

Early Childhood Parent Handbook

Last updated March 4, 2023

The rules and regulations in this handbook are subject to change. These rules and regulations are not all-inclusive. It is the right of the Principal and the Director of Early Childhood, after consultation with the President, to make the final decision about an issue/incident that may not be specifically stated in these pages.

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MISSION

Urban Community School strives to break social and economic barriers to success for Cleveland's near west side children by providing an individualized, innovative, and challenging education. Rooted in the Ursuline Sisters' tradition of faith, character, and educational excellence, UCS engages our faculty, families, and community partners in the successful whole child development of our students.

(Urban Community School Strategic Plan: UCS Board of Trustees)

VISION

The children of Cleveland's near west side receive a quality education that empowers them to achieve their full potential and inspires them to give back to the community.

(Urban Community School Strategic Plan: UCS Board of Trustees)

VALUES

School Culture

- We believe in the value of creating a positive, collaborative community, and striving to provide a learning environment abounding with respect, compassion, empathy, and kindness while utilizing differentiated culturally-responsive teaching strategies.

Diversity

- We believe in the value of a diverse school community that celebrates all races, cultures, gender identities, ethnicities, faiths, and socioeconomic backgrounds.

Teaching & Learning

- We believe quality teaching and learning consists of strong instruction, high academic expectations, and standards-aligned authentic assessments.
- Urban Community School does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability.
- We believe in creating a differentiated, hands-on learning environment with high expectations where students are empowered to achieve success through independent learning.

Faith & Social Justice

- We believe in creating a socially-just community based on Christian values, with respect for all faith traditions, focusing on the needs of the whole child.

UCS GUIDELINES FOR SUCCESS

Uncompromising Integrity

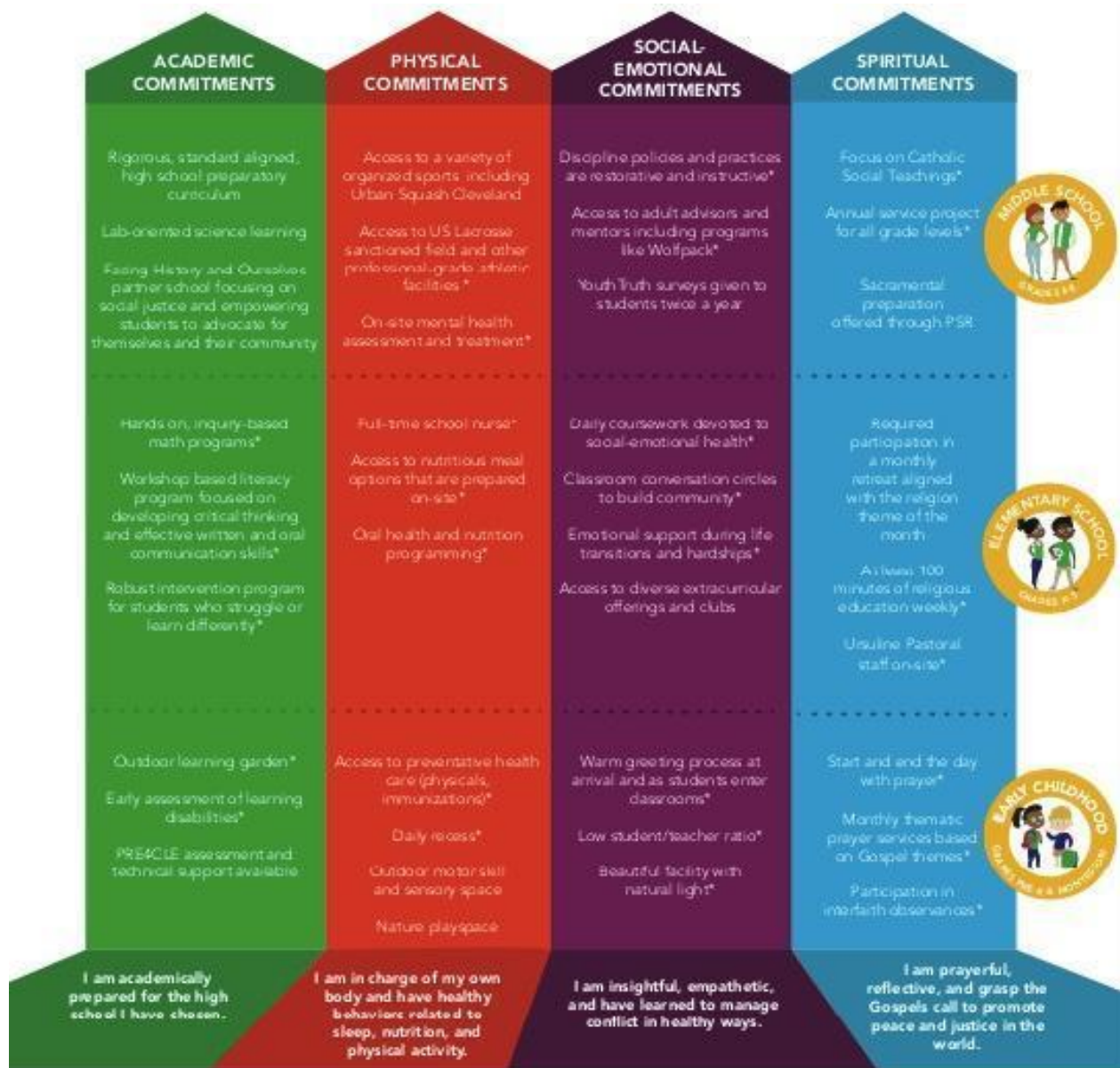
Real Perseverance

Boundless Respect

Awesome Academic Accountability

Neverending Faith in God

SCHOOL COMMITMENT TO THE WHOLE CHILD



PARENT/GUARDIAN COMMITMENTS

As a UCS parent/guardian, I will honor the following commitments to support my child's academic, physical, social-emotional, and spiritual development.

ACADEMIC COMMITMENTS

ACADEMIC SUPPORT

- I commit to attend mandatory parent/guardian teacher conferences two times per academic year.
- I commit to read to or have my child read independently each night.

TWO-WAY COMMUNICATION

- I understand the importance of ongoing two-way communication with UCS and commit to respond to school communication promptly and consistently.
- I commit to update the school if my contact information changes.

PHYSICAL & HEALTH COMMITMENTS

- I commit to keep my child up-to-date on physicals, immunizations, and other health requirements, and I will share required documentation with the school.
- I commit to help my child develop healthy habits and attitudes related to sleep, nutrition, and physical activity.

SOCIAL-EMOTIONAL COMMITMENTS

- I commit to check in regularly with my child about their school experience.
- I commit to contact my child's teacher or the Director of Early Childhood as a resource if I have concerns about my child's social-emotional well-being at school or home.
- I commit to participate with my child at UCS family engagement events as best I can.

SPIRITUAL COMMITMENTS

- I understand that UCS is a faith-based school and that my child will develop an understanding and respect for all faith traditions.
- I commit to help my child develop strong moral values so they become a contributing member to their family and community.
- I commit to support the Gospel's call to promote peace, justice, tolerance, and service to others.

EARLY EDUCATION PROGRAM

The Early Education Program at UCS offers a high-quality early childhood education for children ages 6 weeks - 5 years (not yet in Kindergarten). Our program is Step Up To Quality (SUTQ) rated. We participate in the federal Head Start program, the Early Childhood Education grant through the Ohio Department of Education, Cuyahoga County's Universal Pre-Kindergarten program (UPK), Cleveland's PRE4CLE and accept publicly funded child care (PFCC) to meet the needs of families with children under the age of six.

Families may choose to enroll their child(ren) in full day, full year care in our Early Childhood and Learning Center or school day, school year care in our main UCS building.

GOALS & PHILOSOPHY

In our early childhood program, the young child is introduced to a safe and stimulating environment that helps promote the growth of the whole child (intellectual, social, emotional, physical, and language development) using a play-based curriculum. The classroom contains activities and materials that help the child develop a sense of responsibility for self, others, and the environment while mastering learning skills. Students are provided with opportunities to investigate and explore their world creatively in a hands-on environment. Children experience a warm, nurturing social climate that promotes respect for differences, acceptance of others, and compassion. Children work at their own pace on activities they choose themselves. The goals of the program are:

1. To teach the child that learning is joyful and satisfying.
2. To develop in each child a sense of caring for others.
3. To develop in each child a sense of confidence in his/her own creativity and ability as a learner.
4. To teach Kindergarten readiness skills.

HOURS

The Gallagher Family Early Education Center Office is open from 7:00am until 5:30pm.
The UCS Main Office is open from 7:00am until 4:00pm.

PARENT/GUARDIAN VISITATION

All visitors must stop in the front office. Parents/guardians of preschool students are permitted unlimited access to the school building during the hours of operation after signing in with the school secretary and obtaining a visitor's badge.

ABSENCES

Parents/guardians must notify the school office by phone or email by 9:00am each day that their child will not attend UCS. If no one answers, leave a message on voicemail. Please include the child's name, teachers, and reason for absence.

School Phone Number: 216.939.8330
Gallagher Family Early Education Center: 216.238.0008
School Email: rdonat@urbancommunityschool.org

SCHOOL-HOME COMMUNICATIONS

Teachers are the individuals who are most engaged with students each and every day. The teachers are a key component of the child's education. Please reach out directly to the student's [teacher](#) with any thoughts, concerns, or suggestions at any time.

It is encouraged that parents/guardians reach out to the teacher(s) prior to the principal with concerns that involve school issues due to the teachers being the ones who work with the students most directly. However, feel free to contact the Director of Early Childhood, principal or school president at any time by calling the school office at 216.939.8330.

The weekly parent/guardian newsletter and most official school communication will be done online. All beginning of the year forms will be managed digitally through the school website. The UCS family newsletter can be accessed at <https://urbancommunityschool.org/family-newsletter>.

Official school communication will be sent via email on Wednesday (occasionally you will receive items in the US Mail). The information included will be anything that must be delivered in a hard copy form. There may be times during the school year when the information will be sent home to all families via the child designated as the "family rep" or to all students (i.e., parent/guardian/teacher conference information, voucher applications, etc.).

STAFF LISTING

Log onto the UCS website for a complete list of faculty and staff at urbancommunityschool.org/leadership

EMERGENCY CLOSING

In the event of severe weather conditions, hazardous road conditions, failure of major utilities or other emergencies, UCS's Early Education Program may need to close or have a delayed start. On days when CMSD and UCS's Main School building are closed, the Early Education Center will have a delayed start and will operate from 9:30am-5:30pm. We will post a notice on Class Dojo and send out notices via phone, texts or emails through School Messenger regarding school closings. You will receive an Email Alert Form at registration which you must fill out and return so you can receive these notices.

BREAKFAST/LUNCH/SNACK PROGRAM

Urban Community School offers a School Breakfast/Lunch/Snack Program. The Federal Government subsidizes the cost of meals. Families are encouraged to apply for free or reduced meals if they fall within the income guidelines set forth by the Federal Government.

UCS will provide commercially prepared formula and food for infants. Infant food and/or formula provided by the parent/guardian shall be labeled with the child's name, date of

preparation, and immediately refrigerated, except for unopened commercially prepared canned food or formula. If breast milk is provided by the parent/guardian, it shall be labeled with the child's name, date expressed, date of receipt, and shall be immediately refrigerated. Formula provided by the parent/guardian shall be labeled with the child's name, the date of receipt, and immediately refrigerated. Breast milk or formula shall not be stored for more than twenty-four hours at the center. Infants will be held or fed sitting up, and at no time will a bottle be propped.

Prior to each month, menus will be posted on UCS's website. Current menus for the entire week will be posted on classroom doors and will reflect all meals and snacks to be served. Any substitute foods served shall be from the same basic food group and shall be recorded on the posted menu on the day the substitute food is served. The food service manager will provide specific information about the breakfast/lunch/snack program at enrollment.

When you enroll your infant into our program you will meet with the teacher to develop a Feeding Plan. This Feeding Plan will be updated as your child grows and their feeding needs change. It is important for you to be in constant communication with your child's caregiver in order for your child to have a successful feeding experience while they are in our program.

At Urban Community School, we understand that our influence on nutrition is very important. Our role is to ensure the children in our care receive nutritious meals, learn good eating habits and develop healthy attitudes toward food. We take this opportunity to shape our children's eating habits to be as healthy as possible.

In accordance with the Ohio Healthy program we follow the following menu requirements:

- Serve one whole grain food every day of the week
- Serve only cereals with 6g of sugar or less per serving
- Offer beverages with no added sugar/sweeteners
- Limit 100% juice to no more than 4-6 oz. a day

Our new policy for 21-22 school year is to provide a variety of fresh fruits or vegetables every day for snack time. (Nov 2021)

- Our goal is to expand the variety of fruit and vegetables children experience
- Increase children's fruit and vegetable consumption
- Make a difference in children's diets to impact their present and future health

Nondiscrimination - In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other

than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: <https://www.usda.gov/oascr/how-to-file-a-program-discrimination-complaint>, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
2. Fax: (202) 690-7442; or
3. Email: program.intake@usda.gov.

NAPTIME

Infants are provided their own labeled crib and may sleep 'on-demand' throughout the day. Infants shall be placed in their cribs for sleeping, and shall not be allowed to sleep in car seats, swings, mesh cribs, playpens, bassinets of any type, or other equipment. If a medical condition exists where a child needs to sleep in equipment other than a crib, written permission shall be obtained from a physician and updated every six months and be kept on file for review. Cribs will be thoroughly cleaned with an appropriate germicidal detergent and regularly sanitized. Crib sheets will be washed weekly or sooner if soiled. Teachers will note hours of rest on the child's daily communication sheet.

Toddler and preschool children shall have a nap/rest period reflected in the daily written program. Nap/rest periods shall not exceed one and one-half hours in the daily schedule for any child in a full day program. A quiet space for children who want to rest or nap shall be provided. Each toddler and preschooler will be provided with their own labeled cot and individual bedding. The nap/rest period shall be flexible to meet individual needs with provisions for early risers and non-nappers. Bedding will be labeled with each child's name and washed weekly or sooner if soiled.

DIAPERING

Parents/guardians of infants and toddlers still in diapers should send in a weekly supply of diapers and wipes for their child's personal use. Each child will have his/her own labeled cubby with personal diapering supplies. The center will also have commercially purchased diaper supplies should a child run out before parents/guardians can supply replacements. Diaper shall be immediately changed when wet or soiled. Soiled clothing and/or diapers will be sent home daily.

For the purpose of diapering, topical ointments and creams provided by parents/guardians shall include written instructions. Such instructions shall include the name of the ointment, cream, or lotion; name of the child; birth date of the child; date; and signature. Written instructions shall be valid for no longer than three months. Authorization for administration of the ointment, cream, or lotion may be canceled by written request of the parent/guardian at any time.

OHIO DEPARTMENT OF EDUCATION LICENSING

UCS's Early Childhood Program is licensed through the Ohio Department of Education, which monitors each classroom. Programs will receive at least one on-site inspection in a twelve month period. Visits may be unannounced at the discretion of the department. Each classroom must comply with the Rules for Preschool Programs, Chapter 3301-37, State of Ohio Revised Code. The Program license, a copy of the most recent compliance report and corrective action plan, if applicable, are to be posted in the classroom. Copies of the Rules for Preschool Regulations are located in the classroom and the office. These documents are available upon request.

INSPECTION REPORTS & COMPLAINTS

All complaints and reports concerning the operation of programs regulated by this chapter of the Administrative Code and sections 3301.52 to 3301.59 of the Revised Code, shall be reported to the Office of Early Learning and School Readiness. The name and phone numbers of both parties shall be posted in a conspicuous place near the posted program license. Parents/guardians may also obtain copies of inspection reports or file complaints by contacting the Director of ECC and Kindergarten, Julie Babcock, at 216.939.8330 or jbabcock@urbancommunityschool.org.

CLASS AND PROGRAM ROSTERS

A roster for each classroom with the name and telephone number of the child and of the child's parent/guardian will be compiled at least once annually. Parents/guardians may request a copy of the classroom roster. A similar roster of all children in the program will be compiled and, on request, made available to each parent/guardian with a child in the program. Each parent/guardian will sign a statement indicating whether such individual desires to be included in rosters prepared in accordance with this paragraph. The rosters will not be furnished to any person other than a parent/guardian.

SWIMMING

UCS does not participate in swimming activities in standing water. The children may participate in water play such as running through a sprinkler during the summer months or exploring at water tables inside the classroom.

ABUSE REPORTING REQUIREMENT

All staff members are mandated reporters of child abuse. If staff have suspicions that a child is being abused or neglected, they must make a report to the local children's services agency.

OHIO'S STEP UP TO QUALITY

UCS participates in Ohio's Step Up To Quality (SUTQ) program. SUTQ is a rating system that awards one to five stars to learning and development programs that go above and beyond minimum licensing standards. Star-rated programs lay the foundation for children's learning and development and build skills that are important for success in school and in life. Programs with star ratings:

- have highly trained teachers.
- develop children's school readiness skills.
- are committed to continuous improvement.
- value relationships with families and communities.

Research confirms that the first five years of a child's life has a direct impact on how children develop emotional well-being, in addition to learning and social skills. For these reasons, the Ohio Department of Job and Family Services and the Ohio Department of Education are committed to improving early childhood opportunities for all children in the state.

ACADEMICS

The written daily schedule for each classroom will be posted on the classroom door and communicated through Dojo Class Story posts. Each schedule includes a balance of both quiet and active play throughout the day which meets the intellectual, physical, social, and emotional needs of each child through indoor and outdoor activities. We encourage caregivers to discuss the daily activities/experiences with their young learner and to extend the learning at home through activities suggested by the classroom teacher and ReadyRosie modeled moments.

CREATIVE CURRICULUM

UCS's Early Childhood program uses Creative Curriculum (CC) which is aligned with all of Ohio's Early Learning and Development standards. CC is a comprehensive, research-based curriculum which highlights exploration and discovery as a way of learning. Our infant, toddler and preschool teachers use CC to focus on the whole child, to engage each child in student-led interactions with adults and their peers, to create high-quality learning environments and to support their understanding of early childhood best practices, theories and research. This curriculum enables our teachers to support play-based learning while spiraling skills throughout each unit of study (instead of teaching skills in isolation), giving students multiple opportunities through their early childhood years to practice and master each skill. Our students are excited to engage in interest areas and units of study that are designed based on their unique interests, needs and abilities.

SECOND STEP - SOCIAL-EMOTIONAL CURRICULUM

As a supplement to Creative Curriculum, UCS utilizes a social-emotional curriculum called Second-Step. This curriculum enables teachers to provide scaffolded learning experiences which help our young students build empathy for others, develop the skills to listen and pay

attention to others, manage their own behavior and get along with others. Once again, at UCS, we value teaching the child and feel that it is important to take time during our day to build a strong community and to proactively teach children the social skills they need to be positive and participatory citizens within our community and within our society. Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. More than just a classroom curriculum, Second Step's holistic approach helps create a more empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children.

RELIGIOUS PROGRAM and BLESSED ARE WE CURRICULUM

Also supplementing Creative Curriculum is a religion curriculum called Blessed Are We. This curriculum is Catholic-inspired with a focus on developing values of peace and justice in children and places a strong emphasis on building tolerance and serving others. The religion program at UCS is inclusive of all children and their religious traditions. The program is overseen by our Ursuline Mission and Religious Education Coordinator who ensures that all lessons are age and content-appropriate and align with the values of the Ursuline Sisters of Cleveland. The religious program is largely grounded in Gospel stories. Faculty members will build and teach lessons to be inclusive of students who are of multiple faith traditions so that every child has a place in the conversation and develops a sense of pride in their own traditions.

RELIGIOUS PARTICIPATION

Urban Community School welcomes children of all religious denominations.

STUDENT ASSESSMENT & EVALUATION

In accordance with the non-graded philosophy at Urban Community School, children are evaluated according to their individual ability and achievement. This evaluation is done through student learner profiles, report cards and teacher video updates.

CONFERENCES & OBSERVATIONS

Parents/guardians receive regular updates on their child's progress. Two in-person, scheduled parent/guardian/teacher conferences occur each school year that are required for every early childhood student. Additional parent/guardian conferences may be requested at any time during the year if either the teacher or the parent/guardian is concerned about the child. During these conferences children's developmental progress will be reviewed and a written report will be provided. Additional written progress reports are sent home every 6 weeks. Parents/guardians are permitted unlimited access to their child's classroom during the hours of operation after signing in with the school secretary and obtaining a visitor's badge.

STUDENT ASSESSMENT & EVALUATION

In accordance with the non-graded philosophy at Urban Community School, children are evaluated according to their individual ability and achievement. The early childhood team utilizes Teaching Strategies Gold (TS Gold). This assessment is an authentic part of instruction, embedded into everyday interactions with children in the classroom. The assessment model used in TS Gold follows widely held expectations for children birth through third grade and enables a whole-child approach to assessment. Color-coded progressions guide teachers

toward selecting and adapting activities to support each child's development and learning. Meaningful reports inform classroom practices and individualized instruction.

INTERIM AND PROGRESS REPORTS

Young learners are evaluated based on their level of proficiency on age-level skills, knowledge and behaviors identified based on Ohio's Early Learning and Development Standards. Areas of development and learning include social emotional, physical, language, cognitive, literacy and mathematics. The progress reports and report cards describe your child's current knowledge, skills and abilities and suggest activities you can do with your child to take their learning to the next level. Monitoring student progress in this way helps us identify individualized learning goals for every student and provide feedback that is goal referenced, actionable, student friendly, and timely. Caregivers also play an integral role in helping the teacher establish individual goals (both academic and behavioral) for their child based on their interactions and knowledge of their child and assessments results shared by the teacher.

Three times per year, each student will receive a written report card and teacher video updates. Report cards are a snapshot of your child's progress. In teacher video updates, your student's teacher will discuss your child's academic progress in a short video using the student learner profile as a reference.

STUDENT SUPPORT SERVICES

At UCS, in order to provide our students with the academic, social-emotional, and behavioral supports that they need, we offer a comprehensive Multi-tiered System of Supports (MTSS) which includes a Response to Intervention (Rtl) program. This system of supports and interventions includes access to our Intervention Assistance Team, Ohio Guidestone School-based Counseling Services and Educational Testing Services through our school psychologist.

RESPONSE TO INTERVENTION

The Response to Intervention Team (Rtl) assists teachers in developing strategies to best meet the specific needs of individuals. Students may be referred to as Rtl based on academic or behavioral areas of concern. Staff or parents/guardians may refer a student to Rtl. The team consists of the Student Services and Special Education teams, Director of Early Childhood and Kindergarten, school psychologist, mental health counselor, principal, student's teacher, and other educational staff as deemed appropriate. Other staff members may also act as contributors to the team discussion and decision-making process.

OHIO GUIDESTONE SERVICES

UCS partners with Ohio Guidestone (OGS) to offer families counseling services and support. Ohio Guidestone's Early Childhood Mental Health Program offers a specialized, community-based treatment approach designed to assist families in strengthening relationships while addressing the specific mental health needs of a child. This comprehensive program is family-centered and child-focused stressing the importance of the parent/guardian-child relationship. According to the family's needs, sessions are held in the home and/or at UCS. OGS therapists possess specialized knowledge, training and experience working with parents/guardians and their young children. Working in partnership with UCS within the school building helps improve a child's ability to learn and thrive in an academic setting. If you would

like to make an appointment with the Guidestone counselor or learn more about the counseling services provided by Guidestone at UCS, please contact the front office.

EDUCATIONAL TESTING SERVICES

When a student has progressed through our Intervention Assistance Team and received significant interventions at multiple levels, and they are continuing to struggle academically, behaviorally, and/or social-emotionally, then they may be referred to the Preschool Assessment Clinic. This process involves a formal student assessment to be completed by the Cleveland Metropolitan School District (CMSD). Based on the evaluative testing completed, an Evaluation Team Report (ETR) will be compiled and the team will determine if a child qualifies for special education services. If the child does qualify for specialized educational services based on the results of the ETR, the Director of Early Childhood and Kindergarten will work directly with CMSD to coordinate itinerant services. Based on your child's Individualized Education Plan (IEP), they may be eligible to receive support from an intervention specialist, speech-language pathologist, occupational therapist, physical therapist and other personnel through CMSD.

For children under the age of three, a referral to Help Me Grow may be made. If your child is determined eligible for early intervention services, a team of professionals will support you and your family and monitor your child's progress on an Individualized Family Service Plan (IFSP).

OHIO EARLY INTERVENTION SERVICES FOR INFANTS & TODDLERS

Ohio Early Intervention, known as EI, is a statewide system that provides coordinated services to parents of eligible children under the age of 3 with developmental delays or disabilities.

EI is grounded in the philosophy that young children learn best from familiar people in familiar settings. Every family served in EI will have a local EI team that consists of a service coordinator, service providers and their family.

A child's team works with the family in their home or at UCS in order to develop a coordinated plan called an Individualized Family Service Plan or IFSP. The team will work through the plan building upon existing supports and resources while discovering ways to enhance the child's learning and development.

If you have concerns regarding your child's development please reach out to your child's teacher, the Director of Early Childhood and Kindergarten or call 1-800-755-GROW.

STUDENT BEHAVIOR CODE

Urban Community School recognizes that effective learning cannot occur without an approach to student behavior which stresses self-discipline consistent with the maturity level of the students. Discipline, which reflects the school's policy of nonviolence, exists to promote an atmosphere favorable to concentration, attention, reflective thinking, and creativity. Discipline is also a positive attempt to help all students realize that they are important, worthwhile, and capable of learning. In classroom management, teachers always endeavor to be kind, firm, just, consistent, impartial and sensitive to the needs of the individual child.

DISCIPLINE POLICY

In the early childhood program, we view behavior as a form of communication. We focus on creating learning environments and School Families conducive to strengthening relationships

between individuals. Teachers work hard to create inclusive communities using Conscious Discipline techniques and restorative practices. Early childhood teachers use Conscious Discipline's Seven Skills of Discipline to transform everyday discipline issues into teaching moments. We believe these moments are our opportunity to teach children the social-emotional and communication skills necessary to manage themselves, resolve conflict, prevent bullying and develop pro-social behaviors. Teachers use a variety of techniques including redirection, talking with the child about the situation and positive reinforcement. We value the partnership between teachers and caregivers and will communicate via phone calls and/or conferences if discipline issues arise.

EARLY CHILDHOOD PROGRAM BEHAVIOR PLAN

The following behavior management/discipline policies are in effect in our Early Childhood Program at Urban Community School:

1. The early childhood staff member in charge of a child or a group of children is responsible for their discipline.
2. Constructive, developmentally appropriate child guidance and management techniques are used at all times. They shall include such measures as redirection, separation from problem situations, talking with the child about the situation and praise for appropriate behavior.
3. Urban Community School's actual methods of discipline apply to all persons on the premises.
 - a. Cruel, harsh, corporal punishment, or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting are not permitted.
 - b. Discipline will not be delegated to any other child.
 - c. Physical restraints will not be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child can regain control.
 - d. Children will not be placed in a locked room or confined in a closed area such as a closet, a box or a similar cubicle.
 - e. Children will not be subjected to profane language, threats, derogatory remarks about himself or his family or other verbal abuse.
 - f. Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
 - g. Techniques of discipline will not humiliate, shame, or frighten a child.
 - h. Food, rest or toilet use will not be used as a form of discipline.
 - i. Separation, when used as a discipline technique, will be brief in duration and appropriate to the child's age and developmental ability. The child will be within sight and hearing of a preschool staff member in a safe, lighted, well-ventilated space.
 - j. UCS will protect children from abuse and neglect and not abuse or neglect children while in attendance in the preschool program.

All parents/guardians and staff members are given a copy of the discipline policy.

By teaching students what it means to function successfully in a democracy, we believe that we are supporting students in learning how to make good choices.

TECHNOLOGY

POWERSCHOOL STUDENT INFORMATION SYSTEM

PowerSchool is the UCS online data management system that houses attendance, report card data, and other student information.

For access, parents/guardians must have a school-assigned username and password that is given at the beginning of the school year. If you are new to the system, your login credentials will be sent home via SchoolMessenger. If you do not receive your credentials, please call the school office.

Parents/guardians and students who have usernames and passwords will access information by going to the URL: <https://psuc.nccohio.org/public/home.html>.

CLASS DOJO

Class Dojo connects teachers with caregivers to build amazing classroom communities. Your child's teacher will post daily announcements, photos and videos which highlight the activities and learning opportunities that take place daily in your child's classroom. Caregivers can also use this platform to privately communicate directly with their child's teacher. We encourage all families to download the Class Dojo app and check the platform frequently for updates, information and learning experiences.

READYROSIE

ReadyRosie is an evidence-informed and researched based early education tool that helps families, schools and communities across the nation deepen their family engagement while providing tools that help families create meaningful home-learning environments.

Parents/guardians and caregivers possess powerful "funds of knowledge" and have the greatest influence on their child's cognitive learning when they informally introduce their children to skills and connect learning to the real world. ReadyRosie promotes instant, interactive, and consistent parent/guardian engagement and uses real families to model enjoyable educational experiences. Your child's teacher will share 2-3 short videos per week that will compliment the learning objectives your child is being introduced to in the classroom. Families are encouraged to engage in these modeled moments and activities with their child.

ADMISSIONS

Urban Community School is in existence to provide an individualized, faith-based, quality education to children of the near west side of Cleveland, primarily to those who might not

otherwise have access to such an education. It is hoped that through the educational opportunities available, children can become individuals who will lead successful lives.

Children are admitted to the Early Childhood program -- whether that be in the full day/full year Early Childhood and Learning Center or the school day/school program in the main school building. Admission from the Early Childhood program to Kindergarten in the Elementary School is not guaranteed for any student. A Kindergarten transition meeting will be held with the parent/guardian(s) to discuss readiness for kindergarten, whether or not Urban Community School is the best match for the child's future educational needs, and space availability.

Families can start the admission process by completing an inquiry form on our website at www.urbancommunityschool.org/inquire.

ADMISSION GUIDELINES

Admission to the Early Childhood is open and nondiscriminatory, but it is also selective based on space availability and guidelines that align with the school's mission.

Areas of consideration include:

1. Partnership - Parent/guardian's willingness and ability to cooperate with Urban.
2. Siblings - Siblings of children already enrolled in the school will be given preference.
3. Geographic Area - We are committed to serving children on the near west side of Cleveland. Primary service neighborhoods are Clark Fulton, Detroit Shoreway, Ohio City, and Stockyards. Secondary service neighborhoods are Brooklyn Centre, Cudell, Tremont, and West Boulevard. Enrollment may be considered from outside these neighborhoods if it is necessary to provide a varied cultural, social and economic classroom environment or if the applicant has a sibling enrolled in the school.
4. Near West Side Churches - UCS is committed to maintaining its interdenominational character. The contributions from our founding parishes will be recognized. Active members of St. Malachi, St. Patrick (Bridge), and St. Wendelin will be given particular consideration in this respect. Active members of churches on the near West Side will be seriously considered for acceptance.
5. Free/Reduced Lunch and/or PFCC - Urban seeks to enroll children from a wide range of family circumstances. However, at times priority will be given to those who qualify for the federal free/reduced lunch program and/or publicly-funded child care.
6. Other Special Cases - Children of current staff members may be given priority for admission. Special cases, when brought to the attention of the president or principals, may be given consideration for admission.
7. The final decision on admission will occur only after all records are received.

TUITION AND FEE POLICY

Urban Community School is a private, faith-based school. Tuition is based on the cost to educate a child at UCS. Families who believe the tuition level is outside their range of

affordability are encouraged to apply for tuition assistance. Urban participates in a number of programs to assist with the cost of education, including, but not limited to: the Early Childhood Education grant through the Ohio Department of Education, the Universal Pre-Kindergarten scholarship, federal Head Start, and Publicly-Funded Child Care.

1. Financial aid from Urban Community School is need-based and is determined upon submission of financial documents.
2. Families may choose several payment options through My School Bucks.
3. It is the responsibility of the parent/guardian to notify the principal or enrollment director if extenuating circumstances occur that cause an interruption in your tuition payments.
4. Tuition for the school day/school year program is to be paid in full by the end of the school each year. Students will not be readmitted to UCS if tuition from the previous academic year is not paid in full.
5. Tuition for the full day/full year program is to be paid in full each month.
6. A registration fee is due at the time of initial entry to the Early Childhood and Learning Center. A registration fee is due annually in the school day/school year program.
7. If tuition and all obligations to the school are not fulfilled, progress reports will not be given nor will records be forwarded to new schools/centers. A child's spot in the Early Childhood and Learning Center or in the main school building will not be held/guaranteed if financial obligations are not met.
8. Families who withdraw from Urban Community School will be refunded tuition on a daily basis if necessary. The total tuition owed to Urban Community School will be divided by the number of days UCS is in session for the school year. The amount will then be multiplied by the number of days UCS has been open prior to the student's withdrawal. This will be the total amount owed to UCS.

FAMILY/CUSTODIAL SITUATIONS

At times, families experience transitions in custodial relationships. The following are the procedures followed when dealing with parents/guardians in such situations.

FAMILIES EXPERIENCING SEPARATION OR PENDING DIVORCE

All school information will be sent home with the child to whichever parent/guardian currently has care of the child. It is assumed this information is shared by the parents/guardians and between the parents/guardians. Since this situation frequently impacts a child's achievement and interactions at school, parents/guardians are asked to inform the principal and teacher of this fact so that appropriate support can be given to the child.

DIVORCE DECREE INVOLVING CLEAR CUSTODY BY ONE PARENT/GUARDIAN

The director of early childhood or principal is to be informed by the residential parent/guardian of this fact. A copy of the entire decree bearing the case number, including the pages referring

to custody and the relationship with the school, and the final page bearing the judge's signature is to be submitted to the school office. Unless the decree indicates otherwise, school communications will be sent home to the residential parent/guardian.

Residential parents/guardians should understand, however, that unless the divorce decree specifically limits the non-residential parent/guardian's right to access to records, the non-residential parent/guardian has a right to the same access as the residential parent/guardian. We will unless instructed by a Court Order, release such records upon request to the non-residential parent/guardian. "Records" include official transcripts, progress reports, health records, referrals for special services, and communications regarding major disciplinary actions. It does not include daily classwork and papers or routine communications sent through the children to the home of residence. In these cases, the custodial parent/guardian is asked to cooperate with the school and share this information directly with the non-custodial parent/guardian.

Unless restricted by Court Order, any non-residential parent/guardian has the right to attend any school activity of their child that includes sports activities and class programs.

JOINT CUSTODY

Joint custody or shared parenting/guardianship agreements entitle both parents/guardians access to school personnel and activities. It is assumed that one copy of communications and information will be sent home with the child and that this will be shared by and between parents/guardians.

PARENT/GUARDIAN CONFERENCES IN ALL CUSTODY SITUATIONS

It is preferred and will be the general procedure that one conference appointment be scheduled "jointly" if both parents/guardians wish to be present. It is assumed that parents/guardians are able to set aside differences and to come together on behalf of their child for this time. A joint conference further ensures that both parents/guardians are given the same information at the same time, thereby avoiding misunderstandings and misinterpretations. In cases where joint conferences are clearly neither possible nor desirable by all parties involved, alternate arrangements may be discussed with the principal, subject to the approval of both parents/guardians and further reviewed by Urban Community School's legal counsel. Every effort will be made to keep communications open with both parents/guardians while, at the same time, avoiding duplication of services and excessive demands on the teacher's time.

VISITATION

Visitation should generally begin at the home of one of the parents/guardians and not at school. It is hoped that visitation arrangements would reflect the sensitivity of both

parents/guardians to the consistency and routines that foster security in a child and allow for school responsibilities and homework to be taken care of during the school week.

If there are questions concerning the procedures or circumstances that you feel necessitate other arrangements, please contact the principal or director of early childhood personally.

ARRIVAL/DISMISSAL

DROP OFF/PICK UP POLICY

An adult must sign in their child at the beginning of the day. An adult must sign out their child at the end of the day. Parents/guardians are asked to fill out a transportation/pick up permission form each year detailing who is permitted to pick up your child. This form must be updated and signed annually. Any changes/additions can be made throughout the year by completing a new form and submitting it to the Early Childhood Receptionist. Children will not be released to anyone other than parents or guardians or those listed on the form. If someone not listed on the form will be picking up your child, the teacher must be notified. If the teacher is not notified, your child will not be released until you have been reached by phone to confirm that your child may go home with the new individual. Picture identification will be required of an adult who is not known to school personnel.

LATE PICK-UP POLICY

The UCS Early Childcare Center closes promptly at 5:30pm. It is important that all children are picked up before closing time. This means that parents/guardians arrive in enough time to gather children and their belongings and exit the center no later than the 5:30pm closing time. This policy will be strictly enforced.

A late fee will be assessed using the fee schedule detailed below and will be billed through My School Bucks.

1st Occurrence	Meeting with the Early Education Coordinator
2nd Occurrence	\$10.00
3rd Occurrence	\$10.00 plus \$1.00 per minute after closing time
4th Occurrence	\$10.00 plus \$2.00 per minute after closing time

HEALTH INFORMATION

The parent/guardian shall provide, prior to the date of admission or not later than thirty days after date of admission, and every thirteen months from the date of examination thereafter, a medical statement affirming that the child is in suitable condition for enrollment in the program and a copy of the child's immunization record. For children younger than three years old at the time of admission, the examination shall occur within six months prior to the date of admission. For children three years old or older at the time of admission, the examination shall occur

within twelve months prior to the date of admission. The medical statement shall be provided by a physician, physician's assistant, clinical nurse specialist, or certified nurse. The completed form must be received by the school office before the child may start school. Physical examination forms and copies of the immunizations required by the state are given to the caregivers when a child is registering and are available by contacting the school office.

Parents/guardians should encourage good nutrition and proper rest so that children come to school each day prepared to learn. Parents/guardians are urged to inform the school of a child's changing health needs.

VISION SCREENING

All 3, 4 and 5 year old children will receive an annual vision screen by a certified professional. Parents will be notified of the date the screening will take place and provide with the results after the screening.

DEVELOPMENTAL SCREENINGS

Screening young children is an effective, efficient way for professionals to catch problems and start treatment when it does the most good—during the crucial early years when the child's brain and body are developing so rapidly. Developmental screening is the practice of systematically looking for and monitoring signs that a young child may be delayed in one or more areas of development. Screening is not meant to establish a diagnosis for the child but rather to help professionals determine whether more in-depth assessment is called for. In most cases, screening rules out the likelihood that further assessment is needed. All children enrolled will be screened using the Ages and Stages Questionnaire (ASQ) and the Devereux Early Childhood Assessment (DECA) within 45 days of their first day enrolled and annually thereafter. Parents will be provided with the results. In the case the results indicate further evaluation needs to be conducted, a meeting will be scheduled to discuss the results and next steps.

CHILDREN WHO GET SICK OR ARE INJURED WHILE AT SCHOOL

In order to minimize the transmission of illness and infection, UCS's early childhood program will follow the policies and procedures set forward by the State of Ohio and reflected on the Ohio Department of Health's "Communicable Disease Chart." This chart is posted in each classroom. All early childhood personnel have been trained in the recognition, prevention and management of communicable diseases. A quick "health check" will be done as your child enters the classroom each day.

Research has shown that frequent hand washing is the best defense against the transmission of infection and disease. The early childhood staff will teach proper handwashing and encourage the children to wash their hands as often as possible to keep from spreading germs and infection.

The school nurse will be notified of all suspected communicable disease symptoms. Since Urban Community School has no facilities for sick children, the child must be sent home if

he/she becomes ill at school. Parents/guardians must be available to be contacted when children are sick. In addition, parents/guardians are required to list in PowerSchool and on the JFS Enrollment Form the names of two other persons who may be contacted if the parent/guardian is unavailable. Parents/guardians must notify the office immediately if there is a change of phone number or address for anyone listed.

In the event of an emergency that requires the child to go to a hospital emergency room, an effort will be made to notify the parent/guardian immediately so he/she can meet the child at the hospital. The school is required to have on file an Emergency Medical Authorization Form for children who become ill or injured when under school authority in the event that parents/guardians or guardians cannot be reached for the purpose of giving consent for treatment.

MANAGEMENT OF COMMUNICABLE DISEASE

The following precautions shall be taken for children suspected of having a communicable disease:

1. The program shall immediately notify the parent or guardian of the child's condition when a child has been observed with signs or symptoms of illness.
2. A child with any of the following signs or symptoms of illness shall be immediately isolated and discharged to his parent or guardian:
 - a. Diarrhea (more than one abnormally loose stool within a twenty-four-hour period)
 - b. Severe coughing, causing the child to become red or blue in the face or to make a whooping sound
 - c. Difficult or rapid breathing
 - d. Yellowish skin or eyes
 - e. Conjunctivitis
 - f. Temperature of one hundred degrees Fahrenheit taken by the auxiliary method when in combination with other signs of illness
 - g. Untreated infected skin patch(es)
 - h. Unusually dark urine and/or grey or white stool
 - i. Stiff neck with an elevated temperature
 - j. Sore throat or difficulty in swallowing
 - k. Vomiting - more than 1 time w/ any other sign or symptom
 - l. Evidence of lice, scabies, or other parasitic infestation
3. A child with any of the following signs or symptoms of illness shall be immediately isolated from other children. Decisions regarding whether the child should be discharged immediately or at some other time during the day shall be determined by the nurse, Director of Early Childhood and Kindergarten and the parent or guardian. The child, while isolated at the program, shall be carefully watched for symptoms listed in the paragraph above as well as the following:
 - a. Unusual spots or rashes
 - b. Elevated temperature

4. A child isolated due to suspected communicable disease shall be:
 - a. Cared for in a room or portion of a room not being used in the early childhood program
 - b. Within sight and hearing of an adult at all times. No child shall ever be left alone or unsupervised
 - c. Made comfortable and provided with a cot/crib. All linens and blankets used by the ill child shall be laundered before being used by another child. After use, the cot/crib shall be disinfected with an appropriate germicidal agent, or, if soiled with blood, feces, vomit, or other body fluids, the cot/crib shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent.
 - d. Observed carefully for worsening conditions.
 - e. Discharge to parent, guardian, or person designated by the parent or guardian as soon as practical.
5. Parents/guardians of other children in the class will be immediately notified by telephone or in writing by the school nurse if their child was exposed to a communicable disease (ex: pink eye, ringworm, chickenpox, lice, COVID-19, etc) so they can watch for symptoms in their own child.
6. A mildly ill child (i.e. a child who is experiencing minor common cold symptoms or does not feel well enough to participate in activities, but who is not exhibiting any of the symptoms listed above) will be closely monitored by the classroom teacher and the school nurse. Parents/guardians will be immediately contacted if cold symptoms increase in severity or additional symptoms develop.
7. COVID-19 Policies and Procedures - please see attached for the most current version

MEDICATION POLICY

Students requiring medication including over-the-counter medications (ex: ointment, Chapstick, diaper rash cream, sunscreen) during the period when they are under the direct supervision of the center shall follow these procedures:

1. Parent/Guardian notifies the teacher of the child's need for medication.
2. Parent/Guardian submits a written order (JFS 01217) from the doctor requesting the medication be given at school. In addition, the parent/guardian must complete the form and sign it giving permission to have the medication administered at school. This form must be complete and on file, before the medication can be administered. **THERE ARE NO EXCEPTIONS TO THIS RULE.** A sample medication form is found at the end of this handbook. Additional forms are available in the school office.
3. The medication is brought to school by the parent/guardian in the original container and given directly to the school nurse (PreK only) or to the Director of Early Childhood (Infant/toddler only). The following information should be included on the container: the child's name, name of medication, dosage amount, and the time it is to be taken.
4. The parent/guardian is responsible for making sure that the medication is available at school and for notifying the school if the physician's order has changed. In addition, parents/guardians should note the expiration date of the medicine sent to school so that they know when to update the prescription.

5. The medication form must be updated annually.
6. Each time medication is administered, a written record including dosage, date, and time shall be made. The record shall be kept on file for one year.

ILLNESSES

A child should not be sent to the center if he/she is ill or potentially contagious. When a child is absent from school, a parent/guardian must call the office by 9:00am indicating the reason for the child's absence.

Listed below are guidelines to help parents/guardians decide whether or not to send the child to school:

1. Colds - The child should remain at home if he/she has a fever, is too uncomfortable to pay attention or to do schoolwork or has a cough that will interfere with classroom activities. The child should be fever-free 24 hours before returning to school.
2. Ear and Sinus Infections - These can occur after a cold. These conditions should be treated by a doctor. The child may come back to school 24 hours after he/she has been on an antibiotic or as soon as the pain and fever are gone.
3. Sore Throats - If the child has a sore throat accompanied by a fever or swollen glands in the neck, he/she should have a throat culture. The doctor will indicate when the child may return to school. In the case of strep throat, the child must be on antibiotics for 24 hours before returning to school.
4. Diarrhea - The child may return to school when diarrhea is gone. If there has been a fever, the child must be fever-free for 24 hours.
5. Vomiting - The child may return to school when vomiting has stopped and he/she can take fluids and food, again usually 24 hours.
6. Chickenpox - The child is contagious until no new sores are breaking out and the old sores have formed dry scabs. This usually takes five days to one week. The child should remain at home until then.
7. Pinkeye - The child must see a doctor for this eye infection. Depending on the cause, the doctor will decide how long the child should remain at home.
8. Pinworms - The child must be seen by a doctor. Treatment is simple and there is usually no need to miss school.
9. Skin Infections - The child must be seen by a doctor who will indicate he/she may return to school. Parents/guardians are requested to submit a note from a doctor confirming that the child is not contagious.
10. Lice - Children with lice or nits (louse eggs) must not come to school until treated and **UNTIL THE HEAD AND HAIR ARE COMPLETELY FREE OF LICE AND NITS**. This process should not take more than one or two days. The school nurse can provide advice on treatment and the removal of nits. When the head is completely clear of lice and nits, a parent/guardian must accompany the child to school and remain with the child until the head is checked. In order to prevent recurrence, parents/guardians must launder all items which come in contact with the child's hair.

11. Contagious Disease - Parents/guardians must notify the office if the child is diagnosed with a contagious illness.
12. If a student registers an elevated temperature but below 100 degrees, or has spots or a rash on his/her body, they should be removed from class. Parents/guardians should be called to have the child picked up at some time during the day.

HEALTHCHEK SERVICES FOR CHILDREN YOUNGER THAN AGE 21

Healthchek is Ohio's Early and Periodic Screening Diagnosis and Treatment (EPSDT) Program. It is a service package for babies, children and young adults younger than age 21 who are enrolled in Ohio Medicaid.

The purpose of Healthchek is to discover and treat health problems early. If a potential health problem is found, further diagnosis and treatment are covered by Medicaid.

Healthchek covers 10 check-ups in the first two years of life and annual check-ups thereafter, and offers a comprehensive physical examination that includes:

- medical history
- complete unclothed exam (with parent/guardian approval)
- developmental screening (to assess if child's physical and mental abilities are age appropriate)
- vision screening
- dental screening
- hearing assessment
- immunization assessment (making sure child receives them on time)
- lead screening; and
- other services or screenings as needed

If your child is enrolled in Ohio Medicaid, Healthchek services are available. If you (the parent/guardian) are younger than age 21 and are also enrolled, you can receive Healthchek services, too.

Call [800.324.8680](tel:800.324.8680) for more information.

Dress Code (Preschool only)

Objective: The dress code is to establish an environment of learning and responsibility. The intent of the dress code is to keep students focused on academics.

All tops must be a solid white, dark green, navy, or gray (may contain UCS logo/insignia).

All bottoms must be solid navy, black, khaki, or jeans.

Clothing may not be torn or have holes/shredded areas.

CLOTHING	GUIDELINES
TOPS <ul style="list-style-type: none"> ● Blouses/Dress Shirt ● Polo Shirt ● Sweater ● Sweatshirt ● Turtleneck 	<ul style="list-style-type: none"> ● Cover midriff and meet bottom ● When wearing a sweater or sweatshirt, the collar of the blouse or polo shirt must be visible ● Turtleneck may be worn under the blouse or polo shirt
BOTTOMS <ul style="list-style-type: none"> ● Skirt ● Jumper ● Pants ● Shorts (August - October only) 	<ul style="list-style-type: none"> ● Bottoms must meet your top ● Skirts/jumpers must be at least knee-length ● Solid navy or black leggings may be worn under skirts/jumpers
SHOES <ul style="list-style-type: none"> ● Leather ● Athletic 	<ul style="list-style-type: none"> ● Cover the whole foot
ACCESSORIES/Masks <ul style="list-style-type: none"> ● Jewelry ● Make-Up 	<ul style="list-style-type: none"> ● Simple ● Masks should align with the mission of the school and should not be affiliated with a political party or candidate

EMERGENCY PROCEDURES

SAFETY POLICY

In an attempt to maintain a safe, nonviolent atmosphere in the early childhood center, we have taken the following steps including, but not limited to:

1. Maintaining a closed campus. Our early childhood center and main UCS building doors are locked throughout the day. After ringing the buzzer and identifying themselves, visitors are admitted via the front door. There is a sign posted on the entrance stating that only authorized visitors can enter the premises and that they must check in with the Receptionist upon entering the building. Staff members are the only persons authorized to open the doors for visitors.
2. Conducting monthly fire drills in addition to scheduled tornado and lockdown drills so that students learn what to do in case of emergency. There are posted plans for medical, dental, fire emergencies and weather alerts.
3. Developing a Safety and Emergency Management Plan committee which continuously reviews and updates procedures, sends representatives to safety meetings, and encourages teachers to participate in a variety of workshops to help students maintain a safe learning environment.
4. At least one staff member trained in first aid and child abuse prevention will be available at all times the children are in attendance.
5. Employing a school psychologist who is skilled in child development and available to meet with parents/guardians and teachers as requested. A list containing the names and phone numbers of therapists and counselors to assist families can be requested.
6. Maintaining a strong curriculum and practicing the school philosophy and mission. The curriculum fosters Gospel values. The philosophy and mission reflect the school's goals to teach the whole child and to develop the child spiritually, academically, emotionally, mentally, and physically.
7. Ensuring ongoing and constant supervision of students. Students are supervised at all times. He or she will always be within sight and hearing of an adult. Parents/guardians are requested to follow arrival and dismissal times to ensure that students receive proper supervision. Children will only be released to an adult designated on the transportation/pick-up permission form. Please update the form as necessary. Picture identification will be required of an adult who is not known to school personnel.
8. No spray aerosols will be used when children are in attendance. All chemicals and potentially dangerous materials will be kept out of reach of the children.
9. Protective mats will be placed under climbing equipment.
10. Electrical outlets will be covered when not in use.

BARRICADE DEVICES

Barricade devices are installed in all classrooms and on common space doors. They serve as a deterrent in cases of emergencies. Their use is included during lock-down drills which are held at least twice each year. Staff members receive professional development training on the usage of this product.

WEAPONS POLICY

The definition of a weapon includes but is not limited to, objects capable of inflicting harm and explosive devices designed to expel air or gas-propelled projectiles.

Urban Community School prohibits the use, attempted use, possession, sale, or discharge of any weapon, look-alike weapon, or explosive device in the school, on school grounds, or at school-sponsored activities. Students may not bring toy weapons or replicas to school. This policy applies to all students, participants in-school programs, teachers, administrators, and other personnel in the school.

Violations of this policy will warrant notification to the police, immediate suspension and possible expulsion. If possession of a weapon is suspected, the principals or other administrator will immediately contact the police department. If it is determined that this policy has been violated, the parents/guardians of the offender shall be immediately contacted and must cooperate with the disciplinary process.

EXTRAORDINARY EMERGENCY PLAN

SCHOOL SAFETY PLAN

A School Safety Plan has been developed involving community law enforcement and safety officials, parents of students, teachers, and non-teaching employees. The plan follows the Guidelines of the Attorney General of the State of Ohio.

The plan includes:

1. Protocols for addressing serious threats and emergency events that affect the safety of school property, students, employees, or administrators. These protocols will include appropriate procedures for responding to these threats and emergencies such as notifying law enforcement, contacting specified emergency response personnel, and alerting parent/guardians of affected students.
2. A floor plan unique to the building.
3. A site plan that includes all building and property and surrounding property.
4. An emergency contact information sheet.

The administrator shall prepare and conduct at least one annual emergency management test in accordance with rules adopted by the Ohio Department of Education (ODE). By July 1 of every year, the administrator shall review the EMP's previously developed and adopted and certify in writing to the ODE that the EMP's are current and accurate.

An electronic copy of the School Safety Plan is submitted to the ODE and updated every three years or when information changes. A copy of the current, updated School Safety Plan is also filed with the following:

1. Each law enforcement agency that has jurisdiction over the school building.
2. Upon request, the local fire department, emergency medical service organization, and county emergency management agency serving the area.

The School Safety Plan is not a public record.

Prior to the student's first day in the early childhood program, the Administrator shall inform each enrolled student and student's parent/guardian of the procedures to be used to notify the parent/guardian in the event of an emergency or a serious threat to safety.

UCS FAMILY ENGAGEMENT

A key component in education and development of the whole-child is partnerships. Administrators and Teachers strive to engage families and the community in an effort to position students for success. Parents, Guardians, and Caregivers work to ensure a high-quality education for their child, help their child learn, and connect and communicate with teachers and administrators. Students strive for success in and out of the classroom and therefore need guidance, support, and encouragement from their families, teachers, and the community. Partnerships are a multidimensional concept that recognizes that families, educators, and the community have a shared responsibility for student learning and development. UCS focuses on six general categories of engaging families: Parenting, Communicating, Volunteering, Learning At Home, Decision-Making, and Collaborating With The Community.

Parenting involves helping families establish supportive home environments for students and helping the school understand its families. *Communicating* involves the establishment of two-way interaction using a variety of platforms about school programs and student progress. *Volunteering* deals with the recruiting and organizing of families and community members helping at school, home, or away from campus. *Learning At Home* focuses on providing information and ideas to families about how to support students with their schoolwork. *Decision-Making* is working with families to serve as representatives on school committees, focus groups, or as survey respondents in order to advocate for students and families on school decisions. *Collaborating With The Community* is the identification and integration of resources and services from the community to strengthen programming and enable students to serve the community.

FAMILY RESOURCE CENTER

The Family Resource Center is located in Room 146, directly off of the school's front office in the UCS main building. There are computer kiosks and community support resources available as well as information on student extracurriculars and family special events to our families during the school day. Feel free to contact Chris Tipton for more information.

WAYS TO ENGAGE AT UCS

UCS Monthly Howl - UCS is excited to host monthly meetings for families, called the Monthly Howl. The meetings will be held via zoom this year. Each Monthly Howl will feature a UCS staff person or community member who will lead a discussion about a current issue at the school or

neighborhood, followed by Q&A. We will then talk about upcoming events for families and students.

UCS Parent Action Team - Action Team members work with school administrators, teachers, and community members to create a welcoming school environment and to ensure that our children are healthy and successful. They represent the voice of families within the early childhood program and support the UCS community. Action Team members attend monthly meetings, plan and execute activities and special projects, and help create an annual Action Team Plan. Members of this group possess a strong desire to continuously improve UCS through family engagement and make decisions based on the best interests of the school community. Work with the Action Team will provide members with a better understanding of how the school works, an opportunity to build relationships within the school and other families, and enhance leadership skills.

UCS Monthly Special Events - Families and the UCS community are institutions that can have a great effect on the development of the whole child. UCS will hold monthly events each school year to engage students and families and connect with the internal and external community.

UCS Volunteers - Parents/guardians are encouraged to volunteer time while their child is enrolled. Volunteer work may be done during or outside of class time and is scheduled to be mutually convenient for school staff and parents/guardians. Notices are shared as opportunities arise.

FAMILY SUPPORT SERVICES

The UCS Office of Family Engagement and Athletics will serve as a resource for families. UCS has partnered with a variety of local service and recreational organizations for families in need of assistance. Families may contact the school office from 8:00am to 6:00pm, Monday through Friday, to schedule an appointment or inquire about available services.

Family support services include, but are not limited to:

- ARRUPE Neighborhood Partnership
- Cleveland Food Bank
- Cleveland Housing Network
- EDEN
- Legal Aid Society
- Legal Works
- MetroHealth Medical Center
- Near West Recreation
- Neighborhood Family Practice
- Shoes and Clothes For Kids
- The Foundry Committee Rowing and Sailing Center
- UCS/CYO Athletics

- United Way 2-1-1
- Urban Squash Cleveland
- WIC

McKINNEY-VENTO HOMELESS POLICY

The McKinney-Vento Homeless Education Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth.

McKinney-Vento provides federal funding to states for the purpose of supporting district programs that serve homeless students.

The McKinney-Vento Act defines homeless children as “individuals who lack a fixed, regular and adequate nighttime residence.” The act provides examples of children who would fall under this:

- Children and youth sharing housing due to loss of housing, economic hardship or a similar reason
- Children and youth living in motels, hotels, trailer parks, or camp grounds due to lack of alternative
- Children and youth living in emergency or transitional shelters
- Children and youth abandoned in hospitals
- Children and youth whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches, etc)
- Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus
- Migratory children and youth living in any of the above situations

A Parent’s Guide to the Rights of Children and Youth Experiencing Homelessness

Source - the Ohio Department of Education

Your child has the right to:

- Go to school, no matter where you live or how long you have lived there;
- Stay in the school that he or she was attending before becoming homeless or the school he or she last attended, if that is your choice and it is feasible;
- Enroll in school immediately, even if you do not have all the paperwork, such as your child’s school or medical records;
- Access the same special programs and services that are provided to other children, including special education, migrant education and vocational education;
- Receive the same public education that is provided to other children, including preschool. (Your child cannot be separated from the mainstream school environment because he or she is homeless. He or she cannot be segregated in a separate school, separate programs within a school or separate settings within a school).

How can you help your child?

- Make sure your child attends school every day;

- Read to your child. Even a few minutes a day makes a difference.
- Make education a family priority
- Help your child develop good study habits;
- Meet with your child's teachers and other school personnel.

Ohio Department of Job and Family Services
**REQUEST FOR ADMINISTRATION OF MEDICATION
 FOR CHILD CARE**

Box 1	The following section must always be completed by the parent/guardian.	
Check all that apply and complete all of the information.		
<input type="checkbox"/> Prescription Medication <input type="checkbox"/> Nonprescription Medication <input type="checkbox"/> Food Supplement <input type="checkbox"/> Topical Product or Lotion <input type="checkbox"/> Refrigeration Required <input type="checkbox"/> Modified Diet		
Name of Child		Date of Birth
Name of Medication		Exact Dosage
To be administered at the following times		For the following period of time
<input type="checkbox"/> I understand that my child must receive one dose of medication before arriving at the program (unless the medication is used for emergencies).		
Signature of Parent/Guardian		Date
Box 2	The following section must be completed by a licensed physician, licensed dentist, advanced practice registered nurse or certified physician's assistant.	
1. The medication contains codeine or aspirin. 2. A physician's instruction is needed for a nonprescription medication (e.g. child does not meet minimum age or weight requirements as listed on the label instructions). 3. It is a sample medication without a prescription label. 4. The nonprescription medication is to be given longer than three consecutive days within a fourteen day period. 5. The topical product or lotion and the physician's instructions exceed the manufacturer's instructions or use.		
Name of child		Name of medication, vitamin, diet, supplement
Dosage		Possible side effects to watch for are
Expiration date (May not exceed twelve months from the date of this request for medications of food supplements).		
Instructions		
This child is under my care and should receive the above medication as written. Signature of physician, dentist, advanced practice registered nurse or certified physician's assistant		
Date of signature		Phone number
Name of child		Name of medication, vitamin, diet, supplement

This form is valid for no longer than twelve months and must be kept on file at the center or home for at least one year following the last administration of the medication or product. One form must be used for each medication.

THIS FORM SHOULD BE UPDATED NO LESS THAN ONCE EACH SCHOOL YEAR.