



Dearborn Public Schools
Strong Beginnings
Parent Handbook





Dear Families,

Welcome to the Dearborn Public Schools Strong Beginnings Program. The program is funded by the Michigan Department of Education and overseen by Wayne County RESA and Dearborn Public Schools. This is a free program offered to eligible three-year-old children and complies with state licensing regulations and is designed to give a quality school experience prior to a preschool experience.

We are privileged to have an outstanding staff of dedicated professionals. The teachers in the Strong Beginnings Program are State of Michigan certified elementary teachers with an additional state endorsement in Early Childhood Education. Paraprofessionals in the program all hold a Child Development Associate (CDA) credential.

The classroom curriculum places emphasis on literature, listening, oral communication, problem solving, number and numeration, fine and gross motor coordination, social relationships and self help skills. Our curriculum encourages child initiated activities and is based on children's interests. In addition to working with the child in the classroom, ***parent involvement and input is a high priority.*** Our goal is to provide each child with the best educational foundation possible and this can only be accomplished when school staff and parents work together in partnership.

We are very fortunate that the Dearborn Public School District and community acknowledge scientific evidence that much of the brain's development has been set before a child enters kindergarten. Dearborn Public Schools has made a commitment to the young students in our community and we are pleased that your child will be a part of the Strong Beginnings Program.

Sincerely,

Amy B. Modica
Early Childhood Coordinator

Dearborn Public Schools Mission Statement

The Mission of Dearborn Public Schools, in partnership with families and the community, is to educate all students to high academic standards within a safe, stimulating environment and ensure they are prepared to become productive citizens.

Strong Beginnings Program **Mission Statement**

It is the mission of the Dearborn Public Schools Strong Beginnings Staff to provide our Strong Beginnings children with learning experiences that will establish a foundation for lifelong learning.

Strong Beginnings Program Philosophy

Staff will:

- provide a safe, stimulating and nurturing learning environment.
- implement a high quality early-childhood curriculum based on measurable developmentally appropriate standards and goals.
- actively engage parents and community members in the education process.
- invest in specialized, collaborative staff and ensure ongoing professional development.
- develop a school spirit that will nurture personal responsibility, self esteem, and respect for all.

Program decisions are made from a child centered focus which includes looking at the Early Childhood Standards of Quality-Pre-Kindergarten, the curriculum assessment information, feedback from parents, the diverse social, economic, and cultural backgrounds representing our families and community.

Strong Beginnings must comply with Public Act 116 of the Public Acts of 1973, as amended and the Licensing Rules for Child Care Centers. The Michigan Department of Education (MDE) requires adherence to the Strong Beginnings Pilot Implementation Manual and to all standards in the Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK) and the Early Childhood Standards of Quality for Infants and Toddlers (ECSQ-IT) as appropriate. MDE requires programs to address program quality in a systematic way utilizing both the applicable program evaluation tool and child outcome data.

Strong Beginnings Program Schedule

Strong Beginning classes are offered as full-day, four (4) days a week, Monday through Thursday.

NO Strong Beginnings classes will be held on Fridays

Teachers will use Fridays for instructional planning, preparation, collaboration, and parent contact. They may also attend departmental meetings, inservices, workshops, and conferences.

Strong Beginnings classes follow the regular elementary school schedule for vacations and holidays. Calendars will be sent home indicating variations from the regular school day.

HIGH SCOPE CURRICULUM

Staff will collect anecdotal notes on what children say or do in our classroom. Notes collected for your child will help inform staff and parents of the child's growth and development. This information will be shared with parents in a family report three times a year using the Child Observation Record (COR) that will assess development.

Initiative: This refers to the child's ability to begin and follow through on tasks. It is the ability to make and carry out choices and decisions. The Highscope Curriculum is child initiated and based on children's interests.

Social Relations: Children are faced daily with situations that test social skills: knowing when to lead and when to follow, working with others towards a common goal, coping with conflict and expressing feelings naturally and appropriately. Children's early experiences with peers and adults shape these important social skills.

Creative Representation: Representation is the process by which children depict objects and experiences through imitation, pretending, building, artwork, and written language. Representing is important developmentally because it indicates that young children, who tend to see things in very concrete terms, are moving to a more abstract understanding of their world.

Music and Movement: Hopping, twirling, spinning, stretching, throwing, lifting, and buttoning are just a few of the many movements children and adults use in their everyday lives. Motor activities are included in the daily routine. They are instrumental to all areas of child development, including, but not limited to, physical development.

Language and Literacy: The development of language abilities, listening, speaking, reading, and writing, is critical to children's success throughout their school years and in the rest of their lives.

Logic and Mathematics: Young children construct their own understanding of concepts in logic and mathematics as they interact and work with material, people, events, and ideas. Some of the experiences that are valuable for development in this area include sorting and matching objects, comparing objects and groups of objects, arranging materials in graduated order, making simple estimates, counting, describing the positions of objects and the ways they move, and working with simple time sequences.

Sample Daily Routine:

Daily schedule is provided by Strong Beginnings recommendation as listed below. The daily routine will be adjusted to fit the needs of our current students and will be posted on the parent information board in your child's classroom. See below for descriptions of the parts to our typical school day.

Arrival/Breakfast/Greeting Time (45 min) - Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children are ready for them to leave. Teachers provide support for children and parents experiencing separation challenges. Children have choices about whether to eat, spend time with books, or interact with adults and one another. If children are not eating at arrival, a mid-morning snack is substituted for breakfast. Once all children have arrived, adults and children spend 3-5 minutes together sharing one or two daily announcements.

Morning Message (5 min) - Once all children have arrived, adults and children spend 3-5 minutes together sharing one or two daily announcements.

Planning Time (10 min) - The teacher and associate meet with small groups of children to talk about what each child wants to do and how he/she may go about doing it. Children make decisions and adults encourage and support them as they clarify and develop their ideas.

Work Time (45 min) - This is the longest single time period in the daily routine. During this time children carry out their original plans or choose new activities. They are free to work in all areas of the classroom, exploring materials, learning new skills, trying out their ideas and putting together what they are learning in ways that make

sense to them. The teacher and associate are equally active. They observe the interests of the children, how children solve problems, and they seek ways to support children in developing their ideas. The teacher and associate help extend children's ideas in many ways: by working alongside them with similar materials, by joining in their role play and by helping them solve problems that arise.

Recall Time/Review (10 min) - The teacher and associate help children recall and talk about what they did during work time. They describe what they have seen children do and encourage them to attach language to their actions. This makes children more aware of their ideas and experiences and better able to draw upon them in the future.

Small Group (15 min) - In this teacher initiated segment of the routine, the teachers plan activities and select materials based upon the children's interests and developmental levels. Within the framework set by the teacher, children are encouraged to initiate their own ideas. This is an important time for teachers to observe individual differences in the ways children respond to new materials or in the way they think about using familiar materials.

Large Group/Music and Movement (10 min) - This is a time for the teacher, associate, and children to be involved in the same activity at the same time. Typical activities are songs, stories, movement, games, discussions, etc. Circle Time provides many opportunities for individual children to share their own ideas and for the whole group to make use of these ideas. It is an opportunity for children to develop a sense of belonging to a group and is one of the best times to encourage a sense of community that every teacher wants to see in his/her classroom.

Outside Time (25 min) - Children have many choices about how they play in the outdoor learning environment, much as they do during Work Time indoors. Adults supervise children for safety and also join in their active outdoor play, supporting their initiatives and problem-solving. Outside time is minimally 30 minutes each day, excluding time for dressing and transitioning outdoors which may take longer with three-year-old children than four-year-old children.

Bathroom/Wash Hands/Prepare for Lunch (10 min): - Children assist in the preparation and set up. Children choose where they would like to sit.

Lunch (45 min) - Mealtimes support children doing things for themselves (e.g., serve themselves, pour beverages, distribute napkins, wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own meal space including disposal of leftovers, wiping of tables, and pushing in their own chairs.

Quiet/Resting Time (80 min) – Resting is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest Time plans should be individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or fine motor manipulatives. Wake/Bathroom – As children wake up, adults and children work together to put away cots and get ready for planning time.

Wake Up/Bathroom/Snack (30 min) - set up for snack. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.

2nd Work Time (45 min)- A second work time, while essentially the same as morning work time, may vary slightly from morning expectations while ensuring that children are primarily involved in planning and carrying out their own intentions. A collaborative curriculum-planning approach helps to ensure that the teaching team will meet individual child needs by supporting and extending development, knowledge and skills with children's play themes rather than pulling them aside for teacher-directed activities.

Outside Time/Dismissal (30 min) - Children have many choices about how they play in the outdoor learning environment, much as they do during Work Time indoors. Adults supervise children for safety and also join in their active outdoor play, supporting their initiatives and problem-solving. Outside time is minimally 30 minutes each day, excluding time for dressing and transitioning outdoors which may take longer with three-year-old children than four-year-old children.

Eligibility

The following are guidelines for eligibility:

1. The child's parents or guardians must reside in Dearborn.
2. The child must be three (3) years old by December 1st of the year he/she begins school.
3. Assessment and family information (Risk Factors) must reflect that the child has the greatest need as compared to other children who are screened.
4. Children must attend daily. In the case of shared custody, it is the responsibility of the parent, guardian, or other legal person for having the child in attendance daily.

Acceptance is granted to students showing the greatest need determined by the guidelines set forth by the Michigan Department of Education.

Developmental Screening Upon Enrollment

The program utilizes the ASQ-3 (Ages and Stages Questionnaire 3rd edition), a developmental screening tool designed for use by early childhood educators and health care professionals. It is a parent centric approach to capture the snapshot needed to catch delays and celebrate milestones. Children are screened when enrolling in our program and/or transitioning into a newly assigned classroom. Screenings are done in collaboration with families and results are shared with families during designated conference times.

Children with Special Needs

We strive to meet the individual needs of all children in the program. To determine each child's needs, the program staff conduct screenings within the first two weeks of the child's first day of school to assess children's developmental, behavioral and language development. If the results of screenings, as well as information gathered from observations or provided by parents, doctors, or other specialists result in a concern about the child's development or functioning, we will begin a process to follow up on that concern, including further evaluation if needed. Dearborn schools provide any child with special needs the resources that are needed. The school district provides Social workers, Speech therapist, Psychologist, Occupational and Physical therapist as needed for the child and family. Families may also need services unrelated to special education. To provide this support, families are asked to provide information related to the child's life experiences and current living situation. If there is a non-educational need that your family has, please notify a staff member. Staff will seek the resources you need and follow-up accordingly.

Referral Policy (Child/Parent)

Strong Beginnings Program maintains a list of resources to assist in meeting child and family needs. If there is a non-educational need that your family has, the Parent Liaison is available to assist you. After a referral is made, staff will follow up with you to determine if further assistance is needed. The teacher, program director and parent liaison will meet with parents or guardians to discuss next steps. In the event further screening is needed for your child to determine eligibility for special education services, parental consent will be obtained and a referral to the special education department will be made. Parents and Guardians may request a screening for special education eligibility in writing at any time. The parent/guardian request will initiate the process of further evaluation for special education services. After a referral to special education is made, follow up will be made within the state required timelines.

Confidentiality

Child and family records will not be disclosed without written consent of parents or legal guardians, except as needed when child abuse or neglect is a concern. Confidential information is shared only with staff members who need the information to perform their jobs. Families have a right to examine their child's records.

Health

We want to ensure a positive, healthy experience for all children, families and staff. The program will initiate the following procedures regarding health and illness for the safety of all children, families and staff. Children will need a completed health appraisal upon admittance into the program. The school nurse will review all physicals for specific needs. All immunization dates are entered into the Michigan Care Improvement Registry. The school nurse will monitor all health records to make sure they are kept up to date. Dearborn Public Schools, Wayne County Health Dept. and ACCESS are resources for families who need assistance. Please let the parent liaison know if assistance is needed with referrals.

Please do not send your child to school if they have any of the following signs or symptoms:

1. Fever of 99 or higher
2. Complaints of pain in any part of the body such as a headache
3. Vomiting
4. Diarrhea
5. Severe coughing, wheezing, or congestion
6. Feeling of not being able to breathe through the nose, or if mucus is not clear
7. Sore throat or hoarse voice
8. Any type of rash or skin discoloration
9. Any draining sore or skin infection
10. Earache or ringing in the ear
11. Red, puffy and/or draining eyes
12. Swelling of any part of the body
13. Toothache
14. Communicable diseases: Chicken pox, lice, measles, mumps, pinworm, ringworm, impetigo, pink eye, or pneumonia, COVID-19, etc.

Your child must be free of the above symptoms for 24 hours without medication, BEFORE returning to school.

If your child is at school and is observed with any of these symptoms, a call will be made to the home. You will be required to **immediately** pick-up your child from school. If we all follow these guidelines, we minimize the risk of your child and the teacher of becoming ill.

Physicals

The Wayne County Health Department requires that all children have a physical before attending an educational institution. Children accepted into the program will receive a physical form in the mail, which should be taken to, and completed by a physician. This form must be completed and turned in to the teacher before your child can attend school.

Immunizations

All immunizations must be up to date at the time of enrollment to the program. It is your responsibility to keep your child's teacher informed of updates in the immunization record. Either bring a copy of the record to school or bring the record and a copy will be placed in your child's file. Students found to be lacking in immunizations will be excluded from school by the Wayne County Health Department.

Communicable Disease Policy

It is the policy of the Dearborn Public Schools to report any case of communicable disease which occurs in your child's classroom such as measles, chicken pox, lice, scarlet fever, pink eye, COVID-19 etc. If one should occur, you will receive a letter from the school outlining treatment and necessary action.

Accident or Emergency Policy

In the event of an accident or emergency occurring while your child is in our care, the family will be notified and an accident report will be completed describing the incident and adult(s) present.

Medication Policy

If your child requires medication during the school day, the Wayne County Health Department and Dearborn Public School's policy require written permission from you to dispense medication to your child. The medication will be kept in a locked cabinet in the office. It must be in the original prescription container indicating the child's name as the patient.

No over-the-counter medications such as cough drops, cough syrup, cold tablets, children's aspirin, etc. will be distributed to children.

Allergies

Due to many children and adults experiencing difficulties with allergies, asthma and other respiratory difficulties, students are not to wear perfume or aftershave.

Cultural Competency

Young children and their families reflect a great and rapidly increasing diversity of language and culture. The purpose of the cultural competency plan is to emphasize that early childhood programs are responsible for creating a welcoming environment that respects diversity, supports staff, families and children's ties to their families and community, and promotes both second language acquisition and preservation of children's home languages and cultural identities. Linguistic and cultural diversity is an asset, not a deficit, for young children. Teaching teams have a lead teacher and associate teacher, meals are foods from different cultures, toys, paints, crayons and dress up clothing depict different ethnic backgrounds. Parent communication is translated as needed. Teachers and associates have access to all district resources for any language assistance that may be required. All information is shared in the classroom, on our website and in the handbook.

Outdoor Play

Children in attendance are required to have daily outdoor play, unless prevented by inclement weather. During outside time children have many choices about how they play. Using stationary and non-stationary materials, children engage in activities that support social development, fine motor and gross motor development. Adults supervise children for safety and also join in their play. Children go outside for 30 minutes in the morning and the afternoon unless there is a windchill advisory or heat index advisory. If the weather is below 20 degrees, students will remain inside. Make sure your child has appropriate outerwear.

Appropriate Dress

During the day, your child will engage in many different kinds of activities both indoors and outdoors. Children will have outdoor play on a regular basis, unless prevented by inclement weather. If the weather is 20 degrees or above your child will go outside. In order to ensure his/her safety we recommend the following:

1. Shoes:

- No open toed shoes such as sandals and dress shoes.
- Rubber sole tennis shoes

- Socks must be worn at all times.
- 2. **Winter Dress:**
 - Hat, scarf, mittens/gloves, boots, heavy coat and snow pants every day
 - If your child wears boots to school, bring his/her regular shoes to change into.
- 3. **Daily Dress:**
 - Clothes can get dirty when your child plays with sand, water, paint, etc. Therefore, dress them in comfortable and washable play clothes.

Suspicion of Child Abuse/Neglect

Abuse and/or neglect of children are against the law. All caregivers are mandated by law to report suspicion of **abuse and/or neglect to the Department of Human Services.**

LICENSING REQUIREMENT FOR STAFF

Effective March 28, 2018, a fingerprint scan is required for all staff working within the child care center. The Child Care Background Check Program is specifically for the comprehensive background check of a licensed child care program.

Discipline

The Program staff will use positive methods of discipline to encourage self-control, self-direction, self-esteem, and cooperation. Corporal punishment is prohibited. Staff will use Conflict Resolution to re-direct, logical consequences and talk with the child to help correct inappropriate behavior. All of these methods help to encourage self-control, self-direction and cooperation.

Nutrition

Please inform the child's teacher of any food allergies he/she may have!

Mealtime and snack environments are developmentally appropriate and support children's development of positive eating and nutritional habits. We encourage staff to sit, eat and have casual conversations with children during mealtimes. Staff provide healthy nutritional role modeling and families are provided with menus and nutritional information. Breakfast, Lunch and snack are part of the daily routine with an emphasis on good health and nutrition. Good eating habits start when children are young. A child may have to be exposed to a food that is new 12 or more times before becoming comfortable with it. Through our family style dining approach, children will build relationships with each other while learning healthy eating habits. Foods from different ethnic backgrounds are sometimes part of the meal to encourage exposure to different foods. All food is provided in accordance with the National School Nutrition Standards.

Birthday Snacks

Classroom procedures for birthdays will differ. However, birthday celebrations are limited to recognition of the child's birthday by classmates during snack time. Sugary birthday snacks are not permitted. Healthy snacks are encouraged.

FAMILY/SCHOOL CONNECTION **Commitment To Your Child's Education Is Imperative** **To Their School Success**

Parent Involvement

Parent contacts occur a minimum of monthly during the school year. Meetings can consist of a guest speaker presenting topics such as child discipline, health issues, safety, etc. or an activity related to the curriculum which you and your child will complete together.

Parent Teacher Conferences

A Parent Teacher Conference is a meeting at your child's school between you and your child's teacher. At this meeting, we will discuss the progress of your child's social, motor, language and cognitive development. These meetings are held twice during the school year, once in the fall and once in the spring, and will last a minimum of 45 minutes.

Home Visits

A Home Visit is a time when your child's teacher and associate will come to your home. Two Home Visits will occur during the year, one in the fall before your child starts school and one in spring. At the first Home Visit, your child's teacher, associate and ECS (may attend) will work with you to complete the forms necessary to register your child for school. At the second Home Visit your child's teacher will bring information and materials which will assist you in furthering your child's education at home.

Communication

It is vital to your child's education that you and the teacher maintain open communication. In order to facilitate this, your child will be given a folder with his/her name on the front. Your child will bring it home from school everyday and we ask that you send it to school everyday. In this folder you will find notes from your child's teacher, notes from the school, community information, calendars, field trip information, etc.

This information is for you, not your child, and we ask that you look in this folder everyday. Some days it will be empty, simply send it back to school with your child the next day. If you have a note or other communication for your child's teacher, put it in the folder when it is returned to school.

In order to maintain the quality of this communication process and to keep the folders in good shape, we ask that you provide your child with a backpack which will be worn to school everyday. We will provide your child with a standard two-pocket folder which measures approximately 9 1/2" x 11 1/2". Your child's folder must fit in the backpack without folding! Again, this backpack is for your child's folder only. No backpacks with wheels are allowed.

Do not allow your child to bring items from home such as: gum, candy, toys, or money.

Strong Beginnings Parent Advisory Committee

SBPAC is a committee made up of parents, teachers, principals, and community members who gather three times during the school year to discuss and give input regarding the Preschool Program. All families are encouraged to attend because your input and opinions are valued and needed to maintain a quality program. Sample of topics of discussion are as follows: Grant Updates / Monitoring, Handbook Monitoring Follow up Process CISR (Child Information and Staff Report), Community Needs Assessment, School Improvement Process, Enrollment etc. Student progress is monitored using assessment data and is shared regularly with parents; this data is used to monitor program effectiveness and shared regularly with parents through the school improvement process at these meetings. Strong Beginnings registration and schedules will be reviewed and later shared with all families.

Great Start Collaborative

The Parent GSC committee meets to review and make recommendations regarding the SB program components and includes teachers, parents or guardians of program participants, and community, volunteer, and social service agencies and organizations.

Media Center - Book Checkout

Children and families are encouraged to use the Media Center. Books and parent materials can be checked out for home use. Return dates are adhered to and items must be kept in good condition. Lost and damaged items will result in a cost for replacement.

Classroom Volunteers

Volunteering in the classroom reinforces to your child that you value education and that you care enough about them to spend time at their school. The Program welcomes volunteers and, in fact, encourages them. Volunteering can consist of activities such as spending time in the classroom or taking materials home to prepare for the teacher. Parent volunteers cannot bring siblings into the classroom. If you are interested in volunteering in your child's classroom, please talk to the classroom teacher or the principal.

The center must perform a criminal history check (ICHAT) using the Michigan State Police internet criminal history access tool before volunteers may have contact with children. Additionally the volunteer shall provide the center with documentation from the Department of Human Service that he or she has not been placed on the central registry for substantial abuse or neglect. If the volunteer is a parent, then this sub rule may be waived if the center has a written plan of supervision for such parents.

All classroom, media center or other building volunteers, if working with direct contact of children, must be under the direct supervision of the classroom teacher at all times. If the volunteer is assisting with classroom preparation and/or paper work they do not need to be in direct supervision of the classroom teacher ***and must not be in contact with children.***

Field Trips

During the year, your child's class may take one or more field trips. The number of parents needed on a particular field trip depends on the destination of that trip. Your child's teacher may ask for only a few parents to accompany children on one trip. On another trip, however, the teacher may request that every child be accompanied by an adult. This is for the safety of the child. Transportation for field trips is provided by buses or personal vehicles driven by individuals which meet requirements of the State of Michigan. You will be asked to sign a consent form prior to the trip.

Operating Hours & Calendar

The program runs Monday through Thursday and follows the regular school day hours. The Strong Beginnings program follows the Dearborn Public Schools district calendar. Dearborn Public Schools students attend the program beginning in September through early June. The current calendar with updates is available on all teacher and school blogs. It is also shared in printed form monthly with parents.

Children Must Be Signed Out Daily With Signature And Time.

Recruitment

The recruitment, eligibility and selection of preschool children and their families for Early Childhood programs within the Dearborn Public Schools is an ongoing process throughout the school year. It is a mandated policy of the Strong Beginnings program to have 1 adult to 7 students. As classes are filled to capacity, prioritization continues to be based on families having the most identifiable needs by established criteria. Consideration is taken as to how the risk factors negatively impact the child's development or future educational success. Application to the program does not imply acceptance. A wait list is created by the above prioritization process and vacancies will be filled from the waiting list.

Attendance

Good attendance is important to a quality education. Studies show children that attend preschool and establish a good attendance pattern will be more apt to continue this in later years. Children will be expected to be in school, on time, everyday Monday through Thursday. If an absence is necessary, please call the school! If the school does not hear from you, a call will be made to your home. Attendance is recorded daily. Excessive absences require documentation of illness. In the case of shared custody, it is the responsibility of the parent, guardian, or other legal person for having the child in attendance daily.

Developmental Assessment Policy

Dearborn Public School District partners with our families to monitor students' development through conversations with parents and using the Ages and Stages Questionnaire. The Ages & Stages Questionnaires, Third Edition (ASQ-3), is a developmental screening tool designed for use by early educators. It is dependent on parents and guardians as experts, is simple to implement, family-friendly and generates the information needed to bring awareness to developmental delays and to celebrate milestones. ASQ-3 questionnaires will be taken at two times during the year: the initial home visit and midyear. Your child's teacher will schedule the session with you at your convenience. The questionnaire takes about fifteen minutes to complete and a few minutes for the teacher to score. Through ongoing dialogue with your child's teacher, you will receive information about your child's strengths and any concerns. The goal is to relay general child development information with our families coupled with specific information about the child. In addition, teachers observe and document your child's developmental progress daily. The assessment used is the Child Observation Record. COR provides a detailed developmental profile for each child covering nine key areas of child development and learning, including the English language.

Emergency Closing or Snow Days

On rare occasions, district administration may determine it necessary to dismiss school early after the regular school day has begun because of threatening weather conditions or other emergencies. Please be sure to watch the local news for school closings. The district will contact you with mass automated phone calls. Information can also be found on the district website, cable channel, or other forms of social media.

Withdrawal- Exclusions Policy

Children may be withdrawn from the program as follows:

1. **Voluntary Parent Withdrawal**
 - A. Family moves out of the City of Dearborn
 - B. Conflict in school schedule
 - C. Personal family reasons
 - D. Special education placement

2. **Involuntary Withdrawal**
 - A. **Lack of attendance**

Prior to withdrawal, the family will be contacted by phone and mail. If the above attempts fail, the child services will be withdrawn.
 - B. **Wayne County Health Exclusion:**

Lack of appropriate immunizations or failure to provide evidence of updated immunization records will result in preschool services being withdrawn.

Children will not be excluded or expelled because of the need for additional medical or behavioral support.

Grievance Policy -Parent Concern

If a parent has a question or concern with the program the chain of communication will be followed. Please discuss any concerns with the teacher and associate first. If not satisfied, please contact the Director of the Program at (313) 827-6150. If the situation is not resolved contact the Executive Director/ Superintendent at 313-827-3026 and as a last resort, the county for Dearborn Schools.

Arrival To School

Upon arrival to school, please wait with your child in the lobby. At the exact starting time, please walk your child down to his/her classroom. We ask that you do not go to your child's classroom before the designated starting time.

If you arrive late for school, you must bring your child to the office, check the child in and receive a **LATE** pass to give to the classroom teacher. Excessive lateness will require a conversation with the building administrator.

Dismissal From School

Only Parents or adults listed on the emergency card will be allowed to pick-up a child from school and must have identification! No siblings under the age of 18 will be allowed to pick-up a child from school!

It is your responsibility to keep your child's emergency card current by informing your child's teacher or the office of changes.

All parents/responsible parties who come to pick-up a child will wait in the lobby area for the designated dismissal time. At dismissal time, the parent will walk to the classroom, using the hallway door.

Early Pick-Up

In the event a child needs to be picked up early, please follow this procedure:

- If you know ahead of time that you need to pick your child up early please inform the classroom teacher or call the office ahead of time. We will have your child waiting in the office.
- Unless previous arrangements have been made, NO students will be dismissed early, if there is only 15 minutes left in the school session.

Classroom entrance, dismissal and routine are crucial to your child's security, comfort and positive school experience. We must respect the teacher and children's planning and routine, establishing a good routine for entry and dismissal stays with the child throughout their educational career.

Late Pick-Up

Your child must be picked up from school on time. The following procedure will be implemented if a late pick-up occurs:

1st time: family home will be called

2nd time: the family will be sent a written warning

3rd time: a conference will be set up with the family, teacher and principal.

Cotter Early Childhood Center

13020 Osborn Street

Dearborn, Michigan 48126

(313) 827-6150

Full Day Classrooms: 8:30-3:30

Cotter Early Childhood Center Parking Policies

1. All children must be walked to and picked up from the classroom by an adult.
2. The circular drive off of Osborn Street is strictly for school bus use only.
3. All drivers must park their car in a ***designated parking space*** and walk their child into the school. Drivers parked in the ***emergency lane*** will be ticketed.
4. If there are no available parking spaces, you must park on Osborn Street or Lois Street and walk your child into Cotter---or, wait until a parking space becomes available.
5. No parent is allowed to park in the back of the school. That parking is for teachers and staff.

These rules will be strictly adhered to. They are enforced for the safety of all the children. Thank you for your cooperation.

Welcome to the Strong Beginnings Program

The staff of the Strong Beginnings program is looking forward to working closely with you and your child as you participate in your child's learning.