sizes/proportions meet the Child and Adult Care Food Program(CACFP) guidelines/requirements.
- Federal Lunch Program applications for non-Head Start children are available in the office and are sent in the school packet.

- Preschool students are served breakfast and lunch, a snack after rest time and after school daycare children will receive another snack sometime after 3:30.
- Due to licensing regulations, children with allergies, Covid-precautions, etc, we are asking families not to bring food from home. All meals and snacks are provided to all children. If you feel your child needs a different snack or something to add to the meals provided please get prior approval from the Director before bringing food from home. If your child has a Individual Care Plan that prevents the child from eating certain foods, accommodations are already made in the menu.
- Menus are sent home monthly and posted monthly on the parent board and in Class dojo. Each day your child will receive nutritious and balanced snacks and meals. The menu will list foods that are being served for breakfast, and lunch. If a menu item has to be changed, a new menu will be sent through Class dojo and a new menu will be posted on parent boards.
- Preschool students receive a free breakfast and lunch which is served family style in their classrooms. Breakfast is served around 8:00am. Lunch is around 11:00 and snack is 1:30. During Covid precautions meals will not be served family style.
- During Covid-19, family style dining is on hold. Food is brought to the classroom in a hotbox or cold box and food is covered. Staff put all the food on each child's plate. Staff wear masks at all times, including while serving food. Staff also wear gloves while serving food and follow all universal precautions. Children are sitting apart and are placed at different tables. Staff eat with children maintaining Covid-19 precautions.
- Preschool students have an afternoon snack which is served after rest time. UCC provides the snack. Students in the daycare program will receive another snack after 3:00 pm. Please see monthly snack menus, which are sent in Class dojo and posted on parent boards.
- If your child has food allergies or needs a special diet, this information must be discussed with the center Director, the Nutrition/Health Manager and the child's teachers. All forms must be filled out and completed for children with food allergies. Children with allergies cannot start school until all forms have been completed and signed. Families must fill out health forms which list food allergies and any special diet requirements.
- Children who have a food allergy to an item on the menu will be given a substitution. For instance, if the child is allergic to peaches, your child would receive a banana.
- If you child has any type of allergy, Families must submit an allergy health plan.
- Meal and snack time is a time for children to socialize with each other and with teachers.
- Children are offered food, but they are not forced to eat food and staff will never withhold food from a child as a punishment.
- Due to licensing regulations, children with allergies, Covid-precautions, etc, we are asking families not to bring food from home. All meals and snacks are provided to all children. If you feel your child needs a different snack or something to add to the meals provided please get prior approval from the Director before bringing food from home. If your child has an Individual Care Plan that prevents the child from eating certain foods, accommodations are already made in the menu.

Allergies and Asthma:

- Families who have a child with an allergy or asthma or other health concern must complete an Individual Care Plan (ICP) which has a doctor's authorization included in the plan.
- A child with an allergy, asthma or other health concern cannot start school until all forms and ICP is completed including all required signatures
- All allergies and special diets, asthma and other special health concerns will be posted in the classrooms. (Student information will be kept confidential)
- When families register their child, they must complete the UCC forms including if needed an ICP and answer all allergies, special food diets, asthma, and other health questions. Families must also communicate any food, allergies or other concerns with teachers.
- Monthly menus are posted on parent information boards and sent home monthly through Class Dojo and/or Red Folder

Illness at our Center

Student Illness:

Sick children need rest to fight off illness and restore health. Keeping sick children at home also helps prevent illnesses from spreading to other children and school staff.

If your child becomes ill at our center and needs to be sent home, you will be called immediately. Please pick up your child as soon as possible in the preschool office. Sick/ill children wait for pick-up in office. In the event that your phone number changes, please notify the office so that you can be contacted in the event that your child becomes ill or in case of an injury.

In the event of a medical emergency, Emergency Services (911), and contact person(s) listed on emergency form will be called.

DO NOT BRING YOUR CHILD TO SCHOOL IF THEY HAVE THE FOLLOWING SYMPTOMS:	
<p>IF YOU ANSWER YES to any of the questions below, please do not send your child to school. Consult your child's healthcare provider if you are unsure if your child is healthy enough to go to school.</p>	
<p>Fever</p> <ul style="list-style-type: none"> • Does your child have a temperature over 100.0° F.? • Children with temperatures of 100.0°F or higher will be sent home. • <u>Your child may return to school after they have been free of fever for 24 hours without the use of fever-reducing medications (Tylenol, Motrin, etc.)</u> 	
<p>Infection</p> <ul style="list-style-type: none"> • Does your child have an eye that is pink or red with thick mucus or drainage? • Does your child have any sores in their mouth • Is it painful for your child to swallow or talk? 	
<p>Breathing Problems</p> <ul style="list-style-type: none"> • Is your child working hard to breathe, breathing fast, or wheezing? • Is your child constantly coughing or have a harsh, barking cough? 	
<p>Intestinal Problems</p> <ul style="list-style-type: none"> • Has your child vomited more than one time in the past 24 hours? <ul style="list-style-type: none"> ◦ If you child is throwing up, they cannot return to school until 24 hours after they have stopped vomiting. • Your child had diarrhea more than one time in the past 24 hours? <ul style="list-style-type: none"> ◦ Students cannot come to school until 24 hours after their last diarrhea. 	
<p>Rash</p> <ul style="list-style-type: none"> • Does your child have an unusual rash? • Does your child have any red bumps or blisters on their skin? • If your child has chicken pox, do they have any spots that do not have hard crusts? 	
<p>Behavior</p> <ul style="list-style-type: none"> • Is your child too sick to participate in class? • Is your child not acting like themselves? • Does your child have severe pain? 	

When to call the Center about a sick child

- If you are unsure if your child should come to the center, contact your child's medical provider.
- Please notify the office if your child has been diagnosed with a contagious illness.

Contagious Diseases:

- The school will post a notice near the classroom door if children have been exposed to a contagious disease, such as whooping cough, pink eye, lice etc.
- Please notify the school office and school nurse immediately if your child is diagnosed with a contagious illness.
- Children's illnesses are kept confidential. We do not post the names of children with illnesses in order to protect their privacy.
- The school's registered nurse will contact the public health department as needed.

Illness Prevention:

- The center assists in the prevention of spreading contagious illnesses, such as colds, influenza, pink eye etc., by washing hands frequently and cleaning regularly.
- Staff and children follow universal precautions and follow the Young Star guidelines for hand washing procedures and sanitizing procedures. All teachers and children wash hands before and after eating, after they go to the bathroom, and before and after water play, etc. Staff sanitize napping mats/cots and manipulative items using a bleach/water or approved sanitizer mixture daily or once a week.
- Staff follow universal precautions when dealing with blood and bodily fluids. All staff wear latex free, single-use disposable gloves while administering first aid and dealing with any bodily fluids, such as vomit, nose bleeds, etc. Gloves are then thrown away into a covered, plastic-lined trash can, which is disposed of daily. Staff receive annual training in Blood Borne Pathogens.

Injury at the Center

- First Aid:
 - If a student is injured at the center, staff follow universal precautions when dealing with blood and bodily fluids.
 - Injury Requiring Medical Attention
 - If an injury requires medical attention, but is not an emergency, parents will be contacted to pick up their child and seek further medical care.
 - In the case of a serious or life threatening injury, staff will call 911 and immediately contact the parent or other emergency contact person listed on the emergency form.

- If an injury occurs during a field trip, teachers will provide first aid as trained. Teachers will contact the center and if necessary 911. The center will then contact the emergency person listed on the student's emergency card. Teachers bring a copy of emergency cards and a first aid kit on all field trips to handle minor injuries, such as cut fingers, scraped knees etc.
- Staff receive CPR, AED and first aid training every 2 years.

Parent Notification of an injury

Parents will be informed of incidents in writing. Staff will fill out an accident report and give the parent a copy. If a staff member provides first aid, they will inform you by phone or in writing. All injuries will be written in our confidential medical log book.

Medications at Center

Medications should be taken at home whenever possible. Do not send medication to center with your child or tell them to take medication at school without the supervision of school staff. Medications brought to school will be stored in a medlockbox and student's specific emergency medications will be kept in the classroom in a secure location in a medlockbox.

Over the Counter Medications

- Over the Counter medications will NOT be given at the Center. Parents may come to the center and give their child the medication but staff will not distribute/give any over the counter medications. Preschool families may contact the school nurse to see if the nurse can administer the medication.

Prescription Medications

If prescription medication must be taken during the day, a designated staff member or school nurse, may administer prescription medications if the following requirements have been met:

1. The medications are in the original pharmacy container and the label must clearly identify the child's name, medication dosage, administration instructions, and prescribing medical provider's information. Medications that are sent in envelopes, bags or other nonspecific containers will NOT be accepted.
2. The parents/guardians have completed an ICP (Individual Care Plan) and all required signatures are completed.
3. The **Prescription Medication Authorization** form has been completed by the prescribing medical provider and returned to the office. The ICP (Individual Care Plan) has been completed with all required signatures.
 - **Without a Prescription Medication Authorization form**

and an ICP signed by a medical provider, NO medication will be administered to any child.

- It is the responsibility of the parent/guardian to have the forms completed by a provider and returned to the office before any medication is administered to the child at the center.
 - The completed **Prescription Medication Authorization Form** is effective for One Year from the date of the medical provider's signature or until the prescription changes.
4. A copy of the Asthma Action Plan or Allergy Management Plan completed by a medical provider shall be submitted to the office.
 5. The child cannot start at the center until the ICP is completed including all required signatures.

Documentation of medication:

- All medical information and medication requirements are kept confidential in accordance with state and federal regulations.
- Staff will document the administration of medicine in the confidential medical log book and fill in page 2 of the DCF-F-CFS0059-ECR(04/2020) medication form.
- If a medication error occurs, parents will be notified by a staff or an administrator and the student's healthcare provider will be contacted if necessary.

Immunizations:

- Immunizations are an important part of children's health care and Wisconsin law requires that children going to school be vaccinated to prevent vaccine preventable diseases.
- The office must have a current record of your child's immunizations.
- Per Wisconsin State Statute 252.04 any student admitted to a school or childcare center is required to provide written proof of receiving required immunizations or a waiver within 30 days of being enrolled in the school.
- Immunization requirements will be strictly enforced for all children. Children who do not meet the requirements for their age may be excluded from school or fined.
- **Immunization records of children and staff are confidential. Hipaa privacy rules states that medical information is "protected health information" (PHI).**

Parents must provide one of the following in order to comply with the law:

1. A completed Immunization Record certifying that the child has received required immunizations for their age.
2. If a child's Immunization Record is not up to date, the parent/guardian has 15 days after direct notification to provide documentation that the next required immunization was administered and submit a written

plan for completion for any additional required immunizations.
Exception to this rule is a vaccine shortage.

3. Statement of Immunization Waiver
 - a. A **medical** waiver signed by licensed medical provider stating that the child's physical condition is such that immunizations would endanger life or health or is otherwise medically contraindicated; or
 - b. A **religious** waiver signed by the parent/guardian that the student adheres to a religious belief opposed to immunizations; or
 - c. A **personal** waiver signed by the parent/guardian that the student adheres to a personal belief opposed to immunizations.
 - i. Note: Children with waivers may be subject to exclusion from school in the event of a disease outbreak for which they are not completely immunized against.

Children with health Concerns

- Families that have a child with a chronic or seasonal or other type of health concern need to complete an Individual Care Plan (ICP) which includes the families doctor's guidelines and authorization on medication.
- Families must meet with center staff to complete the ICP.
- Some ICPs might list goals and steps to reach goals.
- Every ICP is different since it is geared to meet the Individual Care Plan (ICP) of each child
- Medication is only given to children when the ICP is completed and forms have all required signatures.
- All medications are stored in medlock boxes in the child's classroom

Attendance/Truancy:

In order for your child to be successful in school, they must regularly attend and not be late. Teachers take attendance by 8:05 a.m. Staff record all children that are present. All students are full-time. There are no part-time students.

Absences:

- **If your child is going to be absent,** call the absence line between 5:30am and 7:00 am, at 414-389-4757. After 7:00 am call the office at: 414-645-4869
- The administrative assistant or the FA will contact families who have not called in to report their child's absence.
- After three consecutive unexcused absences, families must bring a doctor's excuse.
- Unexcused Absences are a failure to attend school for all or any part of the day without a legal excuse. A legal excuse, as defined by State law and Board policy, are: (1) illness or injury (2) death of an immediate family member, (3) danger to health from exposure, (4) time required for medical and dental appointments or (5) an absence as approved by the administration of the school/center.

Custody Disputes:

- **During custody disputes, staff will follow court orders; otherwise both parents have parental rights and will be able to drop-off, pick-up children, attend field trips, parent-teacher conferences, etc.**

Keeping Contact Information Up to Date:

- **Please keep your emergency/escort information up to date.** If you have changes to your address or phone numbers, please stop in the office to update your child's file. In case of an emergency up to date information is extremely important!

Prevention of Bullying

We recognize the negative impact that bullying has on children's health, welfare and safety and on the learning environment at school. Bullying is prohibited on all United Community Center properties, and/or any school-sanctioned activities or events. "Bullying" is the use of coercion or intimidation to obtain control over another person or to cause physical, mental or emotional harm to another person. Bullying can occur through written, verbal or electronically transmitted expression, or by means of a physical act or gesture.

All school staff, students' families and children/students all share the responsibility to ensure that bullying does not occur. To that end:

- All children who believe they have been victims of bullying in any circumstances shall immediately report it to a teacher or any staff.
- All children who witness student bullying in any such circumstance shall immediately report it to a teacher or any staff.
- Any staff who witness student bullying in any such circumstance shall immediately take appropriate action to stop the bullying, and shall promptly report the bullying to a school administrator for appropriate action.
- Family members that are on UCC property need to be respectful to all staff, children and families. Profane language, bullying etc are not allowed on UCC properties.
- Discipline for bullying may include suspension, expulsion and/or classroom removal.

Rules and Consequences for Violations:

Violations of rules, which are known and understood, must be followed by consequences, which are known and understood.

The following behaviors are prohibited and may result in discipline for children which may include suspension, expulsion and/or classroom removal. The following is a list of rules and consequences for children or family members who engage in the behaviors while in UCC buildings, on school grounds, at any UCC center, school-sponsored activity, or behaviors/actions that affect school/center operations:

1. Continued willful disobedience or open and persistent defiance of proper authority including, but not limited to, repeated violations of school policy and/or regulations, and repeated instances of misconduct, no single occurrence of which might otherwise constitute a ground for suspension or expulsion.
2. Repeated interference with a school's/center's ability to provide educational opportunities to other children .
3. Willful destruction or defacing of school/center's property.
4. Behavior on or off school/center's property which is detrimental to the welfare or safety of other children or of school personnel, including behavior which creates a threat of physical harm to the student or to other children or staff.

5. Incidents of assault upon, disorderly conduct toward, harassment of, the making of a knowingly false allegation of child abuse against, or any criminal act directed toward a school teacher or school/center employee, or instances of damage occurring on the premises to the personal property of a school/center teacher or school/UCC employee.
6. Bringing or possessing a dangerous weapon on any of the UCC grounds, or at a UCC activity or sanctioned event. A UCC administrator may initiate expulsion proceedings for children who bring or possess a dangerous weapon in violation of this policy, subject to these provisions.
7. Directing profanity, vulgar language or obscene gestures toward other children, other adults, UCC personnel or school/center visitors.
8. Harassment or discriminatory behavior directed toward any student, child or staff member based on race, color, religion, national origin, sex or disability.

Suspension and Expulsion Procedures/Suspension Procedures:

The following procedures shall be followed in any suspension.

- A child may be suspended from school/center by a UCC administrator.
- As an alternative to suspension, the suspending authority may act in her/his discretion, allow the student to remain in the school as an in-school suspension.
- Notice. A UCC administrator will give the child and his/her legal guardian notice whenever a suspension is employed. Initial notice may be oral; however, a written notice must follow.
- Contents of Notice. The notice shall contain the following:
 - A statement of the factual basis for the allegation.
 - A statement of the policy or regulation, which the student is alleged to have violated.
 - The time and place set for hearing the matter
 - Informal hearing. Any student suspended shall be given an opportunity to explain his or her position regarding an incident constituting grounds for discipline.
 - Timing. Notice and an informal hearing should precede removal of the student from the center unless immediate removal is necessary. Written notice will be given the day of suspension or by the next school day.

Factors to be considered by the UCC administration when determining if a child should be suspended, expelled and/or referred to law enforcement:

- Applicable state and federal law;
- **The age of the student;**
- The disciplinary history of a student;
- Whether the student has a disability;
- The seriousness of a violation;
- Whether a violation threatened the safety of any student or staff member; and
- Whether a lesser intervention would properly address a violation.

Weapons on UCC Property

Possession and/or use of a weapon by a child or family member is detrimental to the welfare and safety of children and UCC personnel. Carrying, bringing, using or possessing a dangerous weapon on United Community Center property, or during any school/center-sponsored activity is prohibited. Only authorized law enforcement personnel may wear firearms or other security weapons on UCC property.

As used in this policy, “dangerous weapon” means:

- A firearm, whether loaded or unloaded;
- Any pellet, BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air;
- A fixed blade knife with a blade
- A spring loaded knife or a pocket knife with a blade
- Any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury. Including but not limited to slingshot, bludgeon, brass or artificial knuckles of any kind.

A UCC administrator may initiate expulsion proceedings for children or family members (that are not a member of the law enforcement) who carry, bring, use or possess a dangerous weapon in violation of this policy. In accordance with federal law, expulsion shall be for no less than one full calendar year for a student/child who is determined to have brought a firearm to school. Carrying, using, actively displaying or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm on United Community Center property is prohibited. Students who violate this policy provision may be subject to disciplinary action, including but not limited to suspension and/or expulsion.

Extra precautions are important and necessary to provide for student safety. Therefore, the carrying, bringing, using or possessing any knife, regardless of the length of the blade, other instruments with sharpened blades or edges that might easily be used as a weapon, or any other substance or object, regardless of its intended purpose, used in a manner that may render them dangerous to the user or others, on United Community Center property or any school/center sponsor event is prohibited. Children or family members who violate this provision shall be referred for appropriate disciplinary proceedings. Only authorized law enforcement personnel may wear firearms or other security weapons on UCC property.

Birthdays, Holidays and Special Occasions:

The Centers and UCC community, all enjoy many aspects of the seasons, which we can all share – the celebrations, songs, food, music, art, stories – of diverse cultures and heritages. Each classroom teacher shares the traditions, celebrations, and holidays of the families represented as well as selected cultures from our larger community.

Children's birthdays are important and staff want to celebrate this special day with the student. However, due to time restraints, religious restrictions, licensing issues, etc., birthday celebrations are kept to a minimum. Preschool teachers will have a designated day once a month to celebrate birthdays. Preschool families cannot bring any food items to celebrate birthdays due to food allergies, and Covid precautions. On your child's birthdays, classrooms will celebrate your child's birthday by having him/her be a special helper for the day, wear a birthday crown, etc. Once a month, the class will do something special to honor all the birthdays that occur in that month.

Pets

- Most preschool classrooms have fish/aquatic frogs/hermit crabs.
- Parents must inform the office, and teacher if their child has **any** allergies.
- Parents will be notified of any pet changes by red folder, or Class Dojo message or on sign-in/out sheet.
- Prohibited Pets: The facility shall not keep or bring in ferrets, turtles, iguanas, lizards or other reptiles, psittacine birds (birds of the parrot family), or any wild or dangerous animals.
- Potentially aggressive animals (such as dogs) shall not be in the same physical space with the children.

Screen time Limit:

Teachers occasionally use electronic media in the classroom—such as computer games, iPad apps or brief videos—in accordance with the following principles:

- Electronic media are always used to aid curriculum objectives and school readiness goals.
- Teachers choose media that are age and developmentally-appropriate for their children
- Electronic media are used with scaffolding and support from teachers (for example, co-viewing of videos or guidance for using interactive computer games). They are never a substitute for planned activities or used for passive viewing.
- Preschool students screen time is limited to 30 minutes per week. This includes all types of screens, such as computers, Smart Boards, Tablets, etc.

Visitors to the School

It is the center's policy to encourage parents and all citizens of the community to visit the school throughout the year. Parents and citizens are welcome and shall have reasonable access to observe classes, activities, and functions.

- Parents and visitors must stop at the Office and sign in as a visitor and wear a name tag that identifies them as a visitor. Teachers shall avoid talking with parents when teaching; parents desiring an individual meeting should make an appointment. Teachers can talk to parents during drop off and pick up, on class dojo, a phone call, or an email.
- Visitations by non-enrolled juveniles unaccompanied by adults are prohibited unless approved by the school administrator.
- Visitors shall not distribute information to children or staff without prior approval from a school administrator.
- During Covid-19, visitors are NOT allowed in any UCC buildings

Field Trip Policy

- Field trips are meant to enhance and support children's learning and are planned to be educational and age-appropriate. A permission slip will be sent home which gives date, time, method of transportation, and location of the field trip.
- Staff may take Walking Field trips around the UCC property to see community helpers, changes in seasons, changes in the environment, etc. Permission for walking field trips are signed during enrollment.
- Field trips cost money and non-Head Start families will be required to provide money for the cost of the field trip.
- Field trip costs cannot be refunded due to student's illness or any emergencies. Field trip cost is non-refundable.
- Field trips require extra supervision, and parents are encouraged to volunteer to help with their child's classroom.
- *No one* is allowed to ride the bus except parent volunteers, teachers and Center children .
- Chaperones must be guardians, parents or immediate family members.
- Teachers will take and record attendance before every field trip and inform the preschool office of the exact number of children going on the field trip.
- Teachers will take and record a head count each time they board and exit the bus, bathroom breaks, etc. Teachers will take a tracking sheet and follow all Head Start tracking sheet rules.
- Teachers will contact the preschool office when they return from the field trip and inform the office of the exact number of children that boarded and exited the bus.
- Teachers will take their emergency contact notebooks and a first aid kit on all field trips.
- The Center contracts a local bus company to transport children, chaperones and staff to field trips. The Center can order buses that will transport all

children including children with disabilities. Paraprofessionals and/or special education staff will give support to special needs children on and off the bus and give support throughout the field trips

Fire/Tornado Policies

- The Center has monthly fire drills, which are practiced every month and tornado drills are practiced monthly from April through October. The staff and children have practiced their route to take in case of an emergency. If you would like to receive a copy of the monthly drills please contact the office. Additionally, the routes for classrooms for fire and tornado drills are posted in every classroom.
- Once or twice a year, the entire building will practice emergency lockdown procedures. Parents will be notified by Class Dojo when the drill will occur.

Missing children

If a child is missing, the classroom teacher or teacher assistant will contact the office. A UCC administrator and/or administrator assistant will assist in looking and if need be, he/she will call security and they will search the premises. The security team can review security cameras and see if they can find where and when the child was last seen. If needed, more staff can be called in order to aid in the search. If deemed necessary the proper authorities will be called.

Photos

Photos of children may be taken for UCC requirements, fundraising events or other UCC events. During the enrollment process, parents can sign a consent form if they agree to photos of their child.

No Smoking Policy

The school follows city, state and federal ordinances and mandates which means that smoking is *not* allowed on school/Center property.

Child Abuse and Neglect Law

- Staff of child care centers and schools are required by law to immediately report any instance of legitimate suspicion of child abuse or neglect. This report will be made to the Child Protective Services and/or to law enforcement agencies.

Reporting Suspected Child Abuse and Neglect

- Child abuse and neglect are difficult, but important, issues to address. All UCC educational staff are specially trained to report suspected incidents, as mandated by state law. Any staff member who suspects a child may be a victim of child abuse and/or neglect is required by law to initiate the follow steps:

- ■ Notify the Center Director on the same business day as the incident (no exceptions).
- ■ Contact the local child protection agency to file a report.
- ■ Complete a confidential UCC Incident Report within 24 hours of the incident.

In some instances, the police may be contacted for assistance.

The specific definitions of child neglect and abuse (including sexual abuse) differ from state to state. Because we are required to report any concerns that a child is a victim of intentional harm or neglect, we clearly outline these definitions for our staff. Please contact your Family Advocate or the Director for more detailed information.

Parent Communication Regarding Suspected Child Abuse and Neglect

Our staff will immediately contact you regarding incidents at the center that might indicate child abuse or neglect, such as sexual activity, violent or destructive behavior, withdrawal or passivity, or significant changes in your child's personality, behavior or habits. However, if a report was filed with local child protection authorities, parent notification is determined on a case-by-case basis. UCC will follow the local child protection authority's recommendation for corrective action.

Parent Orientation Meetings

- In July there is a parent orientation meeting. A letter is sent out to all new families stating the time and date of the meeting.
- At the start of the school year there will be a "Meet and Greet" night at the school. The classroom teachers, administrators, and support staff will assist and provide information related to the program.
- Parents may stop by the office and pick up a parent handbook and/or copy of the group daycare licensing manual.

Parent Volunteer Hours

Parents are welcomed to visit their child's classroom at any time unless prohibited or restricted by a court order.

UCC believes when parents work closely with their children and the school, both children and the school will benefit. Consequently the school's policy expects parents to contribute and participate actively in support of their children and school. There are many ways to contribute or volunteer at the center

- Attending parent teacher conferences, which occur in the fall and in the spring
- Attending Family Engagement Meetings or any UCC sponsored parent meeting

- Assisting teachers in the classrooms (cutting out items for the teacher, bringing snacks, assisting on field trips, bringing items suggested by the teacher, etc.)
- Participating in school/center activities;
- Participating in Fundraisers

During Covid-19, parents and visitors are not allowed into the building. UCC is following the MHD requirements and recommendations in the prevention of Covid-19.

Parent-Teacher Conferences

Parent-Teacher Conferences and Home Visits are both held two times a year. One Parent Teacher Conference AND one home visit in the fall and one Parent Teacher Conference AND one Home Visit in the spring.

Family Engagement

Staying Involved in Your Child's Education

We believe a child's love of learning starts in the home and with the family. Our staff is committed to treating all families as equal partners to enable our children to be fully ready for school when they leave our program. In addition to partnering with you individually, we also host a range of events for you to meet other families and be part of a school community committed to your child/children's success.

Family Engagement Contract

Our partnership begins at the very start of your child's UCC experience. During our intake process, we want to learn about your hopes and dreams for your child. To emphasize the importance of our partnership, we invite all families to discuss and sign a Family Engagement Contract. This contract will be revised and revisited throughout your child's time in our program to assure that together, we are meeting one another's expectations of our roles in your child's learning and development.

Shine On, Families

Shine On Families is a Shine Early Learning's research-based family curriculum, designed to bring children's learning from our classrooms into your families' home. Through Shine On, Families, you will receive structured guidance to engage in family interactions that enhance and reinforce your child's learning and school readiness – it's our way of making our partnership a living breathing part of our relationship with you – something that we do together every day.

The three core components of Shine On, Families include:

PEER Activity Cards and Daily Reading A set of parent/child activity cards and reading guidance that brings classroom learning into the home and reinforces meaningful family time

Family Learning Parties Bi-monthly opportunities for you and your child to enjoy doing PEER activities together with teachers, advocates and other families

Parent Involvement Committee Meetings- Monthly, center-based meetings for parents to reflect on their children's learning, and to build deeper understanding of school readiness

Supporting Your Families Goals and Aspirations

UCC follows in a long and proud Head Start tradition of taking a two generation approach to our family partnership. Many of us have goals and aspirations for ourselves that we feel are important to making our children's lives better in the future. Whether it's gaining more education, getting a better job, or securing better housing – our Family Advocates are available to introduce you to other families who share the same aspirations, link you with community resources, or just be a listening and supportive voice as you consider what it will take to make those next steps you've been thinking about.

Supporting Your Family's Well-Being

We also know that children and families can sometimes face challenging circumstances that can make it harder to focus on children's learning. If someone in your family is struggling with drug addiction or mental illness? Are you faced with legal challenges or child custody concerns? Are you facing a housing or food crisis? Our Family Advocates can support you through a crisis or work with you to identify the resources you might need to stabilize your situation. Don't hesitate to reach out – we can be there for you.

Family Leadership Opportunities: Staying Involved

We recognize how important it is for families to be involved in our program. We welcome and encourage all adults who are a part of your child's life – mothers, fathers, grandparents, extended family and other caregivers-to participate in our home learning and center activities.

There are many rewarding ways to be included in the UCC experience:

■ ■ Volunteering: Come to the center! You can assist in the classroom, read to the children, and participate in activities. We encourage you to speak regularly with your child's teacher and Family Advocate, and attend workshops, training or classes, including Family Engagement Network Meetings and Family Learning Parties.

■ Family Workshops: Our center offers monthly family workshops, trainings, and presentations. If you have ideas or requests for training, please speak with your Family Advocate or CenterDirector.

■ Program Governance: You can become involved in program governance opportunities at both local and national levels. They include:

Parent Involvement Committee: Monthly meetings are held to discuss and solicit your feedback on important topics, such as your child's curriculum, school readiness goals and center culture.

Program Governance: Monthly meetings are held to oversee our program, in conjunction with our Board of Directors. This committee offers parents the ability to help shape the program to meet enrolled families' needs, as they represent their center on this program wide body.

Health Services Advisory Committee: Parents meet 2 times per year with local community health agencies to identify priority health concerns for our children and community and build partnerships to secure medical, dental and mental health services for our children. All parents are encouraged to come, but only EHS/HS parents can be on the committee.

School Transitions:

The school strives to keep children in the same classroom with the same staff throughout the year. Children do not transition to another classroom until the start of the next school year. In the unlikely event that a student needs to move to another classroom there will be a one month transition process. Time will be allotted to give child support during the transition period, which includes spending time in the new classroom and getting support through the school counselor. This process includes visiting the new room, eating with the other children, attending specials, attending large group activities and free choice time, etc...

Transitioning to next grade level:

- In the spring, students will get support to make the transition to the next age/grade level. Children will spend time in a classroom that is the next grade up. For instance, K4 students will go to K5 classrooms and complete several projects, have free choice, etc.
- Parents will have the opportunity to attend a parent meeting where information will be shared about the new age/grade level and what expectations teachers have for the children and families. Resources will be available for parents to read and/or take home. Resources could include class rules, healthy snack info, birthday info, guidelines about field trips, schedules, expectations, homework guidelines, assessment guidelines, review dress code, etc....

- In the spring, school counselors or teachers will give mini-lessons on transitioning to a new room and making new friends.
- At the start of the school year there will be a “Meet and Greet” event where families and children will go to their new classroom and meet the teachers. Parents will have time to meet and get to know the teachers and walk around the Center. At Meet & Greet please fill out information forms, such as preferred method of communication, family surveys, etc. Information packets and parent handbooks are available for parents to take home.

New Families:

Families that are interested in enrolling their child at BGCS can attend one of our Open Houses. Open Houses are offered several times a year. Additionally, interested families can have a private tour anytime throughout the year. During Open House and private tours, families will be able to visit classrooms and receive information throughout the tour. Parents will be able to take home brochures, parent handbooks, etc. which contain information about the school. In the summer, orientations are held for all new families to attend. At the orientation meeting, school policies will be discussed and parents will receive a copy. During Covid-19 precautions all tours are virtual. Please, visit our website to see times and dates.

Applying for Early/Head Start

Early Head Start

- 6 weeks to under 3 years old in order to enroll

Head Start

- Children must be 3 by September 1st in order to enroll

How do I apply?

- Open to all eligible children ages 0-5 living in Milwaukee County, preference for 53204; 53215 Zip codes
- Meet with a staff member to complete an application

What do I need?

- Proof of child’s age (i.e. birth certificate)
- Proof of residency (i.e. bill or lease)
- Proof of income (i.e. W2, paystubs, child support)
 - If you are paid weekly, we need pay stubs from the previous 4 weeks, if you are paid bi-weekly, we need pay stubs from the of the previous two pay cycles
 - SSI/TANF- current award letter
 - Self Employed- self letter or letter from employer documenting the amount you are paid and how often you are paid
 - Child Support- documentation of current award statement

Selection Criteria for Enrollment

- Children must be 3 in order to enroll in the three-year-old preschool program
- Children must be 4 by in order to enroll in the four-year-old preschool program
- Children enrolled as three-year olds in the program will automatically be ensured a slot the following year
- We recommend children be toilet trained at the time of enrollment
- All children are full-time. No part-time children

Registration/Tuition/Fee Information

Applications for enrollment will be disbursed starting in January and/or February.

The following items need to be turned in at the time of Registration AND at the start of every school year

1. Proof of residency (utility bills, apartment lease, cable bill, etc.)
2. Birth certificate of children enrolling in school
3. Up-to-date immunization record
4. Proof of financial support (pay stubs, contract, etc)
5. Emergency forms and health forms need to be completed/updated/completed (papers remain in the preschool office)
6. A current physical examination (health form) must be completed in the summer before school starts. ALL Health forms must be turned into the office by the end of September or the child cannot come back to school until the form is completed and turned in.
7. Health History forms must be filled out and any allergies and/or other health issues and procedures need to be addressed and answered on the form.
8. UCC Health Forms must be filled out and all health questions and procedures must be addressed and answered, which includes allergies, asthma, special nutritional needs, special diet, etc...
9. Children with asthma or allergies must have an asthma or allergy plan from their personal physician on file in the preschool office and the Health Clinic.
10. Photo Authorization form, walking/field trips and other BGCS, Centro de Nino's forms and state licensing forms must be completed at the time of enrollment.
11. Non Head Start Families, will meet with the Enrollment Specialist. He/She will call families and they will meet for an interview. Once families are notified that their child is accepted into the program, they will receive a time to meet with the administrator assistant to fill out all school and state forms.
12. All enrollment, health etc are kept in the student's personal cum file, located in the office.

The United Community Center offers after school programming. The school is available throughout the academic school year/summer school for a **reduced** fee. Families who

need to make payment arrangements, may call the office 414-645-4869 and their call will be forwarded to the accounting office.

- Head start families do not pay fees for their child attending 3 year old program /4 year old program with the exception of extended child care hours outside of the 8:00am-2:45pm academic day. Daycare hours are from 2:45 to 5:00pm Monday through Friday.
- Families that are part of the Wisconsin Shares Program do not pay any fees for their child attending the Center. However, they still have to pay for field trips, bring school supplies, snacks, etc.
- All NSF checks will be returned to the families with a NSF fee and they will have to pay with cash or cashier's check.
- Non-Head Start families are responsible for paying for field trip costs and classroom supplies. A classroom supply list is given out at the end of the school year and when all new children are enrolled into the program.
- Non-Head Start children have a payment, which is based on enrollment-not attendance. In order to secure your child's slot; families must follow the payment schedule or make arrangements with the UCC accounting office.
- The administrator and the accounting office will determine refunds.

Withdrawal Policy

- o The school may withdraw a student based on serious infraction of policies, committed by a student and/or family member. In the case of a child with extreme behavior, every attempt will be made within the classroom to modify behavior and guide the child with age appropriate expectations. It is expected that families will conference and work with the teacher, administrative staff, school counselor and others deemed necessary to find a plan that will best guide the child's behavior. The family, teacher and admin will all have a copy of the agreed to plan. School and families will work diligently to follow the plan. In rare cases where families and students cannot follow the plan, withdrawal of students may occur. A written letter giving time and date of withdrawal will be given to parents in a timely manner.
- o In rare cases where families cannot follow adapted/modified payments, which were arranged through the accounting office, children may lose their slot. However, every reasonable effort will be made to assist parents with fulfilling their financial obligation to the school.
- o The school administrator makes the final decisions on when a student is withdrawn from the school. Parents may appeal the process through a written letter to the Early Learning Director.
- o Parents may withdraw their child at any time. However, parents must fill out a drop form and give new school/daycare location.

Child Guidance Policy

- Staff will handle problems on site with the ultimate goal being a child's ability to develop self-control, self-esteem and respect for the rights of others. This will usually be done through redirecting behavior. Alternatives will be presented, such as a discussion of choices and problem-solving strategies. Parents will be kept informed of the discipline interventions if needed.
- The school does not allow staff, or children (even at parent's request) to do any actions that are aversive, cruel or humiliating, nor any actions that may be psychologically, emotionally or physically painful, discomforting, dangerous or potentially injurious. Staff will not grant a parent's request to withhold an incentive, withhold food, or punish a child. Furthermore, no one is allowed to make verbal abuse, threats or derogatory remarks about a staff member or a student or the student's family.
- Steps taken to redirect a child's negative behavior are as follows:
 - o Evaluate the child's behavior.
 - o Talk to the child on his/her level of understanding.
 - o Redirect the child's behavior.
 - o Go over choices that the child can make.
 - o Help child or children problem-solve through the solution
 - o The goal being the child learns methods to deal with conflict and emotions. Giving them support, and words to work through solutions.
 - o Offer a "time out" to think about the behavior; Reintroduce the child to the group. Time out periods will not exceed four minutes. The general rule is one minute per age of child, i.e. a 4 year old will have a four-minute time out. Time outs are rarely used and only as a last resort.
 - o Conference/notify the parent and school administrator, if necessary.
 - o Refer to the guidance counselor.
 - o The teachers will conference with the parent through this process.
 - o If the above methods prove unsuccessful the staff will work with the parent to find other solutions.
- If a student bites or repeatedly bites other children, the child's family will work with the school to change the child's behavior. The school will utilize the family and any/all support staff, including school counselor, social worker and/or school psychologist to find strategies that will guide the student to stop biting and learn other alternative methods when upset, frustrated, etc. The goal being the child learns other methods to deal with conflict and emotions. The last resort would be dismissal from the program or suspension. The length of the suspension would be at the administrator's discretion.

Student Responsibilities

A "responsibility" is an obligation one has to do what is right.

Protect the right of others to study and learn.

children attend school in order to receive an education. No student has the right to interfere with the education of others.

Attend school daily unless legally excused.

children are expected to attend school each day.

Be on time for classes.

children who enter a classroom after a lesson has begun are interfering with the rights of others to learn and study. Punctuality is a habit that leads to success.

Obey school/center rules.

Rules are designed to allow a school to meet its obligation to educate children . A school cannot achieve this obligation if significant time is taken away from instruction to maintain order. Cooperation with school staff in disciplinary cases is expected from families and children .

There is a difference between “tattling” and telling school personnel about potential problems in the school community. Every community depends upon the willingness of its members to help solve problems.

Respect public property and carefully use and return all materials.

Schools are a community's commitment to its young people. Abusing school property is wrong. It forces the community, through its citizens, to spend additional money in order to provide the same opportunities for future children .

Help make school a safe place.

You are expected to help make school a safe place. Children, staff and family members shall not bring weapons, drugs or alcohol to school, use gang symbols, wear gang-related clothing or act in a threatening manner.

Student Rights

A "right" is a privilege to which one is justly entitled.

No child shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity based on that student's race, color, religion, national origin, sex, or disability. All children have the right to equal educational opportunity without interference from others.

Children with Disabilities

Federal law prohibits exclusion from participation or denial of benefits of educational programs on the basis of recognized disabilities. BGCS, will provide to each student, with or without a disability, an appropriate public education and will not exclude or discriminate against children based on handicap or disability.

Homeless children

Federal law grants special rights to children and families who are homeless. A student is considered homeless if they:

- Lack a fixed, regular, and adequate nighttime residence
- Share housing with other people due to loss of housing, economic hardship, or a similar reason

- Live in a motel, hotel, trailer park, or camp ground due to lack of alternative adequate accommodations
- Live in emergency or transitional shelters
- Abandoned in hospitals
- Awaiting foster care placement
- Live in a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.
- Live in cars, parks, public spaces, abandoned buildings, substandard housing, bus, or train stations, or similar settings
- Migratory children who qualify as homeless because they are living in circumstances described above.

Homeless children and children from homeless families have the right to:

- Go to school, no matter where they live or how long they have lived there
- Continue in the school they attended before they became homeless or the school they last attended, if that is their choice and it is feasible
- Attend a school and participate in school programs with children who are not homeless
- Enroll in school without giving a permanent address
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment
- Enroll and attend classes in the school of their choice while an enrollment dispute is being resolved
- Receive the same special programs and services, if needed, as provided to all other children served in these programs
- A waiver of certain school fees and costs.

We will follow definition of homeless from McKinney-Vento Homeless Assistance Act

Access to Records/ Confidentiality/ medical records

- Persons having access to student's records do not discuss or disclose personal information regarding children and facts learned about the children and their families.
- A parent or guardian has the right to inspect and review their child's education and/or medical records. The parent shall examine the file in the presence of a school administrator, or administrator assistant. The record itself shall not be taken from the school building. However, upon request, one copy of the records shall be provided within a reasonable time to the parent.

Requests to Amend Education Records

Parents who believe that information contained in the education records of a student is inaccurate or misleading or violates the privacy or other rights of the student may request that the school amends the records. The request to amend a student's

records must be made in writing within 10 school days of the date the records were first examined. If the parent challenges any part of the record, the School Administrator (or in the case of psychological test data, the Director of Special Education) should review the part of the record being challenged and may by mutual agreement with the person making the challenge destroy, delete or add the information in question.

Disclosure without Written Consent

The school maintains the strictest rules of confidentiality. However, the School District may disclose student education records or personally identifiable information from the student records without written consent of the parent or eligible student if the disclosure meets one of the following conditions:

- The disclosure is to a school official having a legitimate educational interest in the student's education record or personally identifiable information contained therein.
 - a. A "school official" is a person employed by the District as an administrator, supervisor, teacher, or support staff member (including health or medical staff; a person serving on the Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (auditor, therapist, or consultant);
 - b. A school official has a "legitimate educational interest" if disclosure to the school official is:
 - i. Necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement;
 - ii. Used within the context of official District business and not for purposes extraneous to the official's areas of responsibility;
 - iii. Relevant to the accomplishment of some task or to a determination about the student; and
 - iv. Consistent with the purposes for which the data are maintained.
- Officials of another school or school system that has requested records in which the student seeks or intends to enroll.
- Authorities named in the Family Educational Rights and Privacy Act and accompanying federal regulations. These include: Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities.
- The disclosure is to accrediting organizations for accrediting functions.
- The disclosure is to the parent of an eligible student and the student is a dependent for IRS tax purposes.
- The disclosure is in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or others.

- The disclosure is to comply with a judicial order or lawful subpoena. Unless specified in the order or subpoena, the District shall make a reasonable effort to notify the parent or eligible student prior to complying with the order or subpoena.
- Information from records may be released to officials of other school systems in which the student intends to enroll.
- Requesting Records from other Schools or daycare centers:
 - a. When a student transfers to BGCS from another school or daycare the preschool administrator will ask the parent to sign the authorization form. This form will be forwarded to the school or daycare center of previous attendance asking for the student's record to be mailed to the preschool office. If a student exits/drops BGCS, the parent must complete a drop form. The school that the student will be attending will request records from the preschool office. The preschool office will send records to the new school or daycare that the child will be attending.

We hope that this handbook has helped to inform you about the program at

We look forward to a wonderful year with you and your child. ☺

Important Phone Numbers:

	Phone	Fax
Office	414-645-4869	414-649-4921
Bruce Guadalupe Elementary Office	414-643-6441	414-649-9022
Student Health Center	414-649-2826	414-389-5118
Bruce Guadalupe Middle School	414- 389-4772	
UCC Acosta Middle School	414-647-2518	
United Community Center Reception	414-384-3100	