



CALHOUN INTERMEDIATE SCHOOL DISTRICT  
FAMILY HANDBOOK

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## **MISSION STATEMENT**

Mission- All children will be safe, healthy, prepared, and eager to succeed in school and life.

## **PHILOSOPHY**

The Calhoun Intermediate School District Great Start Readiness Program is committed to giving every child a great start in order to be successful in school and in life.

We believe that school readiness begins by supporting children's health and development across all domains. This is achieved through the following areas:

- A learning environment that fosters independence, creates an inviting space and provides open-ended, multi-faceted materials that reflect children's interests and experiences.
- Relationships built on mutual respect and trust, that support child initiative and problem solving, encourage identifying and managing emotions and promote adult scaffolding of children's learning. Social relationships are encouraged through learning conflict resolution, working cooperatively in small and large group settings and exhibiting a respect and appreciation for all people.
- A curriculum that promotes active learning and responsive teaching for various learning styles. Assessment tools that use observation and documentation to record children's current strengths while planning for children's growth, share progress reports and gather family input on child's individual development and outcome goals and provide data to use as a tool for planning staff and administration professional developments.
- Family involvement includes various forms of open, respectful, two-way communication, volunteer opportunities in and out of the program setting, events or activities supporting family growth and understanding of identified concepts that are relevant to them and opportunities to have their voices and opinions heard, such as through advisory committees and program evaluations. Family home life and cultures are reflected and celebrated through materials and interactions.

## **PROGRAM OVERVIEW**

The Great Start Readiness Program (GSRP) is operated by a grant received from the State of Michigan. This is a program for four-year old children with factors which may place them at risk of educational failure. The children are in attendance Monday-Thursday or Tuesday -Friday for either a school day or part day, depending on the program. The adult-child ratio in every classroom is 1 teacher for every 8 children with a third teacher added when the number of enrolled reach 17 and a cap is set at 18 children.

## **NON-DISCRIMINATION POLICY**

Calhoun Intermediate School District's Great Start Readiness Program shall not discriminate in its policies and practices because of age, race, color, national origin, marital status, disability, physical characteristic, gender, religious beliefs, cultural identity, socioeconomic status, familial status and genetic information.

## **CULTURAL COMPETENCY PLAN**

Calhoun Intermediate School District's Great Start Readiness Program recognizes and respects all children's home cultures. This includes but is not limited to the religion, language, race, celebrations, socio-economic status, education level of family members, child-rearing practices and family structure in each home. We strive to reflect this through the policies and procedures including having translators and forms in various other languages, our verbal and non-verbal language, events that include all members of the family, materials in our classrooms, the Parent Advisory Committee, conferences and home visits. We encourage families to share information, skills, materials and knowledge from their home culture throughout the year. We have a strong commitment to handle any information about or interaction with a family with respect and confidentiality (see Confidentiality Policy). Our staff will have opportunities annually for professional development, discussions, and exchanging of ideas to further their understanding of this topic.

## **LICENSING NOTEBOOK**

This program is licensed under DHS and follows all licensing guidelines and rules. A copy of these rules and guidelines is available on the information board in or near the classroom as well as online at [www.michigan.gov/dhs](http://www.michigan.gov/dhs). Each site shall maintain a licensing notebook that contains information about renewal inspections, addendums, corrective action plans, any special investigation reports and product recalls. All families will be given notification on the contents and location of this notebook. Families are welcome to review this notebook any time during the program's operating hours.

## **PROGRAM EVALUATION**

Each classroom will be rated utilizing the Classroom Assessment Scoring System (CLASS) to provide feedback on areas of strengths and areas for improvement twice a year. Results will be used to plan staff trainings, revise management practices, and seek additional resources.

Each classroom's instructional staff will be observed and given feedback at least twice per year by an evaluator that is familiar with the chosen curriculum. This feedback will be used to discuss strengths and improve the quality of programming.

Each program will complete a self-assessment and receive a rating from the Great Start to Quality program. The rating will be awarded that will be available for viewing on the Great Start

Connect website, [www.greatstartforkids.org](http://www.greatstartforkids.org)

## **CURRICULUM**

Calhoun ISD's Great Start Readiness Programs have the option to use the HighScope Curriculum or Creative Curriculum. Both curriculums are research based and validated to provide a comprehensive early childhood framework for classrooms.

### HighScope

Researchers have tested the HighScope approach and the effectiveness of the curriculum. Studies found that children from a high quality classroom using a HighScope Curriculum:

- showed higher social responsibilities
- demonstrated higher employment rates and annual earnings
- had higher educational achievements
- took more responsibility with their families

HighScope is built upon the idea that children construct knowledge through active learning and supportive adult-child interactions. In an active learning setting children choose materials to explore, search for answers, and problem solve obstacles they encounter with adult support and guidance. Positive relationships develop through shared control and responsive encouragement. Teachers provide a consistent daily routine and child-friendly learning environment. Small and large group activities are planned based on children's interests and developmental needs. Children's developmental growth is documented through the use of HighScope's Child Observation Record (COR). HighScope's curriculum follows the key developmental indicators (KDIs), found on the following page of this handbook.

### Creative Curriculum

The Creative Curriculum for Preschool is based on five fundamental principles. They guide practice and help us understand the reasons for intentionally setting up and operating preschool programs in particular ways. These are the principles

- Positive interactions and relationships with adults provide a critical foundation for successful learning.
- Social-emotional competence is a significant factor in school success.
- Constructive, purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions.
- Teacher-family partnerships promote development and learning.

Children's developmental growth is documented through the use of Teaching Strategies GOLD Objectives for Learning and Development, found on the following page of this handbook.

## ASSESSMENT

### Child Observation Record (COR Advantage 1.5)

The Child Observation Record (COR Advantage 1.5) is the assessment tool that is used with the HighScope Curriculum. The COR looks at early childhood development from infancy through kindergarten in eight content areas:

- Approaches to Learning
- Social and Emotional Development
- Physical Development and Health
- Language, Literacy and Communication
- Mathematics
- Creative Arts
- Science and Technology
- Social Studies
- English Language Learning (when a child's first language is not English)

Each child is assessed on individual strengths through teacher observation, pictures, portfolio pieces and the child's own reflective processes. Daily anecdotal notes based on child observations will be recorded and scored in the online COR Advantage assessment tool. Teachers will create a child development report at least twice a year to share with families at a conference. The results of all assessments will be shared with guardians and kept confidential without express consent from guardians.

## HIGHSCOPE PRESCHOOL CURRICULUM CONTENT KEY DEVELOPMENTAL INDICATORS (KDIs)

### A. APPROACHES TO LEARNING

1. **Initiative:** Children demonstrate initiative as they explore their world.
  2. **Planning:** Children make plans and follow through on their intentions.
  3. **Engagement:** Children focus on activities that interest them.
  4. **Problem solving:** Children solve problems encountered in play.
  5. **Use of resources:** Children gather information and formulate ideas about their world.
  6. **Reflection:** Children reflect on their experiences.
- ### B. SOCIAL AND EMOTIONAL DEVELOPMENT
7. **Self-identity:** Children have a positive self-identity.
  8. **Sense of competence:** Children feel they are competent.
  9. **Emotions:** Children recognize, label, and regulate their feelings.
  10. **Empathy:** Children demonstrate empathy toward others.
  11. **Community:** Children participate in the community of the classroom.
  12. **Building relationships:** Children build relationships with other children and adults.
  13. **Cooperative play:** Children engage in cooperative play.
  14. **Moral development:** Children develop an internal sense of right and wrong.
  15. **Conflict resolution:** Children resolve social conflicts.

### C. PHYSICAL DEVELOPMENT AND HEALTH

16. **Gross-motor skills:** Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
17. **Fine-motor skills:** Children demonstrate dexterity and hand-eye coordination in using their small muscles.
18. **Body awareness:** Children know about their bodies and how to navigate them in space.
19. **Personal care:** Children carry out personal care routines on their own.
20. **Healthy behavior:** Children engage in healthy practices.


<sup>1</sup>Language, Literacy, and Communication KDIs #21–30 may be used for the child's home language(s) as well as English. KDI #30 refers specifically to ELL/Dual Language Acquisition.

### D. LANGUAGE, LITERACY, AND COMMUNICATION<sup>1</sup>

21. **Comprehension:** Children understand language.
22. **Speaking:** Children express themselves using language.
23. **Vocabulary:** Children understand and use a variety of words and phrases.
24. **Phonological awareness:** Children identify distinct sounds in spoken language.
25. **Alphabetic knowledge:** Children identify letter names and their sounds.
26. **Reading:** Children read for pleasure and information.
27. **Concepts about print:** Children demonstrate knowledge about environmental print.
28. **Book knowledge:** Children demonstrate knowledge about books.
29. **Writing:** Children write for many different purposes.
30. **ELL/Dual Language Acquisition:** (If applicable) Children use English and their home language(s) (including sign language).

### E. MATHEMATICS

31. **Number words and symbols:** Children recognize and use number words and symbols.
32. **Counting:** Children count things.
33. **Part-whole relationships:** Children combine and separate quantities of objects.
34. **Shapes:** Children identify, name, and describe shapes.
35. **Spatial awareness:** Children recognize spatial relationships among people and objects.
36. **Measuring:** Children measure to describe, compare, and order things.
37. **Unit:** Children understand and use the concept of unit.
38. **Patterns:** Children identify, describe, copy, complete, and create patterns.
39. **Data analysis:** Children use information about quantity to draw conclusions, make decisions, and solve problems.

 Key developmental indicators (KDIs) are the building blocks of thinking, reasoning, and learning at each stage of development.

### F. CREATIVE ARTS

40. **Art:** Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
  41. **Music:** Children express and represent what they observe, think, imagine, and feel through music.
  42. **Movement:** Children express and represent what they observe, think, imagine, and feel through movement.
  43. **Pretend play:** Children express and represent what they observe, think, imagine, and feel through pretend play.
  44. **Appreciating the arts:** Children appreciate the creative arts.
- ### G. SCIENCE AND TECHNOLOGY
45. **Observing:** Children observe the materials and processes in their environment.
  46. **Classifying:** Children classify materials, actions, people, and events.
  47. **Experimenting:** Children experiment to test their ideas.
  48. **Predicting:** Children predict what they expect will happen.
  49. **Drawing conclusions:** Children draw conclusions based on their experiences and observations.
  50. **Communicating ideas:** Children communicate their ideas about the characteristics of things and how they work.
  51. **Natural and physical world:** Children gather knowledge about the natural and physical world.
  52. **Tools and technology:** Children explore and use tools and technology.

### H. SOCIAL STUDIES

53. **Diversity:** Children understand that people have diverse characteristics, interests, and abilities.
54. **Community roles:** Children recognize that people have different roles and functions in the community.
55. **Decision making:** Children participate in making classroom decisions.
56. **Geography:** Children recognize and interpret features and locations in their environment.
57. **History:** Children understand past, present, and future.
58. **Ecology:** Children understand the importance of taking care of their environment.

## Teaching Strategies GOLD

Taking a whole-child approach, GOLD® assesses children’s development and learning across four developmental domains (social–emotional, physical, language, cognitive) and five content domains (literacy, mathematics, science and technology, social studies, and the arts). It also includes a tenth domain, English language acquisition, for use with dual-language learners (DLLs). Each domain comprises a set of objectives designed to guide teachers through the assessment process. Many objectives are further broken down into one or more dimensions. GOLD® has thirty-eight objectives in total, collectively termed the Objectives for Development and Learning (ODL)

### **GOLD Objectives for Development and Learning**

#### Social Emotional

1. Regulates own emotions
2. Establishes and sustains positive relationships
3. Participates cooperatively and constructively

#### Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor Manipulative skills
7. Demonstrates fine-motor strength and coordination

#### Language

8. Listens to and understands increasingly complex language
9. Uses language to express thoughts and needs
10. Uses appropriate conversational and other communication skills

#### Cognitive

11. Demonstrates positive approaches to learning
12. Remembers and connects experiences
13. Uses classification skills
14. Uses symbols and images to represent something not present

#### Literacy

15. Demonstrates phonological awareness, phonics skills, and word recognition
16. Demonstrates knowledge of the alphabet
17. Demonstrates knowledge of print and its uses
18. Comprehends and responds to books and other texts
19. Demonstrates writing skills

#### Mathematics

20. Uses number concepts and operations
21. Explores and describes spatial relationships and shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

#### Science and Technology

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials

27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

#### Social Studies

29. Demonstrates knowledge of self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

#### The Arts

33. Explores visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

#### English Language Acquisition

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

### **SCREENING**

Teachers will facilitate family access to ASQ Online. Families will complete the ASQ-3 and the ASQ-SE within two weeks of the program start date. Data will be compiled and used to provide specific support strategies for home and school. Families will be asked to provide information about their child's abilities and any areas of concern they may have. All results of these screenings will be shared and discussed with individual families. Throughout the year, if further screenings are determined to be necessary, the family will be contacted for permission.

### **REFERRAL PLAN**

Any concerns for a child's development or social and emotional wellbeing will be discussed between the teacher and family. Teachers will first seek support through their Early Childhood Specialist. The Early Childhood Specialist, program staff and family will work together to create a plan and strategies for support. If concerns persist, an outside referral might be necessary to seek additional support. Outside referrals (*Birth to Six and/or Social and Emotional Support*) can only be made with family approval and signature. The teacher will submit the signed referral form to the Early Childhood Specialist. Families will be included on all steps of this process.

Additionally, there may be times when a family is experiencing needs that could be alleviated by a referral to a community resource. If this does occur, then the family will be directed to Help Me Grow Calhoun to be connected to resources in our community.

### **SPECIAL NEEDS PLAN**

Calhoun Intermediate School District's Great Start Readiness Program is committed to the concept of inclusion. Staff will make accommodations to include all children in the learning



environment and daily routine. Families and staff work together to meet the individual needs of each child. Communication is two-way and ongoing while respecting confidentiality. Staff will receive annual training on various strategies and information on working with families and children with special needs.

## **CONFIDENTIALITY**

Student health/medical records and identifying information is kept confidential. Please be assured that information you share with the teacher will be kept in the strictest confidence. Occasionally, information such as allergies, IEP goals, behavior plans, demographics, etc. may need to be shared with individuals working with the child (substitute teacher, principal/director, and support services staff such as special education personnel). Family Education Rights and Privacy Act (FERPA) gives parents and guardians the following rights:

- The right to inspect student records maintained by a school district.
- The right to prevent disclosure of educational records to a third party without their consent, except in certain limited situations.
- The right to request a correction of any part of the student records which you believe to be inaccurate, misleading or violates your right.
- The right to protest to the Family Educational Rights and Privacy Office Department of Education, 400 Maryland Avenue, SW, Washington DC 20202, concerning the program's failure to comply with FERPA.

## **RECRUITMENT POLICY**

GSRP funding is provided through a grant from the State of Michigan and distributed by the Calhoun Intermediate School District (CISD). All families must qualify for this program by meeting requirements set by GSRP. Eligibility and selection is determined by using the GSRP prioritization guidelines. GSRP works in cooperation with Head Start and Early Childhood Connections to ensure accurate placement of families. Families that are Head Start eligible must be referred to Head Start.

## **ENROLLMENT POLICY**

- Step 1** Parents can access the application at [www.mychildneedspreschool.com](http://www.mychildneedspreschool.com) This application is completed and submitted online to be considered for enrollment in a Great Start Readiness Program classroom. If there is no internet accessibility, parents can obtain an application by calling the Early Childhood Office at 269-660-1606.
- Step 2** Beginning March 15<sup>th</sup> of every year, Calhoun ISD Early Childhood Services staff will mail a letter to parents acknowledging the receipt of a Birth-to-Five application for their 4 year old child.
- Step 3** Within 10 days of the requested agency's receipt of the application, parents will be notified by the agency that their application has been received, and will be

notified if additional information/documentation is needed to complete the eligibility phase and where/when these documents should be delivered.

**Step 4** Acceptance eligibility is determined from lowest income to highest income. Those children above 300% FPL and having additional risk factors may be considered for Sliding Scale Tuition.

**Step 5** Agencies will notify families of their child's acceptance as soon as eligibility has been confirmed. This process will occur throughout the summer.

**Children must not be denied enrollment or excluded from GSRP programming based on challenging behavior, developmental delays or identified disabilities (e.g., toileting needs, speech, motor function, aggressive behaviors, and cognitive delays).**

## **FEE POLICY**

The Great Start Readiness Program is a state-funded preschool program through the Michigan Department of Education. There is no cost or fee for students meeting the required criteria. On a limited basis sliding scale tuition is available for students who do not meet the income eligibility criteria. Families falling into this category are required to pay a nominal fee based on your family's percent income level. The annual income level is verified by the GSRP staff where your child will attend at the time of enrollment. All sliding scale tuition payments will be processed through Calhoun ISD.

## WITHDRAWAL/EXCLUSION POLICY

**“Children must not be excluded or expelled because of the need for additional medical or behavioral support, assistance with toileting, or staff attitudes and/or apprehensions.”  
(GSRP Implementation Manual, Classroom Requirements)**

- Withdrawal of child by family: It is requested that families give notification of withdrawal to the program as soon as possible. The program will follow up with the family to determine the cause of withdrawal.
- Exclusion:
  - Should a short term injury or contagious illness occur, a child may be excluded from the program until a doctor gives permission to return to school.
  - A child without an immunization record, medical waiver, or certified, non-medical waiver on file may be excluded after families are notified about this requirement, unless student is in a dose waiting period.
  - Withdrawal from program- in rare, extreme cases where it is determined that, after exhausting all strategies and supports (i.e. asking for a behavior consultant, referring for psychiatric visits, consulting with child’s pediatrician, working with special education providers, inviting in a social worker), the child’s needs can be better met in another setting. Children will not be excluded because of the need for additional medical or behavioral support, assistance with toileting, or other issues that can be supported through professional development of staff, providing resources to families, changes in the learning environment or daily routine, etc. (See Attendance Policy and Discipline Policy)
  - Attendance Policy Dismissal: Regular attendance leads to school success. Teachers will try many strategies to encourage attendance and to follow up with families where attendance becomes infrequent or nonexistent. After multiple strategies are implemented over an extended period of time with no result, the family will be notified of the child’s withdrawal from the program if the slot is needed for families on the waiting list.

## **ATTENDANCE POLICY**

Please notify the program when your child will not be in attendance.

Consistent attendance is one of the most important things you can do to help your child. Research shows that regular attendance might be the biggest influencing factor on school success. Family attitude toward school is very powerful. These early experiences will lay the groundwork for future habits.

*Children who attend school on a regular basis:*

- Have higher reading and math scores
- Demonstrate larger vocabulary and better social skills
- Feel part of a school community and learn how to be a better citizen
- Learn that school is a priority.

*You can help by:*

- Planning ahead to reduce absences
- Preparing for school the night before and getting a good night's sleep
- Maintain your child's health with annual visits to a doctor.
- Ask for help! Transportation is often an issue that prohibits attendance. The program staff can brainstorm some ideas that could work for your family.
- Show your child you are interested in the school experience
- Visit [www.attendanceworks.org](http://www.attendanceworks.org)

Staff is committed to having all children in school daily. Teachers will try many strategies to encourage attendance and follow up with families where attendance becomes infrequent. After multiple strategies over an extended period of time with no results, the family may be notified of the child's withdrawal from the program if the slot is needed for families on the waiting list.

## **DISCIPLINE/CONFLICT RESOLUTION POLICY**

Positive guidance techniques will be used to:

- help children become aware of their behavior and the consequences
- develop rules to protect the safety of children, protect property or help children learn to respect the rights and feelings of others
- develop consequences that are natural or logical
- make accommodations to the learning environment or daily routine that will help each child to be successful within the GSRP classroom.

**The following are prohibited forms of discipline:**

- **Spanking/hitting, shaking, biting, pinching or any form of corporal punishment**
- **Exclusion from outside, gross motor time or daily learning experiences**
- **Restricting a child's movement by binding or tying**
- **Inflicting mental or emotional punishment (humiliating, shaming, threatening)**
- **Confining a child in an enclosed area such as a closet, locked room, box or similar cubicle**

**Conflict Resolution will be handled in the following manner:**

- approach social conflicts calmly, stopping all hurtful actions
- acknowledge the feelings of children involved in the conflict
- gather information from children on the problem
- restate the problem so that all parties understand
- ask children for ideas and solutions, encouraging them to choose one together
- give follow up support as children act on their decisions

**REST TIME POLICY** (where applicable)

Programs that operate 5 or more hours must have quiet/rest time. This rest time will be a period of at least 45 minutes and no longer than one hour, while accommodating for the individual needs of children. Other quiet activities will be provided for children who do not sleep. Children will assist with setting up and cleaning up as their abilities allow. Soft music will be played, the lights will be turned off and staff will provide a comforting, supervising presence while children rest. Children may bring their own blanket and stuffed animal to assist them in resting. Each child will be provided one mat or cot to rest on. Mats/cots will be sanitized in accordance with licensing rules.

**INJURIES/ILLNESS/INCIDENT POLICY**

A Child Information Card giving permission for emergency treatment must be kept on file.

Injuries:

- minor cuts and scrapes will be treated with band-aids, ice packs and staff monitoring. Family notification will be made by face-to-face or written notification at the end of day.
- more critical injuries will be attended to with first aid care. Family notification will be made immediately by phone or email following the occurrence of an injury that occurs to the head.
- serious accidents requiring removal to an emergency room or for paramedics to be called require immediate notification of family and/or emergency contacts by phone. Notification must also be made to the Bureau of Children and Adult Licensing.

### Illness:

Families will be notified of the name of the disease and the symptoms when a staff member, volunteer or child in care has contracted a contagious illness. When a child is showing signs of being ill at the program, notifications will be made in order of preference as listed on child information card. The ill child will be provided a spot to rest away from the other children until he/she can be picked up. See Health Policy.

### Incidents:

Incidents include but are not limited to: a child left unsupervised, a fire, physical discipline of a child by staff or volunteer, or alleged sexual contact. Incidents require an immediate notification of parent/guardian, administrator of program and a verbal report to DHS within 24 hours.

## **MEDICATION POLICY**

Medication should be administered by a parent or guardian before the child comes to school or the child should be kept home until well enough to attend without needing medication.

In the case of emergency treatment medications (allergies, asthma, etc.), a permission form will need to be on file with the program. All medicines must be in their original container with the label from the pharmacy (child's name, doctor's name, dosage, etc.)

The date, time and amount of medication will be documented by program staff.

## **HEALTH POLICY**

### Physical and Immunization:

Each child is required to have a current physical form on file within 30 days of a child beginning the program and a current immunization record or waiver on file.

### Head Lice

The American Academy of Pediatrics states **“A child or adolescent should not be restricted from school attendance because of head lice”**. Caregivers will be notified and the family will be connected to resources and information to assist the family.

### When to keep your child home:

**Vomiting and/or diarrhea** within the past 24 hours.

**Fever of 100 degrees** within the past 24 hours.

**Strep throat, Scabies, Scarlet Fever, Conjunctivitis (“pink eye”), Meningitis and/or other communicable diseases:** Ask your physician for his/her recommendation. Children must have 24 hours of medicinal treatment prior to returning.

**Chicken Pox:** Children can return after the sores have dried up (scabs are no longer oozing).

**Colds, influenza and/or other viral infections:** Ask your physician and/or use your best judgment. Consider the following:

- Is your child feeling up to attending?
- Will his/her being there present any danger of spreading infection to others?
- Will being there cause his/her illness to get worse?

#### Blood/Bodily Fluids

We have special policies to follow when a child has been bleeding or has any bodily fluids on his/her clothing. *\*\*Bodily fluids are vomit, diarrhea, urine and blood.* Michigan law requires that a child that has bodily fluids on his/her clothing cannot be exposed to other children.

#### **Our procedure for handling blood and bodily fluids is as follows:**

**Gloves** are put on before making contact with bodily fluids during care and all cleaning procedures. Additionally, masks may be worn.

- Disposable gloves will be discarded after a single use in accordance with disposal procedures.
- Hands will be washed in soap and water after handling fluids and contaminated articles even though gloves are worn.
- Discarded items, including disposable gloves, paper towels, sanitary napkins/tampons, used bandages and dressings will be placed in a plastic trash container which is kept closed and is discarded daily.
- Disposable items will be used to handle body fluids whenever possible or practical.
- Paper towels will be used to pick up and discard any solid waste materials, e.g., vomit, feces.

#### Children & Staff Hand Washing:

The hands of children and staff shall be thoroughly washed **at arrival time, prior to handling food and before eating, after toileting, after coughing into hands or blowing nose.** Procedures for hand washing shall be posted in food preparation areas and toilet rooms according to Child Care Center Licensing Rule R 400.8134.

#### **Our hand washing procedure is as follows:**

- Use soap and warm running water. Soap suspends easily removable soil and microorganisms, allowing them to be washed off.
- Rub hands together for approximately 20 seconds to work up a lather.
- Scrub between fingers, knuckles, backs of hands, and nails.
- Rinse hands under warm running water. Running water is necessary to carry away debris and dirt.
- Use paper towels to thoroughly dry hands. Discard paper towels.

#### Coughing & Sneezing:

Children are taught ways to cough/sneeze to avoid the spread of germs:

- Cough into a tissue and throw it away.

- Cough into your upper sleeve or elbow.

Cough into a tissue, throw it away and wash your hands. If no tissue is available, cough into a sleeve (at the elbow). Using either of these methods, can reduce the spread of germs and help stop the spread of infectious illnesses/diseases.

#### Controlling Infection, Including Universal Precautions:

All staff will receive BloodBorne Pathogens training within 6 months of being hired. Emergency rules and procedures, as well as CPR and First Aid will be reviewed annually by all staff.

#### Sanitizing Equipment:

All tableware, utensils, food contact surfaces, and food service equipment shall be thoroughly washed, rinsed, and sanitized **after each use** with an approved sanitizing solution. Children's toys and equipment will be sanitized regularly to adhere to Child Care Center Licensing Rules and Regulations.

GSRP ensures that **all toys** are sanitized using the 3-Step Sanitizing Process (outlined below) a minimum of 1 time every three weeks. When a child mouths a toy, or touches a toy after coughing or sneezing, the toy is put into a Dirty Toy bucket. All toys in the bucket are sanitized at the end of the day and returned to the classroom.

In addition to the tri-weekly complete sanitizing process, toys are sprayed with an approved sanitizing solution and allowed to air dry at the end of every day.

#### **Three Step Sanitizing Process:**

- Step 1 – Soapy Water** (Using soapy water, wash surface vigorously)  
(Must be dumped and refilled daily)
- Step 2 – Clear Water** (Rinse surface with clear water and wipe with paper towel)  
(Must be dumped and refilled daily)
- Step 3 – Sanitize with sanitizing solution.** Allow to air dry when possible.  
(Must be dumped and refilled daily)

#### Physical Activity:

Children will be provided a minimum of 30 minutes of physical activity per day. This will be outside whenever weather permits so please dress your child appropriately (tennis shoes, snowsuit and boots in winter, hat with brim if sensitive to sun)

### **NUTRITION POLICY**

GSRP classrooms adhere to Child and Adult Care Food Program nutritional guidelines and DHS Bureau of Children and Adult Licensing rules. Menus will be planned in advance and posted for families to see. Food substitutions will be noted on the classroom menu on the date of occurrence. Children with food allergies will be provided with substitute snack/meal foods



upon receipt of written notification from a licensed physician. A list of allergies will be posted in the room.

Meals and snacks are provided to children in a family style way to encourage child independence in passing, serving themselves. Meaningful conversations take place between adults and children while table manners are modeled during family style meals.

## **ABUSE AND NEGLECT POLICY**

If abuse or neglect of a child is suspected, staff are mandated to:

- make an oral report to Children's Protective Services
- notify immediate supervisor
- File a written report within 72 hours of the oral report

In accordance with Section 3(a) of MCL 722.623 – [the Child Protection Law](#) – teachers, school counselors, and school administrators are **required** to report suspected child abuse and/or neglect as mandated reporters. The [Mandated Reporters' Resource Guide](#) states: The Child Protection Law requires mandated reporters who have reasonable cause to suspect child abuse or neglect to make an immediate oral report to the Michigan Department of Health and Human Services (MDHHS) – Centralized Intake (855-444-3911), followed by a written report within 72 hours **OR** create a report through the [Michigan Online Reporting System](#) (MORS). A written report is not required if MORS was utilized to address the alleged abuse/neglect. The reporter is not expected to investigate the matter, know the legal definitions of child abuse and neglect, or even know the name of the perpetrator. The Child Protection Law is intended to make reporting simple and places responsibility for determining appropriate action with the Children's Protective Services (CPS) division of MDHHS.

(Section 722.622) Definitions:

Child abuse means harm or threatened harm to a child's health or welfare that occurs through non-accidental physical or mental injury, sexual abuse, sexual exploitations, or maltreatment by a parent, a legal guardian, or any other person responsible for the child's health or welfare or by a teacher, aide or a member of the clergy.

Child neglect means harm or threatened harm to a child's health or welfare by a parent, legal guardian, or any other person responsible for the child's health or welfare that occurs through either of the following:

- negligent treatment, including the failure to provide adequate food, clothing, shelter or medical care
- placing a child at an unreasonable risk to the child's health or welfare by failure of the parent, legal guardian, or other person responsible for the child's health or welfare to intervene to eliminate that risk when that person is able to do so and has, or should have, knowledge of the risk.

## WRITTEN INFORMATION PACKET DOCUMENTATION

Child(ren)'s Name(s) (Last, First)	Center Name
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A written information packet has been provided at the time of enrollment. The packet included all the following information:

### **GSRP Handbook which includes many of the following topics –**

- Criteria for admission and withdrawal
- Schedule of operation, denoting hours, days, and holidays during which the center is open and services are provided
- Fee policy
- Discipline policy
- Food service program
- Program philosophy
- Typical daily routine
- Parent notification plan for accidents, injuries, incidents, illnesses
- Exclusion policy for child illnesses
- Notice of the availability of the center's licensing notebook
  - The licensing notebook contains all the licensing inspection and special investigation reports and related corrective action plans since May 28, 2010
  - The licensing notebook is available to parents during regular business hours
  - Licensing inspection and special investigation reports from at least the past two years are available on the child care licensing website at [www.michigan.gov/michildcare](http://www.michigan.gov/michildcare).
- Other \_\_\_\_\_

***I certify that I received and understand all of the above items***

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Note:** A single form may be used for all children in the same family

**THE FOLLOWING PAGES ARE LOCAL POLICY TEMPLATES FOR EACH PROGRAM TO TAILOR TO FIT INDIVIDUAL NEEDS AND MUST BE COMPLETED FOR EACH SITE/PROGRAM... ONCE COMPLETED, PLEASE PROVIDE A FINAL COPY OF YOUR PROGRAM HANDBOOK TO Samantha Gwin, [gwins@calhounisd.org](mailto:gwins@calhounisd.org)**

## **PHILOSOPHY**

Each local GSRP must have its own philosophy. This may be based on the CISD Philosophy or local center/school philosophy. Here is what the Implementation Manual says about a philosophy:

Philosophies are an underlying statement of beliefs about teaching and learning. A philosophy statement is a means of thinking deeply about preschool teaching and the beliefs upon which decisions are made. The written philosophy statement is developed and reviewed by administrators, staff, and GSRP advisory groups. It establishes a framework for program decisions, goal-setting; and is aligned with the ECSQ-PK. The philosophy statement also addresses local, social, economic, cultural, and family needs; and is promoted widely via websites, recruitment materials, classroom newsletters, parent-boards, etc.

Why preschool is important: What is the purpose of preschool? How do we support diversity among enrolled children? How do we define our community of learners? What is our relationship with the community, parents, teaching colleagues, and administration? What are our beliefs about how children learn? How do our beliefs affect our work? Program administration: Curriculum selection; instructional strategies AND teacher-child relationships; child assessment; program evaluation; and program improvement efforts for individuals, the classroom, and program.

(Section: Center based Model)

## **DAILY ROUTINE**

(Insert sample daily routine from GSRP room)

## **PROGRAM CALENDAR**

(Insert Program Calendar including holidays, parent teacher conferences and home visit dates)

## TEACHER-FAMILY COMMUNICATION

What will the GSRP contact hours look like (home visits and conferences)? How can families reach the program and how will staff communicate with families? What is teacher availability? Talk about daily/weekly communication including, sharing anecdotal information.

## PARENT NOTICE OF PROGRAM MEASUREMENT

(Program Name) 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](mailto:mde-gsrp@michigan.gov) or 517-373-8483

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

## GRIEVANCE POLICY

(Program Name) GSRP strives to provide a positive environment for all. However, at times, concerns may arise. Families that have grievances with some part of the GSRP should follow these steps:

- Bring concerns to the attention of lead teacher
- Follow up with the director/administrator that oversees the program. This person is (name of director) and can be reached (phone or email).
- If the concern is not resolved through these channels, the next person in line to contact is the Assistant Superintendent of Early Childhood Services and can be contacted at (269) 660-1606.

If the concern relates to a licensing regulation, reports may be made to the Department of Human Services, Office of Children and Adult Licensing, at (866) 685-0006 or

[www.michigan.gov/michildcare](http://www.michigan.gov/michildcare)

## VOLUNTEER POLICY

Both of the following shall be developed and implemented: A written policy regarding supervision of volunteers, including volunteers who are parents of a child in care. The written volunteer supervision policy will include when he/she shall not have unsupervised contact.

## TRANSPORTATION POLICY

What transportation is offered? What are the local policies for your program?

Routine transportation needs parent's permission on form with: child name, date signed, when transportation will occur, destination and signature.

What is the routine for families that bring their children to/pick up children from school?

Things from Licensing: No child will be released to a person other than a parent or guardian without the written permission of the parent/guardian as indicated on the information card. If the person is not known or recognized by staff, identification will be required. No child will be permitted to walk home alone.

Some programs may require parents/guardians to sign their child in and out of the program.

How are field trips handled?

### **WEATHER POLICY**

What is your local weather policy? Temperature cut off, tornado/severe weather policy, notification of school closings or delays. How do you notify families if school has to evacuate or close due to an incident, emergency or severe weather?

### **EMERGENCY POLICY**

Notify families that there are policies for Emergencies such as fire, lockdown and evacuation posted in classroom. How will families be notified? Where and when can families reunite? Policies must also address how to make accommodations for children with special needs. Fire and Tornado evacuation plans must be posted as well and a drill log taken of when these happen. (Tornado- 2 x year; Fire- 4 x year, at least one drill in every season)

Notification of families for annual Pest Management practices.

### **KINDERGARTEN TRANSITION PLAN**

What activities do you plan locally to help children and families transition? These can be fun events but must also address how you help child information and data transition.

Transition plan must:

- include activities that support children and their families as they move into preschool and from preschool into kindergarten
- differentiate between "orientation to school" and "transition to school" and respect different perspectives and expectations of families and children
- engage parents as decision makers:
  - ask parents what info they would like to know about the preschool program
  - through Parent Advisory Committee

Here are some other activities to consider:

- teachers could make a photo album of the classroom, kindergarten teachers, principal, other staff & other rooms (music, gym, computer lab, library, art, etc.)

- staff may help parents by connecting them with other families who have already made the transition from preschool to kindergarten (panel discussion format)
- provide a summer activity guide/calendar that includes info about what the kindergarten experience will be like
- casual discussions about the differences between preschool and kindergarten
- reading of books about going to kindergarten
- taking a field trip to a kindergarten classroom with children & parents
- have a kindergarten teacher visit preschool, assist in large group by sharing a book or song & relating it to books or songs that may be similar to what children will experience in kindergarten