

Paddock Early Childhood Center

Family Handbook

2026-2027

Welcome

Welcome to a new school year at
Milan Area Schools!

As the new school year begins, we want to extend a warm welcome to all of our students and families. Whether you are returning to our school or starting your journey with us for the first time, we are excited to have you as part of our Paddock community.

Our staff have been working hard to prepare for the new year. We are eager to help your child grow socially and academically. Our commitment to excellence is reflected in everything we do, from our curriculum to our community activities.

We believe that education is a partnership between the school, families, and the community. Our goal is to work together to create a positive and supportive learning environment where all students can thrive. We encourage parents to get involved in their child's education by attending school events, volunteering, and communicating regularly with teachers.

We are also committed to ensuring that our school is a safe and inclusive place for all students. We will continue to promote respect, kindness, and empathy throughout the school year, and we encourage parents to reinforce these values at home.

We look forward to getting to know each and every one of our students and families throughout the year. Thank you for choosing our school, and we wish you a successful and enjoyable school year.

Sincerely,

Codi Benjamin, LMSW
Executive Director, Early Childhood
Paddock Early Childhood Center
734-439-5159

Paddock Early Childhood Center

707 Marvin Street, Milan, MI 48105



Executive Director

Codi Benjamin, LMSW

734-439-5159

Assistant Director

Dr. Kelly Gobrogge, Ph.D.

734-439-5104

Program Supervisor; School-Aged Childcare Director

Sheila Meyer

734-439-5118

PECC Administrative Assistant

Jane Cook

734-439-5114

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General School Information

Paddock Early Childhood Center
707 Marvin St., Milan, MI 48160
(734) 439-5114

- Infant/Toddler & Preschool Full-Day Program: 7a - 5:30p
- Morning-Only Preschool: 9am-1pm
- GSRP Great Start to Readiness (GSRP) Preschool: M-Fr: 9:00a - 3:45p
- Breakfast Club (School-aged Childcare): 6:30a - 9a
- Primetime (School-aged Childcare): 2:30p - 6:00p

GSRP Preschool is funded by Michigan's Great Start to Readiness Program.
GSRP classes will start and end pending the approval of the School Aide Bill.

Frequently Called Phone Numbers

District Nurse	734-439-5858
Before/After School Child Care	734-439-5118
Community Education	734-439-5278
Superintendent's Office	734-439-5050
Bus Garage	734-439-5900
Food Services	734-439-5011

Social Media:
We're on Facebook!: Paddock Early Childhood Program



Milan Area Schools

Mission:

Milan Area Schools prepares individual learners to realize the best version of themselves, by creating a supportive, caring, and inclusive educational community.

Vision:

Partnering together as a community,
all individuals will achieve their greatest potential.

Milan Area Schools Belief Statements:

We believe...

- All individuals have equal value and unique gifts
- In providing a safe and nurturing environment that contributes to successful learning
- In utilizing instructional strategies that are based on best practice
- In offering relevant learning
- In fostering an inclusive and affirming school culture
- In investing in student capacity to learn and in personal success
- In engaging the entire community to maximize student learning and preparedness

Paddock Early Childhood Center's Mission:

PECC's mission is to provide a child-centered, developmentally appropriate program for all children
to build a positive educational foundation and love of learning.

Welcome to Paddock Early Childhood Center

Program Overview

Paddock Early Childhood Center offers developmental and play-based 0-5 programming, curriculum and extended childcare hours to meet the needs of many family situations.

By combining all of the Early Childhood Programs Paddock has to offer, including our infant/toddler program, preschool programs including Michigan's Great Start to Readiness (GSRP) free program for eligible students, School Age Child Care, and Summer Camp, our Center can provide every child year-round, comprehensive services from the time they are born.

Program Philosophy

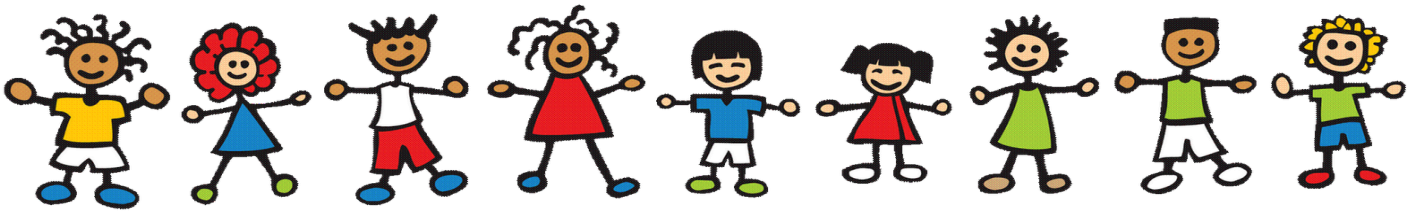
We believe children benefit by planning, implementing, and evaluating their own experiences each day. Children have experiences with early literacy, math concepts, music, art, drama, and critical thinking skills as a part of the everyday world. Planning activities based on children's interests encourages children to organize information and form learning patterns linking new information with familiar subjects.

Children learn by hands-on engagement with the world around us. Therefore, we see ourselves as facilitators to intellectual and social development. We provide many activities each week, so children can follow their natural curiosity and learn about things that interest them in active, hands-on ways. We embrace the idea of being outside and learning in a natural environment. Children will feel challenged to explore new ideas, or find out more about an old favorite.

We know that families come to us with many needs. Some children arrive at Breakfast Club early in the morning and need time to wake up, eat breakfast, and finish their homework before school starts. Other children come to PrimeTime after school, until Mom or Dad arrive to take them home and eat dinner. It is important to them to get exercise, socialize with friends, and relax after a long day in class. There are children who may be away from their homes only occasionally when not in school, and others who are in the building eleven hours a day. It is our job to balance the exciting with relaxing, the stimulation with calm, clear boundaries with the freedom to make choices.

Because children cannot be with their working parents much of the day, PECC staff offer safety and emotional support for children. We help them make friends, attend to minor injuries, and listen to sad stories about a hard day at school. We will help children learn to make choices, build confidence and encourage relationships with others. This is only possible with a parent-staff partnership.

Thank you for the time and space to support your child's growth and development with fun, love, and our undivided attention.



PROGRAM GUIDELINES

Confidentiality Policy

Paddock Early Childhood Center is sensitive to the fact that information concerning you, your child, and your family is private and personal. Trust and confidentiality are essential to building trusting relationships. As required by law, we are committed to maintaining your privacy and protecting your personal information. Paddock Early Childhood Center will not disclose information except if required by law to protect the health and safety of the individuals and families we serve.

Licensing

Paddock Early Childhood Center is licensed by the State of Michigan, and adheres to all licensing regulations regarding childcare. These rules specify adult to child ratios, staff qualifications, facility maintenance, health and safety policies, discipline, and equipment requirements. Our facilities are inspected every year by a State Licensing Consultant. If parents would like a copy of the rule book, please contact the Director.

Arrival & Dismissal Procedures

All PECC Students are considered "walkers" and will use the Marvin St. side door for entrance/dismissal which has a camera/doorbell system set up for each program. Morning-only preschool and GSRP students will line up and be greeted at these doors for arrival/dismissal due to their program having regular arrival/dismissal times.

GSRP Students only: GSRP students may also use the door-to-door Paddock DriveLine or Milan Area Schools bussing. (Instructions below).
Arriving late/Leaving early: Students in morning-only preschool or GSRP who arrive/pick-up outside of regular school hours should enter at the main office doors.

For security reasons, adults may not enter the building to drop off students during school-hours. You may drop off your child in the classroom if dropping/picking up prior to 8:15am or after 4pm.

Parking:

Paddock Elementary School is conducting Driveline during 8:30-9:00 am & 3:30-4pm. PECC families are not allowed to park on the Marvin Street parking lot during those times to avoid traffic congestion and ensure student safety. PECC parents are welcome to park in the PECC parking lot (entrance on Marvin St.) or in the middle school parking lot directly adjacent to the preschool parking lot (entrance on North St. or Marvin St.).

Recruitment, Enrollment & Parent Requests

We advertise our programs locally in Milan, including getting support from WISD (Washtenaw Intermediate School District) to find eligible families for our free-of-cost GSRP program (through billboards, radio ads, yard signs, door hangers, flyers and more around the community.)

Tuition-based programs are first-come, first-serve for enrollment and wait lists. GSRP Preschool has set guidelines issued by WISD based on income and/or risk factors of when children may be accepted into the program. An intake appointment with the Director to collect required paperwork and information must be complete.

Parents may email the Director with specific requests for specific classrooms or teachers, and it will be noted on your enrollment form. No request is guaranteed, as many factors go into classroom placement. Our goal is to ensure classes are created equally across many factors in order to support children to the best of our ability.

Required Paperwork

Parent(s) will need to submit a copy of their child's immunization record, a physical signed and dated by a physician, and a completed emergency card before the first day of school. All other consent forms must be on file at time of registration.

Withdrawal from PECC

A parent may withdraw a child from the program at any time. Tuition-based programs are required to give a minimum of two weeks notice in writing to the Director regarding the last day of attendance. If insufficient or no notice is given, tuition would be billed two weeks beyond the last day of attendance. GSRP programs are also asked to give two weeks of notice prior to withdrawal.

Attendance

Tuition-based programs do not have attendance requirements, however there is no refund for missed days.

In order to participate in the GSRP program, your child will be required to attend on a regular basis. Extended or unexplained absences not related to sickness or family emergency can result in immediate dismissal from the program. This is because your child's education is important, and often other children are waiting for a spot to open.
GSRP guidelines from the State of Michigan require consistent attendance in order to stay in the program. Attendance will be reviewed on a monthly basis. Five tardies are equal to one absence.

If GSRP attendance becomes a concern, you will be notified in written form to make adjustments to your child's attendance and/ or tardiness right away. This is because there is limited space available in our GSRP programs, and the State of Michigan wants to prioritize getting another child who could benefit from the program into school.

Clothing

Children should wear play clothes to school.

- There will be no reimbursement for clothes damaged at school.
- Please label all items with your child's name.
- Children should come dressed to play outside each day.
- Please send an additional set of spare clothes that are appropriate for the season and weather.
- If your child has had an accident at school and comes home with the school's clothes, please wash and return them the next day.

Nap/Rest Time

Full-day preschool children must have a rest period as required by the State. Please send one small blanket to be kept at school. All nap items must go home to be washed every week. We provide disinfected cots and a locker/cubby to store each child's nap items.

Weather



All children go outside every day, weather permitting. If your child is well enough to be in school, he/she is well enough to go outside. Our preschool policy is for children to go outside if the temperature is above 10F and other weather factors are favorable. Staff discretion is used.

Paddock Early Childhood Center follows the Milan Area Schools district closings. For inclement weather closings, such as ice, snow or fog, listen to radio stations WJR(760AM), WAAM(1600AM) or television channels 2 WJBK-Fox 2, 4 WDIV, or 7 WXYZ-TV. A notice will also be posted on the school website.

Before & After Childcare

Extended day options [before and/or after school care] may be available on a first-come, first-serve basis for Morning-only Preschoolers or GSRP Preschoolers. (Participation is at additional cost to parents and is not included in the GSRP grant).

Morning-Only Preschool: First-come, first-serve morning-care (7a start)
GSRP Preschool: First-come, first-serve morning and afternoon care (7a - 5:30p). Only a parent, guardian or person listed on the emergency information card can pick up a child.

Grievance Procedure

If a parent has a concern regarding their child's enrollment or learning experiences within the program, the parent should follow the procedure listed below:

1. Talk or email with the classroom teacher about your concerns.
2. Contact the Early Childhood Director, Jessica Kishiyama at 734-439-5159 or kishiyamaj@milanareaschools.org.
3. Contact the Superintendent, Ryan McMahon at 734-439-5007 or mcmahonr@milanareaschools.org.



Cultural Competence

Young children and their families reflect wonderful diversity of language and culture. The National Association for the Education of Young Children's (NAEYC) recommendations emphasize that early childhood programs are responsible for creating a welcoming environment that respects diversity, supports children's ties to their families and community, and promotes second language acquisitions and preservation of children's home language and cultural identities. Using children's home language (both verbal and non-verbal) has many benefits, including support of the child's language skills, social skills, and promoting a positive self-image. PECC encourages a child's home language use in the classroom, activities, and interactions

throughout the day. Linguistic and cultural diversity is an asset for young children. All children and families are welcomed and celebrated at Milan Area Schools, and we welcome feedback from families on how to be more inclusive and reflective of our students' cultures and background.

Notice of Nondiscrimination

Milan Area Schools does not discriminate on the basis of race, color, national origin, sex, (including sexual orientation and transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information or any other legally protected category, (collectively, "Protected Classes"), in its programs and activities, including employment opportunities.



PECC accommodates staff with disabilities by implementing inclusive policies and practices. This includes providing reasonable accommodations such as accessible facilities, flexible work arrangements, assistive technologies, and specialized training. Additionally, fostering a supportive and understanding work culture where diversity and inclusion are valued is essential. Regularly reviewing and updating accommodation policies based on staff feedback and evolving accessibility standards ensures continuous improvement in creating an inclusive environment for all.

LEARNING PROGRAM - 0-5 Programs:

HighScope Curriculum

Play-based, child-centered, and grounded in research, the HighScope Curriculum features active learning at its core from birth-preschool. In a HighScope classroom, children are guided to explore, interact, and exercise their creative imagination through purposeful play. Teachers support and extend each child's learning based on their developmental levels, so children enter school ready and eager to learn.

Main Components of a HighScope Classroom:

- Adult-Child Interactions: Teachers act as partners, working alongside children and communicating with them both verbally and nonverbally to encourage learning. Key strategies for adult-child interactions are sharing control with children, communicating as a partner with children, scaffolding children's play, using encouragement instead of praise, and taking a problem-solving approach to supporting children in resolving conflicts.
- Learning Environment: To create a predictable and active learning environment, teachers arrange and equip the classroom with diverse, open-ended materials that reflect children's home, culture, and language. The room is organized and labeled to promote independence and encourage children to carry out their intentions.
- Daily Routine: A consistent framework for the day provides a balanced variety of experiences and learning opportunities. Children engage in both individual and social play, participate in small- and large-group activities, assist with cleanup, socialize during meals/snacks, develop self-care skills, and exercise their small and large muscles. The most important segment of the daily routine is the plan-do-review sequence, in which children make decisions about what they will do, carry out their ideas, and reflect upon their activities with adults and other children. These higher-level thinking skills are linked

to the development of executive functions, which are needed to be successful in school and life.
- Assessment: Ongoing child assessment is also an underlying component of the HighScope Curriculum. Objective anecdotal observations of children collected throughout children's natural play allow teachers to assess child progress and plan meaningful learning experiences.

In the HighScope Preschool Curriculum, learning is focused on the following eight content areas:

- Approaches to Learning
- Social and Emotional Development
- Physical Development and Health
- Language, Literacy, and Communication
- Mathematics
- Creative Arts
- Science and Technology
- Social Studies

Example Daily Schedule:
- Breakfast (excluding half-day preschool)
- Morning Meeting
- Large Group
- Small Group
- Work Time (plan, do, review) - minimum of one-hour, uninterrupted play time for students to expand learning opportunities through play
- Lunch
- Rest
- Large Group or Gym/Library/Music Time (excluding GSRP)
- Small Group
- Snack
- Outside/Gym Play or Nature Center

**Times allotted to each activity vary and are planned daily at the discretion of the staff.*
***Infants have two rest/nap times per day, instead of one.*
****Infant/Toddler program follows many of these same components, adjusted for age*

Developmental Screening Process
Every child will have an Ages and Stages Questionnaire (ASQ) completed. It will be sent home at the beginning of the school year, or given to parents at the initial home visit for GSRP families. Teachers will complete if the parent is unable to do so by October of the school year. If there is a developmental concern, teachers will follow up with activities in the classroom and/or send activities home to work on.

COR Assessment - Ongoing during Year
Via our HighScope curriculum, students are observed during their natural play activities in the classroom through the lens of our COR Advantage Assessment looking at 36 Key Development Indicators (KDI's) across the 8 domains listed above. The COR Advantage report is what is used to deliver information at your conferences and/or end of year progress reports to give you clear information as to how your child is growing and gaining new skills. Along with the ASQ, the

COR Assessment allows teachers to specifically plan lessons around a child or group of children's identified needs and levels.

Social-Emotional Support

At PECC, we are committed to nurturing the social and emotional development of our young learners through structured, consistent daily routines. Staff create a warm, inclusive environment where children feel safe, valued, and encouraged to express themselves. We incorporate age-appropriate social-emotional learning activities into our curriculum, teaching children essential skills like empathy, self-regulation, and effective communication. Our teachers are trained to recognize and address the unique needs of each child, providing individualized support when necessary. We promote positive peer interactions through cooperative play and group activities. Additionally, our center maintains open lines of communication with parents, working together as partners in supporting the holistic growth of every child. If needed, a parent email, phone call or incident report would always be completed if a child experienced a major concern at school.

Behavioral Support

- The foundation of behavioral support includes developmentally and culturally appropriate learning environments with an intentional focus on teaching social-emotional skills.
- Behavior expectations are taught in classrooms, while the center uses a tiered model of intervention for students who need more individualized support. Effective structure, activities, procedures, visual supports, and child-friendly environments and interactions will often prevent problem behavior in many cases. Strategic teaching, practice and reinforcement of procedures is done throughout the year. Staff will direct children with the correct behavior wanted, i.e. "use walking feet" instead of "don't run."
- The center will work with families and provide center staff with training and Professional Development on the behavioral strategies outlined in this handbook.
- Staff will use calm, consistent, positive behavioral supports and classroom management to help students learn self-control, self-direction and a spirit of cooperation within the classroom.

Problem Solving:

Embedded across all programs and practiced regularly, PECC teaches and uses a problem solving approach to assist children in solving conflicts. This philosophy is from our Highscope training and curriculum and is visually represented on the next page. It teaches young students to verbalize how they are feeling about a situation, identify the problem and what happened, and then work with peers or adults to create solutions to their problem.

No child will be excluded or terminated from care or in activities/daily routines with PECC because of the need for additional developmental, medical support, disabilities, assistance with toileting, or adult apprehension. Milan Area Schools is a PK-12th grade full-inclusion district, and we take our commitment to the inclusion of all children seriously as we work together in supporting every child's success.

Paddock Early Childhood Center adheres to the law as described in Michigan's Revised School Code Section 380.1307b. Physical seclusion and/or restraint shall not be used with preschool

aged children as defined by law. The following actions are prohibited in all situations: Corporal punishment, deprivation of basic needs, child abuse, intentional application of noxious substance or stimulus resulting in physical pain or extreme discomfort, mechanical restraint, any restraint that negatively impacts breathing, prone restraint, physical restraint other than emergency physical restraint, and seclusion.

Staff may use child-safe Crisis Prevention Intervention (CPI) techniques if necessary to prevent a child from harming himself/herself or other persons as a last resort for safety, and parents will be notified if it was ever required to use a child-safe hold for safety reasons. These instances are for emergencies only.

Steps in Resolving Conflicts

1. Approach calmly, stopping any hurtful actions.

- Place yourself between the children, on their level.
- Use a calm voice and gentle touch.
- Remain neutral rather than take sides.

2. Acknowledge children's feelings.

- "You look really upset."
- Let children know you need to hold any object in question.

3. Gather information.

- "What's the problem?"

4. Restate the problem.

- "So the problem is ..."

5. Ask for ideas for solutions and choose one together.

- "What can we do to solve this problem?"
- Encourage children to think of a solution.

6. Be prepared to give follow-up support.

- "You solved the problem!"
- Stay near the children.

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Transition To/From our Programs
Prior to starting in our 0-5 programs, students and families are invited to attend a Spring Open House, a Meet the Teacher event in August, and/or schedule a personalized tour or other individualized visit to help prepare children and families for their first day of school. We know that meeting a teacher, seeing their classroom and locker, or having an in-person conversation with staff can often decrease anxiety around starting school quite a bit. PECC will provide any additional transition support needed to make sure a child and their family feels comfortable to start school.

Because PECC is located in Milan's only early elementary school, Paddock Elementary, it allows children to have a much more seamless transition experience from infant/toddler to preschool to K-2 elementary school as well. Children become familiar with our building(s), hallways, support staff and general school routines. Preschool & Elementary Staff work with each other daily and meet in the spring/summer to strategically plan and individualize the transition into Young 5's/Kindergarten in order to optimize student learning and needs. Any specific behavioral support, IEP or classroom accommodation is shared ahead of time to the receiving staff members. Through our student referral and support team process, any notes from a CARE meeting will also be shared (see below).

Referral Process & Follow-Up
When needed, a referral may be submitted through our Preschool CARE team. A multi-disciplinary team of professionals will review a child's needs, prior strategies or interventions used to support the child, and brainstorm additional resources to put in place to help the child. If needed, a CARE team may refer to Milan Area Schools' Special Education team to determine if your child is eligible for additional support and services via an IEP. Children under 3 can be referred to Early On. Parents must give written permission for their child to be evaluated for an IEP and those results will be shared through a team meeting. Parents are equal members of IEP teams and their input is highly valued, as we work together to find what supports may best benefit your child.

LEARNING PROGRAM - 5+:

School-Aged Childcare:
Schoolagers benefit from having a say in their education. PECC's before/after school program aims to create a space in which schoolagers feel safe, heard, and respected. Youth voice encourages engagement in education, a sense of belonging, and leadership skills. At PECC, schoolagers work together to determine the rules and procedures for before/after school care, which are posted in the room and reviewed. Students get to choose between indoor/outdoor activities or projects and which materials/areas they would like to play/work.

Breakfast Club
Breakfast Club begins at 6:30 a.m. and ends just before the school day begins. Please walk your child into the building and sign-in.

A typical daily schedule looks like this:

- 6:30 Doors open, quiet activities begin as children arrive

- 7:00 Breakfast is served at designated tables. Children may eat breakfast as they arrive, or when they are hungry. Breakfast menus will be available to all parents monthly. The cost of breakfast is included in the Breakfast Club fee.
- 8:00 Select groups of children will take turns going to the gym for organized games. Other children may finish projects they started earlier, or finish homework before school begins.
- 8:30 Breakfast Club meeting time. We will share ideas, read stories, sing songs, or make announcements to the children at this time. Children will gather their belongings and begin thinking about schoolwork for the day.
- 8:30 Symons students board a school bus at Paddock, and are released with the rest of the students attending Symons Elementary.
- 8:45 Paddock children are dismissed to their classes.

PrimeTime

After school, children are dismissed to the School-Aged Childcare room. We begin our busy afternoon schedule immediately!

- 3:45 Children arrive from their classrooms. Meeting time begins as soon as all the children have arrived. Attendance is taken promptly – children are discouraged from dawdling between class and PrimeTime. Announcements are made, snacks set out. We may read aloud, try experiments for the group, or share events of our day. This is the time when children can come up with ideas for future activities.
- 4:00 Snack time. Snacks are served family-style each day; there is no additional cost. Groups of children may also cook snacks for the group from time to time.
- 4:00 Homework Club (Monday – Thursday) for third through eighth grades. Parents may request that their student spend a half-hour of time to read, complete homework, or work on academic skills. Children may choose to go to the Homework Club whenever they have schoolwork to finish. Outdoor Play or Gym Time. After working hard in class all day, it is good to get some exercise!
- 4:30 Activity Time. Some projects will be carried out over several days; others will be quick and easy to do. Here is where the children have a great deal of freedom to use their imaginations!
- 5:30 Clean up begins gradually. As children finish playing, we will gradually close areas to be ready to go home by 6:00.

MMS PrimeTime

Middle School students report to room B9 at Paddock Elementary School. Parents or teachers must make arrangements for students to attend special activities such as rehearsals, practices, or meetings.

- 2:30 MMS students arrive in room B9 and store their belongings.
- 2:40 Group meeting begins. Students may discuss group problems, ask questions about the schedule, share events from the school day or plan activities for the group.
- 3:00 Quiet activities/homework time. Students may read, draw, or work on projects quietly until others have had the opportunity to complete homework.

- 3:30 Free time. Children are encouraged to contribute ideas for activities, projects or games. Since Middle School students are older, they enjoy the freedom from planned projects, but must take the responsibility to use their time constructively. Personal electronics and handheld games are allowed, with appropriate restrictions. We ask students to put away electronics when the elementary students arrive.
- 3:45 Snack time. Snacks are served family-style and frequently involve a cooking project for one or all students.
- 4:00 Outdoor play. Depending on the weather, the group may be on the playground, the soccer field, or in the gym.
- 4:30 Activity time. Middle School and Elementary School students choose to play games, participate in projects, read, or talk to friends. Students are encouraged to contribute ideas.
- 6:00 Pick-up.

Dismissal

Breakfast Club will dismiss students in time to go directly to their class. Children who have errands within the school get permission from their classroom teacher before going to the office, bathroom, lunchroom, etc.

Parents should use the side entrance to Paddock (south parking lot) and come into the School Age Care classroom to sign out. If you need another adult to pick up your child, PrimeTime must receive notice in writing. Please advise your friend or relative that, for security reasons, staff will ask to see ID.

Paddock PrimeTime closes at 6:00 p.m. Students whose parents have not yet arrived five minutes before closing can expect their children to be waiting with coats and backpacks at the classroom entrance. We know you are in a hurry for dinner too, and we want to make it easier for families to leave at the end of the day.

Food Service & Nutrition Policies

Physical Activity & Nutrition

Physical activity will be given every day, often both in and outdoor when possible. Both planned and open ended activities will be offered to help stress the importance of physical exercise.

Breakfast, Lunch & Snack Guidelines

Infant/toddlers must bring lunch from home, but we will provide healthy snacks. Preschoolers have the option of purchasing lunch from school or bringing lunch from home. We are unable to heat or microwave any food items from home. Breakfast is also provided to full day children arriving prior to 9 am. Please look for information from your child's teacher regarding eating at school in your specific program.

With food from home, we encourage parents to consider items/containers that can be easily opened by students, have the proper utensils, and in which they can begin to learn to put away themselves. Healthy snacks/foods should be provided. Some examples include: protein (hard boiled egg, cheese, yogurt, meat sticks/rolled lunch meat), fresh fruit, fresh vegetables, plain pretzels, or single serving whole wheat crackers (wheat thins, goldfish, triscuits). The following

items are not allowed: soda pop, juice, candy. As we strive to model healthy eating, please limit items like chips, fruit roll ups, and cookies/pop tarts.

PECC utilizes the district's food service program and nutritional guidelines through the National Hot Lunch Program and the Child and Adult Care Food Program (CACFP). We also use the National Kidney Foundation's Regie Rainbow Nutrition multi-week Program in the winter to introduce, discuss and encourage healthy food choices.

Menus
Breakfast, Lunch, and Snack menus will be available each month and posted in each classroom. Changes due to food availability or other urgent needs are noted as they occur.

GSRP Meals/Snacks Program
All GSRP participants are required to participate in the free and reduced lunch and snack program. All meals are served family style.

- GSRP students will receive a free breakfast, snack and lunch daily
- Staff will ensure sufficient quantity and nutritional quality of the snacks. Posted food allergy lists will be consulted before serving snacks to the children with special dietary needs.
- Students who have documented food allergies or special dietary needs may bring a nutritional cold lunch from home.
- Parents may be asked to provide snacks for a child with multiple allergies.



School-Aged Childcare
Each student in attendance at Breakfast Club may choose a cereal, milk, fruit juice, and one other breakfast food item daily. Breakfast is served at no additional cost.
A snack will be offered to all students, including PrimeTime students. Snack items generally include a combination of bread, crackers, fruit, vegetable, and milk or fruit juice. Students may bring additional food from home to eat during the afternoon for PrimeTime only. Sharing individual food items between students is not permitted.
School Age Children attending on half-days of school must bring a lunch from home. Occasionally, a special lunch may be included in the cost of child care (such as pizza, sandwiches, etc.). Parents will be notified in advance when lunch is provided.

Birthday Celebrations
Per the Paddock & Symons Elementary Handbooks, "Birthdays are a very special and exciting time for everyone. It is a time to celebrate 'us' with friends and family. As a school, we want to continue recognizing our students' special day while being sensitive to guidelines in Michigan's Health and Wellness Policy, student allergies and the loss of instructional time. We respectfully ask that you do not bring any food on your child's special day."

Students, teachers and parents will collaborate on an appropriate celebration option for each child and classroom. Often, classrooms develop a special tradition for each student's day. Together we can continue to celebrate our students in a healthy and positive way.

Sanitation
Tables are cleaned with a sanitizing solution before and after each snack/meal. Children are expected to wash their hands before eating, and clean up their area when finished. Food preparation and service utensils are washed using a three-sink method. Children eat using disposable plates, cups, and utensils.

Allergies & Restrictions
Students with dietary restrictions or allergies must have written documentation from a physician detailing the nature of allergy or restriction. Paddock Early Childhood Center will serve substitute snacks within the dietary restrictions for students with special needs, in cooperation with parents. Parents are also allowed to send separate food if they prefer. If a student requires a peanut or nut-free classroom, please notify the Director in writing prior to starting school.

USDA Non-Discrimination Statement:
In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or 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 discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at 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. USDA is an equal opportunity provider, employer, and lender.

HEALTH, SAFETY & EMERGENCIES

Accidents & Emergencies
- 911, as well as parents, will be called if a child needs emergency treatment.
- An evacuation plan, in case of fire, is posted in every room.
- Building Emergency Plans are in place in each building.
- The children are involved in periodic drills during the school year to prepare them to respond properly during an emergency, including fire, tornado and lockdown safety drills. Please see the MAS Elementary Handbook for more information on safety.

- Please notify the office of any illness. We continue to monitor and report communicable disease for the health department and support families with low immune systems.

Health

- Parents must be called for pick-up from school if a child vomits, has a fever of 100 degrees or more, has diarrhea 2x, pink eye (conjunctivitis), a suspicious rash or if staff determines a child is lethargic and not able to participate in class. If a parent is called to pick up a sick child, the parent must arrive within an hour or will need to make arrangements for an emergency person to pick up the child. If the child cannot be picked up within the hour, the preschool supervisor will be notified and appropriate action taken. Parents will be notified if a child has excessive coughing or nasal drainage. If the cough is persistent, or if the drainage is discolored or interferes with the child's ability to participate, the child may need to go home until symptoms improve.
- A child needs to be fever free for 24 full hours without fever-reducing medication (including cold or cough medications with acetaminophen) before they return to school. A child who vomits at school may not return for 24 hours after the last vomiting episode and has returned to eating normally.
- A child with a rash must be diagnosed by a doctor and bring a note from the doctor when returning to school to avoid the risk of spread.
- A child diagnosed with pink eye must be on medication for 24 hours before returning to school. Also, their eyes should be free of discharge and pain before returning to school.
- A child positive for COVID-19 or their family members must follow the guidelines from the Washtenaw County Health Department in place at the time of illness or exposure. You can find a link to these guidelines on the Milan Area Schools District home page. You may also call the district nurse for current guidelines.
- Be sure your emergency person listed on the child information card lives close to school and is available to pick up your child when needed.



Students with contagious illnesses that endanger the health and/or safety of children or staff will not be allowed back at school without a doctor's signed permission. Please see the MAS Elementary Handbook for additional information regarding illness and contagious disease.

Medication

- Children are not allowed to have any medication in their possession. This includes over the counter as well as prescribed medications. For example, pain relievers (such as aspirin), vitamins, sunscreen, cough drops, and chap-stick .
- Prescription and over the counter medications, including acetaminophen, shall only be given with written permission from a parent and a physician. Medication forms or letters are only valid for the current school year. They must be renewed yearly and if the physician's order changes during the school year.
- Medication must be in the original container. Prescription medication must have the pharmacy label, including doctor's name, patient's name, dispensing instructions, name and strength of medication given.
- A medication form is available from your child's teacher and must be filled out by a physician explaining the reasons for taking the medication, name of the medication, directions for administering, possible side effects and length of time the child is to receive the medication. The Medication Form must be signed by the physician and a

parent/guardian.

Release Rules



- Your child will be released only to a parent, guardian or the persons listed on the emergency card.
- We must receive written notification from a parent or guardian if someone other than the parent, guardian or persons listed on the emergency card is picking up the child.
- Siblings or babysitters under 16 years of age or less are not permitted to pick up a child from school.
- Photo Identification is checked when necessary.
- Extended Care parents must sign-in/sign-out their child every day.
- Please make sure the staff acknowledges you when you drop off or pick up your child.

Mandated Reporting

- Under the Child Protective Services Act, mandated reporters are required to report any suspicion of abuse or neglect to the appropriate authorities. The employees of Milan Area Schools are considered mandated reporters under this law. The staff is not required to discuss their concern with parents before reporting the matter to the appropriate authorities, nor are they required to investigate the cause of any suspicious marks, behavior or condition before making a report. Under the Act, mandated reporters can be held criminally responsible if they fail to report suspected abuse or neglect. The Child Protective Services Act is designed to protect the welfare and best interest of all children.

Causes for reporting suspected child abuse or neglect include, but are not limited to:

- Unusual bruising, marks, or cuts on child's body
- Severe verbal reprimands
- Transporting a child without appropriate child restraints (e.g. car seats, seat belts, etc.)
- Dropping off or picking up a child while under the influence of illegal drugs or alcohol
- Not providing appropriate nutrition or clothing for your child
- Leaving a child unattended for any amount of time
- Sending a sick child to school over-medicated to hide symptoms, which would typically require the child to be kept at home until symptoms subside

<u>PECC Notice of Pest Management Policies</u>

NATURAL RESOURCES AND ENVIRONMENTAL PROTECTION ACT (EXCERPT)
Act 451 of 1994
324.8316 Notice of pesticide application at school or day care center
Sec. 8316.

(1) Beginning 1 year after the effective date of the amendatory act that added this subsection, a person shall not apply a pesticide in a school or day care center unless the school or day care center has an integrated pest management program in place for the building.

(2) The primary administrator of a school or day care center or his or her designee shall annually notify the parents or guardians of children attending that school or cared for at that day care center that the parents or guardians will receive advance notice of the application of a pesticide, other than a bait or gel formulation, at the school or day care center. The primary

administrator of a school or his or her designee shall give the annual notification not more than 30 days after the beginning of the school year, and the primary administrator of a day care center or his or her designee shall give the annual notification in September.

(3) An annual notification under subsection (2) shall satisfy all of the following requirements:

(a) Be in writing.

(b) Specify 2 methods by which advance notice of the application of a pesticide will be given at least 48 hours before the application. The first method shall be by posting at the entrances to the school or day care center. Subject to subdivision (c), the second method shall be 1 of the following:

(i) Posting in a public, common area of the school or day care center, other than an entrance.

(ii) E-mail.

(iii) A telephone call by which direct contact is made with a parent or guardian of a student of the school or a child under the care of the day care center or a message is recorded on an answering machine.

(iv) Providing students of the school or children under the care of the day care center with a written notice to be delivered to their parents or guardians.

(v) Posting on the school's or day care center's website.

(c) State that, in addition to notice under subdivision (b), parents or guardians are entitled to receive the notice by first-class United States mail postmarked at least 3 days before the application, if they so request, and the manner in which such a request shall be made.

(d) For a school, inform parents and guardians that they may review the school's integrated pest management program, if any, and records on any pesticide applications.

(e) For a school, provide the name, telephone number, and, if applicable, e-mail address of the person at the school building responsible for pesticide application procedures.

(4) An advance notice of application of a pesticide, other than a bait or gel formulation, shall contain all of the following information:

(a) A statement that a pesticide is expected to be applied.

(b) The target pest or pests.

(c) The approximate location of the application.

(d) The date of the application.

(e) The name, telephone number, and, if available, e-mail address of a contact person at the school or day care center responsible for maintaining records with specific information on pest infestation and actual pesticide application as required by rules.

(f) A toll-free telephone number for a national pesticide information center recognized by the department and a telephone number for pesticide information from the department.

(5) Before applying a pesticide, other than a bait or gel formulation, a school or day care center shall provide advance notice to parents and guardians consistent with subsections (3)(b) to (e) and (4). However, in an emergency, a school or day care center may apply a pesticide without providing advance notice to parents or guardians. Promptly after the emergency pesticide application, the school or day care center shall give parents or guardians notice of the emergency pesticide application that otherwise meets the requirements of subsection (3)(b) and (c). The notice shall contain a statement that a pesticide was applied and shall meet the requirements of subsection (4)(b) to (f).

(6) Liquid spray or aerosol insecticide applications shall not be made in a room of a school building or day care center building unless the room will be unoccupied by students or children for not less than 4 hours after the application or unless the product label requires a longer reentry period. The building manager shall be notified of the reentry restrictions by the applicator.

(7) The department shall do both of the following:

(a) Within 1 year after the effective date of the amendatory act that added this subsection, develop a model integrated pest management policy for schools, in consultation with the department of education and the pesticide advisory committee created in section 8326, and make the policy available to all school districts, intermediate school districts, public school academies, and private schools.

(b) Encourage local and intermediate school boards and boards of directors of public school academies to do both of the following:

(i) Adopt and follow the model integrated pest management policy developed under subdivision (a).

(ii) Require appropriate staff to obtain periodic updates and training on integrated pest management from experts on the subject.

(8) Subsections (1) to (7) do not apply to sanitizers, germicides, disinfectants, or antimicrobial agents.

History: 1994, Act 451, Eff. Mar. 30, 1995 ;-- Am. 2004, Act 24, Imd. Eff. Mar. 10, 2004
Popular Name: Act 451
Popular Name: NREPA

PARENT INVOLVEMENT

Parent partnership and involvement is the cornerstone of our program. PECC requires parent volunteering visits to be set up in advance with the teacher and front office so we can ensure the observer/volunteer is iChatted, or run through a background check with the State of Michigan. Please see the following ways to get involved in your child's education during early childhood:

Parent Participation & Volunteering

PECC has several events throughout the school year for parent participation. Classroom teachers will share a sign-up to be an individual volunteer to help in your child's class, join the Paddock/Symons PTO, be a Mystery Reader during March is Reading Month, attend a field trip as a chaperone, or other fun events. Watch the calendar and emails for reminders.

Social Events

PECC runs "Come Play!" or PTO-joint events during most months of the school-year. Family events are for families and children to connect with our community and socialize with other PECC families. Watch the calendar and emails for reminders.

Family Conferences

Your child's teacher will meet with you once in the fall and once in spring* to discuss your child's progress. At each conference, you will receive an observational assessment report (called COR Advantage) based on your unique child's developmental levels in each domain of learning. (Students in our GSRP preschool program will receive an additional COR report and check-in at the end of the school year during their final home visit.)

*Some tuition-based programs, depending on student age, will do a spring conference on an as-needed basis only for graduating preschoolers or by teacher/parent request.

If you have additional or situational concerns, teachers or families may set up a meeting with your child's teacher any time during the school year.

GSRP Home Visits

For students enrolled in GSRP, your child's teaching team will set up two home visits during the school year as part of the GSRP program in order to build the home/school connection and establish trust with your child before school begins. One will take place at the beginning of the year, and one will be after the last week of school, when you will receive the final observation report. The purpose is to foster the home-school connection with you, your child, and the teaching team and learn about your unique child.

Preschool Decision-Making Meetings

WISD (Washtenaw Intermediate School District) has local advisory committees working to make decisions regarding early childhood. Please get involved at washtenawwisd.org.
If you are interested in joining a local Parent Advisory Committee for PECC and/or a Data Analysis Team to reflect on our student data, please contact the Director at any time.

Home/School Connection Nights

A minimum of 3 parent-education nights will be held during the school year to look at your child or classrooms' developmental data, their school day, or discuss strategies for success at home on a variety of topics.

Field Trips

- Staff will notify parents prior to each trip.
- Written permission will be obtained from parents prior to trips.
- Your child must follow the field trip rules or a parent will be asked to accompany the child.
- Only a limited number of parents may volunteer to chaperone a field trip due to site restrictions. Your teacher will contact you in advance about all field trips and opportunities to chaperone.
- If you choose not to have your child participate in any of our field trips, you will need to make alternative arrangements for the duration of the trip.

Parent Notice of Program Measurement

Paddock Early Childhood Center is required to work with the Michigan Department of Education (MDE) to measure the effect of the state-wide Great Start Readiness Program (GSRP). Information is sometimes collected about GSRP staff, enrolled children, and their families. Program staff or a representative from MDE might:

- Ask parents questions about their child and family.
- Observe children in the classroom.
- Measure what children know about letters, words, and numbers, etc.
- Ask teachers how children are learning and growing.
- Information from you and about your child will not be shared with others in any way that you or your child could be identified. It is protected by law.

Questions? Please contact:

1) Paddock Early Childhood Center: 707 Marvin Street, Milan, MI 48160; 734-439-5159, or kishiyamaj@milanareaschools.org
2) The MDE Office of Great Start, Preschool and Out-of-School Time

Learning at: mde-gsrp@michigan.gov,; 517-241-7004 or 608 W. Allegan, P.O. Box 30008, Lansing, MI 48909

PADDOCK EARLY CHILDHOOD CENTER
PROGRAM RATES 2026-27
COST PER MONTH

9 equal, monthly payments : due on the first day of business of
Sept, Oct, Nov, Dec & Jan, Feb, Mar, Apr, May

PROGRAM	TIME	AGE	Child attends 5 Days/Week	Child attends 4 Days/Week	Child attends 3 Days/Week	Child attends 2 Days/Week
Infant/Toddler includes AM/PM snack	7:00a - 5:30p	Birth - 2 years old	$1,260/mo	$1008/mo	$756/mo	$504/mo
Preschool includes breakfast, lunch* + AM/PM snack	7:00a - 5:30p	Turns 3 on/ before 12/1/26	$1,060/mo	$848/mo	$636/mo	$424/mo
Morning-Only Preschool includes breakfast*, lunch* + AM snack **starred meals dependent on continued free breakfast/lunch program*	9:00am-1:00pm	Turns 3 on/ before 12/1/26	No 5-Day Option	$484/mo Mon, Tues, Wed, Thurs	No 3-Day Option	$242 /mo Mon/Tues or Wed/Thurs

**GSRP Morning Care 7am-8:50am; After School Care 3:45pm-5:30pm: $12/day for each session ($24/day for both)*

PAYING FOR CARE

Pay **online via credit/debit card** using e-funds (found on www.milanareaschools.org homepage), via **money order** or via **check payable to Milan Area Schools**. Skip fees and set up **bill pay via your personal bank**, which will typically mail a check directly to PECC at no cost to you. Tuition is due on the first business day of the month and is split between 9 equal payments.

Schedule changes/drops must be requested in writing to the office with **two-week notice**. Please see our Billing FAQ document for more information. Past due payments will result in being unenrolled from the program. Please contact the PECC Office if you are having difficulty paying.

FINANCIAL ASSISTANCE

There is a CDC/DHS subsidy that parents can apply for through the state of Michigan. Many eligible families use this benefit to help pay for childcare. Information and the application for child care assistance can be found at:
https://www.michigan.gov/mdhhs/assistance-programs/child-care-assistance

There is a scholarship program that covers families in Washtenaw, Monroe, Livingston, Jackson, Lenawee, Hillsdale, and Branch counties at https://www.childcarenetwork.org/family-support-program. There is a list of eligibility requirements on the page, but all who need assistance are encouraged to apply.

Through Michigan's Great Start to Readiness Program (GSRP), we also offer **FREE, 5-days/week, full-day preschool** for eligible 4 year olds turning 4 by 12/1/26. Visit helpmegrowwashtenaw.org to see if you qualify! There is no income cap on universal, four year old preschool. Questions? Please reach out to earlychildhood@milanareaschools.org.

ANNUAL CALENDAR

PECC follows the **MAS District school calendar and closures**, including regular holidays/closures and Professional Development days (4 per year). See the MAS school calendar for more details at www.milanareaschools.org.

On **MAS District Half-Days**, tuition-classrooms continue to provide a child's current schedule of care, including full day. PECC follows the **MAS emergency closure schedule**, including snow days and unforeseen circumstances. Parents are credited for a child's scheduled days after 3 weather related / unforeseen event closures.

Tax Information

Each January your statement will include child care fees paid during the previous year. The school EIN number (required for filing your tax return credit) is 38-6022728.
Families no longer enrolled in Paddock Early Childhood Center may request a statement.

Family Discounts

A 15% family discount will apply to second or third children enrolled in School Age Care. Discounts will be given regardless of the building where childcare is provided. Discounts cannot be given to Infant/Toddler & Preschool students, due to the limited spaces available.

Late Pick-up Charges

A charge of $1 per minute will be assessed for late pick-ups beyond the posted closing time for your program. After three such incidents, the charge increases to $30 for every 30-minute period. The student may also be terminated from the program after three late pick-ups.
We understand that occasional emergencies are unavoidable, and we appreciate a phone call if you are delayed.