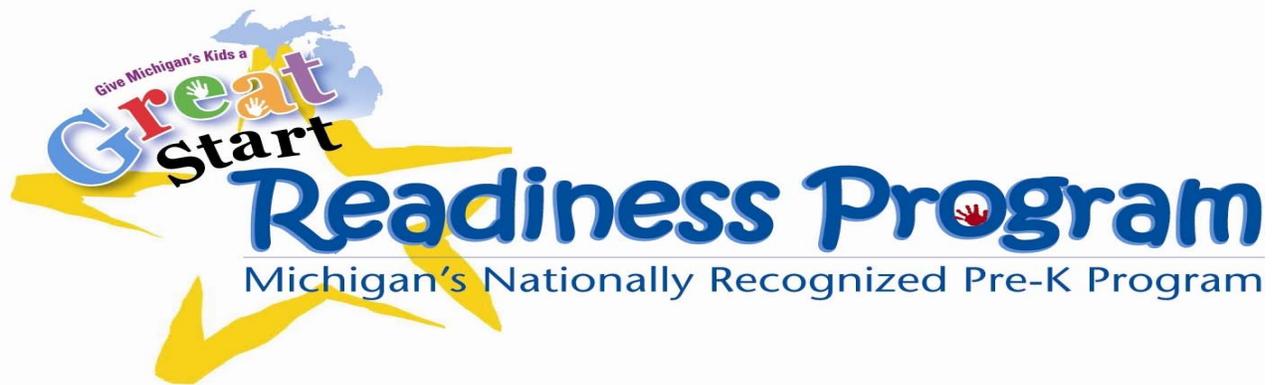


IONIA COUNTY INTERMEDIATE SCHOOL DISTRICT



PARENT HANDBOOK

2015-2016



**“These materials were developed under a grant awarded by the Michigan
Department of Education”**

TABLE OF CONTENTS

INTRODUCTION TO PROGRAM

Program locations, days and hours of operation.....	3-4
Sample Daily Schedule.....	5-6
Mission Statement, Beliefs, Philosophy and Goals of Program.....	7
Family Goals and Communication.....	8
Curriculum and Assessment	8
Preschool Admission	9-10

POLICIES AND PROCEDURES

Confidentiality Policy	10-11
Special Education Supports	11
Community Services/Fee Policy.....	12-13
Attendance and Withdrawal Policy	13
Child Information Card	13
Transportation	14
Pick up and drop off procedures	14
Medicine and Illness/Medical emergencies	14-17
Physical, Immunizations, Exclusion and Birth Certificate	17
Incident Weather/Emergency Procedures/Crisis Management Plan.....	18
Integrated Pest Management Program.....	18
School Schedule.....	19
Clothing/Special Occasions/Personal Belongings.....	19
Rest Time	19-20
Parent Involvement Opportunities (Home Visits, Parent Teacher Conferences, PTA, Data Meetings, School Readiness Committee and Parent Coalition).....	20-21
Cultural Diversity.....	22
Field Trips.....	22
Photographs and Publicity.....	22
Discipline Policy.....	22-23
Suspected Abuse or Neglect.....	23
Food and Nutrition.....	23-24
Dental/Health Care Plan.....	24-26
Anti-Bullying Policy.....	26
Notification to parents regarding data.....	26
Grievance Policy.....	26
Parent/Community Resources.....	28-31
Parent Notification of the Licensing Handbook/Receipt of Handbook.....	32

Program Overview

The Great Start Readiness Program (GSRP) is a state funded preschool program designed for children who are four years of age or will be four by October 1 of the program year and who meet specific income eligibility criteria. There are some slots allocated to children, whose families fall over the income guidelines and that demonstrate a number of risk factors. The program is administered by the Ionia County ISD and is made available through a partnership between the Ionia County ISD and each of the local school districts. The ratios in the GSRP classroom are 16 children to 2 adults; although 18 children is allowable with the support of an extra adult. We are very excited and honored to work with your child and support you in getting your child off to a great start in school! We value your input and participation in the program, so please do not hesitate to contact any of us if you have any questions, praises and/or concerns. It is always best to start with the teacher if you have a question or concern, but please feel free to contact the administrator as well. The building principal is also included on the contact sheet though they will not have any direct supervision of the preschool program.

Program Administrator: Cheryl Granzo, (616) 522-1410, Email: cgranzo@ioniaisd.org

The following is important contact information for each of the districts:

BELDING

Program Location:

Ellis Elementary School
100 W. Ellis Street
Belding MI 48809
(616) 794-4100
Class Times: Tuesday-Friday
Full Day: 8:45 am to 3:45pm
Half Day: AM: 8:45 to 11:45
PM: 12:50 to 3:45
Building Principal:
Tiffany Jackson (616) 794-4100
Transportation Contact:
Kamie Jakeway (616) 794-4970

Teaching Teams:

Julia Autio (Teacher)
Venus Cox (Teacher Assistant)
Classroom Phone Number: 794-4131
Classroom: 117
Teacher's email: jautio@ioniaisd.org

Denise Simmons (Teacher)
Amber Post (Teaching Assistant)
Classroom Phone Number: 794-4148
Classroom: 203
Teacher's email: dsimmons@ioniaisd.org

IONIA

Program Location:

Emerson Elementary
645 Hackett St
Ionia, MI 48846
(616) 527-8018
Class Times: Tuesday-Friday
AM 8:15-11:15. PM 12:15-3:15
Building Principal:
Mitch Mercer (616) 527-1741
Transportation Contact:
Greg King (616) 527-9680

Teaching Teams:

Hilary Butler (Teacher)
Anne Bignall (Teacher Assistant)
Classroom Phone Number: 527-8018 Ext: 3233
Classroom: 105
Teacher's email: hrevell@ioniaisd.org

Amber Martin (Teacher)
Wendy Green (Teaching Assistant)
Classroom Phone Number: 527-8018 Ext: 3276
Classroom: 104
Teacher's email: amartin@ioniaisd.org

LAKWOOD

Program Location:

Woodland Elementary School
223 W. Broadway
Woodland, MI 48897
(269) 367-4935
Class Times: Tuesday-Friday

Building Principal

Tim McMillian (269) 367-4935
Ext: 2103

Transportation Contact:

Kathy Peterson (616)374-0759

Teaching Team:

Linda Weaver (Teacher)
Danielle Wandel (Teacher Assistant)
Classroom Phone Number Extension: 2133
Classroom: 32

Teacher's email: lweaver@ioniaisd.org

Teaching Team:

Claire Victory (Teacher)
Kristina Dickinson (Teacher Assistant)
Classroom Phone Number:
Classroom: 35

Teacher's email: cvictory@ioniaisd.org

PORTLAND

Program Location:

Oakwood Elementary School
500 Oak Street
Portland, MI 48875
(517) 647-4479
Class Times: Tuesday-Friday
AM:

Building Principal:

Lisa Riffle (517) 647-4479

Transportation Contact:

Gary Bond (517) 647-2993

Teaching Team:

Chelsey Hanna (Teacher)
Caitlyn Zbytowski (Teacher Assistant)
Classroom Phone Number: (517) 647-2991 ext 4
Teacher's email: channa@ioniaisd.org
Classroom: B114

SARANAC

Program Location:

Saranac Elementary School
250 Pleasant St
Saranac, MI 48881
(616) 642-1200
Class Times: Tuesday-Friday

Building Principal:

Jason Smith (616) 642-1200

Transportation Contact: same

Teaching Team:

Angie Gurensey (Teacher)
Abby Westendorp (Teacher Assistant)
Classroom Phone Number: 642-1264
Classroom: 149
Teacher's email: agurensey@ioniaisd.org

Some programs are part-day and some are full day; this is dependent upon the number of eligible children that are found and the space that is available at each site. The following are sample routines, your teacher will provide you with a specific routine for your child's classroom.

Great Start Readiness Program: Part-Day Sample Routine

8:00 – 8:10 Arrival/Greeting Time – Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children are ready for them to leave. Children have choices about whether to spend time with books or interact with adults and one another. Once all children have arrived, adults share the daily announcements.

8:10 – 8:25 Large-Group Time/Music and Movement – All adults and children participate in activities planned around children's interests, developmental levels, music and movement, cooperative play and projects, and events meaningful to children.

8:25 – 8:35 Planning Time – Through small group experiences, children indicate their plans to adults in a place where intimate conversations can occur and where people and materials are visible. Adults use a range of strategies to support children's planning (e.g., props, area signs, tape recorders, song; planning individually, in pairs, in small groups).

8:35 – 9:35 Work Time (children's hour of uninterrupted Choice Time) – Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Work Time, adults participate as partners in child-initiated play and encourage children's problem solving both with materials and during times of social conflict.

9:35 – 9:45 Cleanup Time – Children and adults clean up together, keeping the spirit of play and problem solving alive. Children make many choices during clean up time. Adults accept children's level of involvement and skill while supporting their learning.

9:45 – 9:55 Recall Time – Gathered in small group settings, children choose Work Time experiences to reflect on, talk about, and exhibit. Adults 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, periscopes, group games using a hula hoop, ball or spinner, re-enacting, drawing, showing and describing a structure or painting, etc.). Adults are unhurried in their approach and may complete Recall Time with four or five children each day.

9:55 – 10:15 Snack – Family-Style meals support children doing things for themselves (e.g., serve themselves, pour beverages, distribute napkins, and wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.

10:15 – 10:30 Small Group Time – An adult-initiated learning experience based on children's interests and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.

10:30 – 11:00 Outside Time/Dismissal – Children have many choices about how they play in the outdoor learning environment much as they do during Work Time indoors. Adults supervise children for safety and also join in their outdoor play, supporting children's initiatives and problem solving.

Great Start Readiness Program: School-Day Sample Routine

8:00 – 8:45 Arrival/Breakfast/Greeting Time – Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children are ready for them to leave. Children have choices about whether to eat, spend time with books, or interact with adults and one another. Once all children have arrived, adults share the daily announcements.

8:45 – 9:00 Large-Group Time/Music and Movement – All adults and children participate in activities planned around children’s interests, developmental levels, music and movement, cooperative play and projects; and events meaningful to children.

9:00 – 9:10 Planning Time – Children indicate their plans to adults in a place where intimate conversations can occur and where people and materials are visible. Adults use a range of strategies to support children’s planning (e.g., props, area signs, tape recorders, singing, planning individually, in pairs, in small groups).

9:10 – 10:10 Work Time (children’s hour of uninterrupted Choice Time) – Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Work Time, adults participate as partners in child-initiated play and encourage children’s problem solving both with materials and during times of social conflict.

10:10 – 10:20 Cleanup Time – Children and adults clean up together keeping the spirit of play and problem solving alive. Children make many choices during clean up. Adults accept children’s level of involvement and skill while supporting their learning.

10:20 – 10:30 Recall Time – Gathered in small group settings, children choose Work Time experiences to reflect on, talk about, and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow children’s lead and encourage children to share (e.g., individual props such as puppets, telephones or periscopes, group games using a hula hoop, ball or spinner, re-enacting, drawing, showing and describing a structure or painting). Adults are unhurried in their approach and may complete Recall Time with four or five children each day.

10:30 – 10:45 Small Group Time – An adult-initiated learning experience based on children’s interests and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.

10:45 – 11:30 Outside Time – Children have many choices about how they play in the outdoor learning environment, much as they do during Work Time indoors. Adults supervise children for safety and also join in their active outdoor play, supporting their initiatives and problem solving.

11:30 – 11:40 Bathroom/Wash Hands/Prepare for Lunch – Children assist in preparation and set up. Children choose where they would like to sit and are encouraged to serve themselves.

11:40 – 12:25 Lunch/Brush Teeth – Family-Style meals support children doing things for themselves (e.g., serve themselves, pour beverages, distribute napkins, wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.

12:25 – 1:25 Quiet/Resting Time – Resting is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest Time plans should be individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or fine motor manipulatives.

1:25 – 1:55 Wake/Bathroom/Snack – As children wake up, adults and children work together to put away cots and set up for snack. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.

1:55 – 3:00 Plan/Work/Cleanup/Recall – (refer to AM descriptions).

3:00 – 3:30 Outside Time/Dismissal (refer to AM descriptions).

MISSION STATEMENT

The Ionia ISD Great Start Readiness Program (GSRP) is dedicated to providing a high quality, secure and engaging environment that supports the academic, social, physical, and personal growth of all students, so each becomes a contributing member of society.

BELIEFS OF THE GREAT START READINESS PROGRAM

We, the staff of the Great Start Readiness Program, believe that all children are unique with different social and academic needs. Through developmentally appropriate experiences, children are encouraged to reach their full potential. A safe and nurturing environment that builds self-esteem and positive social interactions is provided. Positive home/school relationships are enhanced through open communication and activities for parents to become partners in their child's education.

PHILOSOPHY OF THE GREAT START READINESS PROGRAM

The educational philosophy of the program is that children learn by doing. Young children's learning is dependent upon their relationships and interactions with others and with their environment. Learning and development in the early years is connected across all of the different areas. For example, learning to write their name is connected to the development of their small muscle skills and knowledge of letters. The curriculum supports children to make choices and direct their own play and interact with a wide variety of materials in the different areas of the classroom to explore and create their own learning. Our teachers become partners in their play and help children come up with their own solutions and encourage them to express their own ideas and feelings, and extend their learning to develop new skills. A strong partnership between the school and parents supports the development of children's learning and development.

PRESCHOOL GOALS

The goal for all children is to develop a love for learning, be creative and active learners who are not afraid to express their ideas and to become independent and self-confident. The Michigan Early Childhood Standards of quality are used as a framework to build skills in young children. The following are some goals for all children that participate in the program:

- Children show increasing ability to regulate how they express their emotions. Manage their feelings appropriately when frustrated.
- Children persist to complete a goal, solve their own problems and follow classroom rules.
- Children express what they are feeling and learning in a variety of ways (visual arts, music, dance, dramatic play).
- Children begin to understand written language read to them, use reading-like behaviors, and make progress towards becoming conventional readers.
- Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.
- Children develop abilities to express themselves clearly and communicate ideas to others.
- Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.
- Children become aware of and begin to develop nutritional habits that contribute to good health
- Children will develop an understanding of number concepts, counting, predicting, graphing, classifying and other mathematical operations.

FAMILY GOALS

- Families will be welcomed and want to participate in the classroom and school building activities.
- Families and teaching staff will work together in a meaningful partnership to help their children be as prepared as they can be for kindergarten.

COMMUNICATION

It is very important to continue to have open and on-going communication between the teaching staff and parents. Informal communications such as notes sent back and forth between home and school, texting, emails and phone calls are all ways the home school connection can be kept current. Phone and email messages will be checked daily. One of the communication tools we use is a program called Classroom Messenger- this is a great way to communicate and share information about your individual child. The teaching staff will talk to you about this program on your home visit. There may be some moments before and after school for a quick chat, but if that is not enough time please feel free to ask the teacher to schedule a more formal meeting to talk about your issue or concern. Mondays might be a good day to have special meetings with the teaching staff.

More formal communications will occur regularly via a weekly newsletter that will be sent home to keep you informed of what is happening in the classroom. Specific lesson plans are also posted on the parent board for that week. Twice a year, once prior to school starting in September and once in March the teaching staff will visit with you and your child at your home. The purpose of these visits are to learn more about you and your child and to help you support your child's specific learning needs in your home environment. Additionally, two conferences are held in the fall and spring, to inform you of your child's progress on a variety of developmental and learning indicators.

Family nights, PTA (Parent Teacher Association) meetings, school readiness advisory meetings and data analysis meetings will be scheduled throughout the year. These are great ways to meet other families in the program and become involved in your child's education.

Learn more about these opportunities in the Parent Involvement Section of the handbook.

CURRICULUM AND ASSESSMENT

The Ionia ISD's GSRP programs all utilize the Creative Curriculum. The philosophy behind our curriculum is play and interaction with the environment. Young children learn best by doing, expressing individual interests and discovering. Play provides the foundation for learning and teaching staff support learning by becoming partners in children's play. The activities we implement, the way we organize the environment, selecting toys and materials, and planning the daily schedule, are designed to accomplish the goals of our curriculum.

Observations and notes are made on children during the year and recorded on our assessment which is the Teaching Strategies Gold Assessment. This ongoing assessment information is used to help plan each week what skills will be targeted in the classroom. You will be provided with a report two times per year that will show how your child is progressing.

In addition, the program utilizes the Ages and Stages Questionnaires, a developmental screening tool to assess your child's development in the areas of communication, problem solving, motor, social-emotional and self-help. Children are typically administered this screening tool upon entering the program. If there are concerns noted, a plan may be put forth to help support the child in the classroom and/or further assessment may be recommended by a special education team.

PRESCHOOL ADMISSION

Children who are four years of age or will turn (4) four by September 1st of the program year must meet specific income criteria to be eligible. A certain number of slots may be allocated to children whose families are over the income guidelines but have factors which may place them at risk of becoming educationally disadvantaged. Admission requirements and enrollment procedures are as follows:

- A. A child must be four (4) years of age or turn four by September 1 of the program year to participate in the program.
- B. Families must apply by completing a **confidential** application (Collaborative Recruitment Application) indicating qualifying characteristics that may place the child at risk of becoming educationally disadvantaged.
- C. Children that meet the income eligibility will be the first to be enrolled. Children that are over-income but have risk factors will be wait-listed until closer to the beginning of the school year to assure that all income eligible children are found and secured a slot in the program. The number of over-income slots is limited according to legislation. All over-income children will be ranked and prioritized according to the number of risk factors they have and enrolled based upon that priority. The prioritization for enrollment is as follows:

Priority 1	4 year olds that are 50% of FPL or below; homeless, in foster care or with IEP's that require an inclusive preschool placement residing within the Ionia ISD
Priority 2	4 year olds that are 100% of FPL or below
Priority 3	4 year olds that are 150% of FPL or below
Priority 4	4 year olds that are 200% of FPL or below
Priority 5	4 year olds that are 250% of FPL or below
Priority 6	3 year olds (Sept/October/November) that are 50% of FPL or below; homeless, in foster care or with IEP's that require an inclusive preschool placement residing within the Ionia ISD
Priority 7	3 year olds (Sept/October/November) that are 100% of FPL or below
Priority 8	3 year olds (Sept/October/November) that are 150% of FPL or below
Priority 9	3 year olds (Sept/October/November) that are 200% of FPL or below
Priority 10	3 year olds (Sept/October/November) that are 250% of FPL or below
Priority 11	4 year olds that are 250-300% FPL with risk factors residing within the Ionia ISD
Priority 12	3 year olds (Sept/October/November) that are 250-300% FPL with risk factors residing within the Ionia ISD
Priority 13	4 year olds that are over 300% of FPL with risk factors residing within the Ionia ISD (The total number of children will need to be considered with regard to the 10% over-income; may move to next level to obtain income eligible kids.)
Priority 14	3 year olds (Sept/October/November) that are over 300% of FPL with risk factors residing within the Ionia ISD
Priority 15	Out of the Ionia ISD students as ranked according to prioritization 1-14

- D. Families which fall into the over-income category will be required to pay tuition on a sliding scale per legislation.
- E. Enrollment will be open to any children in the district without regard to race or religion.
- F. Each student shall meet minimum health standards for admission. This includes:
 - immunizations on file at the time school starts
 - a physical health form(Students have (30) days from the first day of school to complete the health assessment requirement and have the form on file).

Students not meeting these requirements will be excluded from the program.

- G. Each student must also have on file, a copy of their birth certificate within (30) days of starting the program. Additional admission forms include:
 - The child information card for licensing,
 - local school transportation form,
 - licensing notebook statement,
 - release of information ,
 - media release form
 - permission form for field trips
 - parent involvement form
 - application
 - verification documentation of income and risk factors
 - GSRP Enrollment Card
 - medication form (if necessary)
- H. Parents whose children have been selected to attend the program will receive a letter of eligibility followed by a letter indicating their date and times for enrollment.
- I. If the classes are filled when a parent calls, the child's name will be placed on a waiting list and prioritized accordingly.
- J. Any new registrations occurring during the school year will be placed on the waiting list.
- K. As vacancies occur, they will be filled from the waiting list.

CONFIDENTIALITY POLICY

Parents can be assured that all information regarding children and families is kept in strictest confidence. Sometimes it is helpful to share information with other people that might be working with your child or family. Staff members are only able to share information with those entities you have indicated on the "Authorization to Disclose Information" form. Licensing has access to all licensing required child records.

The following information will be sent to the next school program in a CA (cumulative file):

1. Registration form
2. Health appraisal
3. Immunization record
4. Legal birth certificate
5. Progress reports
6. Special Education Documentation

The following information will be kept as documentation of enrollment in the program file:

1. Collaborative preschool application
2. Legal birth certificate
3. Immunization record
4. Progress reports
5. Income/risk-factor verification
6. Parent involvement contract
7. Permission forms
8. Volunteer statement
9. Authorization to Release Confidential Information

Parents/guardians can request to see either file at any time.

SPECIAL EDUCATION SUPPORTS

Every GSRP program has access to a full team of professionals that could provide services to children if they are eligible. Some of these services include support by the speech therapists to help develop the child's language, speech and understanding of words; the occupational therapists who supports fine motor skills and the development of using the hands and eyes together; the physical therapists who supports how the child moves his body and coordinates his large muscle movements; the school psychologists who supports overall learning styles and behavior as does the school social worker.

As previously indicated, teaching staff complete an overall screening assessment at the beginning of the school year and then keep notes and data on an ongoing basis to assess how your child is doing with respect to the widely held expectations for his age through the Teaching Strategies Gold Assessment system. At any point, staff may consult you about getting support from the special education team. Teachers would bring their concern to you and you would need to give permission for them to talk to the team and invite one of the members in to do an observation or talk with you if you have concerns as well. Following the observation/consultation, the team will recommend further evaluation by the special team and/or try to implement some specific strategies in the classroom to see if these supports are enough to facilitate your child's development and learning. With either of these options your written permission would be required to proceed with the assessment or recommended interventions.

We are very fortunate to have these resources available to us. The research clearly indicates that the earlier interventions are put into place for children, the better the outcomes are for children. Please do not hesitate to discuss with your teacher any concerns you may have about your child's learning.

For children enrolled in the GSRP program that already have an Individualized Education Plan (IEP), services should be coordinated with the classroom teaching staff. It is in the best interest of the child if the special education providers and the GSRP teaching staff work together to provide the optimal intervention for the child. Special education staff can meet with GSRP teaching staff during their planning time to assure that GSRP staffs know how to embed the child's unique goals into the daily routine and different interest areas in the classroom.

Staff is provided with ongoing training about special education laws and services, inclusion, confidentiality and specific strategies to support children's learning. The GSRP program, in partnerships with staff from the local districts, is committed to the principals of inclusion and works collaboratively to meet the individual needs of each child.

COMMUNITY SERVICES

At the back of the handbook you will find a list of community resources. Sometimes staff will be able to connect you with specific supports by making a referral for a specific service from one of these agencies. In other situations you can access supports on your own such as food banks or clothing centers. If you are interested in learning more about resources your family or child might be able to receive please talk to your teaching team and they can help connect you with them.

FEE POLICY

This preschool program is a Great Start Readiness program funded through the Michigan Department of Education. This program is FREE to families who meet the specific income and eligibility criteria for their family. Children that are enrolled whose families are over-income will be required to pay tuition.

Legislation allows for 10% of all children participating in the Great Start Readiness Preschool Program to be over the income requirements. This would mean that approximately 30 slots will be allocated to children who would be eligible to receive these spots. All children that are over-income are ranked within their individual school district by income and risk factors. Over-income children presenting with the most risk will be offered spots within those districts where there is space. Over-income children will be the last children to be placed within the program. All families, whose incomes are over 250% of poverty, must pay tuition in accordance with the legislation.

The following is the tuition sliding scale for the 2015-2016 school year:

Percent of the Poverty Level	Tuition Fee
250%-300%	\$40.00 per month
300% and above	\$60.00 per month

Exemptions:

1. Children who have an Individualized Educational Plan (IEP) will be exempt from paying tuition for the 2015-2016 school year.
2. Unique family circumstances of hardship will be considered on a case by case basis for an exemption.

Method for Making Payments.

- a. All payments will be made payable to the ICISD by the 15th of every month September through May.
- b. Families will receive an individual payment book with envelopes for their family. Families may make their payment, monthly, every other month, or annually if desired. For example, if you desire to pay \$40.00 for 2 months, then submit payment with the appropriate tickets from the payment book. **IF YOU PAY AHEAD, YOU WILL NOT BE INVOICED; IT WILL BE YOUR RESPONSIBILITY TO MAKE THE NEXT PAYMENT AT THE APPROPRIATE TIME.**

- c. Families should send their payment to the Ionia ISD in the envelope provided. If payment is not received by the 20th of the month then it will be considered late and the family will be contacted to resolve the payment issue.
- d. Receipt of payment will be generated back to the family from the Ionia ISD.
- e. If a special circumstance arises in which you have difficulty making a payment, you should contact Cheryl Granzo at 616-522-1410, the GSRP program administrator to help develop an alternate payment plan
- f. Exclusion of students from the GSRP program for non-payment is not the intent but it will be considered if an alternative plan cannot be agreed upon and other students are on the wait list and could fill the preschool slot.
- g. All information regarding tuition payments are confidential.
- h. All income obtained from tuition will be used to support the Great Start Readiness Program.

ATTENDANCE POLICY

We believe that preschool is extremely important for a child's later school success. We understand that circumstances arise where your child may not be at school. ***If your child is going to be absent, it is very important that you call and inform the teacher.*** You may call the classroom number or school office and leave a message at any time of night or early morning.

The specific number you should call to report an absence is: _____

Messages will be checked when the staff get to work each morning. To assure the safety and well-being of your child, if your child does not come to school and you have not called to report that he will be absent you will be called back to verify that you did not send him to school. Please make every effort to make this your practice to assure the safety of all children.

WITHDRAWAL POLICY

If you have to withdraw your child from school, please let us know as soon as possible so we can fill the spot with a child from our waiting list. We realize that sometimes there may be special family circumstances that prevent your child from attending for a period of time. It is important to have good communication with your teacher so accommodations can be made for your unique circumstance. We WANT your child to be in school as we know attending preschool is the best way to prepare him/her for kindergarten. If your child is absent for more than 10 consecutive school days, and we have been unable to communicate with you after several attempts, a letter will be sent to you asking if you intend to continue in the program. If we do not hear from you within the time stated in the letter, your child will be dropped from the program and another child on the waiting list will be enrolled.

CHILD INFORMATION CARD

You will be filling out an emergency card for your child which contains important information for contacting you if there is an emergency. It is the responsibility of the parent or guardian to keep the staff informed of changes in address, phone numbers, employment or people picking up your child.

TRANSPORTATION

Busing transportation is not part of the GSRP program but it is provided through your local school district. If your child needs transportation, you will be asked to complete the local school districts form used for transportation. The actual GSRP program starts when your child gets off the bus to enter the school building and ends when your child boards the bus to be returned home.

If your child is not going to be attending on a given day, you should call your child's teacher and report that your child will be absent on that day. The transportation department would appreciate a call as well, so the bus drivers are aware of this when they are doing their routes. If you choose to transport your child yourself, please refer to the pick-up and drop off policies.

DROP OFF PROCEDURES

Children in the preschool programs must not be dropped off prior to their scheduled class time. Children may be dropped off approximately 10 minutes before the start of the school day. Upon arrival take your child directly to the classroom. **All children must be signed in and out on the form provided in your child's classroom.** Do not sign your child out until you are actually taking your child from the center. Be sure to write your first and last name, not "Mom" or "Dad." The teacher or teaching assistant will greet the parent and child upon arrival. Do not leave until you have been greeted. If a child appears ill, he will not be allowed to stay.

PICKING UP CHILDREN

Children attending the Great Start Readiness Program must be signed **in and out** by an adult upon arrival and when leaving.

Parents, relatives, and friends who are on your child's emergency card, but whom the staff does not recognize, will be asked for identification in order to ensure that each child remains safe while in our care. Children will not be allowed to leave the center with anyone but their parent or legal guardian without written notification given to the child's teacher. Remember, your child will be permitted to leave only with those persons listed on the emergency card and who are at least 16 years old. If a parent appears to be under the influence of drugs or alcohol when picking up a student, the police will be contacted immediately.

Being timely when picking up your child is important for your child and the staff in the program. If children are not picked up at the end of the day, the parents and if necessary the emergency person on their card will be contacted. If no one can be reached then, Children's Protective Services will be contacted.

MEDICINES

Children attending GSRP will be administered medications that are prescribed by a physician (this includes epi-pens and inhalers) during the school day if necessary. If prescription medicine is to be administered to a child at school, the parent must complete the medical form and provide storage instructions (refrigeration required, etc.). The bottle must have the original prescription label and show the prescription number, name of doctor, and how many times per day the medication is to be given. GSRP staff will treat minor cuts and bruises by washing the injury and applying a cold pack and/or band-aid. Parents are notified of minor injuries by phone, in person, and with a written "Ouch Report" report. Non-medication topicals such as sunscreen and bug spray will not be administered during the school day. If there is a field trip and one of these medications may be necessary, then a separate permission form will be secured. The names of all children who have permission to use these items will be placed on the bottle. Medication may be kept in the classroom if necessary and transported by the teacher to various places the child goes if necessary or it may be kept in the school office.

ILLNESS

Attendance is very important to us; however, we are also very concerned about the spread of illness. We serve many children, and when germs are brought into the classroom, they spread quickly. Upon arrival at school, each child is observed by teaching staff for signs of illness or injury that could affect the child's ability to participate comfortably in the daily activities. Children will be excluded when a child is not able to participate comfortably; if the illness requires more care than staff are able to provide without compromising the needs of the other children in the group; or if keeping the child at school poses an increased risk to the child or to other children or adults with whom the child will come in contact. No child will be permitted to attend if acutely ill and/or has a fever, severe cough, diarrhea, rash, or live head lice.

When a child develops signs of an illness during their day at preschool, parents, legal guardians, or other persons authorized by the parent will be notified immediately by phone, text, email or the preferred contact of the family, to pick up the child. For this reason, please be sure that we have current, accurate phone numbers for you, your authorized emergency contact person and your child's pediatrician. In the meantime, we will provide the child a place to rest until the parent, legal guardian or designated person arrives under the supervision of someone familiar with the child. If the child is suspected of having a contagious disease, then, until she or he can be picked up, the child is located where other individuals will not be exposed.

Some diseases will require your child to be excluded from school until a release is written by a doctor. If your child is displaying any of the following symptoms, he or she should not attend:

- Fever (temperature of 100° or higher or even less when the child feels ill) – until temperature returns to normal
- Earache – until seen by a doctor
- Rash – until the cause is determined by a doctor and he/she writes a note stating it is not contagious
- Sore throat – until throat loses redness
- Watery or red eyes – until eyes clear
- Any draining sore – until draining stops
- Upset stomach the night before or prior to arrival time
- Chest cough – until cough stops
- Diarrhea or vomiting within the last 24 hours
- Nasal discharge or discharge from eyes or ears (yellow or green)

Parents should exercise every precaution and keep their child home should other unusual symptoms occur. If a child is sick throughout the night, please keep him or her home to rest. Thank you for your cooperation in keeping our children healthy.

If your child contracts a communicable disease, please notify us as soon as possible. Parents of other children will be alerted to exposure to the disease. Your privacy is assured.

If a child becomes ill during class, the parents will be contacted with the request to take their child home. If you cannot be reached, we will call the person you have given us to notify in case of an emergency.

Disease/Illness Symptoms	When a Child May Return
Fever 100 degrees or above	Fever free for 24 hours without fever reducing medicine
Vomiting	24 hours symptom free
Diarrhea (giardia, salmonella, shingella, viral)	When stools are formed and symptom free for 24 hours
Nasal discharge (yellow or green mucous)	Discharge is not thick yellow or green and/or if the child has been on antibiotic for 24 hours

Chicken Pox	After all skin lesions have dried
Mumps	After swelling is gone (About 9 days)
Strep Throat	After 24 hours of antibiotic treatment
Measles or German Measles	Not earlier than 4 days after onset of rash
Pink eye or Conjunctivitis (Bacterial, viral or allergic)	When eyes are mucous free or on medication for 24 hours
Hepatitis A	With physician's clearance
Impetigo	With physician's clearance, after medication for 24 hours and infected parts covered
Ringworm or Pin worms	After 24 hours of physician prescribed treatment and ringworm infected area should be covered
Lice	When infestation and nit free as the result of treatment with a medicated shampoo
Scabies	After 24 hour of physician prescribed treatment
Unidentified Rash	With physician's clearance (need to provide note from physician)
Meningitis	With physician's clearance
Influenza	With physician's clearance or fever free without fever reducing medication for 24 hours
Roseola	After rash clears
Hand, foot and Mouth	When lesions heal and drooling ceases
Croup	After free of viral infection and child is no longer having difficulty breathing

MEDICAL EMERGENCIES

In the event of a medical emergency or an accident, the parents and physician of the child will be contacted by phone, text, email or the preferred method of contact of the family. If we are unable to make contact and emergency treatment is required, the child will be taken to the hospital specified on your emergency card. Your authorization for the center to contact your family physician and to take emergency medical measures deemed necessary is part of this agreement.

Plan for Minor Injuries (bumps, bruises or minor cuts)

1. Staff person will put on disposable gloves.
2. Wash infected area with cool clear water if needed.
3. Cover area with bandage if necessary.
4. Complete "Ouch Report", have center director sign and copy. Keep the original copy of the report in the center file and send copy home to parents.
5. Staff person will call family member to explain the injury obtained by their child.

Accident, Serious Injury, or Illness

Definition of emergency: Where one or many are sick or injured. Immediate concern is to aid the injured or sick student.

Steps of Action:

1. Administer first aid
2. Contact 911 and the building office
3. Office will contact parents or guardians
4. Review student's emergency card for special medical conditions; inform emergency services if appropriate
5. Do not move severely injured person, or give medication without doctor's order

6. If victim is unconscious or incapable of making rational decisions an ambulance will be summoned and the victim will be transported to the hospital

All serious accidents or injuries must be reported immediately to the center director or principal. The center director or administrator will report the incident to Child Care Licensing.

PHYSICAL, IMMUNIZATIONS & BIRTH CERTIFICATE

The Great Start Readiness Program may not accept your child unless they have had the minimum immunizations completed by the first day of attendance. A certified copy of your child's birth certificate is requested for proof of age and for accuracy of legal name. Students must have a current physical form on file within thirty (30) days of the first day of attendance. Students not meeting these requirements will be excluded from the program.

EXCLUSIONS

Children in the program will not be excluded or expelled because of requiring extra support or assistance in the classroom. Short term exclusions may occur in order to secure appropriate supports if the health and safety of children or others are at risk. If a child does not have his health assessment within the 30 days but the parent can provide evidence that an appointment has been set, he may be allowed to stay in the program until the health assessment is secured.

IMMUNIZATION REQUIREMENTS

Following is a list of immunizations required by the State of Michigan.

- 4 doses DPT
- 4 doses Pneumococcal Conjugate
- 3 doses Polio
- 1 dose MMR (after 12 months of age)
- 1 dose Hib (after 15 months of age, before 5 years of age)
- 1 dose Varicella (Chicken Pox)
- 3 doses Hep B

A child admitted to a school or preschool program with only the minimum immunization requirements must show progress towards receiving the remaining doses. A waiver form can be obtained for medical and other reasons from your local health department. Students with a waiver will be excluded from our program if they become exposed to the waived immunization disease. The following vaccine doses are required for continued attendance:

4 or 5 doses of DPT. The first 3 doses should be properly spaced. The 4th dose must be given a minimum of 6 months after the 3rd dose. If the 4th dose is given within 6 months of the 3rd dose, an additional dose is required.

4 doses of Pneumococcal Conjugate

4 doses of OPV/IPV. The first 2 doses should be properly spaced. The 3rd dose must be given a minimum of 6 months after the 2nd dose. If the 3rd dose is given before the required 6-month spacing has elapsed, an additional dose is required.

1 dose of MMR. Repeat if given prior to the child's first birthday. (Any combination of single or multiple antigen vaccines containing measles plus rubella plus mumps is acceptable in lieu of a dose of MMR.)

1 dose of Hib or series of 3

1 dose of varicella (chicken pox)

3 doses of Hep B

INCLEMENT WEATHER/EMERGENCY PROCEDURES

In the event of a fire, tornado, or other disaster situation, student safety is the staff's first priority. If an emergency situation was to arise, staff will move the children immediately to a safe location and remain there until the emergency no longer exists. Detailed plans are posted in the center and at least 1 fire drill will be held quarterly along with 2 tornado drills between the months of April and October. These drills will be documented in a log kept at the center.

The following is the policy for bad weather conditions:

Tornado Watch	Person eligible to pick up your child may do so.
Tornado Warning	For the children's and the staff's safety the programs request that the parent's not come during a tornado warning to pick up their child. If parents come during a tornado warning they are welcome to stay with their child until the warning has expired. In the event of a tornado warning, each classroom has a specific Tornado Plan posted in their room. You are welcome to see this anytime you would like.
Snow Days	If your school district (Belding, Ionia, Lakewood, Portland, and Saranac) is closed because of snow, the preschool will be closed. Please listen to local media stations for information on closings.
2-Hour Delay	If there is a 2-hour delay in your district, there is a chance that your child's preschool program will be cancelled. Look for something on the screen such as no am GSRP program for your specific district or if all are delayed no am GSRP Ionia ISD.

CRISIS MANAGEMENT PLAN

Each district has their own crisis management plan in the case of a needed evacuation that could be caused by gas leaks, chemical spills or another type of potentially threatening situation. Detailed plans are kept in the classrooms regarding where the children will go. An individual plan will be created, if needed, for accommodations of children with special needs.

In the event that a school/classroom needs to evacuate the children, our staff's priority is the safety of your children. If an evacuation were necessary, children will be taken by the classroom staff along with the child information cards to an appropriate evacuation area designated by the school district. The local school districts notification system will automatically contact families by phone to notify them of an emergency. Depending upon the nature of the emergency, families will be notified through the system where the children will be going. Teachers will have their phones with them to be in contact with families during this crisis. A check will be made prior to the staff leaving the classroom and once they arrive at the evacuation area to make sure all children are accounted for. Children and staff will stay at the designated evacuation area until the students are released by the principal or law enforcement. Upon returning to the classroom, attendance will be taken once more.

INTEGRATED PEST MANAGEMENT PROGRAM

The local school district provides notice before treating the building with pesticides. We take responsibility for notifying families if treatment is to take place.

SCHOOL SCHEDULE

The preschool program is in session Tuesday through Friday and follows basically the same calendar as your school district's master calendar. When schools are closed for holidays, breaks, and scheduled non-attendance days, the Great Start Readiness Program will be closed as well. The GSRP program must be in session a minimum of 120 days. A detailed listing of these dates will be provided to parents at the beginning of each school year.

CLOTHING

Because of the wide range of activities, it is recommended that children be dressed in washable, comfortable clothing, since some clothing does become soiled from play or art activities. Paint shirts are provided by the center for art and water activities.

Please, remember that children are taken outdoors daily (weather permitting) and should be dressed accordingly. All clothing should be labeled with your child's name. Children should be brought to the center only if they will be permitted to take part in outdoor play. Outdoor play will occur daily at the discretion of the teacher.

EXTRA CLOTHING

Water activities, sand play, and occasional bathroom accidents necessitate that an extra change of clothing be kept at the center at all times. In case of an accident, please bring a change of clothing in a zip lock bag with your child's name on the bag. If wet or dirty clothing is sent home, please return a clean, extra set of clothes the next day your child attends.

BIRTHDAYS AND HOLIDAYS AND OTHER SPECIAL OCCASIONS

It is exciting and fun for children to be honored on their birthday by sharing a treat or snack with their friends. However, the program can only allow pre-packaged treats that are of good nutrition value. The following are some items that may be offered: yogurt cups, cheese sticks, individual bag of pretzels or crackers, veggies and dip that have been prepared by the store, granola bars, apple sauce cups, apples, bananas, oranges or other fruits that are whole. We will not be able to serve cupcakes and cookies for special events. Similarly holidays are special times for many families, but the program recognizes that all children may not honor the same celebrations. As a result, there will be no parties centered around traditional holidays. The teaching staff will be offering opportunities for families to come in and celebrate different topics that they have studied as during the school year. If you want to share a food item in the classroom and are unsure what to bring you can ask your child's teacher.

PERSONAL BELONGINGS

Please do not send toys, candy, gum, sharp objects, play guns, medication, or money to the center. We do not allow baby bottles and pacifiers for health and safety reasons.

REST TIME POLICY

For children enrolled in a full day GSRP program there will be a period of rest or quiet time after lunch. Rest time is an opportunity for children who need to sleep to take a little nap. Each child will have a cot or mat available to them to rest on after lunch. After lunch children go to the bathroom and then get their own blanket and stuffed animal or other transition item and go get settled in their space. Once all children are on their cots the lights are turned off and soothing music is played in the background. Teaching staff move around the room to support children by talking softly and rubbing their back to help them relax and go to sleep. If children are unable to sleep, they may do other

activities such as look at books, color or listen to stories on head phones. Rest time lasts 45 minutes to 1 hour. Children are gradually awaked by opening the blinds or by going to each cot and providing a pat on the back to let them know that rest time is over. Children wake up gradually, take care of their own items, put on their shoes and help take care of their cots. Blankets and transition items are sent home once a week to be washed. The cots or mats are disinfected daily.

PARENT INVOLVEMENT OPPORTUNITIES:

Home Visits

One of the requirements of the program is that we have 2 home visits per year; the first typically occurs prior to your child starting school and the second occurs in the March prior to the local Kindergarten screenings. Home visits will be one hour in length. Of course, we hope that if you have any questions or concerns at other times during the school year that you will let us know. The visits will always be scheduled ahead of time and we send reminder notes or call as well. The children are excited to have their teachers come to their home and we enjoy it too! The visits give us a chance to learn more about your family and child's interests, inform you more about the program, partner with you on a goal for your child while in preschool and keep you updated on your child's progress using reports from our TS Gold assessment. Please remember, we are not the white glove inspection team! We aren't coming to see your house. We are coming to visit and get to know you and your child better.

Parent-Teacher Conferences

Conferences with your child's teaching staff also occur two times per year; with the first one typically occurring in the fall often when the local district is having conferences and the final conference occurs during the final weeks of school usually in May. The length of the conference is 45 minutes. The conferences are a time for you to learn how your child is doing in the classroom through the use of various reports provided by the TS Gold Assessment, assess progress on your individual goal and discuss ways you and the teaching staff can mutually support your individual child's needs.

Volunteering

We need you...your hands, your hearts, and your laps! We would love to see you in our classroom. This is the beginning of your involvement in your child's education. Research shows children whose parents are involved in school activities do better in school. Children love to have mom, dad, or grandparents come to school.

All classroom volunteers will be supervised by a center staff person at all times. Interested volunteers will be asked to sign a statement indicating that they have been informed about child protection laws and that they have not been convicted of the abuse or neglect of a child. In addition, per policy of some local school district, parents make be required to complete an ICHAT form which is a criminal history background check.

The center will have a DHS Central Registry Clearance form on file for each volunteer who has contact with children at least 4 hours per week or for more than two consecutive weeks. Evidence that the volunteer is free from communicable tuberculosis, verified within one year before volunteering will be required for volunteers that are more than 4 hours per week.

GSRP Parent Teacher Association (PTA)

The GSRP program believes that an essential component of a high quality preschool experience for your child is that parents are welcomed and are fully partnered with in all aspects of the program. The PTA will meet 2- 3 times throughout the school year. Parents and teachers will come together to

make some decisions about activities that will occur in and out of the classroom such as: what you feel is important for your child to learn in preschool, field trip suggestions, ideas for celebrations throughout the school year, input on activity nights as well as providing input about other aspects of the program such as the curriculum, the assessment and how the children are progressing and learning in the program. Becoming a part of the PTA is a great way to get your feet wet in a comfortable setting to become an advocate for your child's education. We sure hope to see you there; your ideas and suggestions are valuable to us! Keep an eye out for dates throughout the year.

Data Analysis Meetings

Three times during the school year, all of the staff and some parent representatives come together to examine different types of data that is related to the program. For example, we might look at the number of children that speak a different language, how all the children are progressing with respect to their development; how well the program is implementing different quality aspects of the program and how parents felt the program prepared their child for kindergarten. This is just a few examples of the data. Looking at what we do in a variety of areas, helps us understand as a program what is working well and what areas we might need to make adjustments or improvements in. Having parents be a part of this discussion is very important; if you are interested in serving in this capacity please let your teaching staff know. The meetings are typically 1.5 to 2 hours in December, March and June.

School Readiness Advisory Council (SRAC)

We are also looking for parents to serve on the School Readiness Advisory Council. This committee consists of a variety of individuals that provide services or have an interest in children birth to age 8. This council is important for the GSRP program as we utilize this committee to help shape policy for our enrollment prioritization, recruitment and placement of programs, outreach to find community partners to provide GSRP programs and input on the data as it is presented to the council on an annual basis. The SRAC is a workgroup of the Ionia County Great Start Collaborative and encompasses a broader scope of educational issues related to early childhood and school readiness beginning from birth. This committee meets 6 times per year from 12:00 to 2:30. If this committee is something that you are interested in serving on, please talk to your teaching team and they will provide you with more information.

Parent Coalition

The Parent Coalition serves as the Parent Leadership Component of the Great Start Collaborative and is committed to educating parents and caregivers a forum for shared leadership, coordinated planning & communication to improve the stability and strength of all families of young children in Ionia County. The parent coalition meets monthly in Ionia, the dates are included in the GSRP calendar. If you are interested in learning more about the Ionia County Parent Coalition you can visit their website at greatstartioniacounty.org or ask your teaching staff for more information.

Class Messenger

This is a web based program that you can sign up for to keep up to date with all the communication regarding your child in a way that you prefer it. You can get information via the website, email or text messages. This program will allow teachers to send classroom newsletters, forms and individual notes about your child directly to your phone or device that you prefer. If you still prefer paper, we can do that too. Talk to your teaching team regarding what the best method is for you to stay involved and informed about your child's education.

CULTURAL DIVERSITY:

Each child that participates in the GSRP program is unique and different as is each family that they come from. The GSRP program values the traditions, customs beliefs and history that each family brings to the classroom. We try to reflect the culture of the family and the community in the classroom setting and welcome you to share your interests and artifacts that you may have at home. Family is the root of the all learning and our program desires to include the family in all aspects of the early learning program.

Teaching staffs are trained on an annual basis on a variety of aspects of the cultural diversity and competence. Staff will refrain from making assumptions and efforts will be made to further their understanding of cultures within the community and to improve their skills by supporting their knowledge and learning. Staff members recognize that each individual family represents their own unique culture. Reasonable efforts will be made by staff to support you by, communicating with you and your child in your child's native language; offering to conduct conferences with both parents if parents are separated or divorced and alternating the home visits for children who are living in a joint custody, dual household situation.

FIELD TRIPS:

Field trips and nature walks are considered an important part of the educational program and may be taken periodically to nearby places. The center will provide the same adequate, responsible adult supervision for these excursions as is provided for children while in attendance at the center. Permission for your child to participate in such excursions is required via the permission form secured at the time of enrollment. Field trips may be "walking" trips or trips requiring transportation by the public school. You will be notified of any field trips planned prior to the trip through the classroom newsletter and the parent board located outside of the classroom.

PHOTOGRAPHS AND PUBLICITY

Photographs of the children participating in the GSRP program may be taken from time to time and may appear in newspapers, magazines, brochures, or other publicity materials. Your permission on the photo release form allows us to use your child's and/or family member's photo or video only for the purposes you indicate on the form. You will not be compensated for any images used. If you do not want your child's picture taken, please indicate in writing on the photo release form that "you do not want your child's picture used for any of these purposes".

DISCIPLINE POLICY

It is the policy of the Great Start Readiness Program to try and resolve all matters in a calm and professional manner. For the most part, conflicts and areas of concern that arise in the program will be dealt with in a one-on-one basis. Verbal strategies as well as picture cues might be used to help children through the process. The following procedures will be followed in most incidents:

1. Your child will be responded to in a calm, verbal manner. They will be asked to state what the problem is or the teacher will communicate to the child what the problem is.
2. Your child will be asked what he or she can do to resolve the problem.
3. The child may be given choices, if they are unable to come up with any ways to solve the problem.
4. In a conflict involving more than one child, all parties will discuss the problem and work together to come up with a reasonable solution.
5. If it is an isolated incident, then only the child involved in the incident and the classroom teacher will work to resolve the problem together.

6. When this approach does not work, your child may be asked or reminded what it is they need to do. If the child does not respond in an appropriate manner, then they will be given a choice. For example, "You may choose to sit at this table or go to the block area". Taking a time-out to calm down may be one of the choices. Time outs will not be longer than one minute per age of child.
7. Children are expected to respect each other's bodies, feelings and possessions. If at any time, we feel a child is being harmful or destructive, to themselves or others, then they will be **immediately** removed from the situation until the situation can be dealt with in a positive and calm manner. At no time will a child be allowed to hurt themselves, others or property.
8. Please understand that each situation is different, as is each child, and although we have a discipline policy the policy often needs to be adjusted to fit the situation and the child.
9. If the problem cannot be resolved or continues on a regular basis, parents will be notified by the classroom teacher.
10. The following means of punishment shall be prohibited:
 - (a) Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.
 - (b) Restricting a child's movement by binding or tying him or her.
 - (c) Inflicting mental or emotional punishment, such as humiliating, shaming or threatening a child.
 - (d) Depriving a child of meals, snacks, rest or necessary toilet use.
 - (e) Confining a child in an enclosed area, such as a closet, locked room, box or similar cubicle.

SUSPECTED ABUSE OR NEGLECT

The State of Michigan requires that all members of licensed institutions be on the lookout for, and report to the State, any and all cases of suspected abuse or neglect of a child. The staff and other professionals that provide services to the Great Start Readiness Program are therefore obligated by law to report any suspected cases of child abuse and/or neglect.

FOOD AND NUTRITION

All children in the program will be provided with food via each of the school districts School Meal Program. Our half-day students will be provided a nutritious snack while those students who attend school in a full-day program will receive breakfast, snack and lunch. The Belding center participates in the Michigan Child Care Food Program and food is served in accordance with the minimum meal requirements of the Child and Adult Food Care Program. The meals are nutritious and prepared and served in accordance with the School Meal Program standards. Menus with noted food substitutions will be posted on the parent board outside each of the classrooms.

All children must eat the meals that are provided. ***If your child has any food allergies please make sure you indicate this on your Child Licensing Card*** and have your physician provide a list of alternate foods your child may eat. The determination of whether or not the center will be peanut free is dependent upon the needs of children that are in classroom and/or the policy of the school building. If you do not feel your child can eat the meals that are provided, due to severe allergies please inform your child's teacher of his or her needs so accommodations can be made by the school food program or GSRP program.

Hydration of the body is important for learning! Children will either have access to water for drinks in their classroom or scheduled opportunities to get drinks from the school drinking fountain.

Meal time is an important time for children in the program to develop skills and learn about nutrition. All GSRP programs eat family style and the teaching staffs sit with and share this experience with the children. The staff encourage children to talk with each other and be social during this time, use

language to request items and describe foods, try new foods, learn what it feels like to be full, explore where food comes from, understand what constitutes healthy foods and choices, to open containers/packages and take care and clean up their own items when they are done. Materials from the USDA nutrition resource, **Nutrition and Wellness Tips for Young Children** and from the **Let's Move** program will be incorporated into the classroom and information and tips will be sent home to parents to help provide support at home for healthy, creative, balanced and physical lifestyles and practices.

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

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, 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) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html , 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.

DENTAL

Dentists recommend that children have their first dental check-up around 4 years of age. Some districts in Ionia County have a mobile dentist that your child would be able to see. If you are interested, please ask your child's teacher if your district provides this service.

HEALTH CARE PLAN

Handling Bodily Fluids/Universal Precautions

The program shall use precautions when handling potential exposure to blood, including blood-containing body fluids and tissue discharges, and when handling other potentially infectious fluids. The Occupational Safety and Health Administration (OSHA) has model exposure plan materials for use by child care centers available from regional OSHA offices. See R 400.5102a blood-borne pathogen training requirement.

Procedures for handling bodily fluids:

- Staff will assure that all students are kept out of the area where bodily fluids are located.
- Staff will call maintenance personnel that have been trained in clean up to disinfect the contaminated area.

- Staff will wear protective gloves to help assist the child and with cleaning any child that may have been exposed to the bodily fluid.

Cleaning and Sanitizing of Equipment and or Surfaces is important for a healthy environment. Tables must be done before and after food preparation and eating. Cots and mats must be washed at least weekly if they are assigned to specific children and do not come into contact with each other during storage, or between use if they do.

The following steps are to be followed for cleaning and sanitizing:

- Wash the surface or article vigorously with warm water and detergent.
- Rinse the surface with clean water.
- Submerge, wipe, or spray the surface or the article with a sanitizing solution.
- Let the article or surface air dry.

Examples of sanitizing solutions include but are not limited to:

- Water and non-scented chlorine bleach solution with a concentration of bleach between 50 - 200 parts per million (1 tablespoon per gallon of water). Test strips must be used to check the concentration and are available from most food service suppliers.
- Commercial sanitizers specified on the label to be safe for food contact surfaces and used according to the manufacturer's directions.

Hand Washing Procedures – Children

When to Wash Hands:

- After using the restroom
- After sneezing, coughing, blowing their nose, or using tissue
- After handling garbage
- After touching an open sore, cut, boil, or pimple
- Before handling food

How to Wash Hands:

- Wet hands with warm water, then apply soap.
- Have child rub hands together under the water for at least 20 seconds. Tip: Try having them sing Happy Birthday or the ABC's while scrubbing.
- Rinse hands under warm water.
- Dry hands with disposable paper towel.

Hand Washing Procedures – Adults

When to Wash Your Hands:

- Before starting work
- Before putting on food service gloves, and then again when changing them
- After handling cleaning supplies
- After eating, drinking, or taking a break
- After handling poultry, raw meat, fish, or shell eggs
- After using the restroom
- After sneezing, coughing, blowing their nose, or using tissue
- After handling garbage
- After handling money
- After touching an open sore, cut, boil, or pimple
- Before handling food

Proper Labeling and Storage of Food Items

All food items must be stored in original containers showing expiration date and must be disposed of prior to the date of expiration.

ANTI-BULLYING POLICY

It is the policy of the Ionia County Intermediate School District and all of the local school districts to provide a safe educational environment for all students. Bullying of a student at school is strictly prohibited. This policy shall be interpreted and enforced to protect all students and to equally prohibit bullying without regard to its subject matter or motivating animus.

Prohibited Conduct

Bullying of a student at school is strictly prohibited. For the purposes of this policy, “bullying” shall be defined as: Any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly by doing any of the following:

- a. Substantially interfering with educational opportunities, benefits, or programs of one of more students;
- b. Adversely affecting a student’s ability to participate in or benefit from the district’s educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- c. Having an actual and substantial detrimental effect on a student’s physical or mental health; or
- d. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Each local school district as well as the Ionia County ISD has policies and procedures in place to handle these situations. If you think your child is the target of bullying please notify the classroom teacher or program administrator immediately. A complete copy of the district’s anti-bully policies and procedures are available upon request.

NOTIFICATION TO PARENTS REGARDING DATA

The GSRP program may be selected to participate in national, regional or state wide GSRP studies that require collection of data about participants. If this is requested, the Ionia ISD and all of its sub-recipients will comply with the request.

GRIEVENCE POLICY:

As indicated before if you have a concern about something related to your child’s preschool program the best place to start to resolve your issue or concern is with your child’s teacher. Talk about your concern with her to see if you can reach a solution. If that does not work, you can also contact the program administrator. All of the numbers you will need are in the beginning of this handbook.

Nothing in My Bag Today

Today I did math and science,
I toasted bread.
I halved and quartered.
I counted, measured, used my eyes, and ears, and head.
I added and subtracted on the way,
I used a magnet, blocks, and memory tray.
I learned about a rainbow and how to weigh.
So please don't say, "Anything in your bag today?"
You see I'm sharing as I play.

I learned to listen and speak clearly when I talk,
To wait my turn, and when inside to walk.
To put my thoughts into a phrase,
To guide a crayon through a maze.
To find my name and write it down,
To do it with a smile and not a frown.
To put my painting brush away,
So please don't say, What, "Nothing in your bag today?"

I've learned about a snail and worm,
Remembered how to take my turn.
I helped a friend when he was stuck,
Learned that water rolls off a duck.
I looked at words from left to right,
Agreed to differ not to fight.
So please don't say, "Did you only play today?"

“PLAY IS THE WORK OF THE CHILD”

Community Resources and Services

The following are resources that are available in the community. If you have any questions about how to access these resources, please ask your teacher for assistance.

Ionia County Intermediate School District

2191 Harwood Road, Ionia, MI 48846

616-527-4900, 1-888-792-4491

A range of services and programs that include parenting support, developmental assessments, hearing, vision, and speech screenings, playgroups and Special Education programs.

[Parent Child Playgroups](#)- Did you know that you are your child's most important teacher? The Parent Child Playgroups provide information on child development and parent-child interaction in a variety of ways such as written information, web-based resources, and literacy based playgroups in the districts of Ionia, Portland, and Belding. This program is open to all Ionia County parents who have a child aged birth through five as long as the child is not in kindergarten. For more information, call (616) 527-4900, ext. 1462 or 1-888-792-4491.

[Early On](#)-program for any birth to three aged child who demonstrates a developmental delay or established health condition that it places them at a higher risk for developmental delays

[Birth to 3 Special Education](#)- An early childhood special education program for eligible children birth to three years and their families providing developmental assessments, home visiting, playgroups, and a parent group.

[Great Start Readiness Program](#): A preschool program for children 4 years old who meet specific eligibility criteria.

Community Mental Health

375 Apple Tree, Ionia, MI 48846

616-527-1790, 1-888-527-1790

A range of services and programs designed to enhance and promote the mental health and well-being of individuals and families through person and family centered approaches.

[Infant Mental Health](#)-services for pregnant women in their 3rd trimester and families with children birth to three that are experiencing difficulty with attachment to their mother, foster parent or exhibiting other significant behaviors.

Department of Human Services

Formerly known as Family Independence Agency

920 E. Lincoln Ave., Ionia, MI 48846

616-527-5200

Protective Services crisis line

616-527-5252

A range of services and programs designed to meet the basic financial, medical, and social needs of people who are unable to provide for themselves; provide skill building, opportunity enhancement, and family-focused services; and protecting children and vulnerable adults from abuse, neglect, exploitation, and endangerment.

[FIP](#)-provides cash assistance to families in need and temporarily helps for living expenses such as shelter, heat, utilities, clothing, food and personal care items.

[Prevention services](#)-provide assistance to families regarding housing, transportation, counseling, budgeting, parenting skills, individual support, mentors, education on childcare and information on any service that could help the family in their community.

Local School Districts

Preschool Programs-most local school districts provide preschool programs for 4 year old children and special education programs for children aged 3-5. Contact your local school district to learn more.

Ionia County Health Department

175 E. Adams St., Ionia, MI 48846
616-527-5341

Immunizations

Maternal Infant Health Program-home visiting program for pregnant women and families with infants birth to 12 months on Medicaid. Services include public health nursing, nutrition education, and social work services regarding pregnancy related issues and infant development.

WIC-nutritional program for eligible pregnant and breastfeeding women, infants, and children aged five. Families receive milk, eggs, juice, cereal, and cheese. Infants receive formula, cereal, and juice.

Lead Screening- Children living in dwellings with a high environmental risk for lead poisoning and who are six months to six years of age can be screened through a blood test and environmental questionnaire.

EightCAP, Inc.

904 Oak Drive-Turk Lake, Greenville, MI 48838; 616-754-9315
327 W. Main, Ionia, MI 48846; 616-527-2337
Emergency Services: 1-616-527-5507

A range of services including: home visiting, playgroups, and child development programs such as Early Head Start and Head Start and Great Start Readiness Preschool Program.

Early Head Start-home visiting program serving pregnant women and families with children birth to three years offering playgroups, family gatherings, and support.

Head Start-a federally funded preschool program for children ages 3-5. Free to families who qualify

Great Start Readiness Program- state funded preschool program for children 4 by September 1 who qualify with specific risk factors

Great Start Connect Early Learning Resources

www.greatstartconnect.org

1-877-614-7328

Assists parents in locating licensed child care and provides them with information regarding what to look for in a quality child care. For licensed child care providers this site helps in a variety of ways including: referrals to parents looking for care, training and workshops on child development, business management, quality care, etc.

MSU Extension

50 E Sprague Road., Ionia, MI 48846
616-527-5357

Family Nutrition Program-available for low income families offering information regarding basic nutrition, menu planning, shopping skills, recommended food safety practices, and food selection.

On the Path-available for low income families, a money management program that focuses on goal setting, organization, and tracking expenses.

RAVE (Relief After Violent Encounter)

Ionia/Montcalm
1-800-720-SAFE (7233)

Offers support and individual counseling for children ages 0-18 years. Other services include: legal advocacy, court accompaniment, support group, safety planning, crisis intervention, information and referral, parenting information and education, prevention services for adolescents, on-the-scene response project, temporary emergency shelter, education on the dynamics of domestic violence and sexual assault.

Grandparents Parenting

This is a support group that addresses topics of interest and uses informational speakers. Call (616)527-1790 for more information.

Michigan Works!

Services for job seekers include Michigan Talent Bank & Job Bank, applications, and referrals, resume development, and job search assistance. Please contact (616)527-1360 or 1-800-678-9726 for more information

Christian Service Center

217 West Main Street Ionia, MI 48846
(616) 527-1530

Located on Main St. in Ionia the Christian Service Center distributes clothing and household items to the community. Hours are: Tues. & Wed. 9am – 12pm & 1am – 4pm Sat. 9am – 12pm

ENRICH

343 West Main St. Ionia, MI 48846
Phone: 616.522.1126

This is a Resource Center for people living in Ionia County. People who need assistance can contact ENRICH to find out about other local agencies that can help or stop by the office to pick up brochures and read local non-profit newsletters.

Community Needs Pantries

Belding:	St. Joseph Church (616) 794-2145 Encounters Cares Ministries (616) 902-7509 Belding Bible Church (616) 794-2811
Lake Odessa:	First Congregational Church (616) 374-8753 Manna’s Market Inc. (269) 838-5887 West Berlin Wesleyan Church (616) 693-2668
Ionia:	Seventh Day Church (616) 527-6465 Lincoln Avenue Baptist Church (616) 527-0970 Zion United Methodist Church (616) 527-1910
Muir/Lyons:	Muir First Christian Church (989) 855-3323
Orleans:	Shiloh Community church (616) 761-3584
Portland:	Portland Area Service Group (517) 647-4004 Epic – A Community Church (517) 647-7750
Saranac:	Saranac Community Church (616) 642-6322
Woodland:	Zion Lutheran Church (269) 367-4817

Barry County Resources

Barry County Department of Human Services

430 Barfield
Hastings, MI 49058
Phone: (269) 948-3200
Protective Services: (269) 948-3233
Fax: (269) 948-4101

Barry County Community Mental Health

915 West Green Street, Hastings, MI 49058

Main Number: 269-948-8041
After Hours Only: 1-800-873-0511

Barry County Health Department Office

330 W. Woodlawn Ave.
Hastings, MI 49058
[Phone](tel:(269)945-9516): (269) 945-9516

MSU Extension Office

www.msue.msu.edu/barry

206 West Court Street
Hastings, MI 49058
[Phone](tel:269-945-1388): 269-945-1388
Fax: 269-948-3323

PARENT NOTIFICATION OF THE LICENSING HANDBOOK
Child Care Organizations Act, 1973 Public Act 116
Michigan Department of Human Services

All child care centers must maintain a licensing notebook which includes all licensing inspection reports, special investigation reports and all related corrective action plans (CAP). The notebook must include all reports issued and CAPs developed on and after May 27, 2010 until the license is closed.

- This center maintains a licensing notebook of all licensing inspection reports, special investigation reports and all related corrective action plans.
- The notebook will be available to parents for review during regular business hours.
- Licensing inspection and special investigation reports from at least the past two years are available on the Bureau of Children and Adult Licensing website at www.michigan.gov/michildcare.

I have read the above statement issued by Ionia ISD, Great Start Readiness Program.

Child(ren)'s Name(s) _____

Parent Name _____

Parent Signature _____ Date _____

Department of Human Services (DHS) will not discriminate against any individual or group because of race, religion, age, national origin, color, height, weight, marital status, sex, sexual orientation, gender identity or expression, political beliefs or disability. If you need help with reading, writing, hearing, etc., under the Americans with Disabilities Act, you are invited to make your needs known to a DHS office in your area.

RECEIPT OF PARENT HANDBOOK

I have received and read the contents of the _____ Handbook. By signing this agreement, I understand that I am agreeing to the conditions of this handbook.

Child's Name

Parent's Signature Date

PARENTS: PLEASE DETACH THIS PAGE AND RETURN WITH YOUR CHILD'S COMPLETED REGISTRATION PACKET.