

Pinconning Area Schools



Parent Handbook 2023-2024

Table of Contents

GSRP, Board of Education, & Central Administration Members	2
PASD/Advancement Academy Vision, Mission, Beliefs and Philosophy	3
Operation Hours & Licensing Handbook Availability	4
Philosophy Statement, Inclusion Policy and Equal Opportunity/Non-Discrimination Policy	4
Background Checks & Volunteer Policy	5
Curriculum & Developmental Screening	5
On-Going Child Assessment	5
Home Visits and Parent/Teacher Conferences	6
Partnership	6
Opportunities for Decision Making	6
Child Recruitment Plan	6
Referral Policy to Meet Child and Family Needs and Follow-up Plan	6
Confidentiality Policy	6
School Calendar	6
Daily Classroom Routine	7-8
Attendance Policy	8-9
Exclusion Policy for Short Term Injury or Contagious Illness	9
Weather Policy	10
Rest Time Policy	10
Medication Policy	10
Health Policies	10
Parent Notification of Emergency Events	11
Accident and Emergency Policies	11-12
Child Discipline and Conflict Resolution Policy	12
Policy for Reporting Child Abuse and Neglect	12
Preschool Program Funding and Fee Policy	13
Grievance Policy for Parent Concerns	13
Parent Notification of Program Evaluation	13
Covid-19 Policy	13
GSRP Preschool Return to School Plan	15
Appendix A (Eligibility Guidelines)	16
Appendix B (Student Calendar)	17

GSRP Staff

Program & Building Director: John Sanford

Secretary: Amy Briggs

Preschool Room #1

Lead Teacher: Shawna Paulik

Associate Teacher:

Caregiver: Tina Haas

Preschool Room #2

Lead Teacher: Adrienne O’Laughlin

Associate Teacher: Kealsey Schalk

Caregiver: Tina Haas

Linwood Elementary

Lead Teacher: Heather Szymanski

Associate Teacher:

BOARD OF EDUCATION

President: Mark Coutcher

Vice President: Brad Dubay

Secretary: Chris Rabish

Treasurer: Tom Boetefuer

Trustees: Linda Anderson, Gary Yaros, Bonnie Holstine

CENTRAL OFFICE ADMINISTRATION

Superintendent: Andy Kowalczyk

Pinconning Area School District Vision, Mission and Beliefs

Vision Statement

We envision students, parents, staff and community members working together to establish a dynamic learning environment for the achievement of all students.

Mission Statement

The mission of Pinconning Area Schools is to provide students with the knowledge, skills, and confidence to be successful.

Belief Statements

Pinconning Area Schools believe that students leaving the district should possess the following adult roles:

1. To act as a self-directed, life-long learner.
2. To be able to work with others collaboratively.
3. To possess the character, tolerance and ethics needed for participation in democracy.
4. To communicate effectively.
5. To be a complex thinker, to possess problem solving and critical thinking skills.
6. To possess the educational skills needed to participate in our society.

Advancement Academy & GSRP Preschool Vision, Mission, Beliefs and Philosophy

Vision Statement

At the Pinconning Advancement Academy-Great Start Readiness Program, we are and will continue to focus on the availability and accessibility of a quality, developmentally appropriate educational program for all young children. The GSRP provides leadership in defining standards, quality and developmentally appropriate practices. The program focuses on seven areas of child development: Personal and Social Development, Scientific Thinking, Mathematical Thinking, Language and Literacy, Social Studies, Arts and Physical Development and Health. To help build the transition from home to school we implement family focus nights, complete two home visits and encourage parent involvement in the classroom and on field trips.

Mission Statement

Our mission exists to provide a safe and developmentally appropriate setting for preschool age children. Our focus is to provide a stimulating educational experience which promotes each child's social/emotional, physical and cognitive development to be able to successfully transition from preschool to kindergarten. The GSRP Preschool will create a safe and secure environment to encourage our students to become lifelong learners.

Beliefs Statement

We Believe...

- All students can learn through active participation and positive interactions with peers and staff.
- That families provide the foundation for each child's education. We actively support and encourage a family partnership between home and school.
- That exposing children to a variety of learning experiences and family events that foster a love of learning.

Philosophy of Education

Our Pinconning GSRP Preschool program is guided by the principle of developmentally appropriate practices. We provide a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to a new skill development. A safe, supportive and nurturing environment that students feel safe, respected and cared for.

OPERATION HOURS

Office Hours

Monday- Friday 7:15 a.m. - 3:15 p.m.

Student Hours:

Pinconning Advancement Academy

Monday – Thursday 7:45 a.m. – 2:45 p.m.

Linwood Elementary

Monday – Thursday 7:45 a.m. – 2:45 p.m.

LICENSING NOTEBOOK AVAILABILITY

Our building's licensing notebook is available for families upon request.

PHILOSOPHY STATEMENT

GSRP provides a developmentally-appropriate program in a safe and nurturing environment, which promotes social, emotional, physical, and cognitive growth. Our goals foster a positive self-concept and develop socialization and school readiness skills. Various developmentally-appropriate experiences are provided and tailored to the individual needs of each child. Long-lasting partnerships between school, family, and the community are initiated, including referrals to support individual family needs. Because learning is a life-long process for children and adults, and it is necessary to make continued improvements, the program and staff are evaluated on a regular basis using a Program Quality Assessment. The results are used to guide the teaching team toward a higher quality experience for all children in the program.

INCLUSION POLICY

Meaningful inclusion is a child's active, purposeful participation in community and educational settings. It is defined by high expectations for all children as well as high-quality instruction and supports provided in typical settings with similar-age peers. To accomplish meaningful inclusive opportunities, families, educators and providers must work collaboratively in addressing structural inequities and in affording all children an intentionally designed curriculum, as well as the provision of differentiated, developmentally appropriate instruction and supports.

We believe that inclusion is our ethical responsibility. It is the only way in which infants and children will truly be able to experience a meaningful learning environment and a role in their community at large. We are committed to using relevant, current research and evidence-based practices to support these beliefs.

EQUAL OPPORTUNITY AND NON-DISCRIMINATION POLICY

The National Association for the Education of Young Children (NAEYC) recommends an emphasis on the importance of early childhood programs creating a welcoming environment that respects diversity, supports children's ties to their families and community, accommodates and supports students and families with disabilities, and promotes both second language acquisition and preservation of children's home languages and cultural identities. Linguistic and cultural diversity is an asset, not a deficit, for young children. GSRP classrooms support NAEYC's recommendations by welcoming, accepting, and promoting understanding of cultural differences among children and families.

We strongly believe children and employees are entitled to equal opportunities and freedom from discrimination because of race, color, religion, age, sex, national origin or handicap. The instructional curriculum is both multi-cultural and anti-bias. It complies with federal regulations concerning race, color, religion, and national origin. Children and employees are entitled to work and play in an environment that is non-discriminatory in all aspects and free of any harassment that interferes with an individual's work/play performance or creates an intimidating hostile or offensive work/play atmosphere.

BACKGROUND CHECKS AND VOLUNTEER POLICY

All staff and any volunteers that will be working with students unsupervised are required to have a comprehensive background check on file at the center. This includes all staff, substitute teachers, aides, and volunteers that will be working with students without supervision of other staff. An unsupervised volunteer can be used to maintain the childcare staff member to child ratio as long as they meet the definition of a childcare staff member including completing all required professional development. An eligible determination will be kept on file with the local program, along with any other eligibility requirements as deemed necessary by the program. Individual programs will have this information outlined in their specific staff/volunteer screening policy.

Any person volunteering in the classroom supervised will receive a Public Sex Offender Registry (PSOR) clearance before being eligible to volunteer in the classroom. A copy of this clearance will be kept on file at the center. Any person registered on the PSOR is prohibited from having contact with students in the program's care. A supervised volunteer does not include times when parents accompany their child on a special activity such as a classroom party or field trip, when the parent is only with their child and has no responsibility for classroom activities.

All staff, volunteers, and parents are prohibited from smoking or vaping on program property or in the building. This also includes on field trips and in vehicles where children are present.

CURRICULUM

GSRP uses Creative Curriculum or High Scope as our curriculum model. It is research based and tied to children's developmental progress. Creative Curriculum is our guide for planning and implementing a developmentally appropriate program. Its effectiveness in helping children acquire social competence and the skills they need to succeed as learners is well documented. Based on the Creative Curriculum model, we provide an active learning environment that promotes child initiated activities and choices. We believe that children learn best by "doing" and manipulating their environment. Our classrooms allow the children to pursue their personal interests, explore and manipulate many aspects of their environment, solve problems and interact positively with other children and adults. The daily schedule gives children a sense of control over the events of the day providing a consistent routine that enables children to anticipate what happens next.

DEVELOPMENTAL SCREENING

GSRP utilizes the Ages & Stages Questionnaire, Dial 4, or Brigance, a developmental screening tool to assess children's skills in different developmental areas. Each child is screened at the beginning of the year to gauge developmental status. If concerns are noted, teachers will refer children for further diagnostics and evaluation.

ONGOING CHILD ASSESSMENT

GSRP utilizes Creative Curriculum's child assessment tool known as Teaching Strategies GOLD (TS GOLD). TS GOLD is an observation-based instrument providing systematic assessment of young children's knowledge and abilities in all areas of development. TS GOLD observational notes are on-going. GSRP teachers complete TS GOLD summary assessments at three checkpoints per year for each child. This information is shared formally with parent-teacher conferences, home visits and informally during drop-off and pick-up times via phone calls or emails.

HOME VISITS & PARENT-TEACHER CONFERENCES

Home visits are scheduled with each family two times each year for 1 hour each visit. The purpose of home visits is to involve families in the children's education at school and to help them provide educational experiences for the children at home. Parent-Teacher conferences are also scheduled 2 times per year and are one hour in length. During home visits and parent-teacher conferences, staff:

- Seek input from parents about the program, its relationship to the child's development and how they are supporting the child's development at home
- Partner with parents in setting appropriate child development goals
- Assist parents to implement child development strategies for home which fit into normal family routines

PARTNERSHIP

Children who are successful in school have many healthy interconnections between family, school, and community. Parent involvement in the learning process strengthens learning at home and is directly linked back to positive child outcomes at school. We encourage family involvement in your child's GSRP program. Your involvement can take many forms such as: acting as classroom volunteer, participating in a field trip, attending advisory meetings and family nights or sharing a special interest/skill. Throughout our partnership, you are invited to confer with the teachers about your child's development and care at any time.

OPPORTUNITIES FOR DECISION-MAKING

GSRP supports parents as active decision makers by encouraging involvement in the Great Start Collaborative (GSC) and Great Start Parent Network, working with other committed parents to support early childhood practices in the community.

CHILD RECRUITMENT PLAN

GSRP follows the recruitment plan set forth by the State of Michigan and Bay-Arenac ISD. See "Great Start Readiness Program Participant Eligibility & Prioritization Guidelines" at end of this document.

REFERRAL POLICY TO MEET CHILD AND FAMILY NEEDS AND FOLLOW-UP PROCEDURES

GSRP staff work together with parents to write referrals for suspected or diagnosed disabilities or other developmental needs of the child including mental health needs. Staff members follow up by working with the Early Childhood Specialist, district and parents to locate and access special education services or mental health support needed by the child.

CONFIDENTIALITY POLICY

Child and family information including data and student records used for GSRP are strictly confidential and will not be disclosed to third parties without prior written consent of parent(s) or guardian(s).

SCHOOL CALENDAR

See Appendix C

DAILY CLASSROOM ROUTINE

LARGE GROUP TIME

At Large Group Time, the whole group of children and adults gather for academic support, reading, singing songs, dancing, or playing musical instruments. Large Group Time provides an opportunity for each child to participate in a large group, sharing and demonstrating his or her ideas and trying out and imitating the ideas of others. He or she can sometimes be a leader and sometimes a follower. This provides an opportunity for children to learn the social skills of imitation, turn taking, listening to others, and group effort. Adults assist children during Large Group Time by sitting near them, making sure they understand how they can participate and encouraging them to share their own ideas with a larger group.

SMALL GROUP/SKILL BUILDING TIME

During Small Group Time, each adult meets with set children to work on activities planned by the team, to provide some of the key experiences of cognitive growth. Adults plan Small Group activities around the interests and abilities of the children, allowing for individual ideas and differences. They use this time to observe children, expose them to new materials, and give them a chance to find new ways of using materials they already know.

PLANNING TIME

At Planning Time, adults and children meet together to talk about what each child wants to do and how the child might go about doing it. Children decide for themselves how they will use their work time and the adult encourages the child to say or demonstrate what he or she would like to do. The adult helps them learn how to identify choices for themselves. Children who plan for themselves see that they can make things happen. They begin to view themselves as people who can decide and who can act on their own decisions.

WORK TIME/FREE CHOICE

Worktime/Free Choice is the heart of the preschool day. The children may use the entire classroom to explore, learn new skills, try out ideas, and put together what they know in ways that make sense to them. Adults move around the room, observing and helping as needed. During this time, a child and adult may work together on various skills such as fine/gross motor activities or identifying numbers, colors and shapes.

CLEAN-UP TIME

During Clean-Up, children put away the toys and materials they have been using. As they sort, pile, stack, empty and fit together materials as they clean-up, they learn where things go and that similar things go together. Adults assist children during Clean-up by encouraging them to clean up throughout Small Group/Skill Building. Adults warn the children toward the end of Small Group/Skill Building that in 5 minutes it will be Clean-up time, giving a clear consistent signal that Clean-Up has begun, defining specific individual tasks for children who are having difficulty understanding what constitutes Clean-Up and assisting in Clean-Up activities.

RECALL TIME

Recall Time gives children the opportunity to remember and represent what they did during Small Group/Skill Building. By looking back at what they have done, children can start to see the relationship between their plans and their activities and can develop more awareness of their own actions and ideas. In the process of recalling, children attach language to their actions. Talking about, recalling, and representing their actions help children evaluate and learn from their experiences. Recalling in a small group helps them get ideas from each other about things they might like to try.

REST TIME

As a state licensed program, we are required to have a quiet/rest time for children of one (1) hour. We will accommodate the children that may need to rest longer. Children that do not sleep will be offered quiet alternative activities. Staff may assist in the rest/quiet transition by providing a soothing voice or gentle back rub.

OUTSIDE TIME

Outside Time is when children can run, jump, skip, climb, slide, race, hide and dig. Aside from the obvious advantages to their health and well-being, the main rationale for Outside Time is that it enables children to try out Small Group/Skill Building ideas and discoveries outside the classroom. Outside Time is less constricted and intense than Small Group/Skill Building. Some, otherwise quiet children, can open up, talking and working with other children more freely than they do inside. As they play, adults talk to children about what they are doing and help them solve problems.

MEAL TIME

Children in attendance for seven or more hours receive a minimum of two meals and one snack. Breakfast, lunch and afternoon snack are served to all children. Proper nutrition affects the mental and physical well-being of all children. The USDA Food Guide Pyramid is used when planning and preparing meals and snacks. Food provided shall be of sufficient quantity and nutritional quality to provide for the dietary needs of each child according to the minimum meal requirements of the Michigan Department of Health and Human Services. Mealtime is a learning experience. Children and adults, including visitors and parents, sit together for all meals. Adults participate with children in child-initiated conversations throughout mealtimes. A relaxed atmosphere is promoted through family-style meals. Children choose where to sit. Adults sit with children and eat the same foods children eat. Food is provided in serving bowls, plates or baskets that children can use comfortably. Serving utensils are child friendly. Adults begin passing foods and then children continue to pass foods to each. Children are offered each meal item and are encouraged to make their own food choices. Adults offer assistance as needed. Children are encouraged to clean-up any spills and adults provide assistance as needed. When finished, children help clean-up by clearing their places at the table, disposing of their leftovers, washing the table and pushing in their own chairs.

ATTENDANCE POLICY

Consistency in daily attendance will greatly enhance your child's preschool experience. Regular attendance allows children to develop a caring relationship with their teachers and become comfortable with the daily schedule. It is understood that children may occasionally be absent from the program due to illness or special circumstances. Please contact the school/center when your child is going to be absent. Excused absences will not affect your child's enrollment in this program.

In the case of an extended unexcused absence, the center will attempt to contact you by telephone, written correspondence or in person. If we are unable to contact you within one month period, your child will no longer be enrolled in the program. Every effort will be made to contact you before this occurs. Our goal is to work as a team with parents as we provide a quality preschool experience for your child.

Teachers are required to keep daily attendance and absence records which must include documentation for all days tardy and all absences. Teachers will make every effort to ensure that children maintain consistent attendance. If absences are the result of illness (and are well documented) no special action is taken. If the absences are a result of other factors (including temporary family problems that affect a child's regular attendance), the program will initiate appropriate family support procedures for all children with three (3) or more consecutive unexcused absences or ten (10) or more excused absences. Prolonged absences during the school year disrupt a child's routine and interrupt their progress and learning.

The GSRP teachers will review the classroom attendance sheet every Friday. After the third unexcused absence (or 6 tardies) or tenth excused absence, the Preschool Supervisor will contact the family by phone (or through an emergency

contact person) expressing concern and offering strategies to help the family. If phone attempts have been unsuccessful, a letter will be sent to the family. If after five days of sending a letter there has been no response from the parent, the child will be moved to the waiting list and their spot will be given to another student. If a letter is returned due to a change in address at any point during this process, the letter is then placed in the child's file, a notation is made and the child is placed on the waiting list.

If a parent chooses to withdraw their child, they must provide written documentation.

EXCLUSION POLICY FOR SHORT TERM INJURY OR CONTAGIOUS ILLNESS

Listed below are illnesses and communicable diseases that would exclude your child from attending our program. If you question whether or not your child should attend, please call us before coming in. Please report any communicable (contagious) diseases to your child's teacher. If your child should begin to show symptoms of illness at school, the teacher will monitor the student. Teachers will immediately contact the parent/guardian regarding their symptoms along with their ability to remain at school for the day. Symptoms requiring a phone call may include but are not limited to continuous coughing, fever over 100*, diarrhea, rash consistent with any of those listed in the following chart, or other symptoms indicating an illness listed in the chart below.

Illness/communicable Disease	When your child can return
Croup/Coughing	After free from viral infection & child is no longer having difficulty breathing
Diarrhea	When stools are no longer liquid and child is symptom free for 24 hours
Fever of 100 degrees or higher	When fever free without use of fever reducing medication for 24 hours
Hand, Foot and Mouth	When drooling has decreased, lesions are healed, eating is no longer painful
Head Lice	When nit free after treatment with a medicated shampoo
Impetigo	After on medication for 24 hours and with physician's clearance; affected areas must be covered completely
Influenza	Symptom free for 24 hours
Meningitis	Only with physician's clearance
Nasal Discharge (yellow or green)	Discharge is no longer thick yellow or green or child has been on antibiotic for 24 hours
Pink eye/Conjunctivitis	When eye is mucus free and treated by a physician and on antibiotic for 24 hours
Ringworm/pinworm	With physician's clearance
Rosella	After rash is completely cleared
Strep Throat	After on antibiotic for 24 hours
Unidentified Rash	With written clearance from physician

WEATHER POLICY

Area TV and radio stations will broadcast school closings due to bad weather.

Tornado Alert: In the event of tornadoes or other severe weather conditions, the children will be moved to designated safety areas. They will remain in these safety areas until an all clear notice is given.

YOU WILL RECEIVE A PHONE CALL FROM OUR SCHOOL MESSENGER SYSTEM (It is very important to notify the school if your phone number changes throughout the school year).

REST TIME POLICY

As a state licensed program, we are required to have a quiet/rest time for children of one (1) hour. We will accommodate the children that may need to rest longer. Children that do not sleep will be offered quiet alternative activities. Staff may assist in the rest/quiet transition by providing a soothing voice or gentle back rub.

MEDICATION POLICY

The Preschool Teacher must be contacted, and arrangements made prior to any medication coming to school. If your child requires medication to be given during school hours, the following procedures must be followed:

- Medication forms must be filled out (available in the preschool classroom). These forms require the name of the medication, purpose, dosage and time to be administered. **A parent or legal guardian must sign. Medication will not be dispensed without the written authorization from a parent.**
- The Preschool teacher will give the medication as indicated, in the presence of another staff member and then document on the Medication Administration log.
- **AN ADULT MUST BRING ALL MEDICATION TO THE PRESCHOOL CLASSROOM.** Medication must be in the original container (labeled with child's full name). For your child's protection and the protection of all our students, medication prescribed by a doctor is not to be brought in by the student, **THIS INCLUDES ASPIRIN, TYLENOL, COUGH DROPS, and ETC.** as these medications will not be dispensed without the written authorization from a parent.
- All Medications will be stored in a locked cabinet during the school day.

HEALTH POLICIES

NUTRITION

Breakfast, lunch, and a snack are provided daily. Foods served reflect the home and community cultures and are high in nutrients and low in fat, sugar, and salt. All children eat the same foods unless there is a documented allergy or special need for individualization. Parents incur no cost for any aspect of meal service. Parents wishing to bring in food for classroom celebrations should please see the teacher for a list of recommended nutritious options.

PHYSICAL ACTIVITY

Classroom will participate in physical activity for 60 minutes every day, which allows children to develop physical and social skills and reduces stress. Fresh air helps to keep children healthy. GSRP students should come dressed appropriately for the weather. This includes coats, hats, mittens and boots during the winter. Children go outside every day, year-round, unless the temperature is too cold or too hot to be safe. If your child's physician determines that your child must stay indoors, please provide a written statement from the doctor. On days when outdoor play is not possible, physical activities are provided indoors.

PARENT NOTIFICATION OF EMERGENCY EVENTS

Safety and First Aid: Safety and prevention are our priorities. All staff members are certified in CPR and have had basic first aid training. Staff members are qualified to handle all minor emergencies. A parent/guardian will be notified immediately in case of an emergency. If the parent/guardian cannot be reached, the person designated on the emergency card will be called and appropriate action will be taken.

Fire: In the event of a fire, classroom teacher will immediately escort the children, as a group, to the nearest exit and leave the building per the building safety plan. Fire drill emergency exits are posted throughout the building. Regularly scheduled fire drills will be held to practice the event of an actual emergency.

Weather: In the event of a weather emergency, classroom teachers will follow the established building safety plan. Regularly scheduled weather drills will be held to practice in the event of an actual emergency.

Lockdowns and Evacuations: Staff will follow the building safety plan for lockdowns and evacuations. Regularly scheduled lockdown and evacuation drills will be held to practice the event of an actual emergency.

Emergency Information: It is a requirement of a licensed preschool program and the Department of Health and Human Services that we keep current emergency information on file at school. This is very important in the event of an emergency, illness, etc. Let us know immediately of any change in emergency phone numbers, contact information, your home, work, or cell phone, etc. so that we may be able to reach you if necessary.

ACCIDENT AND EMERGENCY POLICIES

Emergency Information: It is a requirement of a licensed preschool program and the Department of Health and Human Services that we keep current emergency information on file at school. Parents/Guardians will discuss with their child's teacher all of the ways that would be best to be contacted through the day. These methods may include a phone call, text message, email, and/or classroom app. Teachers will ensure all phone numbers and email addresses are accurate upon enrollment. If there are any changes to either the Parent/Guardian's phone number or email address, or any of the listed emergency contacts, it is the parent/guardian's responsibility to notify the teacher of the updated information. This is very important in the event of an emergency, illness, etc. Let us know immediately of any change in emergency phone numbers, contact information, your home, work, or cell phone, etc. so that we may be able to reach you if necessary.

Injuries and First Aid: Safety and prevention are our priorities. All staff members are certified in CPR and have had basic first aid training. Staff members are qualified to handle all minor emergencies. In cases of minor injury, simple first aid techniques will be used. If the injury appears to need more attention, the parents of the injured child will be notified so that they may seek their own treatment. Parents will be contacted if their child is injured.

In case of a major injury requiring more professional medical care teachers will call 9-1-1 and a parent/guardian will be notified immediately through the method previously discussed upon enrollment by parents/guardians and the teacher. If the parent/guardian cannot be reached, the person designated on the emergency card will be notified through the appropriate method and appropriate action will be taken. A teacher will stay with the student and escort them to the hospital as needed. Injuries where parents will be notified immediately may include but are not limited to- head injuries, serious cuts, or falls where there may be an internal injury such as a sprain. Teachers will also fill out an accident report for minor and major injuries to be sent home and kept on file at the center.

Child Incident: In case of a lost or missing child, the classroom teacher will notify the program director and immediately begin searching the facility for the child in any space that a child might hide. If a call is warranted to the authorities, the teacher will call 9-1-1 and then immediately contact the child's parent/guardian.

If inappropriate contact or discipline of a child occurs, the staff will immediately document the incident and report it to the program director. An incident may also include an allegation of sexual contact between children or any personnel or volunteer. Parents will be immediately notified of the incident and necessary follow-up actions.

Fire: Regularly scheduled fire drills will be held to practice the event of an actual emergency. Fire drills are minimally held quarterly with monthly being the recommendation. All fire drills are documented in the fire drill log which is kept available at the facility.

In the event of a fire, classroom teacher will immediately escort the children, as a group, to the nearest exit and leave the building per the building safety plan. Fire drill emergency exits are posted throughout the building. Teachers will take attendance to ensure all students are present. Once all students are accounted for, parents/guardians will be contacted about the fire emergency through the method previously discussed upon enrollment by parents/guardians and the teacher. Teacher will then provide instructions on the plan for child pick-up if necessary.

Weather: Staff and students will practice 2 tornado drills before November and/or after March. Tornado drills will be documented in the Fire/Tornado log at the facility and is available as needed.

In the event of a weather emergency, classroom teachers will follow the established building safety plan. If a tornado watch is issued for the area, teachers will monitor the weather and local news outlets for updates. If a tornado warning is issued for the area, teachers will move students to the designated area. Teachers will take attendance of students once in the designated area. Teachers will then contact parents/guardians through the previously discussed method. Teachers will then discuss any relocation and/or child pick up plans as necessary.

Lockdowns and Evacuations: Regularly scheduled lockdown and evacuation drills will be held to practice the event of an actual emergency. Staff will follow the building safety plan for lockdowns and evacuations. In case of an emergency, staff will immediately call 9-1-1 and shut and lock any outdoor windows and doors. Teachers will move students to designated safe spot and take attendance of students in care. Teachers will then notify parents through the discussed method and discuss plans for student pick-up, relocation, and parent access to the building.

CHILD DISCIPLINE/CONFLICT RESOLUTION POLICY

In the GSRP classroom, adults support children as they solve problems with materials and individuals. The schedule, activities, and classroom environment are arranged in such a way as to reduce behavior problems whenever possible. Teachers encourage children to do things for themselves throughout the day, treat conflict situations with children matter-of-factly, approach children calmly and stop any hurtful actions. Placing any substances in a child's mouth as punishment is prohibited. This includes, but is not limited to soap, hot sauce, or vinegar.

Conflict resolution in the GSRP classroom includes the following steps:

1. Acknowledge feelings
2. Gather information
3. Restate problem
4. Ask for solution
5. Give follow up support

POLICY FOR REPORTING CHILD ABUSE/NEGLECT

All staff members in the State of Michigan are required by law to report any suspicion or obvious abuse or neglect of a child to the Department of Health & Human Services. Volunteers at child care centers are also considered mandated reporters



under the Child Protection Law and are required to report any suspected child abuse or neglect. Staff and volunteers are required by law to report immediately to DHHS and follow up with a written report within 72 hours.

PRESCHOOL PROGRAM FUNDING/FEE POLICY

The **GSRP** is a state-funded preschool program for four-year-old children. **Parents incur no costs for the program for those that qualify.** Families who are over the income qualification may be eligible to participate after all qualifying children are served. Tuition will be established based upon income and a sliding fee scale as approved by the State.

GRIEVANCE POLICY FOR PARENT CONCERNS

The goal of the GSRP program is to provide a high quality educational experience and care for all students. We believe in providing a warm, welcome and caring environment where all students can learn and develop.

All families are encouraged to express their concerns to the classroom teachers at any time through a conference, letter or email. Concerns will be addressed according to the following procedure:

1. Any person(s) who has a grievance about any aspect of the GSRP program, should first discuss his/her concern with the student's teacher.
2. If there is not a satisfactory outcome after Step 1, or if the problem recurs, the person(s) should put the grievance in writing to the principal/director. This written grievance should state the concern, the date in which the incident occurred, who was involved, and a suggested solution.
3. If step 3 is necessary, the person(s) filing the grievance, the staff member(s) involved, and principal/director will set up a meeting. An agreed written record of the discussion will be made. All of the parties present at the meeting sign the record and receive a copy of it. A signed record signifies that the grievance has been resolved and the procedure has concluded.

PARENT NOTICE OF PROGRAM EVALUATION

GSRP 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? Contact: mde-gsrp@michigan.gov or 517-373-8483

Or MDE, Office of Great Start, 608 W. Allegan, P.O. Box 30008, Lansing, MI 48909

These materials were developed under a grant awarded by the Michigan Department of Education.

COVID-19 POLICY

Please direct any questions to your local preschool director.

GSRP Preschool Return to School Plan

We are excited to welcome students back to GSRP Preschool on Monday, September 12, 2022. Students will attend school Mondays - Thursdays.

The pandemic shifts rapidly and we don't know what the rest of the school year may bring. If cases increase, Preschool may be ordered to close again, requiring all students to shift to Remote Learning.

Pick-up/Drop off:

Your child will be escorted to and from bus/parent by their teacher. Pick-up and drop off routines will be addressed in detail with you and your child's teacher.

Attendance:

No consequences will be assigned if students are absent due to illness or mandatory quarantine provided the illness is documented by a healthcare provider. Families should continue to follow school attendance reporting procedures if their child is absent.

Ill/Sick Feeling Students:

Please keep children home from school if they are not feeling well.

If any student is not feeling well or showing symptoms of being ill, they will be required to be picked up and taken home IMMEDIATELY. Families should have multiple plans in place so someone is readily available to pick up ill feeling children. It is the family's responsibility to keep the school office updated with parental and emergency contact information.

School Supplies:

Students will not share school supplies. Within each classroom, teachers will have procedures for maintaining individual school supplies.

Social Distancing:

We will practice social distancing when possible.

Cleaning:

Teachers will be disinfecting the classroom and materials regularly.

Transportation:

Students may also have assigned seats. Routes are currently being updated for the school year and route information will be available before schools starts. When routes are finalized, families will receive a phone call from the driver letting them know pick-up and drop-off times.

Water Bottles:

Students are able to bring their own water bottle into class daily. The water bottle must be clearly labeled with your child's first and last name and will be sent home daily to be washed.

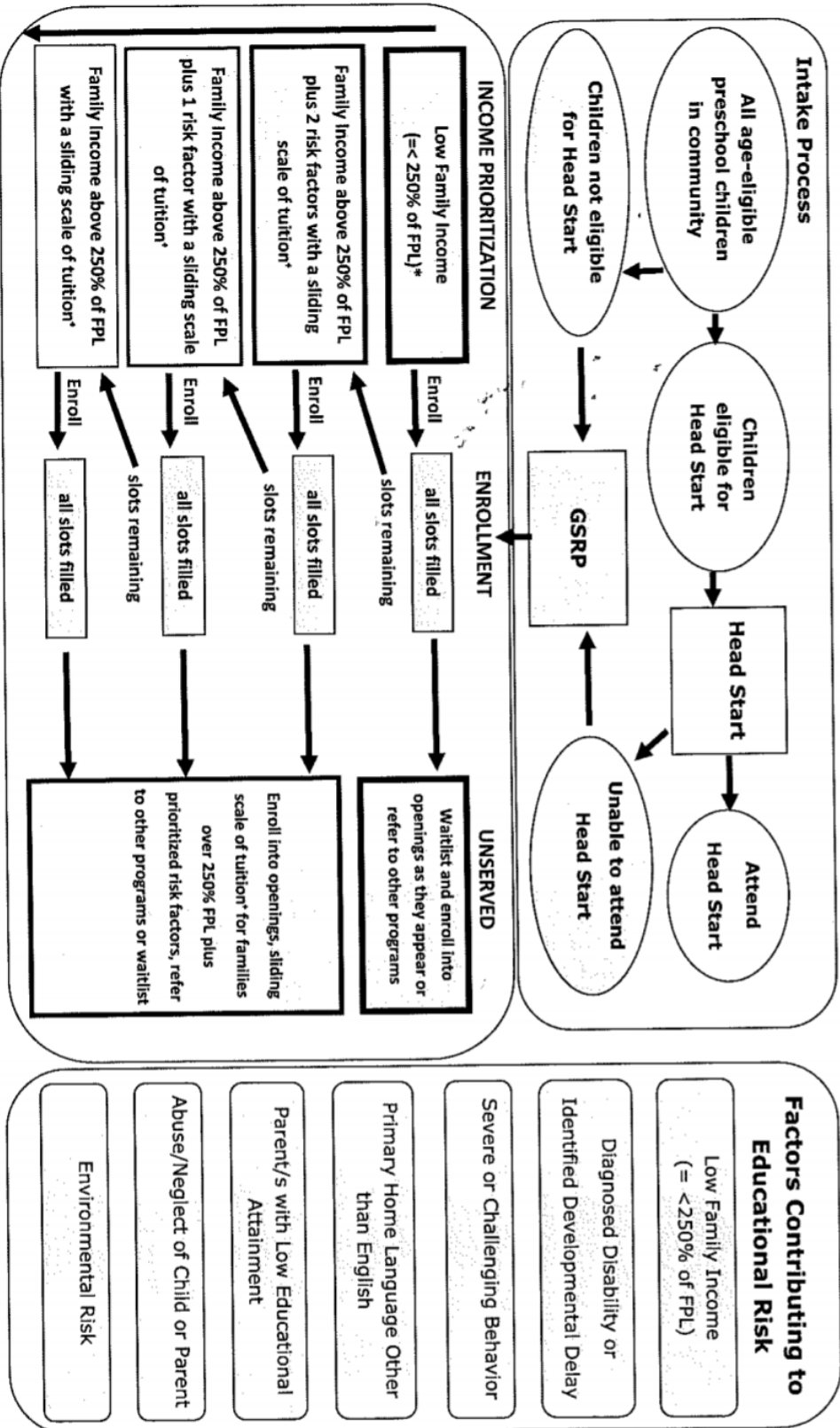
Birthday Treats:

Students will be allowed to bring in Birthday Treats. Items must be factory sealed and individually wrapped. No homemade food items will be permitted.

TAKING TEMPERATURE OF STUDENTS AT HOME:

Families will be required to self-screen with reporting of symptoms and positive cases. Do not send a child to school if temperature is at or higher than 100.4.

Great Start Readiness Program Participant Eligibility and Prioritization Guidelines Eligibility and Enrollment



*Each child's household income is ranked from lowest to highest and divided into quintiles based on how far child's household income is below 250% of FPL, and then enrolling children in the quintile with lowest household income before enrolling children in the next lowest household income. A maximum of 10% of enrolled children may be from families above 250% of FPL. These families must pay tuition calculated on a sliding scale based on family income. November 2013