



GREAT START READINESS PROGRAM PARENT HANDBOOK

2023-2024

Holly Area Schools

Helene Paquet



248-328-3021

www.hask12.org

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Michigan Department of Education.

Contact Information

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Philosophy Statement

Holly Great Start Readiness Program believes individual children develop best in a nurturing classroom through active learning experiences. Teaching teams work to build confidence in all children in order to establish a solid foundation at their own developmental level. We foster supportive relationships with families and community partners to enrich the child's emotional and social development. These beliefs guide our practice and provide the framework for program decisions.

Mission Statement

The mission of Holly Great Start Readiness Program is to educate all students to be productive citizens capable of thriving in a changing environment.

Public Notice
Holly Area School District
Notice of Nondiscrimination

It is the policy of the Holly Area School District not to discriminate on the basis of race, religion, color, national origin, sex, disability, height, weight, or marital status in its programs, services, or activities. Inquiries related to discrimination on the basis of disability should be directed to

Jennifer Lauria
Special Education Director and 504 Coordinator
920 Baird Street
Holly, Michigan 48442
248-328-3100

Direct all other inquiries related to discrimination (Title II, Title VI, Title IX) to

Jennifer Herbstreit, Assistant Superintendent
920 Baird Street
Holly, Michigan 48442
248-328-3100

Program Overview

The Great Start Readiness Program (GSRP) is Michigan's state-funded preschool for eligible four-year-old children with a focus on supporting children's development of school readiness skills. The program is administered by the Michigan Department of Education (MDE), Office of Great Start (OGS). Research on preschool programs and specific research on GSRP indicates that children provided with a high-quality preschool experience show significant positive developmental differences when compared to children from the same backgrounds who did not attend a high-quality preschool program.

To support learning at home and increase positive child outcomes, programs must provide for active and continuous involvement of parents in the learning process. Through advisory meetings, parents assist to evaluate and make recommendations about the program.

Schedule

Classes for the GSRP Preschool students are scheduled Monday through Thursday. There are no GSRP classes held on Fridays.

<u>Patterson Elementary</u> 3231 Grange Hall Road Holly, MI 48442 Office: (248) 328-3700 School Hours: 8:55 am to 3:56 pm	<u>Davisburg Elementary</u> 12003 Davisburg Road Davisburg, MI 48350 Office: (248) 328-3500 School Hours: 8:45 am to 3:46 pm
<u>Holly Elementary</u> 801 East Maple Street Holly, MI 48442 Office: (248) 328-3600 School Hours: 8:35 am to 3:36 pm	<u>Rose Pioneer Elementary</u> 7110 Milford Road Holly, MI 48442 Office: (248) 328-3800 School Hours: 8:50 am to 3:51 pm

Curriculum

Our GSRP and tuition based classrooms use the research based HighScope Curriculum that aligns with Michigan's Early Childhood Standards of Quality for Pre-Kindergarten. Curriculum areas include Approaches to Learning; Social and Emotional Development; Physical Development and Health; Language, Literacy, and Communication; Mathematics; Creative Arts; Science and Technology; Social Studies; and English Language Learners. In the HighScope curriculum, adults and children are partners in play. More information about the HighScope curriculum can be found at <http://www.highscope.org>.

Assessment

Developmental Screening: In partnership with families we complete the Ages and Stages Questionnaire (ASQ) developmental screening for all Head Start children within two weeks of the child's first day of school. This information is entered online where it can be automatically scored. All families will receive their child's results and activities at or before the fall parent-teacher conference. Teachers and families will partner to use the information to plan for each child's success. If further evaluation is indicated by the results of the ASQ, the parents will be notified and a plan of action will be developed.

Ongoing Assessment: We use the High Scope online Child Observation Record (COR) to support and plan for each child's progress throughout the school year. The COR is an observation tool that helps tell the story of your child's growth and development throughout the program year. Notes are recorded and entered in all curriculum areas. Families receive a, *My Child's Developmental Profile (Family Report)* three times.

Notice of Program Measurement

GSRP sites are required to work with the MDE to measure the effect of the state-wide 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.
- 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. If you have questions about this, contact: Address: MDE

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

E-mail: mde-gsrp@michigan.gov

Phone: 517-373-8483

The First Day of GSRP Preschool

The first day of preschool can be exciting and also a little intimidating for a child as well as their parents. Here are a few suggestions to help ease the fears of separation:

- Visit the classroom prior to the first day of school. The classroom teacher will reach out to families prior to the start of the school year for this opportunity.
- Read books about school to your child.
- Discuss the first day of school with your child.
- Be clear when you are leaving, say goodbye and tell them when you will be back.
- Remember, your child will detect your own fears and anxieties, be brave!
- Your child is in safe, experienced, and caring hands.

End of Day Procedure

Your child must be met at the designated pick up area by a parent or person listed on the emergency card with a driver's license or ID to be dismissed. If there is any change in who will be picking up your child, the name of the person picking up your child must be added to the emergency card. **YOUR CHILD WILL NOT BE RELEASED TO ANYONE NOT LISTED ON THE EMERGENCY CARD.**

Field Trips

Field trips will be of an educational nature and will be coordinated by staff and parents in relation to classroom activities. Field trips are a school activity and will be counted as the class time for that day. The program will pay for the child in the program. Parents are asked to attend with their child and transportation may be the responsibility of the parent.

Backpack

Your child should bring a backpack to school each day. This will help cut down on the number of lost items. Your child's backpack is also a form of communication; it will contain notes sent home from the teacher. Please check it every day. **Please keep one extra set of clothes in your child's backpack.**

Daily Routine

Although times may vary from building to building, below is a sample of a typical daily schedule. Your child's teacher will provide an accurate schedule at the beginning of the year.

8:35-9:20 –Arrival/Breakfast/Greeting time –Children enter the room at their own pace. Children have choices about whether to eat, spend time with books or interact with teachers and/or peers. Once all the children have arrived, adults share the daily announcements.

9:20-9:50 –Outside Time –Children have choices about how they play in the outdoor learning environment much as they do during work time indoors. Teachers supervise children for safety and also join in their outdoor play, supporting children's initiatives and problem solving.

9:50-10:00 –Planning Time –Children indicate their plans to the teacher in a place where one-on-one conversations can occur and where people and materials are visible. Teachers use a range of strategies to support children's planning (e.g., props, area signs, tape recorders, and singing, planning individually, in pairs or in small groups).

10:00-11:00 –Work Time (uninterrupted choice time) –Children always initiate activities and carry out their intentions. Children make many choices about where and when to use materials. During Work Time, teachers participate as partners in child initiated play and encourage children's problem solving both with materials and during times of social conflict.

11:00-11:10 –Recall Time –Gathered in small group settings, children choose Time experiences to reflect on,

talk about and exhibit. Teachers provide a variety of materials and strategies to maintain interest as they follow the children's lead and encourage children to share (e.g., individual props such as: puppets, telephones, group games using a hula hoop, ball or spinner, reenacting, drawing, showing and describing a structure or painting). Children are given uninterrupted time to give details of what they did.

11:10-11:25 –Small Group Time –Teacher initiated learning experience based on children's interest and development; where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same materials in their own way.

11:25-11:35-Bathroom/Wash hands/ Prepare for Lunch- Children assist in preparing and setting up for lunch. Children choose where they would like to sit and are encouraged to serve themselves.

11:35-12:15 – Lunch –Family style meals support children doing things for themselves (e.g., serve themselves, pour the beverage, distribute napkins, wipe up spills etc.). Children choose whether to eat, what to eat and how much to eat. All Children are encouraged to clean their own space including disposal of leftovers, wiping tables and pushing in their own chairs.

12:15-12:35 --Large-Group Time/Music and Movement – Children will participate in activities planned around children's interests, developmental levels, music and movement, cooperative play and projects, and events meaningful to children.

12:35-1:35 –Quiet/Resting Time –Resting is a time for sleeping or quiet, solitary, on-your-nap mat play. Rest time plans are individualized to meet the needs of each child. Quiet play could include books, dolls, and fine motor manipulatives.

1:35-2:05 –Wake/Bathroom/Snack –Children are gently awakened as teachers play music, open blinds, and turn on lights. Students and teachers work together to put away nap mats and set up for a snack. (Snack time procedure is the same as lunch procedure).

2:05-2:35 –Outside Time

2:35-3:36 – Plan/Work/Recall and cleanup Time/ dismissal

Toilet Training

Your child must be toilet-trained and independent in taking care of bathroom needs. We understand that children may have accidents; therefore, in the event that your child has an accident and dry clothes are accessible, then your child will be sent to the restroom to change their clothes. If dry clothes are not available or additional clean-up is needed, parents may be called for immediate pick up or to come to school to assist with changing. Students who are not potty trained will not be allowed to attend.

Rest Time

All children will be provided with a cot or mat on which to rest. Families are welcome to provide their child with a small blanket. A large blanket or pillow should NOT be sent. Talk with your child's teacher if you would like to bring other rest items for your child. Please remember to label all items sent to school. Rest items provided by families will be sent home at the end of each week for laundering. Transitioning into rest

time, children are encouraged to gather their nap belongings and place them on their cot. The lights dimmed and soft music will be played. Rest time is scheduled to last no longer than one hour. Children that do not rest are welcome to participate in a variety of quiet activities on a cot, on a mat, or at a table. After an hour, the lights are turned on and children are encouraged to return their rest items to their cubbies. Children that are still resting will be gently encouraged to wake up but not forced to get up.

Outdoor Time

Your child will go outside every day. Outdoor play time is structured to be a healthy, educational and enjoyable time for children. Please make sure your child is dressed in clothing that is appropriate for the weather conditions. If it has recently rained, your child will need to have a pair of boots to wear outside. If there is snow on the ground and/or the temperature outside is very cold, your child will need a snowsuit, hat, gloves or mittens, and snow boots. Each child must have a complete change of clothes (underwear, socks, shirt, and pants) that will be kept in the classroom. Each piece of clothing must be clearly labeled with your child's first and last name. If you are in need of any of these items please let your classroom teacher or program administrator know. Kindly remember if your child is too sick to go outside and play, he/she is too sick to come to school.

Admission

Children must meet criteria based on the MDE, Department of Licensing and Regulatory Affairs (LARA), and federal guidelines if the program is a GSRP/Head Start blend. Priority is given to families with greatest need. Students are not selected on a first-come, first-serve basis. Prior to admission, the following documents need to be completed and on file:

- Proof of age (four years old on or before September 1), which could be one of the following: ●
 - Birth certificate (a district may require a certified copy)
 - Passport
 - Hospital record
 - Baptismal record
 - Other governmental form such as a Medicaid Card
- Proof of income, which could be one of the following:
 - Tax return
 - Paycheck stub
 - W-2 Form
 - Written Statement from employer(s)
 - Public assistance
 - Signed Income Verification Form or local equivalent
- Proof of residence, which could be one of the following:
 - Driver's license
 - Recent pay stub with employee address
 - Utility bill
 - Other recent government issued document listing the address and name of parent of child ●

Eligibility factor information and related documentation

- Head Start Waiver (if applicable)
- Immunization records
- Child Information Record
- Application
- Free and Reduced Meal Family Application

Once the above documentation is on file, a determination regarding admission will be made. A child will either

be admitted to the program or placed on the waiting list. Children will be on the wait list in order of need, listing those with greatest need first.

A Health Appraisal must be on file within the first 30 days of initial attendance or the child will not be able to attend until it is submitted. The Health Appraisal must have a physician's signature, stamp, and the date.

Tuition

Some families may be eligible and pay minimal tuition on a sliding scale provided by Oakland Schools. If a parent is responsible for tuition, they will be notified of the amount and specified time periods of payment (e.g. weekly, monthly, or one annual payment). Payment can be made with check, or credit card. There are no fees for late payments, special trips or projects, days the program is closed, or if a child is ill or on vacation.

Confidentiality

Out of respect for the privacy of each family in our program, all information pertaining to students and families will be kept confidential. If a student is attending a program administered by a public school, the student's COR assessment and attendance records may be passed on to the students' Kindergarten school building. Information may be reviewed by Oakland Schools and/or the MDE to ensure and support program compliance. The only instance in which information will be shared about a child or family without a parent's written consent is when staff has reason to suspect the child may have experienced abuse or neglect.

Emergency Contacts

An emergency card is a document that is required, used in the classroom, and carried with the teacher whenever the class leaves the room for class activities such as gym, playground, library, etc. All information on your child's emergency card must be current and updated whenever necessary. This is for your child's safety. New telephone numbers, new child-care providers, changes in medical coverage, and new addresses must be reported. If your phone is disconnected, you must provide the school with an alternative contact number. **Cell phones must be turned on and answered during school hours if they are the main source of contact.** Failure to pick up your child in the event of illness or trauma may be considered neglect. **Please remember to update these emergency cards whenever your information changes.**

Transportation and Pedestrian Safety

An adult must escort children arriving at school into the building. Parents must sign their children in each day and sign back out at the end of class. Parents must release their child to a staff member before leaving their child at school. Children cannot be dropped off before school begins. All children must be picked up on time. If you are experiencing a situation that prevents transporting your child to and from school at the designated time, please talk to us. We may be able to help! Vehicles must not be left running in our parking lot. Children should not be left unattended in vehicles. These rules are very important for the safety of your children, please share this information with anybody who may be bringing your children to school.

Food Service

A planned food service program will be part of the school day. There is no cost for snacks or meals. The following meals/snacks will be served at the following times:

- Breakfast at approximately 8:45am
- Lunch at approximately 11:30am

- Afternoon snack at approximately 2:30pm

Michigan Department of Education

Child and Adult Care Food Program

Civil Rights

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) (http://www.ascr.usda.gov/complaint_filing_cust.html) online, 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

(3) Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Families are not allowed to send in food for their children simply because the child does not like the food served or prefers something from home. A child may have to be exposed to a food that is new 12 or more times before becoming comfortable with it. Through our family style dining approach, children will build relationships with each other while learning healthy eating habits.

Parent Involvement

Parent involvement is welcomed and encouraged. To establish and maintain a strong school-home connection, which benefits children, we offer the following ways for families to be involved:

- Volunteering in the Classroom: Talk with your child's teacher about how you can be involved as a

volunteer. We provide support through our volunteer supervision policy.

- Home Visits and Parent-Teacher Conferences: Teachers work with families to schedule two home visits and two parent-teacher conferences. Additional meetings can be arranged.
- Parent Meet and Greet/ Orientation: Takes place at the start of the school year to support relationships, invite input, share community resources, and encourage future involvement in program decision making.
- Parent Advisory Meetings: Two or more are scheduled to share program goals, share community resources, and attain input related to program decisions.
- Data Analysis Meetings: Three are held with participation from parents, an administrator, teaching staff, and an Early Childhood Specialist to review program data and set goals.

Home Visits and Conferences

Teaching staff conduct (2) home visits at 1 hour each. We hope that you will welcome the teaching staff into your home. The purpose of the home visit is to let children know teachers and parents work together for their benefit. During the home visit, families and teaching staff get to know one another and children become familiar with teaching staff. This helps ease the transition from home to school. Teachers will have plenty of time to answer families' questions and address their concerns. Staff will make every attempt to schedule home visits at a time that is convenient to families.

In addition to (2) home visits a year GSRP staff will conduct (2) conferences at 45 minutes each with the family of each enrolled child per program year. The results of COR scoring and the child's general progress in all areas will be shared with the parents during these conferences. Parents will be given ample time to ask questions, share suggestions and address concerns. Staff will make every attempt to schedule conferences at a time that is convenient to families. In addition, families may request a conference at any time during the program year.

Before/After Care for GSRP

If you need childcare before or after the GSRP hours, please let us know. Before and after care is available at our sites through Latchkey services, please call (248)328-3021 for more details. A separate parent handbook and is available for that program. There is a separate registration process for Latchkey services.

Referrals for Child and Family Needs

We strive to meet the individual needs of all children in the program. To determine each child's needs, the program conducts screenings within the first two weeks of the child's first day of school to assess children's developmental, behavioral, and language development. If these screenings - as well as information gathered from observations or provided by parents, doctors, or other specialists - result in a concern about the child's development or functioning, we will begin a process to follow up on that concern, including further evaluation if needed.

In case of a suspected disability (including moderate developmental delays or concerns that persist after intervention), parents may request an evaluation. Upon a written request from the parent, the school district where the parent lives has 10 school days to inform the parent in writing of the intent to evaluate, and seek consent. Evaluations may only take place with written parental consent.

Once all information is gathered, it is reviewed with the parents. If the results recommend an Individualized Education Program (IEP), a meeting will be scheduled with parents and other personnel involved. Any additional services to be provided and who will provide such service will be determined at this meeting. Your child's teacher, administrator, and the special services team will work together throughout the year to ensure

that the IEP is being implemented with fidelity, including the use of special modifications and strategies to support your child in being a fully participating member of the classroom community.

If your child enters the program with a documented special need, the documentation will need to include a notation that GSRP is a suitable setting in light of the needs of the child.

Families may also need services unrelated to special education. To provide this support, families are asked to provide information related to the child's life experiences and current living situation. If there is a non-educational need that your family has, please notify a staff member. Staff will seek the resources you need and follow-up accordingly.

Attendance Policy

Please make every effort to arrive at school on time. When children arrive after the day has started, they miss out on important parts of the routine. Children who consistently arrive on time and are in school every day quickly master the routine, learn more, are happier to be in school and receive the maximum benefit from our preschool program. If your child will not be in attendance, please notify your child's teacher before the program day begins and let them know your child will not be attending and the reason for not attending.

If a child is absent and the program is not contacted by the parent, the program will attempt to make contact with the parent. If the program cannot make contact with the parent for 3 consecutive days, then a letter will be sent to the parent. If the program does not receive a response within 10 days of the date of the letter the child may be moved to the program's waitlist.

If a child is consistently absent, resulting in the child missing 15% or more of the program, the program will partner with the family to resolve the situation. If the situation cannot be resolved, then the child may be moved to the waitlist.

If a child will be missing a consistent month or more of the program, the child may be moved to the waitlist and another child enrolled. When the child who planned an absence returns the child may be re-enrolled if the program has an opening.

It is important that children are picked-up on time. Please call the school office or the classroom teacher if you know you are going to be late picking up your student. Holly Area School District offers Latchkey services for before and after school care to support you and your family. If you are unable to pick up your child at the end of the day, please sign up for Latchkey. Please contact (248) 328-3021 for more information about Latchkey services.

Any family whose student is not picked up within 15 minutes of the end of the school day will receive the following procedure. **Reminder please call the building office or teacher anytime you are running late this will prevent further warning.**

1st Warning- Reminder that you need to call the office or teacher if you are running behind.

2nd Warning- A written notice of tardiness will be given to you with a statement of 2nd warning and a signature of understanding will be needed.

3rd Warning- Child is taken to Latchkey and a **fee** will be assessed by the Latchkey program of **\$50.00** and the **current hourly rate**.

Withdrawal Process

Our GSRP withdrawal process consists of two parts: 1) The steps we ask families to take if they decide to leave our program and (2) reasons why a child might be asked to stay home or leave a GSRP program.

1. Parent initiated withdrawal

- If you decide to withdraw from our program, please let your child's teacher know as soon as possible so that we can notify a family on our wait list.

2. Program initiated withdrawal

- Once enrolled in GSRP, the only reason we will initiate permanent withdrawal from our program is due to low attendance (see Attendance Policy)
- Children will be asked to stay home while they have a contagious illness that endangers the health and/or safety of children or others. (see Health Guidelines)
- According to the MDE, children enrolled in GSRP programs "must not be excluded or expelled because of the need for additional medical or behavioral support." If your child is struggling in our GSRP program, we will partner with you to help your child succeed.

Conflict Resolution/Discipline

Staff support children as they begin to understand their behavior choices and learn acceptable ways of interaction with others. The approach we use promotes and encourages self-regulation, self-direction, self-esteem, and a spirit of cooperation. We use a six-step process to resolve conflicts. The steps are: 1.

Approach children calmly and stop any hurtful actions

2. Acknowledge children's feelings
3. Involve children in identifying the problem by gathering information
4. Restate the problem in children's vocabulary
5. Ask children for solutions and encourage them to choose one together
6. Give follow-up support when children act on their decisions

We encourage you to help us give children a consistent message by trying to use the six steps at home.

Staff is prohibited from using these forms of punishment:

- Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.
- Restricting a child's movement by binding or tying him or her.
- Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
- Depriving a child of meals, snacks, rest, or necessary toilet use.
- Excluding a child from outdoor play or other gross motor activities.
- Excluding a child from daily learning experiences.
- Confining a child in an enclosed area, such as a closet, locked room, box, or similar cubicle.

Reporting Abuse and Neglect

By law, employees are required to report suspected cases of abuse or neglect to the Child Protection Division of the Family Independence Agency of Michigan. After the initial call is made, a follow-up written report will

be made within 72 hours. The school district may not dismiss or otherwise penalize an employee for making a report. Abuse includes any suspected neglect, sexual abuse, physical abuse, emotional abuse, and verbal abuse.

Court Orders

Court Orders It is the parent's responsibility to provide any court orders pertaining to their child. Staff is not allowed to release the child to anyone not on the emergency card unless we are notified by the parent. We cannot hold a child from the legal parent if we do not have a court order.

Accidents/Emergencies

In case of an accident/injury a staff member will identify the injury and notify the certified CPR/First Aid staff member. An incident report will be completed by staff and submitted to the office by the end of the school day. A parent can obtain a copy of the report by request.

When a child incurs a minor injury, staff will take the following steps:

1. Immediate care is provided to the child
2. A phone call, written report ("Ouch Report"), or both will be provided to the parent at or before dismissal on the day of the minor injury

When a child incurs a serious injury, staff will take the following steps:

1. A staff member calls 9-1-1 and then immediately phones any other required personnel that need to be notified when 9-1-1- is called, while the certified CPR/First Aid staff member remains with the injured child.
2. Ensure the scene is safe. If so, provide care and comfort to the injured child until EMS personnel arrive.
3. EMS personnel will determine if the injured party needs to be taken to the hospital. 4. The parents will be contacted by phone once the situation is under control. If the parents cannot be reached the next person on the emergency card will be contacted until either the program is able to talk with someone or all individuals have been phoned.
5. A staff member will ride in the ambulance if the parent is unable to do so.
6. Within twenty-four hours of the injury, a call will be made to the Department of Regulatory Services Licensing Division followed by a written report within three days of the injury.

School Calendar/Inclement Weather

Each family is provided a program calendar prior to the first day of school. Refer to the calendar for information regarding the first day of school, last day of school, school breaks, or other days the classroom may not be open. If you are in need of another copy of the program calendar please contact your child's teacher or the program administrator. The Preschool calendar is also available on the district website under the Early Childhood tab. Please note that the Preschool calendar is different from the K-12 district calendar.

The program will operate with the children in attendance for a minimum of 120 days of the academic school year. The program will be closed on home visits, conferences, school holidays, snow days, or other emergency days as set by the GSRP Program.

School Closing Information: Local channels, radio and www.hask12.org

Health Guidelines

Regardless of the precautions taken at home or school, your child may become ill during the course of the school year. If your child becomes ill, you will be called and asked to pick up your child. If you are unavailable, we will call someone on your Child Information Record. The child should be picked up within one hour of being

notified. If your child has been **absent for more than 3 days due to a sickness, communicable disease, medical procedure (surgery of any kind) or hospitalization (emergency room included)** it is required to present a **doctor's note to your child's teacher documenting a return date that the child is able to return to school.** Without documentation your child will be excluded from the school day until the note is obtained.

There are times when a child should not be sent to school. These times include when a child has:

- A fever (temperature of 100.4 or more)
 - Children must be free of fever for 24 hours (without fever reducing medication) in order to return.
- Diarrhea or vomiting
 - Child must be symptom free for 24 hours in order to return
- Discharge or redness of the eyes
- Discharge from the ear
- Green or yellow discharge from the nose
- Persistent or productive cough
- Sore throat
- Skin rash
- Ringworm (exclusion is not necessary unless the contact with others could promote spread), lice, hand-foot-mouth or any other communicable disease listed on the Oakland County Health Division Communicable Disease Reference Chart (<https://www.oakgov.com/health/services/Documents/Communicable%20Disease%20Reference%20Chart.pdf>)

Parents must notify the school if a child has a communicable disease or an extended illness for more than 3 days. When applicable, the school will notify families of an illness. A doctor's note for treatment of a communicable disease or an extended illness (more than 3 days) will be required for re-admittance to school.

Communicable Diseases

The following are symptoms suggestive of communicable diseases. Children, staff, or volunteers with these symptoms should be kept home. If any of these symptoms are noticed while your child is at school, you will be contacted immediately. Children, staff and volunteers should be seen by a physician and will be excluded from school using the Oakland County Health Department Exclusion Guidelines.

- Red, running, or discharging eyes
- Persistent or productive cough
- Sores or crusts on the scalp, face, or body particularly if red, swollen. Or draining
- Any skin eruption or rash
- Sore throat
- Swollen or tender glands
- Fever
- Nausea or vomiting
- Pain and stiffness of neck and headache
- Jaundice yellowing of eyes or skin.
- Diarrhea or persistent abdominal pain

Any of the above symptoms may be associated with communicable diseases. They may also be symptoms of non-communicable diseases, but must be considered as signs of illness that should have medical attention. It is very important to report any illness to your child's teacher. We are required to report many conditions and diseases to the health department within 24 hrs.

Calling the Oakland County Health Department at 248-858-1280 or Nurse On Call can obtain questions concerning communicable diseases or any health resources at 1-800-848-5533

Medication

In order to establish and maintain a system of safe storage, handling and administering of medications at school, an Authorization to Administer Medication Form is required. We will follow all steps noted in the Licensing Rules for Child Care Centers, Rule 400.8152, including:

- Medication, prescription or nonprescription, shall be given to a child by an adult caregiver only.
- A caregiver shall give or apply medication, prescription or non-prescription, only with prior written permission from a parent. A physician's permission may also be required.
- All medication shall be in its original container, stored according to instructions, and clearly labeled for a named child.
- Prescription medication shall have the pharmacy label indicating the physician's name, child's name, instructions, and name and strength of the medication and shall be given according to those instructions.
- Topical non prescription medication, including, but not limited to sunscreen and insect repellent, requires written parental authorization annually. Any nonprescription medication needs to be provided by the parent.

Health Care Resources

Oakland County Health Division	248-858-1280	1200 North Telegraph	Pontiac, MI 48341 https://www.oakgov.com/health
Crittenton Hospital	248-652-5000	1101 West University Dr.	Rochester, MI 48307
National Capital Poison Center	1-800-222-1222		www.poison.org
General Health & Wellness	American Academy of Pediatrics		www.aap.org
	Healthy children		www.healthychildren.org
	Bright Futures		www.brightfutures.org
Nutrition	My Plate (USDA)		www.choosemyplate.gov
	American Dietetic Association		www.kidseatright.org
Violence & Bullying			www.stopbullying.gov

Handwashing

Staff will use and actively teach children and model the following hand washing procedure.

- Hands will be washed with soap and running water. Hand sanitizers and pre-moistened wipes may not be substituted.
- Have a clean paper towel available.
- Turn on water to a temperature between 60 and 120 degrees F.
- Moisten hands with water and apply soap.
- Rub hands together vigorously until a soapy lather appears and continue for at least 10 seconds.
- Rub areas between fingers, around nail beds, under fingernails, jewelry and the back of hands.
- Rinse hands under running water until they are free of soap and dirt. Leave the water running while drying hands.
- Dry hands with a clean, disposable paper towel. Turn water taps off with the paper towel.
- Dispose of the paper towel in a lined trash container

Staff will wash hands at the following times:

- Upon arrival at work
- Before preparing, serving, and/or eating food
- After using bathroom
- After sneezing into hands
- Every time after handling soiled clothing, toilets, a sick child, wiping a child's nose, head lice check, before and after using vinyl gloves.

Children wash their hands at the following times:

- Upon arrival
- Before preparing or eating food
- After toileting
- Whenever dirty
- After sneezing in hand or blowing nose
- Any other time that the child chooses

Cleaning Procedures

- Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution. ● Three step process on all eating surfaces 1. Soap and water 2. Water 3. Bleach (let air dry if possible, if not wait 10 seconds before wiping)
- Diluted bleach solution on used toys before being used again. (Clean and dirty toys will be rotated daily).
- All toys must be sprayed at the end of the day when children leave and can be left to dry until the next day.

Grievance Policy

We strive to provide a positive, nurturing environment for all. However, at times concerns may arise. If you have a concern about something related to your child's preschool program the best place to start to resolve the issue or concern is with the child's teacher. Talk about the concern with the teacher and try to reach a solution. If that does not work, you are welcome to contact the program administrator. We will work with all families to arrive at an agreeable resolution for all parties.

1. Speak to your child's teacher about your concerns.
2. If you still have concerns after speaking with the teacher, make an appointment to speak with the Early Childhood Principal.
3. If you still have concerns after speaking with the director, contact Scott Roper, Superintendent for Holly Schools
4. Any concerns after that point would be directed to the Holly Area Schools Board of Education

If an agreeable resolution cannot be attained between the parent and program staff, a parent can contact the Oakland Schools Early Childhood Unit Early Childhood Contact (ECC) at (248) 209-2000. If resolution cannot be found with Oakland Schools, families can contact the MDE at (517) 373-8483.

Behavior Management

Conflict Resolution is a strategy used in the classroom. Conflict resolution is used to handle disputes between children. It is a problem-solving approach that teachers use, but can also be used by parents in the home setting.

The six steps to Conflict Resolution are:

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. ("I need to hold this while we talk.")

3. Gather information.

- "What's the problem?" Listen to each child's version of the problem.

4. Restate the problem. This helps the child know that they are getting their point across.

- "So the problem is..." "Susie you're telling me the you had it first and Bobby your telling you had it first." If the child corrects you, restate the correction.

5. Ask for ideas for a solution and choose one together.

- "What can we do to solve this problem?"
- Encourage children to think of a solution.
- If the children do not agree then tell them that you have an idea.
- Give limited choices. "You can choose one of the ideas that we have talked about or find something else to do."
- Tell the children that you will decide for them. (This is a last resort and rarely needed.)

6. Be prepared to give follow-up support.

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

In cases where behavior management procedures are ineffective, the teacher will discuss the situation with the parent to design a plan for the individual child and the particular behavior, which needs to be addressed. This plan will address methods of behavior modification that may include home environment, classroom environment, nutritional habits, sleeping patterns, television exposure, counseling, etc. Below is the procedure followed.

Severely Challenging Behavior Policies and Procedures

Overall Purpose of Behavior Policy:

Promoting a healthy and safe environment for all children and staff, HAS GSRP has established a Severely Challenging Behavior Policy.

A child may be considered for alternate program options/variations if the behavior that is expressed by a child during classroom hours, is repetitive and endangers or threatens another child or classroom staff. At no time will a child be expelled for such behaviors.

(a) Limitations on Suspensions

(b) Prohibition on Expulsion

PURPOSE:

Severely challenging behaviors include, but are not limited to: biting, hitting, kicking, choking, throwing objects that may cause harm, and inappropriate sexual behaviors. These behaviors not only hinder the educational growth of the classroom but the child displaying the behavior. With appropriate interventions HAS GSRP's purpose is to decrease aggressive behavior, protect safety of all involved and ensure educational growth while in preschool.

PROCEDURE:

LEVEL I

If a child, **on a regular basis (two times per week or more), is harming himself/herself, or others, or destroying property**, then the following procedure is used:

1. A staffing referral is made, either by parent or staff member, outlining the general and/or behavioral concerns.
2. Teacher and Teacher Assistant record anecdotal notes, including the behavior observed, time, date, place, apparent triggers and others involved. This takes place for three (3) weeks unless it is an emergency situation.
3. Parent signs permission for observation by support staff. Appropriate support staff (mental health, disabilities, etc.) talks with the family advocate and parent to see if there is additional information that would be helpful in understanding and solving the issue. Mental Health Staff will complete a questionnaire with parents to help obtain additional information. Support staff provides a copy of the permission for observation to the Family Advocate, providing details as necessary.
4. Appropriate support staff makes and records observations.
5. Once observation is complete, Teacher, Principal, and support staff meet and decide if the situation requires staffing.
6. If a child has IFSP/IEP, LEA will be consulted on services provided to child and family. Information will be brought in for review during the staffing.
7. A follow up meeting is scheduled for two weeks to discuss progress. During the two week period, the Teacher continues to record the child's behavior.
8. Level 1 should take a minimum of four (4) weeks and a maximum of eight (8) weeks.

LEVEL II

If the disruptive behavior continues the following procedure will be implemented:

1. A second follow up staffing meeting will be scheduled to review the Level I plan and its implementation. The Teacher will contact the parent to set up the meeting. The following questions to be considered in this meeting are:
 - Have strategies been implemented on a consistent basis by both parent(s) and staff?
 - Has there been measurable improvement in the child's behavior since the implementation of the strategies?
 - Have parents and staff made a reasonable effort to follow Mental Health/Disability recommendations, but the child's disruptive behavior continues?
 - Is the behavior life-threatening or does it pose an injury risk to self?
 - Does the behavior seriously interfere with students' learning or the other students' learning?

- Does the behavior hurt other children or staff or damage materials?
- Has trained staff found it necessary to hold the child to keep the child and others safe?

2. Depending on the answers to the above questions, staff and parents will discuss and decide whether to continue with the Level I plan, or if it is necessary to continue to Level III.

LEVEL III

1. If a decision is made to move to Level III program staff and parents work together to construct an alternate program option that would best meet the needs of the child and family. The Principal, Mental Health staff, and any other support staff will also attend this meeting. Options to be considered include:

- A shortened school day
- Fewer days per week
- Home Base Option
- Parents attending class with child

2. An Alternative Program Option Plan is written that includes input and signatures from parents/guardians and staff. The Alternative Program Option Plan is a positive plan of action which includes specific action steps, goals and time frames to improve the child's behavior with the ultimate goal of returning the child to the original program option. Parents and staff write out specifics. The plan should include any plans for further evaluation and or counseling by external mental health staff or by public school special services professionals.

3. In the event the parent or guardian, fails, refuses or is not able to comply and cooperate with the Alternative Program Options Plan and the child's behavior continues to present a danger, threat or concern for safety for other children or adults in the classroom, the following will be a final consideration. The child's parents, Teacher, Principal, Mental Health staff, will meet and consider all alternatives available for the best interest of the child and the program. It may be necessary to serve the child in the home base option.

Licensing Notebook

The program licensing notebook is available on-site for parental inspection. The licensing notebook includes all licensing inspection reports, special investigation reports and all related corrective action plans (CAP) since May, 2010. The notebook is available to parents during regular business hours. Licensing inspection and special investigation reports from at least the past two years are also available on the child care licensing website at: <http://www.michigan.gov.michildcare>.

Pest Management

Holly

Area Schools has adopted an integrated pest management program. Inherent with this are the district efforts to reduce pesticide use as much as possible. While it may occasionally be necessary to apply a pesticide, these will only be used as a last resort. This program does not rely on routine pesticide applications to resolve problems. We use various techniques such as habitat alteration, sanitation, mechanical means, exclusion, etc. To prevent pests from being a problem. You will receive advanced notice of the application of a pesticide, other than bait or gel formulation at your child's school. The advanced notice of application will be given 48 hours before the application. The law requires us to do this notification by using two methods. The first method required by law is posting at entrances to your child's school. The second method we are going to use is posting in a common area located by the main office of the school. Parents are also entitled to receive this notice by first-class mail postmarked 3 days before the application. If you would like to be notified by mail please contact the operations department at the following number **(248) 328-3163**. Please give the operations department your name, mailing address and what school your child attends. In an emergency (for example a bees nest), pesticides may be applied without prior notice, but you will be provided with a notice following such an application. You may review our IPM program or pesticide application records for your child's school by emailing the facility

supervisor at e-mail address Steve.Lenar@hask12.org