Parent Handbook

United Community Center

EARLY LEARNING PROGRAMS







FAMILY

HANDBOOK

Updated October 2026 | Includes Playground and ClassDojo communication guidance

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01 Welcome and Program Mission

Welcome to UCC Early Learning Program!

Thank you for being an active partner in your child's education. Working together, we can ensure that all our children achieve their educational goals. If you have any questions or concerns, please do not hesitate to contact your classroom teacher or an administrator. Center Directors are in charge of the day-to-day operations at the Early Learning schools. The Director of all Early Learning programs is Dalia Huerta. Support is provided to all Early Learning schools from the Director of Monitoring and Compliance and other managerial staff.

UCC Vision Statement

UCC's Vision is an empowered and thriving Hispanic community where all achieve their fullest potential.

UCC Mission Statement

UCC's Mission is to transform the lives of Hispanics, families, and individuals of all ages by providing the highest quality comprehensive services in education, human services, health, community development, and cultural arts.

This handbook explains our school routines, family partnerships, health and safety procedures, and learning programs. Please review each topic and contact your Family Advocate or Center Director with questions. Use Playground to stay connected with your child's classroom and keep your contact information current for official SkyAlert notifications.

02 Our Centers

Our five centers are listed below. Burnham Campus includes two sites. Contact your center office for hours of operation and assistance.

UCC Schools are nonprofit public charter schools, and UCC Early Learning Programs participate in the Early Head Start and Head Start programs. All are open Monday through Friday. Reach out to each specific center for hours of operation. All Early Learning schools participate in the Wisconsin Young Star Program and Wisconsin Shares Child Care Program.

UCC Early Learning Programs have a current Department of Children and Families Child Care license. The license and inspection results, stipulations, conditions, etc., are posted in the school office/front desk or reception area. Each center lists the number of children that they are licensed for and the hours and months the center is open. Bruce Guadalupe Preschool and UCC Child Care is licensed for 350 children ages three through thirteen years and zero months. Ricardo Diaz- Early Learning Academy is licensed for 326 children ages six weeks to four years and eleven months. Guadalupe South is licensed for 75 children ages six weeks through four years and eleven months of age.

If parent/guardian(s) have any questions about the following information, contact the Center Director for the school the child attends. Copies of the family handbook are available electronically on the UCC website. If a hard copy is preferred, contact the school to get a copy printed.

Center	Address	Phone
Bruce Guadalupe Preschool	1082 S 9th St. Milwaukee, WI 53204	414-649-4921
Ricardo Diaz Early Learning Academy	2130 W Becher St. Milwaukee, WI 53215	414-645-7001
Guadalupe South	239 W Washington St. Milwaukee, WI 53204	414-999-4459
UCC Early Learning Academy Jackson Park	3231 S 39th St. Milwaukee, WI 53215	414-999-4499
UCC Burnham Campus	Site 1: 1645 S 36th St. Site 2: 1648 S 37th St. Milwaukee, WI 53215	414-389-3630

03 Family Communication Through Playground and ClassDojo

UCC Early Learning Programs use Playground as the primary system for classroom and family communication. ClassDojo continues to be used for K4 through 8th grade. Families will receive guidance on the appropriate communication platform for their child's classroom. Families can receive classroom updates, announcements, reminders, newsletters, school supply lists, menus, and event information, and send non-emergency messages to teaching staff through the appropriate platform.

Getting connected

- Follow the invitation and sign-in instructions provided by the program to activate your Playground account. If the program sends a new invitation, follow those instructions even if you already have an account.
- Ask your Family Advocate for help accessing your account or connecting to your child's classroom. The program will provide guidance about any account changes during the transition.
- Check Playground regularly and enable notifications on your device so you can receive program messages. Notify the school promptly if your email address, phone number, or other contact information changes.
- If you cannot access Playground or need information in another format, contact your Family Advocate or Center Director for assistance.

Messages and response times

Use Playground to ask classroom questions and share non-emergency information. Staff respond during regular school hours as soon as possible. Teachers may be unable to respond immediately while supervising children or providing instruction. Additional information may be posted on classroom or school parent information boards.

Urgent matters and official alerts

Do not use Playground to report an emergency, an urgent pickup change, or a concern requiring an immediate response. Call the school office directly for urgent matters. Follow the attendance reporting and pickup authorization procedures in this handbook; an app message does not replace a required phone call or signed form.

SkyAlert remains UCC's official system for school-wide and campus-wide announcements, emergency notifications, weather-related closures, attendance information, and other important alerts. Keep your contact information current for both Playground and SkyAlert.

UCC is committed to clear, respectful, and consistent communication that keeps families informed and connected to their child's education.

04 Drop Off and Authorized Pickup

Drop Off and Tracking Sheets

The school day starts at 8:00 AM, and children should be dropped off between 7:30-7:55 AM. Families who need to drop off children before 7:30 AM should contact the school for information. Active supervision is required by all parents/guardians. Children cannot be left alone in hallways, bathrooms, and need to be accompanied by an adult at all times. Parents/guardians must park and walk their child to the classroom. The person dropping off the child in the classroom must sign the child in and ensure the child is in the room. Staff use this sign in/out sheet called a tracking sheet to keep track of students throughout the day. The tracking sheet goes with the teacher every time the classroom leaves the room for recess, drills, etc. Teachers use a face to name roll call and count throughout the day and know their students and the number of students in their care.

Bruce Guadalupe K4 ONLY: From 7:30-7:55 AM, families may drop their child off by the preschool entrance, and staff will walk the child to the classroom. K4 children have their classroom number attached to their backpack. If arriving after 7:55 AM, families must park their car and walk the child to the preschool office.

Pick Up and Authorized Escorts

The school day ends at 2:45 p.m. Children must be picked up before 3:00 p.m. unless they are enrolled in after-school care and have a current payment agreement.

Parents/guardians must list adults age 18 or older who may routinely pick up their child on the Child Escort Authorization Statement. Emergency contacts are listed separately on the Emergency Information Card and are contacted when a parent/guardian cannot be reached. A person serves both roles only when listed on both forms.

For a one-time pickup by someone not listed, the parent/guardian must call the school and provide the adult's full name. The adult must present valid photo identification. This one-time approval does not permanently add the person to either form. Permanent changes require the parent's/guardian's written authorization and signature.

Children will not be released to an unauthorized person or anyone under age 18. If a pickup person appears impaired by alcohol or drugs, the child will not be released. Staff will contact another authorized adult and notify an administrator.

Parents/guardians are responsible for keeping their contact, escort, and emergency information current. Only a parent/guardian may make changes by contacting the assigned Family Advocate.

Late Pickup

If the child is going to be picked up late, the parent/guardian should call the school to notify what time the child will be picked up. If the child is not enrolled in the after-school care program and has not been picked up by 3:00 PM, the school will call the emergency contacts. If the center cannot reach anyone, the child will be placed in the after-school care program, and families will be charged an additional fee.

Children in the after-school care program must be picked up by the end of operational hours. The school will call the emergency contacts for any children not picked up. An additional fee will be applied to children picked up after-school operational hours. If a child remains at the school past hours of operation without notice from the parent/guardian or communication by the emergency contacts, social services and/or local law enforcement agencies will be called. Children who continue to be picked up after hours of operation may need to meet with an administrator to see if other pick-up options are available.

05 Attendance

Parents/guardians need to inform the assigned family advocate or school before 8:00 AM if a child is to be absent for a day or a known number of days. If unable to reach staff, leave a message with the child's name, classroom, parent/guardian contact number, and reason for absence. The assigned family advocate or other school staff will call the parent/guardian if the child is absent and the school has not been notified by 9:00 AM. If there is no answer, the emergency contact numbers will be called.

06 Dress Code

Children are required to dress in the appropriate clothing listed below. 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.

School Uniform Requirements for K3 and K4

Tops: plain white or navy blue polo shirt or blouse with a collar, white guayaberas, plain white or navy blue turtleneck.

Bottoms: navy blue pants, skirts, jumpers, or dress shorts must be at least knee length.

Shoes: Black, white, or brown; No open-toe shoes, flip-flops, crocs, backless shoes, sandals, or clogs.

Sweaters: Only a plain navy blue sweater or a non-hooded sweatshirt. A white or navy blue shirt or blouse with a collar must always be worn underneath a sweater. White or navy cardigan sweaters can be worn over polo shirts.

Other Dress Code Requirements

Jewelry and Piercing: No more than one earring per ear (earring must be smaller than a quarter), one ring per hand, one bracelet, and no facial piercings.

Hair: All children's hair should be clean-cut, neat, and appropriate for school. Hair dye/coloring is not allowed. No carvings/designs on hair.

Nail polish is not allowed

07 Celebrations and Special Occasions

The UCC community enjoys 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.

At UCC, we celebrate children's achievements, reading books, seasons changing, and developmental milestones. It is important to provide a developmentally appropriate curriculum all year long. All activities need to be inclusive, as a child should never be kept home because of activities being done in our classrooms. No one holiday should be celebrated more than others. We encourage families to share their traditions, culture, and celebrations with their child's classroom. Children's birthdays are important, and staff want to celebrate this special day with the child. Birthday celebrations are kept to a minimum because of disruption to learning time.

If a treat is brought to school for a special occasion, UCC encourages families to bring non-food items for celebrations like stickers, activity books, or provide a healthy treat alternative (examples - pretzels, goldfish crackers, fruit, cheese, vegetables with dip). Any food items brought to the school must be store-bought and pre-packaged. Homemade treats and snacks will not be accepted. Before bringing a food item to school, check with the child's teacher about food allergies and class size. Any treats or snacks brought in will be given to the pick-up person at the end of the school day, giving families the choice to accept the food item.

08 School Supplies

All families are encouraged to bring classroom supplies. The supply list is given out during enrollment, through Playground, and at orientation meetings, and you can request a hard copy from the center director. Families should provide an extra set of clothing at school. UCC provides diapers, wipes, formula, baby food, and a refrigerator/freezer for breast milk.

09 Toileting and Diapering

Infants and Toddlers

Diapering processes for children aged six weeks through 2 years are completed per licensing regulations at the school. The school provides A SPECIFIC GENERIC BRAND of diapers and wipes for infants and toddlers. Diapers that are wet or soiled are changed promptly. All diaper-changing surfaces are first cleaned with soap and water and then disinfected. A child is never left alone on the diapering surface. Families can provide lotions, powders, or salves to be used during diapering and will need to complete a Medication Authorization for instructions for use.

Children in K3 and K4

If a child needs to be toilet trained, teaching staff will work with the family to complete this process. The toilet learning process will be faster when the family and school work together to reach toileting goals. A child will show readiness for independent toileting in three ways: physically, cognitively, and emotionally. All the three readiness signals indicate the most appropriate time for learning toilet independence, which usually emerges between ages two through four.

Physical readiness: the child can stay dry for two or more hours during the day, wakes up dry from naps, and may wake up dry in the morning.

Cognitive readiness: the child wants to watch people using the toilet, flush the toilet, and asks questions about it.

Emotional readiness: The child asks to be changed when wet, pretends to use the toilet, and asks to use it.

When all signs are present, staff will make it convenient for the child to use the toilet and provide help as needed. Potty chairs are not used in the center. Families will be asked to assist in toilet learning by dressing the child in loose-fitting clothing that the child and caregiver can easily remove. Teaching staff will directly supervise children engaged in toilet learning and not leave them unattended. Children will be taught and assisted to wipe front to back and wash their hands after using the toilet to prevent infection and maintain cleanliness. Staff members will not force a child to remain on the toilet or punish them for wetting or soiling their clothing. If a child wets or soils themselves, a school staff member will take the child to the bathroom to change. Children will be encouraged to clean themselves, and staff will assist as needed or if the child requests help. Soiled clothing will be placed into a disposable bag and given to the family at pick-up.

Additional Clothing

Clothing changes may be necessary when a child soils or wets themselves. Families should provide an extra set of clothing marked with the child's name to be kept in the classroom. If the child needs to use the extra clothing for a change, another must be sent back to school in case of additional accidents. If the child needs to be changed and does not have an extra set of clothing, the family will be contacted and can bring a different set of clothing to school or the child will need to be taken home. The school cannot guarantee that extra clothing will be available for the child to use.

10 Family Engagement

Family engagement is a vital part of a child's education and success, and UCC believes a child's love of learning starts in the home and with the family. UCC partners with families to ensure they have the necessary tools and strategies for a successful school year. The partnership begins at the very start of a child's UCC experience. UCC learns about a family's hopes and dreams for their child during the intake process. All families are invited to discuss and sign a Family Engagement Contract to emphasize the importance of the partnership. This contract will be revised and revisited throughout the child's time in the program to ensure that the program is meeting the family's expectations of the role in the child's learning and development. Staff is committed to treating all families as equal partners to enable children to be fully ready for school when they leave the program. In addition to partnering with families individually, the program hosts various events for families to meet other families and be part of a school community committed to children's success.

Orientation Meetings: Family orientation meetings are held in the spring and summer. Families will be notified of the date, time, and location via Playground or email. School policies will be discussed at the orientation meeting, and parents will receive a copy of the Family handbook if requested.

Home Visits and Parent-Teacher Conferences: Families are required to complete a Home Visit with their classroom teaching staff before the start of the school year or before the child attends school. Parent-Teacher Conferences and Home Visits are held two times a year, in the fall and spring months. During these meetings, teaching staff will provide updates such as assessment results and report cards.

Shine On, Families Researched Based Curriculum

UCC Early Learning uses a research-based curriculum, Shine On, Families. This curriculum extends the Ready to Shine curriculum used in the classroom into your home. Shine On, Families offers families several ways to become engaged in their child's learning. Family Engagement Network (FEN) Meetings are monthly meetings held in the center or virtually to provide peer-to-peer family learning, topic-specific guest speakers, and center news. Families are encouraged to attend monthly. Family Learning Parties (FLP) are monthly learning opportunities for families to meet in their child's classroom to engage in PEER activities with their child and other families. PEER cards reflect the curriculum, support quality interactions with children, and promote school readiness. Families are encouraged to attend these activities three times per year. Homework Learning Log (HLL) is a family-friendly document that captures parent-child interactions (PEER Cards) and reading at home. Families are encouraged to complete HLL weekly, return them to their child's teacher, and read with their children for at least 30 minutes daily. Lending libraries are available at each school where families and their children can select books to instill a love of reading through a nightly reading habit.

Family Engagement Leadership Opportunities

Families can gain leadership skills while supporting their child's learning and development. Leadership opportunities in UCC Early Learning include:

Volunteering in the classroom: families can come to the center and assist in the classroom, read to the children, and participate in activities. If unable to volunteer in the classroom, ask the child's teacher about take-home projects.

Program Governance: families can become involved in program governance opportunities at both local and national levels. Monthly meetings are held to oversee the program with the Board of Directors. This committee offers families 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: local community health agencies meet four times per year to identify priority health concerns for children in the program and community and build partnerships to secure medical, dental, and mental health services for children. Families are encouraged to join.

11 Family Goals and Support

UCC takes a two-generation approach to family partnership. Many families have goals and aspirations that we feel are important to making a child's life better in the future. Whether it's gaining more education, getting a better job, or securing better housing – the Family Advocates are available to introduce families to other families who share the same aspirations, link families with community resources, or be a listening and supportive ear while considering what it will take to make the next steps. Children and families sometimes face challenging circumstances that make it harder to focus on children's learning. Family Advocates can support families through a crisis or work to identify the specialized resources needed to stabilize the situation.

Children and Families experiencing homelessness McKinney-Vento Homeless Assistance Act

Federal law grants special rights to children and families who are experiencing homelessness. A child 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. Also known as " doubled up" by living with friends or family.

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 and unaccompanied youth (youth not in the physical custody of a parent/guardian) may be considered homeless if they meet the above definition.

For families experiencing homelessness, contact the Family Advocate for resources.

12 Emergency Response and Drills

Standard Response Protocol

UCC will respond to various types of emergencies to ensure children's and staff's safety. All emergencies will include one of the following responses: hold, secure, lockdown, evacuate, or shelter. Standard Response Protocol responses are posted throughout each school. For more information about each center's emergency response plan or copies of the Standard Response Protocol, reach out to the center director.

The Emergency Communication system is tested on the first day of each month. Primary guardians should receive a text message, email, and robocall reviewing UCC's emergency protocols and types. If the primary guardian does not receive these emergency communications, contact the school to ensure the correct contact information is on file.

In an emergency, the priority is ensuring the safety of children and staff. During an emergency situation, phones will not be answered, emails and Playground messages will not be answered, and families will not be allowed to enter our buildings. Additional information will be shared after the children and staff have been secured. Community incidents and threats are the responsibility of the local police, and UCC works with local authorities in these circumstances.

Emergency Response

All schools have written plans for responding to fires, tornados, and other emergencies like loss of building services (heat, water, electricity) or threats to the building or the occupants. These include plans for evacuation, relocation, shelter-in-place, and lockdowns. In an emergency, when eight or fewer children are present, a second adult is available to come to the center within five minutes. Staff are available at all schools to support during an emergency; support staff may include Family Advocates, security, or program administration who will help any students or staff who need assistance or additional support. All sites have a safe location after an emergency and emergency supplies, such as flashlights, blankets, etc.

Drills and Exercises

Fire evacuation is practiced monthly, and tornado drills are practiced monthly from April through October. The evacuation routes and shelter-in-place for classrooms for fire and tornado drills are posted in every classroom. Children who need extra assistance are assisted by FA staff, admin staff, coaches, assistants, security, maintenance staff or any support staff. Twice a year, each school will practice Standard Response Protocol procedures, including a lockdown. Local emergency/law enforcement may be present when completing drills. The school will notify parent/guardian(s) when Standard Response Protocol drills are taking place.

13 Standard Response Protocol Family Guide

STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:
- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:
- Close and lock the door
- Account for students and adults
- Do business as usual

SECURE

"Get Inside. Lock outside doors"

Students are trained to:
- Return to inside of building
- Do business as usual

Adults and staff are trained to:
- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual

LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:
- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:
- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend

EVACUATE

"To a Location"

Students are trained to:
- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:
- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.

SHELTER

"State Hazard and Safety Strategy"

Hazards might include:
- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:
- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:
- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:
- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.

14 Standard Response Protocol Parent Guidance

STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

SECURE

"Get Inside. Lock outside doors"

Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.



WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

"Locks, Lights, Out of Sight"

A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?



The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the "Muscle Memory" associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.

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K12 2021 STANDARD RESPONSE PROTOCOL

15 Child Abuse and Neglect

Licensees, employees, and volunteers are mandated reporters under the law. Staff and volunteers at the schools are required to report known or reasonable cause to suspect that a child has been abused or neglected. A report is made to Child Protective Services or a local law enforcement agency.

Staff will immediately contact parent/guardian(s) 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 a child's personality, behavior, or habits. However, if a report was filed with local child protection authorities, parent/guardian notification is determined on a case-by-case basis. UCC follows the local child protection authority's recommendation for corrective action.

All staff complete Abusive Head Trauma (AHT), Sudden Infant Death Syndrome (SIDS) training and receive CPR, AED, and first aid training within six months of hire and are renewed every two years.

16 Missing Children

The teaching staff will contact the center director if a child is missing. A Hold from the Standard Response Protocol will be called so that all staff and children stay where they are and staff account for the children in their care. Program administration and staff will assist in looking for the child. Security will also be called to assist in searching the premises. Security footage can be reviewed to find the child's most recent whereabouts. The proper authorities will be called if deemed necessary.

17 Weapons on UCC Property

Possessing or using a dangerous weapon on United Community Center property or during any school/center-sponsored activity is prohibited. 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. 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 devices, 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. Possessing or using 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. Carrying, using, actively displaying, or threatening with the use of an object resembling a firearm that could reasonably be mistaken for an actual firearm is also prohibited.

A UCC administrator may initiate expulsion proceedings for children or family members (not a member of law enforcement) who use or possess a dangerous weapon in violation of this policy. In accordance with federal law, the expulsion shall be for no less than one full calendar year for a child determined to have brought a firearm to school. Children who violate this policy provision may be subject to disciplinary action, including but not limited to suspension and/or expulsion.

18 Reporting Safety Concerns

UCC provides a safe learning environment for all children. Family and children involvement is crucial for keeping schools safe by reporting all safety concerns. The fastest and most direct way to report child safety concerns is to inform a teaching staff or program administration. The center will investigate the concern in a timely fashion and take appropriate action as necessary.

Examples of concerns or situations families 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 or crimes, child abuse or neglect.

19 Child Illness

Illness Policies

Communicable Diseases: When the school is notified of a communicable disease(s), a notice is posted outside the classroom. Communicable disease information may also be shared on Playground. Children's illnesses are kept confidential; the names of children are not shared to protect the family's privacy. Examples of commonly seen communicable disease include pink eye, strep throat, influenza, RSV, hand-foot-and-mouth disease, impetigo, ringworm, and head lice. Parent/guardian(s) will be notified of any reported communicable disease. UCC follows state and federal health guidelines and regulations and makes notifications to the local Health Department as required.

Expectations for Families: The parent/guardian is responsible for picking up a child within one hour of being notified their child is ill. Staff members provide a Send Home Notice to inform the family of the child's symptoms and requirements to return to school. If a child is brought to school and staff observe signs or symptoms of illness, they will redirect the family to the Center Director. If a child is diagnosed with a communicable disease, notify the school so other families can be notified. If a child is absent due to illness, notify the child's Family Advocate.

Exclusion of Sick Children: Children will be temporarily excluded from the program for the following symptoms-

- Severe abdominal pain;
- Severe or harsh cough, with thick green discharge from the nose;
- Rapid breathing;
- Two or more episodes of vomiting or diarrhea;
- Red eyes with discharge;
- Yellow eyes or jaundiced skin;
- Impetigo, ringworm (not able to cover), trench mouth;
- Fever of 100.4 or higher
- Any other potentially contagious illness or rash. Guidelines to return can vary depending on the illness

If your child becomes ill at school and needs to be sent home, the parent/guardian(s) or emergency contacts will be called. In the event of a medical emergency, emergency services (911) will be called, and then the parent/guardian(s) or emergency contacts will be called.

Criteria to Return to School: If a child was sent home due to fever or has had a fever at home, they cannot return to school unless they have been 24 hours fever free without the use of fever-reducing medication (i.e., Tylenol). A doctor's note is required for any diagnosed communicable disease stating the date the child can return and any relevant information about the child's medical care. If you are unsure if the child can come to school, contact the office/front desk for more information, or contact the child's medical provider.

Illness Prevention: The center assists in preventing the spread of contagious illnesses, such as colds, influenza, pink eye, etc., by washing hands frequently and cleaning regularly. Staff and children follow universal precautions and follow recommended disposable gloves, hand washing, sanitizing, and disinfecting procedures. All teaching staff and children wash hands before and after eating, after they go to the bathroom, 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.

20 Injuries

If a child injury occurs at school, 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. All staff are trained in First Aid within three months of hire. Parent/guardian(s) will be informed of child injury incidents in writing on the Incident Report. Staff complete incident reports for all injuries and log the injury into the confidential medical log book. Staff may also inform the family through Playground. If an injury occurs during a field trip, all the same procedures will be followed.

If an injury requires medical attention but is not an emergency, parent/guardian(s) or emergency contacts will be contacted to pick up the 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/guardian(s) or emergency contacts listed on the Emergency Information Card. The responding ambulance may choose to transport the injured child. Any information about the result of medical treatment is required to be reported to the school by the parent/guardian(s). The Director of Monitoring and Compliance completes all reports to the state including reports of students needing medical care after an injury. Staff post emergency numbers by classroom phone.

If an injury occurs at home, the family needs to report it to the child's teacher. All observed cuts, scrapes, bruises, or other injuries seen on a child are recorded in the confidential medical log book. A note from the child's medical provider is required for the child to return to school if they received surgery or have sutures or a cast.

Staff Injury

If a staff member gets injured while working at UCC, he/she must immediately report the injury to the Center Director/Supervisor. Center Directors must inform HR and the Director of the Early Learning Programs. Staff must also fill out UCC Staff Injury Form and have it sent to HR and the Director of Early Learning Programs

21 Health Care Plans and Medication

Children with Health Concerns

Children who have a chronic medical condition (ex- food allergies, asthma, seizures), have prescription medication that must be at school, or have a medical/nutrition concern that requires ongoing follow-up care will have an Individual Care Plan (ICP) for school. An ICP ensures that children with health concerns are receiving the care and accommodations needed to stay healthy and safe at school.

An ICP must be completed before the child's first day at school or as soon as possible after the enrolled child's family learns of a new health concern or diagnosis.

An ICP meeting will be scheduled with the Family Advocate, Parent/Guardian, and Health Staff. Classroom teaching staff will receive information about the child's health and nutritional needs.

ICPs will be updated annually or more frequently if needed due to changes in care, classroom changes, or the need for updated medical/nutrition information.

Depending on the severity of the concern, a child may not be able to start school or may be excluded from school until an ICP has been completed, medication authorization and medication have been obtained, and/or information from the medical professional is received.

Medication Policies

Parents/guardians are encouraged to arrange medication times for non-school hours whenever possible. Unless ordered more than twice a day, routine medications shall be given at home, unless doctor's orders specify otherwise. Do not send medication to the center with a child (i.e., backpack) or tell them to take medication at school without the supervision of school staff. No medication is allowed at school without written authorization from the parent/guardian and/or medical professional. All staff are trained in medication administration. All medicines, except for diaper creams/powder, are stored in a medication lockbox; when administration of medication occurs, it is documented by staff in a confidential medical log book. After any medication is given, children are monitored for adverse reactions. The school does not provide the first dose of any medication unless there is written permission from a licensed medical professional on file. All medication is administered as directed on the label unless written authorization from a medical professional indicates a different dose or time frame. Medication is not used beyond the date of expiration. If the child will no longer be in the program or the medication has expired, it is the responsibility of the parent/guardian to pick up the medication. Any expired medication or medication for a child no longer in the program will be disposed of.

Prescription Medication: A Medication Authorization Form must be completed for any prescription medication at school. This form provides information from the prescribing medical provider about the timing of medication administration. The completed Medication Authorization Form is effective for one school year from the medical provider's signature date or until the prescription changes. It is the responsibility of the parent/guardian to have the forms completed by a provider and returned to the office/front desk before any medication is administered to the child at the school. Any prescription medication must be dropped off at the office/front desk, with a Family Advocate, or with the Center Director. The medication must be in the original pharmacy container, and the label must identify the child's name, medication dosage, administration instructions, and prescribing medical provider's information. Medications sent in envelopes, bags, or other nonspecific containers will NOT be accepted. Any child with prescription medication at school must complete an Individual Care Plan (ICP) with the family advocate and health team. If a medication error occurs, parents will be notified by an administrator and if necessary, the student's healthcare provider will be contacted.

Antibiotics cannot be administered at school.

Over-the-Counter Medication: Over-the-counter medications like Tylenol/Advil, decongestants, antihistamines, etc., will not be given at school unless authorized by a medical professional.

Over-the-Counter Topical Non-Medicated Creams, Ointments, & Lotions: These items may be at school and include diaper creams, lotions for dry skin, sunscreen, etc. For the cream, ointment, or lotion to be at school, an Authorization to Administer Medication form must be completed and signed by the parent/guardian. This form may be obtained from the classroom teacher or the office/front desk staff. This authorization needs to be completed every six months or one year. All items at school must be in the original container with the label of dosage and directions for administration, labeled with the child's name, and not be expired.

22 Health Documentation and Screenings

Health Documentation

Physical Exam

Within ninety calendar days of a child's first day, all children must have a physical exam completed by a medical professional and submit documentation to the program. For children under age two, the physical exam cannot be more than six months old. For children over age two, the physical cannot be more than a year old. Documentation must be obtained for the well-child exam closest to the child's age at enrollment and all well-child exams thereafter: 1, 2, 4, 6, 9, 12, 15, 18, & 24-month well-child exams and 3, 4, & 5-year-old well-child exams.

Immunizations

Documentation of a child's immunization record is required to submit to the program within thirty school days of the child's first day. The immunization history must indicate that the child has received at least the first dose of each immunization required for the child's age or that the immunization requirement is waived for the child. Wisconsin student immunization requirements can be waived for personal, religious, or medical/health reasons. Parents/guardians who choose to waive immunization are required to sign a waiver on the Child Care Immunization Record form that is on file at the school. Medical/health waivers are required to be signed by a physician. Children with waivers may be subject to exclusion from child care in the event of a disease outbreak in which they are not completely immunized.

If an immunization record is not submitted within thirty school days of a child's first day, the record indicates the child does not have at least the first dose of each required vaccine, or those who fall behind schedule of the required immunizations by age, may be excluded from school or fined per Wisconsin Student Immunization Law (Wis. Stat. 252.04).

Requirements by Age for Children in Child Care

AGE LEVELS	TOTAL NUMBER OF DOSES BY AGE						
5 through 15 months	2 DTP/DTaP/DT	2 Polio	2 Hib	2 PCV	2 Hep B		
16 through 23 months	3 DTP/DTaP/DT	2 Polio	3 Hib[1]	3 PCV[2]	2 Hep B	1 MMR[3]	
2 through 4 years	4 DTP/DTaP/DT	3 Polio	3 Hib[1]	3 PCV[2]	3 Hep B	1 MMR[3]	1 Varicella
At Kindergarten entrance	4 DTP/DTaP/DT[4]	4 Polio			3 Hep B	2 MMR[3]	2 Varicella

[1]If the child began the Hib series at 12-14 months of age, only two doses are required. If the child received one dose of Hib at 15 months of age or after, no additional doses are required. (Note: a dose four days or less before the first birthday is also acceptable).

[2]If the child began the PCV series at 12-23 months of age, only two doses are required. If the child received the first dose of PCV at 24 months of age or after, no additional doses are required.

[3]MMR vaccine must have been received on or after the first birthday (Note: a dose four days or less before the first birthday is also acceptable).

[4]Children entering kindergarten must have received one dose after the fourth birthday (either the third, fourth, or fifth) to be compliant (Note: a dose four days or less before the fourth birthday is also acceptable).

Medical Home & Health Insurance: All children in the program must have an ongoing source of health care, called a medical home. For children and families that lack a medical home or health insurance, Family Advocates will assist in finding access to ongoing care and help to obtain health insurance or an access to a clinic that provides discounted medical care.

Health Screening and Services

All children in the Early Learning Program will receive annual health screenings completed by trained health staff using evidence-based screening tools. Once the screening has been completed at school, families will receive the results on the Health Screening Results Letter. If a screening is not passed or considered abnormal, you will receive a call from health staff and a rescreen may be completed. If concerns are identified from a health screening or physical exam, follow-up will be completed by Family Advocates until a medical professional has evaluated the child with no concerns or all treatment has been completed. Documentation of follow-up care is required to be submitted to the program. Parent/guardian permission is obtained from the Permission for Program Activities form at enrollment. If permission is denied for the following health screenings, families must provide documentation from a medical professional within the listed timeframe that the screenings have been completed using an evidence-based screening tool.

- Vision: Screened using the SPOT Vision Screener within forty-five calendar days of a child's first day
- Hearing: Screened using the Otoacoustic Emission (OAE) Screener within forty-five calendar days of a child's first day
- Hemoglobin: Screened using a non invasive Pronto Hemoglobin Pulse Oximeter (not a blood draw) within ninety calendar days of a child's first day
- Blood Pressure: Screened using CONTEC Blood Pressure Monitor within ninety calendar days of a child's first day
- Growth Assessment: Height and weight is assessed within ninety calendar days of a child's first day

Sixteenth Street Community Health Center: In-school clinic services are available at UCC Schools for all children. Sixteenth Street Community Health Center (SSCHC) offers in-person and telehealth sick visits, well-child visits, vaccines, and care for chronic health conditions and children with special needs. SSCHC will see children regardless of insurance status. A sliding fee scale based on family size and income is available for those without insurance.

23 Oral Health

Toothbrushing

To promote the importance of dental hygiene, all children in the UCC Early Learning Program brush their teeth after at least one meal a day.

Infants under age one: Teaching staff wash their hands, wear gloves, and then cover their finger with a finger toothbrush used to gently wipe the infants' gums.

Children between one and three years of age: Teaching staff will assist children with toothbrushing using a toddler or child-sized toothbrush and a grain of rice-sized amount of fluoride toothpaste.

Children two years of age and over: Teaching staff will assist children with tooth brushing using a child-sized toothbrush and a pea-sized amount of fluoride toothpaste.

Toothbrush Care & Hygiene Practices: Each child receives a new age-appropriate sized toothbrush with soft bristles every three months or more frequently if they show signs of wear or when a child has been sick with a contagious illness. Each toothbrush is labeled with the child's name. Toothbrushes are stored in a rack in which toothbrushes stand upright and do not touch each other. Toothbrushes are air-dried after each use. Toothpaste is dispensed onto a clean paper cup, rather than directly on the toothbrush.

Oral Health Requirements and Documentation

Within ninety calendar days of a child's first day, all children over the age of twelve months must have a dental examination completed by an oral health care professional and submit documentation to the program. Children under twelve months of age must have a dental screening completed by a medical professional. The dental exam must have been completed within the last six months. Submission of a dental exam to the program is required every six months, following the recommended schedule of oral health care.

All children over the age of twelve months must have an ongoing source of oral health care, called a dental home. Family Advocates will assist in finding a dental home for families who do not have one.

If dental concerns are identified from an oral health screening or exam, follow-up will be completed by Family Advocates until all treatment has been completed. Documentation of dental treatment is required to be submitted to the program.

Oral Health Services

UCC Early Learning Programs partner with Smart Smiles School-based Oral Health Program through Ascension. Smart Smiles Oral Health Program provides dental screening and other preventative services that include dental sealants, fluoride treatment, oral health education, teeth cleaning, and a comprehensive oral exam (including radiographs). A consent form is provided to parents/guardians at the time of enrollment.

24 Nutrition and Feeding

Meals and Snacks

The school participates in the Child Adult Care Food Program (CACFP), a federal program that sets standards for serving nutritious meals. The required menu components include milk, meat & meat alternatives, vegetables, fruits, and grains, and all minimum serving sizes for age and components for each meal are served. All meals are served with unflavored 1% milk or skim milk, and whole milk for children under the age of 24 months. Children can have water at any time throughout the day. Children can also bring water bottles from home. Meals are served every 3 hours. Menus are created monthly, posted outside each classroom, and posted in Playground. Any changes to the menu will be posted on Playground.

In each classroom, meal times are served family style. Family style dining is when children and teachers sit together at a table for a meal or snack and pass and scoop their food with assistance from teaching staff. This type of meal service encourages children to try new foods, learn to politely decline food, understand the appropriate use of utensils, and learn assistance in setting and cleaning the table after the meal. Staff sit and eat with students to build socialization skills, increase table manners, and build rapport with students.

Infant Food and Feeding

Infants under 12 months have an infant feeding schedule and are fed on demand. The infant feeding schedule is reviewed with the family by teaching staff once a month. The school provides formula for all formula-fed infants. Contact the school to see what formulas are offered. If a family prefers a different formula for their infant, it is to be provided by the family. If a specific formula is required for medical reasons, provide the school with a doctor's note stating the formula's name and the medical reason. Families provide the school with a bottle of their choice, and all bottles need to be labeled with the child's first and last name. Solid foods will be introduced to an infant around six months of age. The school provides infant foods. At ten to twelve months, infants might be ready to start eating table foods. At twelve months of age, infants will begin to consume whole milk. All decisions about changes to an infant's feeding schedule will be made in accordance with the parent/guardian.

At UCC, all mothers are welcome and encouraged to breastfeed. Mothers should ask the front desk where the private and comfortable space is in the school to breastfeed their baby or express milk. Staff are trained in the proper storage and handling of breast milk. Any breast milk brought to school will be sent home or discarded at the end of the day. Frozen breastmilk can be kept in the freezer for up to 6 months. Any breast milk bags brought to school must be labeled with the child's first and last name and the date the milk was pumped.

Meal Modification

Any child requiring an alternative meal must have a Special Diet Form signed by the parent/guardian and the medical provider. A meal may be modified for medical or religious reasons. The child's medical provider must sign the Special Diet Form for medical reasons. Medical reasons may include a food allergy or intolerance. Personal reasons for an alternative meal need to be discussed with the school's Center Director and Health and Nutrition Manager to see if the program can meet them. All special diets are required to be cleared by the Health and Nutrition Manager. If a child develops a new food-related concern while attending the program, the family advocate should be notified immediately. A child may be excluded from school until the kitchen is able to accommodate the requested meal. The school provides milk substitution for medical or religious reasons; the options are nutritionally equivalent to milk and include soy or lactose-free milk. Other milk alternatives are not allowed unless a medical provider has requested them. Nut milk alternatives are prohibited.

Food From Home

Due to children with food allergies, meals are not allowed to be brought from home. Meals may be provided if there is a written agreement between the parent/guardian and the center director. A doctor's note may be required. If any food is brought from home, the Early Learning Program has a nut-free policy, and foods should not contain or be made in facilities with nuts. The program is required to supplement all meals, snacks, and beverages if they do not meet the guidelines established by the Child and Adult Care Food Program (CACFP). If a written agreement is in effect, parents/guardians must provide all the required meal components.

25 USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

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

fax:
(833) 256-1665 or (202) 690-7442; or

email:
program.intake@usda.gov

This institution is an equal opportunity provider

The Americans with Disabilities Act (ADA) prohibits discrimination against people with disabilities in several areas, including employment, transportation, public accommodations, communications and access to state and local government' programs and services.

26 Education Philosophy and Play

Education Philosophy

UCC's philosophical beliefs are based on standards established by the following:

Head Start Early Learning Outcomes Framework, National Association for the Education of Young Children (NAEYC), and the WI Model of Early Learning Standards (WMELS). Curriculum development and training are decided by the Director of Early Learning and the Education Manager.

The components of the program are:

Understanding children's play and the teaching staff's role in guiding and facilitating cognitive, social, emotional, and physical development through play.

Building relationships with children and families through communication, understanding, and interactive experiences.

Encouraging children to make decisions while learning to understand how their choices affect others.

Guiding children through teacher-planned, child-initiated activities based on the child's interests to enhance skills in all areas of development.

Implementation of the Ready to Shine curriculum & Second Step (K3- K4), Creative Curriculum (6 weeks-3 years).

Setting individual educational goals for children based on collected evidence and documenting progress in Teaching Strategies Gold.

Participation in developmental and health screenings.

The Power of Play

Play is important for developing self-regulation and 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 regulate 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.

Play is a powerful tool in developing self-regulation and motivates children to play according to their rules and roles. Early Learning staff purposefully plan high-level play opportunities for children that will allow them to engage in numerous types of play in which they interact with each other, plan how the play will go, and assign play roles. Play enables children to learn how to manage their impulses, increase their social and emotional skills, and grow cognitive skills, vocabulary, and knowledge. Staff will change classroom materials according to curriculum and child's interest to encourage positive interaction and engagement. Each center is designed and set up to promote children's development in all domains, including their academic and social-emotional development. Center materials usually reflect the current theme and interests and needs of the children. Children will be allowed to play for at least one hour per day.

Developmentally Appropriate Practices

The following developmentally appropriate practices, adapted from the National Association for the Education of Young Children, are used to develop and implement the curriculum in the classroom. Specifically, we provide:

Hands-on experiences with real, concrete, and relevant materials for children to explore and manipulate.

Ample opportunities for children to interact with adults and other children in conversations and discussions so that children will learn to use oral language expressively and functionally. Teacher-guided and child-guided experiences are important to children's development and learning.

Functional learning centers with appropriate learning activities such as writing, reading, drawing, oral discussion, projects, and constructing.

Opportunities for problem-solving, exploration, and discovery.

Opportunities for children to build new knowledge and skills based on what they already know and can do. Provide playtime as a tool for learning and developing social skills, such as cooperation.

27 Curriculum and Developmental Screening

Curriculum and Assessment Overview

The curriculum design, environment, and teaching strategies are matched to the needs of young children and are geared to foster growth and development. The Early Learning Program is based on the best theories, research, and practices. The curriculum for K3 & K4 is Ready to Shine. K3 and K4 also use Second Step as a supplemental social-emotional curriculum. Ready to Shine is a structured curriculum requiring the teaching staff to individualize for each child. K4 classrooms use an enhancement to the curriculum Letter and Numeracy Games and Routines. The curriculum for children aged 0-3 is the Creative Curriculum. The 0-3 classrooms also use the Conscious Discipline and Baby Doll Circle Time to support social-emotional development and regulation. UCC's approach involves the teaching staff and families as critical partners in helping children grow and develop. Throughout the program, attention is given to developmental areas of learning: social/emotional, physical, cognitive, & language development. Classroom interest areas and a wide range of supportive materials provide hands-on opportunities for teaching and learning within a context that provides for the growth and development of the "whole child." Teaching Strategies Gold Assessment System is used to assess children. The objectives, dimensions, and indicators of the assessment system align with the Wisconsin Model Early Learning Standards.

Developmental Screenings

The teaching staff and parents/guardians will do a social-emotional screener during the child's first home visit, called the ASQ-SE. During the children's first forty-five days of school, teaching staff will also administer the ASQ, a developmental screening. The results of both screenings will be shared with the parent/guardian in a screening letter sent home. Contact your child's teaching team for any questions about screeners or your child's development.

Language in Classrooms

The language of instruction in the Early Learning Program is English. Spanish-speaking staff are assigned to help support activities in the classroom. The child's home language is supported; English and Spanish will be heard in the classrooms.

Transitions and Wait Time

Children will never be asked to wait over 3 minutes 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. Teaching staff may sing songs, nursery rhymes, finger plays, or tell a story to occupy the time. Teaching staff use this time to expand language skills, develop child-teacher relationships, address child needs, or expand/reinforce concepts.

Classroom Schedules and Daily Activities

Classroom schedules are posted on the family information board, which is located by each classroom door. The daily schedule is planned with a balance of indoor/outdoor activities, quiet/active time, and child-initiated/teacher-initiated activities.

28 Sample Classroom Schedules

Sample Daily Schedule 0-3

7:30-8:00	Welcome children and families/Hand washing
8:00 - 8:30	Breakfast
8:30 - 8:45	Tooth brushing/Toileting and Diapering/Hand washing
8:45 - 9:00	Music
9:00 - 10:00	Learning centers
10:00 - 10:30	Outdoor/Playground/Gross Motor Activity
10:30 - 10:40	Transition/Toileting and Diapering/Hand washing
10:40 - 10:55	Individualize Activities
10:55 - 11:00	Circle Time / Read Aloud/Baby Doll Circle Time
11:00 - 11:30	Lunch
11:30 - 1:30	Nap
1:30 - 1:45	Transition/Toileting and Diapering/Hand washing
1:45 - 2:15	Snack
2:15 - 2:30	Shared Play Activity
2:30 - 2:45	Transition/Toileting and Diapering/Hand washing
2:45 - 3:30	Dismissal
3:30 - 4:30	Learning centers
4:30 - 5:30	Outdoor/Playground/Gross Motor Activity

Sample Daily Schedule K3/K4

7:30-8:00	Arrival Routine
8:00-8:30	Breakfast
8:30-8:35	Morning Meeting
8:35-9:35	Learning Centers
9:35-9:40	Transition
9:40-10:10	Recess
10:10-10:20	Transition/Bathroom
10:20-10:25	Literacy and Numeracy Routines
10:25-10:45	Literacy and Numeracy Games
10:45-10:55	**Read Aloud**
11:00-11:05	Handwashing
11:05-11:35	Lunch
11:35-11:50	Toothbrushing / bathroom
11:50-12:00	**Second Step**
12:00-1:00	Nap
1:00-1:30	Snack / bathroom
1:35-2:05	Recess
2:05-2:10	transition
2:10-2:40	Guided Activities (includes journaling)
2:40-2:45	Dismissal

29 Screen Time and Educational Resources

Screen Time Limit

Screen time for children in K3 and K4 is limited to 30 minutes per week. This includes all types of screens, such as computers, Smart Boards, Tablets, etc. The teaching staff occasionally use electronic media in the classroom—such as computer games, iPad apps, or brief videos— per the following principles:

Electronic media are always used to aid curriculum objectives and school readiness goals.

Teaching staff choose media that are age and developmentally appropriate for their children.

Electronic media are used with support from the teaching staff. They are never a substitute for planned activities or used for passive viewing.

Educational Resources

Head Start Early Learning Framework

Wisconsin Model Early Learning Standards

Licensing Rules for Group Child Care Centers

Department of Children and Families Parent Resources

National Accreditation Commission for Early Care and Education Programs

Youngstar for Parents

30 Early Head Start Program

Mixed Age Groups

In an Early Head Start/0-3 classroom, infants or toddlers will build the foundations they need to learn to read, write, follow rules, care for 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 children will build a special relationship with a consistent teaching staff who will get to know the family and child well. This knowledge helps the child's teaching staff take advantage of every interaction during the day to support development.

Phase-In

Younger children often benefit from a slow introduction to the 0-3 classroom environment. Starting with shorter days can help children adjust to the new setting and support an easier separation for them and their parents/guardians. Based on the family's individual needs, a customized initial phase-in schedule will be created during the intake process (which can consist of one or more half days).

31 K3 Program

At UCC, each moment is viewed as an opportunity for growth. Teaching staff lead daily routines and activities to help children grow in language, literacy, and math, and develop socially, emotionally, and physically. The curriculum is designed to be fun and active so that children feel more like they are playing than learning. K3 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., and working on colors, shapes, fine and gross motor activities, hands-on art, and sensory experiences. The K3 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.

32 K4 Program

The K4 curriculum has intentional age-appropriate activities, which includes 1 full hour of free-choice time. Children will experience numerous classroom experiences and increase their academic goals and 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. Some specific things that you can expect your child to learn, or at least be introduced to, in 4-year-old program are:

Social-Emotional	Physical	Language
Managing feelings Following rules / limits Solving social problems	Throwing Catching Grabbing	Comprehending language Following directions Using expanded vocabulary
Cognitive	Literacy	Mathematics
Engaging in learning Curiosity / motivation Classification	Rhyme Letters & letter sounds Retelling stories	Counting Quantifying / Subitizing Identifying shapes & patterns Measuring

33 Indoor and Outdoor Physical Activity

At UCC Early Learning, children learn in a fun and safe environment that contributes to developing and gaining movement skills. Children learn new skills through games, the importance of teamwork, fair play, and rules to various sports, rhythm, and dance. The goal is for children to achieve a positive self-image and lead healthy lives. All children participate in indoor and outdoor recess. Engaging in outdoor play introduces children to new situations and encourages them to try new things. Recess naturally helps children to develop essential motor skills like balance, dexterity, agility, coordination, etc. Children participate in simple activities that develop movement skills such as: hopping, balancing, jumping, running, rolling, kicking, throwing, and catching.

All K3 and K4 classrooms have recess two times a day for a total of 60 minutes. All children in 0-3 classrooms have recess once a day for 30 minutes.

All K4 classrooms have weekly gym classes. 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. The gym is set up to reduce student injuries.

Appropriate Clothing for the Weather: Children should be brought to school with weather-appropriate clothing for playing outside. Children must wear coats, snow pants, gloves, scarves, mittens, and hats during cold weather conditions or snow. During summer months and warm weather, children should be dressed appropriately. No flip-flops are allowed. During summer, water tables, sprinklers, etc., may be used. Families will be informed if a water day is planned at their school so the appropriate clothing can be provided.

Inclement Weather: Children will not go outside during inclement weather. Inclement weather includes stormy or severe weather, heavy rain, temperatures above 90 degrees Fahrenheit, wind chills of 0 degrees Fahrenheit for children aged three and above, wind chills of 20 degrees Fahrenheit or below for children under age three.

34 Rest Time

Daily Rest Time helps children relax and unwind from their busy morning. Children are more playful, focused, and happier after quiet time. Sudden Infant Death Syndrome (SIDS) risk reduction are followed at all schools. The American Academy of Pediatrics recommends that infants under 12 months old be 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. UCC provides the appropriate-sized crib sheet for the crib. We allow pacifiers, but they may not be attached to clothing or hung around the neck during the school day due to the risk of injury. Toddlers and children over the age of 12 months rest on cots that lie low to the ground, and they may sleep with a small comforting object. UCC provides a cot sheet.

35 Children with Disabilities

Individualization is essential to all children's success in UCC's Early Learning Programs to ensure that the UCC Early Learning program provides children with disabilities (and their families) services that enable them to achieve goals in the Individualized Education Plan (IEP) or Individualized Family Service Plans (IFSP). Teaching staff work closely with the Mental Health and Disability Manager to ensure a full understanding of a child's diagnosis and related IEP/IFSP goals. They use the goals from IEP/IFSP to create Individualized Action Plans to support the achievement of IEP/IFSP and school readiness goals.

Children with IEPs and IFSPs enter the program with specialized needs that must be understood by all staff to ensure that they have a high-quality, individualized educational experience. Children may require physical accommodations in classroom set-up, special education materials or services, or have special transportation needs. To properly plan for these needs and coordinate services, staff and families will participate in a transition-in conference for all children entering our program or transitioning from one program option to another (such as EHS to HS). Transition in conferences must cover the following:

Review the IEP/IFSP components and all individualization needed for the child. If a copy of the IEP/IFPS is not available, the team should obtain information from the parent/guardian to ensure all accommodations/modifications needed are in place before the child's transition.

Review all facility or materials modifications and arrange for their purchase as needed.

If transportation services are being provided, clarify the child's transportation details, including how they will be transported to and from the center (who gets the child off the bus, who is responsible for calling the bus company when the child is sick, etc.).

Review parents' rights in special education.

Review annual IEP/IFSP, meeting dates, evaluation processes, and the importance of including HS/EHS staff in these reviews.

Secure contact information and schedules for all EHS/HS therapists, including when the therapists will be on-site in the center and the child's home.

For children participating in district programs and UCC's classrooms, expectations are reviewed for communication and collaboration, including:

Coordination in child assessments;

Invitations/attendance at one another's parent-teacher conferences;

Instructional plan coordination;

Review any medication/nutrition accommodations needed for the child and complete the Integrated Care Plan as needed;

Set a preliminary family goal to support the child's educational goals in the home.

36 Positive Child Guidance

United Community Center staff use a variety of strategies for positive guidance in the classroom, including the following. Time-out periods are not used for any child.

- Plan ahead to anticipate problems.
- Limit expectations to what is realistic for the developmental level of each child (and make these expectations clear to children); for example, understand that young children are not ready to share yet; model and encourage sharing, but do not insist on sharing.
- Create a "yes" environment: rather than telling children what they cannot do, give them choices of the things they can do. Staff do not put students in time out.
- Talk about children's positive behavior; for example, "Thank you for giving the truck to Daniel when you were finished with it."
- Set simple, clear rules focused on health and well-being, safety, respect for property, and respect for others.
- State rules positively rather than negatively: "Please walk" instead of "Don't run."
- Offer reasons for rules: "I know you really want to play, but it is not safe to run inside the classroom. I don't want you to slip and fall. Please use your walking feet when you are inside."
- Model behaviors that we wish children to use.
- Give children clear, simple directions and positive reminders.
- Pay close attention to children to prevent and/or intervene in challenging behaviors (essential for children likely to escalate, hit, or bite).
- Redirect children from unacceptable to acceptable behavior: "I will help you stop kicking. We'll find something else for you to do."
- The teaching staff share their feelings about certain behaviors: "I get worried when you climb on the bookshelf."
- Help children deal with frustration and anger through words or pretend play.
- Help children understand the consequences of their actions and use problem-solving skills to develop solutions.
- Encourage children's growing sense of independence.
- Acknowledge when children show self-control.
- Help children avoid dwelling on mistakes, so they can learn to move on.

Actions that may be psychologically, emotionally, or physically painful, discomforting, dangerous, or potentially injurious are prohibited, even at a parent/guardian's request. Examples of this include spanking, hitting, pinching, shaking, slapping, twisting, throwing, or inflicting any other form of corporal punishment; verbal abuse, threats, or derogatory remarks about the child or the child's family; physical restraint; withholding or forcing meals or naps; and any actions that are cruel, aversive, frightening, or humiliating to the child. Children may not be punished for lapses in toilet training.

Infants and Toddlers: Infants communicate by crying and sometimes are fussy. Staff will work with families to find ways to soothe the infant and provide for their needs, including holding, rocking, playing, feeding, burping, and changing diapers.

37 Inclusion and Behavior Support

United Community Center is committed to ensuring the health and safety of each child and family served. For this reason, and in compliance with Head Start Performance Standards and state licensing regulations, this inclusion statement clearly outlines our procedures and timelines for supporting children with behavioral challenges and addresses suspension and expulsion when necessary.

Inclusion Procedure

All children are fully included in the UCC Early Learning Program classroom and have appropriate resources and support provided to them to be successful. This consists of all children with identified disabilities whose IEP/IFSP recommends an integrated classroom as an appropriate placement and all children with potential developmental or behavioral concerns.

Enrolled children will never be excluded from program participation on the basis of health care, mental health, and/or disabilities needs, provided that the program can accommodate those needs (i.e., through reasonable modifications/auxiliary aides) without either fundamentally altering the program or posing a significant health or safety risk to the child or to anyone in contact with them. If a child presents a persistent health and safety concern, UCC Early Learning Programs will work with the child, family, and mental health/disabilities professionals to provide alternative services/program options.

Prevention Procedure

UCC Early Learning Programs implement the Positive Behavioral Support Pyramid Model (PBS) to intentionally support the social-emotional competence of all children while reducing challenging behaviors. The PBS Pyramid model is a framework of universal, secondary, and tertiary strategies and system supports designed to improve young children's social-emotional competence and reduce behavioral challenges. The Pyramid Model is also based on evidence-based procedures drawn primarily from the research on effective intervention approaches for young children. All early learning staff receive ongoing training and coaching on PBS and always have access to the resources needed for self-assessment, planning, and follow-through to improve their level of implementation.

Intervention Procedure

Challenging behavior(s) will be documented on the Behavior Incident Report and maintained in confidence. Parents/guardians will be notified verbally and may also be given written copies of the Behavior Incident Report. We encourage them to participate in follow-up discussions and action planning to prevent challenging behaviors in the future. Parents/guardians will be given resources for improving behavior (e.g., PEER cards, Individualized Action Plan). In addition, the parent/guardian will be invited to meet with the Disabilities Services-Mental Health or Mental Health Consultant, teaching staff, and Family Advocate to participate in a functional behavioral assessment, discuss intervention strategies, and/or to be referred to mental health agencies and/or LEA as necessary. Staff will use various strategies, including completing a functional behavioral assessment to support the child in improving behavior to ensure the child is successful in their current program placement. Education leadership will reassess the classroom's level of Positive Behavioral Supports (PBS) implementation using the TPOT (Head Start) or TIPITOS (Early Head Start), as needed. Based on all inputs above, an Individualized Action or Behavioral Intervention Plan will be developed and implemented in the classroom and at home to support desired behaviors. The child's progress will be discussed often, and action plans will be updated accordingly.

Approval for Alternate Program and Program Option

The Mental Health and Disability Manager or Mental Health Consultant will provide all UCC Early Learning Program staff with appropriate consultation, training, and support to enable them to understand and implement this policy.

Before any decision to offer an alternate program option, the Mental Health and Disability Manager or Mental Health Consultant, Center Director, and/or school administration and classroom teaching staff will hold a meeting with the child's parents/guardians to discuss the issue(s) and share most recent data on the child's progress at home and in school.

Should the child continue to demonstrate actions that are considered "significant health and safety concerns," further intervention or consideration of alternate placement will be discussed. Examples of "significant health and safety concerns" include:

No changes in the challenging behaviors after a functional behavioral assessment and a reasonable amount of time and multiple attempts to stabilize using different strategies;

Ongoing behaviors such as physical throwing of furniture or destruction of classroom materials; physical or verbal abuse to staff or other children; excessive biting/spitting.

The Mental Health and Disability Manager or Mental Health Consultant, in collaboration with the Center Director and/or school leadership team, will be the primary decision-makers on all issues related to altering a child's program/schedule conferring and seeking final approval from the Early Learning Director.

Schedule of Support for Full Inclusion

If the above actions have not been successful, the child's parent/guardian will be advised verbally and in writing about the child's behavior that warrants an alternate program/option. In this instance, UCC Early Learning Centers will consider alternative means of serving this child and family, such as through a shortened-day option. During this time, UCC Early Learning Centers will work with special education and mental health service providers, and in partnership with the family, to identify behavioral supports that could allow the child to re-enter and participate successfully in the full-day option.

The parent/guardian will be informed regarding the length of time of an alternate program. If a child is no longer attending our program, parents/guardians will be given transition assistance that will include receiving a maximum of two weeks' notice so other childcare options can be made.

The parent/guardian will be informed about the expected changes required by the child or parent/guardian for the child to return to the center.

Failure of the child/parent to satisfy the terms of the plan may result in an alternate placement.

Only in special circumstances, when the Disabilities Services-Mental Health or Mental Health Consultant recommends that the child receives services from a more intensive program other than Head Start, will the child be transitioned out of the program and removed from the class list.

38 Bullying Prevention

Bullying is linked to mental health issues for the victims and the person bullying. UCC's Early Learning Programs are committed to promoting the mental health and social and emotional well-being of the children and families that we serve. Often, bullying is discussed in the context of children in grade school or higher. However, UCC's Early Learning Programs have a unique opportunity to identify and address pre-bullying behaviors in the early stages of life and, hopefully, decrease this trend.

Bullying can occur through written, verbal, electronically transmitted expression, or by means of a physical act or gesture. Adults, including educators and parents, can prevent pre-bullying behaviors from progressing to bullying in the school-age years by paying attention to behaviors described above and intervening when they observe them. It is also important for adults to teach young children social skills. Three of the most important social skills linked to bullying prevention include empathy, assertiveness, and problem-solving. The adults in a child's life can teach social skills through modeling, storytelling, puppet play, games, and other activities. The most important thing is to provide children with a foundation in these skills by providing concrete examples they can understand, use, and practice in their everyday lives.

39 Enrollment and Payment

Families interested in enrolling their child at UCC can complete enrollment applications anytime throughout the year. Please see the UCC Website for more information regarding enrollment or go to the office/front desk for assistance. The only limitation to enrollment is age. Infants must be 6 weeks old, and children entering K4 must be age four by September 1st. Children are required to be enrolled full-time; no part-time enrollment is allowed.

Open Houses are offered several times a year. Additionally, interested families can have a private tour anytime throughout the year. During Open Houses and private tours, families can visit classrooms and receive information throughout the tour. Families can take home brochures, handbooks, etc., which contain information about the school.

Pre-application and Enrollment Process

The enrollment process starts with completing a pre-application and then a follow-up meeting with the Director of Family Engagement and Enrollment. The Director of Family Engagement and Enrollment will review the enrollment process and the different enrollment options offered at UCC. Eligibility will be completed to see which enrollment options the family qualifies for.

Items needed for the pre-application process:

- Proof of residency (utility bills, snap benefits, SSI, apartment lease, cable bill, etc.)
- Birth certificate of children enrolling in school
- If applying for Early/Head Start: Proof of income (pay stubs, contract, SNAP benefits, SSI, etc).

Families enrolled under Private Pay will be notified about the cost of the program. This includes information on meal costs and field trips funds. No refunds are offered at this time. A payment agreement will be signed before the child is accepted into the program. Payment is based on enrollment, not attendance. Families eligible for Early Head Start and Head Start do not have a cost to attend during the school day hours. Any checks that are returned due to insufficient funds will be charged an additional $25.00. Families who fail to complete payments will need to meet with an UCC accountant. Failure to make payments on time could result in your child being withdrawn from the program.

During enrollment, paperwork, which will be placed in your child's record file, will be completed that includes emergency contact information, health information, health history, permission for program activities, etc. A physical exam is asked to be provided as soon as possible and required within 90 days of enrollment to the program.

40 After School Care

After-school care programs are available after-school hours, Monday through Friday. There is no after-school care during the weekend.

Families must follow the payment schedule or make arrangements with the UCC Accounting Office.

For families enrolled in the Early Head Start and Head Start program, there is a cost for additional before/after-school care.

Families enrolled under the Wisconsin Shares Program are responsible for paying for hours not covered by the program.

The after-school care program calendar will be provided. This will include specific dates where after-school care is not provided.

41 School and Classroom Transitions

The school strives to keep children in the same classroom with the same staff throughout the year. In the unlikely event that a child 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. This includes visiting the new room, eating with the other children, attending large group activities and free choice time, etc.

In the spring, children will get support to transition to the next age/grade level. Teaching staff will give mini-lessons on transitioning to a new room and making new friends. Children will spend time in a classroom that is the next grade up. For instance, K4 children will go to K5 classrooms, complete several projects, have free choice, etc. Parents/guardians will be able to attend an orientation meeting where information will be shared about the new grade level and the expectations of teaching staff for children and families.

At the start of the school year, a “Meet and Greet” event will occur where families and children will go to their new classroom and meet the teaching staff. Parents will have time to meet and get to know the teaching staff and walk around the Center. At the Meet & Greet, informational forms will be asked to complete, including preferred method of communication, family surveys, etc. Information packets and handbooks are available for families to take home.

42 Withdrawal

Parents/guardians may withdraw their child at any time. If a child exits the program, the parent/guardian must complete a drop form and give the name of the new school/daycare location. If requested, the school will send records to the new school or center the child will attend.

The school may withdraw a child based on serious infractions of policies committed by a child 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. Families are expected to attend conferences and work with the teaching staff, administrative staff, school counselor, and others deemed necessary to find a plan to best guide the child's behavior. The family, teaching staff, and administration will all have a copy of the agreed written plan. The school and families will work diligently to follow the plan. In rare cases where families and children cannot follow the plan, withdrawal of children may occur. The Early Learning Director makes the final decisions on when a child is withdrawn from the program. A written letter giving the time and date of withdrawal will be given to parents in a timely manner, and UCC will try to give families at least two weeks' notice to give them time to find other care arrangements. Parents may appeal the process through a letter to the Early Learning Director.

In rare cases where families cannot follow adapted/modified payments (previously arranged through the UCC 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.

43 School Operations and Family Rights

Animals/Pets at School: Pets and animals are prohibited at school unless the animal is a service animal. Therapy animals are considered pets. Pets cannot be brought inside the school during drop off or pick up. Classrooms sometimes have fish, aquatic frogs, or hermit crabs. Families will be notified if a classroom has a pet or decides to get one. Examples of pets not allowed in school include dogs, cats, reptiles, and birds. If a child has any animal allergies, it is added to the child's record so that the school is aware.

Licensing Information: Terms of each Center's license is posted by the office or in the entryway. It lists ages, capacity of Center, hours and months/days that the Center is open. All licensing inspections, and the results, stipulation, conditions etc, are posted there and visible for families to read.

Field Trip Policies: 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 the date, time, transportation method, and field trip location. Center will work with a local Bus Company to transport. 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 is signed during enrollment. Emergency backpacks with first aid kits, medications, and emergency contacts are taken on all field trips, recess, emergency/drills, etc.

staff will record attendance before every field trip and inform the school of the exact number of children going on the field trip. Teaching staff will take a tracking sheet and attendance will be taken each time they board and exit the bus, bathroom breaks, etc. Once returned to school, teaching staff will inform the school of the exact number of children that returned to school to ensure all children are accounted for.

School Calendar: A school calendar is provided to families at the beginning of the school year. Families will be notified of any changes to the school calendar.

Parental Rights and Custody Disputes: During custody disputes, staff will follow court orders; otherwise, both biological parents have parental rights and will be able to drop off, pick up children, attend parent-teacher conferences, home visits, etc. If a court order is in place, the document must be shared with the office/front desk and/or the family advocate to follow those guidelines for the child.

Photos: Photos of children may be taken for UCC fundraising events, social media, etc. During the enrollment process, parent/guardian(s) sign a consent form if they agree for the agency to take and share photos of their child.

No Smoking Policy: Smoking is prohibited on the premises of all UCC property and schools; this includes the use of electronic cigarettes or other smoking devices.

Visitors to the School: Parent/guardian(s) visiting the school during the school day and other visitors must stop at the office, front desk or reception area and sign in as a visitor. Visitations by children under eighteen unaccompanied by adults are prohibited unless approved by the school administrator. Visitors shall only distribute information to children or staff with prior approval from a school administrator.

Grievance Policy: To provide the best education possible, UCC encourages open communication about issues and concerns in the program. To help the program identify and address problems quickly, UCC encourages families to notify the administration about any concerns with teaching staff, the classroom, or the program.

Child Rights: 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 child's race, color, religion, national origin, sex, or disability. All children have the right to equal educational opportunities without interference from others.

Access to Records & Confidentiality: Persons with access to children'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 administrative assistant. The record itself shall not be taken from the school building. However, upon request, one copy of the records shall be provided to the parent/guardian(s). Parent/guardian(s) who believe that information contained in a child's education records is inaccurate or misleading or violates the privacy or other rights of the child may request that the school amends the records. The request to amend a child's records must be made in writing within ten school days of the date the records were first examined. If the parent/guardian challenges any part of the record, the School Administrator 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.

44 Disclosure of Education Records

The schools maintain the strictest rules of confidentiality. Early Learning Programs may disclose child education records or personally identifiable information from the child's records without the written consent of the parent or eligible child if the disclosure meets one of the following conditions:

The disclosure is to a school official with a legitimate educational interest in the child's education record or personally identifiable information. 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 employees to perform (auditor, therapist, or consultant);

A school official has a "legitimate educational interest" if disclosure to the school official is:

- Necessary for that official to perform appropriate tasks that are specified in their position description or by a contract agreement;
- Used within the context of official District business and not for purposes extraneous to the official's areas of responsibility;
- Relevant to the accomplishment of some task or a determination about the child; and
- Consistent with the purposes for which the data are maintained.

Officials of another school or school system that has requested records in which the child seeks or intends to enroll.

For authorities named in the Family Educational Rights and Privacy Act and accompanying federal regulations. These include the 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/guardian of an eligible child who 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 child 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 child prior to complying with the order or subpoena.

Information from records may be released to officials of other school systems where the child intends to enroll.

45 Kitchen Staff Training

Food service personnel receive training when hired and have a yearly eight hour training and orientation on Civil Rights, kitchen sanitation, food handling, food storage, cleanliness, dishwashing procedures, food delivery, nutrition, etc. For questions and concerns, and more detailed kitchen training information, contact the UCC's Food Services Manager.

46 Parent and Visitor Code of Conduct

Parent & Visitor Code of Conduct & Behavior Policy at our UCC schools/centers, we believe staff, parents, and children are entitled to a safe and protective environment in which to learn and work. All members of our school community and visitors should demonstrate mutual respect. Any behavior that may lead to feelings of harassment, alarm, or distress to members of our community will not be tolerated and may result in a ban from school premises and/or police action.

We expect parents, guardians & visitors to have a fundamental understanding & commitment to the following:

- Teachers, administrators, parents/guardians, and/or visitors want all children to learn in a safe environment.
- Teachers, administrators and parents/guardians must work together for the benefit of all children.
- All parents/guardians and visitors, as well as members of the school community, deserve to be treated with respect.
- The center should be provided an opportunity to resolve issues of concern before public criticism.

In order to provide a peaceful and safe school environment, our UCC Schools/Centers prohibit the following behaviors by parents/guardians and visitors:

- Abusive, threatening, profane or harassing communication, either in person, by e-mail or text/voicemail/phone or other written or verbal communication
- Disruptive behavior that interferes or threatens to interfere with school operations, including the effective operation of a classroom, an employee's office or duty station, a campus lobby, or school grounds, including sporting events, parking lots and car-pickup
- Threatening to do bodily harm to a UCC employee, visitor, fellow parent/guardian or child
- Threatening to damage the property of a District employee, visitor, fellow parent/guardian or child
- Damaging or destruction of school property
- Excessive unscheduled campus visits, e-mails, text/voicemail/phone messages or other written or oral communication
- School staff and administration may not always be immediately available to speak with you. The only way to ensure that you are able to speak with a staff member or administrator is to schedule an appointment. Staff and administrators have a practice of attempting to return all phone calls/emails within 48 hours with great success. Your calls and visits will be responded to consistent with this practice, if someone is not immediately available to speak with you.
- Defamatory, offensive or derogatory comments regarding the school or school staff made publicly to others
- Any concerns that you may have regarding these matters must be made through the appropriate channels so they can be dealt with fairly, appropriately, and effectively for all
- This includes use of any social media medium, including but not limited to: websites, blogs, wikis, social networking sites such as TikTok, Google+, Facebook, Instagram, Snapchat, LinkedIn, Twitter, etc

Depending upon the severity of the incident, parents/guardians or visitors may be ejected from or otherwise banned from campus and participation in school-sponsored events under the criminal trespass laws. In situations involving lesser infractions or where remediation is viable, a warning will be provided, either verbal or in writing, prior to the filing of trespass and issuance of a formal ban. Should a parent/guardian or visitor fail to heed the direction issued in the warning, a ban or other restrictions designed to deter the conduct will follow. No restriction, however, will prevent the parent/guardian from working collaboratively with the school/centers to meet the child's educational needs, nor will a parent/guardian be excluded from a child's IEP meeting.