

Yale Public School District

## Great Start Readiness Program



# Parent Handbook

## (2016 / 2017)



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Welcome to Yale Public Schools' Great Start Readiness Program (GSRP). This handbook is intended to provide parents with important information about our program. It is hoped that the information in this handbook will be helpful in developing an understanding which will lead to a happy and successful preschool experience for both you and your child. Please keep this handbook available, as you will be referring to it throughout the school year. If you have any questions or concerns regarding the content, you are welcome to address them with your child's teacher.

## Mission Statement

The mission of the Yale G.S.R.P. is to provide a secure and engaging environment which supports success in kindergarten and beyond by empowering young children to develop socially, emotionally, cognitively, and physically.

## Philosophy

The Yale Public School District's Great Start Readiness Program provides a developmentally appropriate program in a safe and nurturing environment. Each child is viewed as a unique person with individual patterns of growth and development. We believe that a quality early childhood program provides a safe and nurturing environment for children. It promotes the physical, social/emotional, aesthetic, cognitive, and language development of young children while accepting differences in individual learning styles, interests, and abilities. In recognition of these differences, we will provide opportunities for children to make choices and participate in hands-on activities, exploration, experimentation and problem solving.

We believe an open and cooperative relationship between home, school and community supports the well-being of young children. This relationship is an integral, essential element of our early childhood program. The foundation for future learning is established in early childhood, therefore, all children will be provided with the opportunity to experience success as we foster a life-long love of learning.

## Criteria for Admission

- Admission starts by contacting the Yale Public School District's Great Start Readiness Program or visit the St. Clair County GSRP website (<http://www.sccresa.org/toolsforschools/great-start-readiness-program>) to see if your family qualifies for admission to the program under the guidelines set by the Michigan Department of Education (MDE). If more families apply than there is space available, children with the greatest need (per the MDE at-risk guidelines) will be admitted first. Children with the greatest need will then fill subsequent openings.
- Children must reside in a St. Clair County school district boundary.
- Children in the 4 year-old program must be at least four years of age, and less than five years of age, by September 1, 2016. A copy of a birth certificate is required for enrolled children as evidence.

- All children must have copies of the following documents on file: birth certificate, immunization records, current health appraisal, and proof of income. All paperwork must be provided prior to acceptance.
- Proof of Immunizations are required as follows:  
4DPT, 1MMR, 3 Polio, 3 Hepatitis B, HIB series, PCV series and Varicella (chicken pox) unless parent signs a waiver. A copy of your child's immunization records and any updates along with a well-child check-up must be kept on file at the preschool. If your child has not yet received all of these vaccinations, they must provide a schedule of appointments to receive all age appropriate vaccinations. Failure to comply may result in the child's removal from the program.
- Additional items may be requested as evidence of the Michigan Department of Education's at-risk factors (i.e., proof of income, doctor's notes for health risks or mental illnesses, IEP's, etc...) and will need to be provided prior to your child beginning school.
- All necessary enrollment and registration forms must be completed prior to your child beginning school. This includes the Emergency Contact and Consent Card (Child Information Record)

### Parent Notice of Program Measurement

The St. Clair County Great Start Readiness Program (GSRP) is required to work with the Michigan Department of Education (MDE) to measure the effect of the statewide Great Start Readiness Program. Information is sometimes collected about GSRP staff, enrolled children, and their families. Program staff or a representative from MDE might:

- Ask parents questions about their child and family.
- Observe children in the classroom.
- Measure what children know about letters, words, and numbers.
- Ask teachers how children are learning and growing.

Information from parents and children will not be shared with others in any way that parents or children could be identified. It is protected by law.

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

Or MDE, Office of Early Childhood Education and Family Services,  
608 W. Allegan, P.O. Box 30008, Lansing, MI 48909

### Fee Policy (sliding fee)

Families that earn income that fall below the 250% poverty level are not charged any fees for services or materials provided by the Yale Public School District's Great Start Readiness Program for eligible 4 year old children. However, if a family is identified as an "over income family", earning between 251%-300% of the poverty level, that family will be charged a small fee of \$30.00 a month (\$300.00 a year) for the GSRP program. This policy is referred to as the "sliding scale" fee outlined in the county GSRP administrative manual. The Great Start Readiness Program funded by the State of Michigan through the Michigan Department of Education. Students who are identified as homeless, in foster care or have a special education Individualized Education Plan are exempt for any fees regardless of family income.

### Nondiscrimination Policy

Applicants for admission and employment, students, parents, employees, sources of referral of applicant for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements are notified that Yale Public School District does not discriminate on the basis of race, color, national origin, sex, age, religion or disability in its admission or access to, or treatment or employment in its programs, activities, or policies.

### Confidentiality Policy

Information presented to the Yale Public School District's Great Start Readiness Program will remain confidential and not be disclosed to parties other than the Yale Public School District's Great Start Readiness Program staff members and the Michigan Department of Education without written consent of parent(s) or guardian(s). You will be asked to sign release of information at the end of the year so that your child's records can be shared with his or her kindergarten teacher.

### Curriculum Policy

- This Great Start Readiness Program follows Creative Curriculum. It is the teaching staff's responsibility to implement the curriculum with fidelity. They also must assure parents have an understanding of developmentally appropriate practices and reflect this during home and center contacts. The curriculum is based on developmentally appropriate practices.
- Children learn by actively exploring their environments and making choices. The classrooms belong to the children and the trained staff support children's learning but do not dominate their play.

- Staff perceives all situations, positive and negative as an opportunity to learn. A child's self-esteem is never compromised.
- Staff combines a balance of education and children's interests to provide the best possible environment for children to learn.
- The Creative Curriculum supports planning classroom materials, activities, and celebrations around the interests of the children and reflects the cultural backgrounds of the families.
- The GSRP program maintains State and Federal literacy guidelines through the Creative Curriculum. Classroom literacy activities consist of, but are not limited to, reading, finger plays, poems, word games, songs, labeling and environmental print, and phonics instruction.
- Initial screenings are performed and on-going assessments are completed throughout the year for all children enrolled in the program.

### Screening and Assessment

Staff will assess children once at the beginning of the year using the age appropriate Ages and Stages Questionnaire (ASQ). This assessment will take place no later than three weeks after a child enters the program. GSRP uses the ASQ questionnaires to check a child's general development. The results help determine if a child's development is on schedule.

In addition to the Ages and Stages Questionnaire, GSRP also uses Teaching Strategies Gold (TS Gold). TS Gold is the primary assessment tool used to record student learning and development. TS GOLD is a research-based system proven to be valid and reliable for assessing children birth through kindergarten. It shows the developmental progress in 38 objectives in the developmental domains of social-emotional competence, physical ability, language, cognition, literacy, mathematics, and English language acquisition (when appropriate). GSRP teachers complete TS GOLD three times per school year. Daily observations will be made and recorded throughout the year. They will be entered into the Creative Curriculum Gold assessment. The completed assessments will be placed in the child's file and shared with parents at Parent / Teacher conferences and at home visits. Additional assessments may be done with prior approval of the administration. Observational notes and assessment outcomes will be used to identify individual strengths and weaknesses and lesson plans will be made based on the needs of individuals.

For more information about these assessments, please contact the lead teacher.

### Weekly Schedule and Attendance Policy

- Children in the Yale Public School District's Great Start Readiness Program will attend 4 school day sessions per week, Monday-Thursday from 8:40 AM until 3:45 PM.
- Children are expected to attend school on a regular basis. Excessive absences may result in termination from the program.
- If a child must miss school, please notify the teacher with a reason for absence.
- There are times when it is appropriate for your child to miss school. If your child is sick, please do not send them to school.
- If your child becomes ill during the school day, you will be called to come pick him/her up. If you cannot be reached another individual on the Child Information card will be called.

### Yearly Schedule

- The Yale Public School District's Great Start Readiness Program follow the Yale Public School District's calendar. There are a few exceptions (examples include parent / teacher conference dates, home visit dates, staff professional development dates, etc). A copy of the yearly schedule is included as the last page of this handbook.

### Inclement / Cold Weather Policy

- Inclement weather or power outages may require that classes be closed. Parents are encouraged to tune in to school closings listed on local TV and radio stations.
- Part of the daily GSRP classroom routine includes thirty minutes of outside/physical play time, twice daily. Children should be dressed in washable and weather appropriate clothing each day. GSRP teachers take children outside daily, unless prevented by inclement weather conditions such as rain or low wind-chill temperature. Coats, mittens, hats, boots, and snow pants labeled with each child's name are needed every day. Parents should expect their children to be outside for these physical activity sessions unless the outside temperature is under 10 degrees Fahrenheit at the time of the scheduled activity.

## Transportation Policy

- Transportation to and from school is the responsibility of the family. Parents/guardians must sign their children in and out of the school each day.
- To ensure each child's safety, it is important that the program has a record of the names, addresses and phone numbers of those persons to whom your child may be released during the school day. This information is provided on an emergency card that is filled out during the enrollment process.
- When a parent is unable to pick up a child, an alternate person may do so if the teacher has been notified by the parent. This notification must be submitted in writing. When your child needs to be released from school during the day, it will only be to the person whose name appears on the emergency card. It is very important to update the emergency card information as it changes during the year.
- For the safety and positive well-being of the children, identification of the alternate person will be required.

## Schedule of Operation

- Hours of Operation of the Staff: 8:30 AM – 4:00 PM
- Hours of Operation for the Students:
  - 8:40 AM – 3:45 PM
- Beginning and end of program:
  - September 19, 2016 - Students' First Day of School
  - June 1, 2017 - Students' Last Day of School
  - YPSD's GSRP program follows the yearly calendar set by the Yale Public School District for holidays and breaks.
- School/Snow Day Cancellations: Please check local news and radios stations for weather related school closings. The GSRP program will be closed if Yale Elementary is closed.

## Withdrawal Policy

- If you want to withdraw your child from the preschool, please provide prior notice in writing. We would like to recognize your child's involvement to participate in our program, as well as allow classmates time to say their goodbyes.
- A child may no longer be included in the program if
  - They have excessive absences
  - They do not meet the health/licensing requirements by the required deadlines
  - The parent fails to follow program policies
  - The program is determined to be an inappropriate setting

## Daily Activities

8:35 – 8:55 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.

9:00 – 9:15 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.

9:15 – 9:30 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.

9:30 – 9:40 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).

9:40 – 10:40 Free Choice 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.

10:40 – 10:50 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.

10:50 – 11:00 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.

11:00 – 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 – 12:15 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.

12:15 – 1:15 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. For more information regarding rest time, please view the section identified as “Rest Time” in the following section of this handbook.

1:15 – 1:35 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.

1:35 – 1:45 Planning Time (refer to AM descriptions).

1:45 - 2:35 Free Choice Time (refer to AM description)

2:35 – 2:45 Clean Up (refer to AM description)

2:45 – 2:55 Recall Time (refer to AM description)

2:55 – 3:05 Large Group (refer to AM description)

3:05 – 3:45 Outside Time (refer to AM description)

3:45 Dismissal

### *Additional Information*

(Team Teaching)

In team teaching, each staff member is fully engaged in planning curriculum, implementing curriculum both indoors and outdoors, child assessment and

supporting family engagement through home visits, conferences, and parent meetings. The work is collaboratively shared.

#### (Large Group Time)

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

#### (Lunch / Snack Time)

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.

#### (Small Group Time)

During Small Group Time, each adult meets with 8 children to work on the activities planned by the team, to provide some of the key experiences of cognitive growth. Adults plan Small Group activities around the interests and abilities of the children, allowing for individual ideas and differences. They use this time to observe children, expose them to new materials, and give them a chance to find new ways of using materials they already know.

#### (Center Time)

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

#### (Clean-Up Time)

During Clean-Up, children put away the toys and materials they have been using. They may also wipe tables, wash paint brushes, jars, or cooking utensils, and sweep or vacuum floors. As they sort, pile, stack, empty, and fit together materials as they clean up, they learn where things go and that similar things go together. This helps

them begin to understand the system for finding things they need. The symbols on the shelves stand for real objects, a realization necessary for reading. Sorting things, putting materials back, and cleaning up also helps children see that clean-up is a part of any activity. Adults assist children during Clean-Up by encouraging them to clean up throughout Center Time. Adults warn the children toward the end of Work Time that in a few minutes it will be Clean-Up time, giving a clear and consistent signal that Clean-Up has begun, defining specific individual tasks for children who are having difficulty understanding what constitutes Clean-Up and assisting in Clean-Up activities.

#### (Rest Time)

School-day programs must provide a daily rest time for no longer than 60 minutes of the daily schedule. Bedding should be sent home weekly on Thursdays to be washed, unless soiled, then sent home as needed. Teachers will assist children in the transition to rest time by turning off the lights/closing window coverings, turning on quiet music, and providing soothing touch such as back rubs or gentle patting. Children will be given a choice of quiet activities to complete individually if the child no longer requires a nap or if they have not fallen asleep within 20 minutes.

In transitioning out of rest time, music may be played, blinds opened and lights are turned on, and staff gently awaken children with touch and quiet conversation. Children can assist in this transition by putting away their blankets and rest time items and helping to clean their cots/mats. If children remain sleeping after the lights are turned on, they will be given the opportunity to continue to sleep until it is necessary for them to wake for teachers to remain in ratio.

#### (Outdoor Choice Time)

Outdoor Time is when children can run, jump, skip, climb, slide, race, hide, and dig. Aside from the obvious advantages to their health and well-being, the main rationale for Outdoor Choice Time is that it enables children to try out Center Time ideas and discoveries outside the classroom. Outdoor Choice Time is less constricted and intense than center time. Some otherwise quiet children can open up, talking and working with other children more freely than they do inside. As they play, adults talk with children about what they're doing and help them solve problems. Children should be dressed in washable and weather appropriate clothing each day. GSRP teachers take children outside daily, unless prevented by inclement weather conditions such as rain or low wind-chill temperature. Coats, mittens, hats, boots, and snow pants labeled with each child's name are needed every day. Parents should expect their children to be outside for these physical activity sessions unless the outside temperature is under 10 degrees Fahrenheit at the time of the scheduled activity.

## Outdoor Exposure

The preschool students often go outside for recess. This will occur on a daily basis unless there is inclement weather or special circumstances. Children need to have the necessary clothing for participation in outdoor activities.

## Notes / Messages

If you need to contact us during the school day, please call Yale Elementary at (810) 387-3231 ext. 1403.

## Parent Involvement

Children who are successful in school have strong and positive connections between family, school, and community. Parent involvement in the learning process strengthens learning at home and is linked to positive child outcomes.

Parents are always welcome and encouraged to participate at the level they are most comfortable. GSRP may be the child's first experience in a school setting, but we recognize that parents' are their child's first teacher. GSRP invites family members to share in their child's preschool experience by:

- Volunteering in the classroom (reading books, interacting in play, helping at clean-up time)
- Attending parent meetings / workshops
- Attending family education events
- Serving on the YPSD GSRP Parent Advisory Committee held four times a year
- Sharing skills, talents, and interests with the class
- Participating on Data Analysis Committee that reviews a variety of data regarding the GSRP program
- Attending parent activities through the Great Start Parent Coalition
- Volunteering in the classroom
- Planning classroom activities
- Encouraging learning and exploring at home
- Participating in the GSRP Parent Advisory Committee survey that is used to gather parental input to further the development of GSRP

## Great Start Parent Coalition

Great Start Parent Coalition is made up of families who are actively engaged in advocating and promoting early childhood in St. Clair County. The Parent Coalition sponsors many events that offer families an opportunity to come together for fun and fellowship, and at the same time, learn about the importance of the first five years. If you are interested in participating, please email [alley.riley@sccresa.org](mailto:alley.riley@sccresa.org).

## Discipline / Guidance Policy

- The Great Start Readiness Preschool believes discipline can be a learning opportunity and that a positive self-image is the best foundation for a happy and successful future. As a result, we implement guidance that is caring, but firm. Consequences are short, consistent, immediate and logical. Emphasis is placed on providing affection, order, security, and unconditional positive regard for every child. Because a positive self-image is our main concern, any form of negative procedures or consequences will not be used. This includes shaming, threatening, depriving, or corporal punishment.
- Enrollment will not be denied and children will not be excluded based on challenging behavior, any disability, the need to access additional resources to serve a specific child, or the need for individualized planning and intentional teaching.
- The adults in the GSRP classroom will assume the following roles:
  - Encourage children to do things for themselves
  - Treat conflict situations with children matter-of-factly
  - Approach children calmly and stop any hurtful actions
  - Acknowledge children's feelings
  - Teach conflict resolution strategies
  - Ask children for solutions and encourage them to choose one together; and
  - Support children when they make decisions.

## Home / Center Visit

Parents play an integral role in their child's development. A strong partnership between the staff and families is crucial to child success. Families in the GSRP program will be participating in two home visits and two center visits (Parent Teacher Conferences) during the program year. These visits help maintain an open communication between the staff and families. The initial home visit serves as an orientation opportunity for the child and parents and helps us get to know each other. The home visit takes approximately sixty minutes. Center visits are held a minimum of two times throughout the program year to discuss overall development, child strengths, areas of concern, and results of assessments. Center visits take approximately thirty to forty five minutes. Parents will be provided with activities to help foster kindergarten readiness. A final home visit at the end of the year will summarize the child's development and transition your child to kindergarten.

## Staff

- The GSRP lead teacher and associate teacher are employed by St. Clair County RESA Board of Education. The lead teacher is highly qualified as outlined by the Great Start Readiness grant. Additionally, the Michigan Department of Human Services will screen the teacher for academic credentials and any possible criminal or substantiated child abuse history. Staff are finger printed to ensure that they have no criminal history.
- Associate teachers and substitutes are screened and interviewed. Criminal background history checks are completed. The MDE certification for teaching assistants is followed.
- A staff member will not be employed if he or she has been convicted of child abuse/neglect or a felony involving harm or threatened harm to an individual within 10 years immediately preceding the date of hire.
- A staff member shall provide the child care center with the documentation from the Department of Human Services that he or she has not been named in a central registry case as the perpetrator of child abuse or child neglect.

## Volunteers

- All parents and volunteers wishing to participate in classroom activities or attend classroom functions must participate in the district required “back ground” check. Information regarding the check can be obtained on the Yale Public School’s Volunteer form (available in all the main offices at all schools and on the district’s website [www.ypsd.us](http://www.ypsd.us)).
- Parents and Volunteers shall not have unsupervised contact with children within the Yale Public School District’s Great Start Readiness Preschool.
- Volunteers will be monitored by employed staff at all times.

## Staff Training

At least one caregiver within the Yale Public School District’s Great Start Readiness Program will have current certification in infant, child, and adult CPR and First Aid. All current staff complete training on blood-borne pathogens. In addition to CPR, first aid, and blood-borne pathogen training all staff complete 12 hours of additional training each year. Training topics include child development, curriculum, child discipline, health / safety, nutrition, working with parents, and licensing rules.

## Abuse / Neglect

The GSRP program and Yale Public Schools strongly believe that children should grow up in a community where adults care about them and keep them safe. Providing this safe community takes the determination and commitment on the part of everyone involved in your child's life. The Michigan Child Protection Law requires teachers and school employees to report their suspicions of child abuse or neglect to Children's Protective Services (CPS) at the Department of Human Services (DHS). Therefore, all GSRP staff members are mandated reporters. Failure to report is a misdemeanor and punishable by law. If you suspect a child is being abused or neglected, please call Child Protective Services at (855)-444-3911.

## Child Custody Policy

- In cases where the child is the subject of a court order (i.e., Custody Order, Restraining Order, or Protection from Abuse Order) the Great Start Readiness Preschool Program must be provided with a certified copy of the most recent order and all amendments thereto. The orders of the court will be strictly followed.
- In the absence of a court order on file with the Great Start Readiness Preschool Program, both parents shall be afforded equal access to their child as stipulated by law. The Great Start Readiness Preschool Program can not, without a court order, limit the access of one parent by request of the other parent, regardless of the reason. If a situation presents itself where one parent does not want the other parent to have access to their child, the Great Start Readiness Preschool Program suggests that the parent keep the child with them until a court order is issued, since our rights to retain your child are secondary to the other parent's right to immediate access.

## Concerns about Child Development

If a parent has concerns about their child's development, they should begin by contacting the lead teacher. The team may include: parents, the teachers, the building principal or agency head, an Early Childhood Specialist, or other special education staff. For more information about child development log onto: [www.ProjectFindMichigan.org](http://www.ProjectFindMichigan.org) If a child is already receiving services for a disability, the GSRP program staff will join the IEP team and continue services.

## Special Needs

The YPSD GSRP program promotes inclusion. GSRP strives to provide appropriate developmental learning opportunities for all children in accordance with the

Michigan Department of Education Early Childhood Standards of Quality. Encompassed within the GSRP program are developmental assessments through Ages and Stages Questionnaire, which is completed in partnership with parents to ensure all children are achieving appropriate developmental milestones. However, if the child presents with a development delay, the staff will contact the local education agency (Yale Public School District) to initiate protocol for suspecting a developmental delay. All efforts will be made to continue the student in the least restrictive environment.

### Grievance Policy

If a parent has a concern about their child, the classroom, or the program, the concern should be discussed with the teaching team. If a solution is not agreed upon, the parents should contact the building principal or agency. The Early Childhood Specialist can become involved if necessary.

### Multi-culture and Diversity in the Learning Environment

- Materials in the classroom are developmentally appropriate, clean, safe, foster learning and are to reflect the home and community cultures and special needs of the children in the program. Materials depict a wide range of non-stereotyped role models and cultures.
- The home and community cultures of each class are used to choose materials to be included in the classroom. Materials that reflect children's interests, parental hobbies and employment and area traditions are integrated into all areas of the classroom as well as in projects and lessons presented on a daily basis.

### Program Evaluation

The GSRP program is evaluated three times per year by an Early Childhood Specialist using the Program Quality Assessment tool provided by the State of Michigan. The Early Childhood Specialist is employed through the St. Clair County RESA.

### Health Care Plan

#### *Children and Staff Hand Washing*

- Hand-washing has long been established as one of the most important things we can do to prevent the spread of illness.

*In our preschool, hand washing recommendations for workers are as follows:*

- Before and after setting up snacks/food for student consumption.
- Before and after helping student use the bathroom.
- After handling items soiled with body fluids such as blood, drool, urine, stool, or discharge from nose or eyes.
- After handling an ill child.
- After using the bathroom or taking care of other personal needs (i.e, nose wiping), and eating.

*In our preschool, hand-washing recommendations for students are as follows:*

- Upon arrival in the morning.
- After using the bathroom.
- Before eating food.
- After they have touched a child who may be sick or who has handled soiled items.

*Recommendation method for hand-washing is as follows:*

- Rub hands vigorously for at least 20 seconds using warm water and soap.
- Wash between fingers and back of hands and wrists.
- Rinse hands well under running water and dry thoroughly with a clean paper towel.
- Turn off water using a paper towel instead of bare hands. This helps prevent acquiring new germs on already clean hands.

### *Handling Children's Bodily Fluids*

- In our preschool, universal precautions shall be observed in order to prevent contact with blood or other potentially infectious materials (OPIM). This will be accomplished by wearing gloves for all tasks that may cause exposure to blood or OPIM and shall be considered infectious regardless of the perceived status of the source individual.
- After removing gloves, preschool workers will wash their hands as recommended in our hand-washing policy

### *Cleaning and Sanitizing of all Equipment, Toys, and Surfaces*

- Desktops will be washed before and after food is served and as they become soiled.
- Toys will be washed when it is noticed that they have come in contact with a child's mouth or saliva.
- Equipment will be washed weekly or as needed when it comes in contact with saliva. Process for sanitation:

There shall be a 3 Step Process for Sanitation

1. Clean with soap and water

2. Rinse thoroughly
3. Spray with bleach water. (1:100 –mixed daily as it is only good for 24 hours)

Process for sanitation while on field trips:

- Bleach wipes will be used while on field trips and out of the proximity of running water.

### *Controlling Infection, Including Universal Precautions*

- In order to prevent the transmission of HIV (Aids), Hepatitis B and other blood borne pathogens, the school will use universal precautions. Universal precautions are defined as: Guidelines designed to protect workers with occupational exposure to blood borne pathogens. Medical examination does not always identify all person infected with HIV or Hepatitis B, or other blood borne pathogens, therefore, the school will consider all blood and body fluids infectious and will follow the following universal precautions as pertaining to school environments when coming into contact with blood or bodily fluids:
  1. Gloves should be worn for contact with blood, body fluids, mucous membranes, or open wounds. Also for handling items or surfaces soiled with blood or body fluids.
  2. Hands and other skin areas must be washed thoroughly if contact with blood or body fluids. Hands should be washed immediately after gloves are removed.
  3. At this time saliva is not considered by the Center for Disease Control to transmit HIV but it is a body fluid and mouth-to-mask ventilation devices should be kept available for resuscitation.
  4. Designated First Aid caregivers shall be required to attend or review video material on the following yearly:
    - a) Universal precautions
    - b) HIV/HBV infections/transmissions
    - c) Handling of infectious waste

### *Protective Wear*

1. Hand washing is the first aspect in preventing spread of HIV, HBV, or any other infection.
2. Gloves should be worn when there is any chance of contact with blood or body fluids. Approved latex or vinyl gloves should be worn. Gloves are never to be washed and reused. Latex or vinyl gloves are acceptable.
3. Resuscitators, mouth to mask resuscitators shall be available and shall be used by trained personnel.

## Exclusion Policy

Children will be excluded from the program if there are short term injuries or contagious illnesses that endanger the health and/or safety of children or others. Children will not be excluded because of the need for additional support, assistance with toileting, or disabilities. Some short term exclusions could include students with a communicable disease (chicken pox, measles, lice, ringworm, pink eye, scabies, etc). Should a student in the GSRP program obtain a communicable disease, all parents will be made aware of the situation by written notice (note), verbally, or by email.

Parents are asked to use the “24 hour rule” in cases where their child has had a fever over 100 degrees, vomited or had diarrhea. The child should be symptom free for at least 24 hours before they are sent back to school.

## Health Related Resources

The following is a list of resources available for preschool staff and parents who have questions concerning health related topics:

Comprehensive School Health Unit  
Michigan Department of Public Health

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

(989) 373-7247

Centers for Disease Control

[www.cdc.gov](http://www.cdc.gov)

Michigan Childhood Immunization Registry

[www.MICR.ORG](http://www.MICR.ORG)

(888) 243-6652

Teacher’s Resources

[www.pbs.org/teachersource/prek2.htm](http://www.pbs.org/teachersource/prek2.htm)

School Health

[www.Schoolhealth.org](http://www.Schoolhealth.org)

## Illness / Injury / Accident Protocol / Parent Notification Plan

Our goal is that every child will be as safe as possible while in our care.

### *Illness Care Plan*

When a child shows signs of illness such as cough, nausea, or lethargy:

- Students with fever above 100 degrees, vomiting, diarrhea or constant cough will be sent home.
- The child will be assisted by staff, isolated from other children and parent notification will occur “immediately”.

- A call will be made “immediately” to the parent for transportation home. If unable to reach parent, the next person on the emergency card will be notified.

### *Illness/Accident Care Plan*

For minor injuries such as small cuts, bruises or abrasions:

- Student will be given immediate first aid care by the preschool staff in accordance with their first aid training. Parents will be notified in writing, verbally or by phone “at pick-up time”.

For more serious injuries such as open skin wounds, bloody noses, bumps to the head, injuries requiring immediate medical attention, allergic reactions, serious rashes, minor asthma attacks, or other medical conditions:

- Student will be transported to the school office for medical care. The parent will be notified “immediately”.

For major life threatening emergencies such as seizure or unconsciousness:

- 911 will be called from the nearest phone. The parent will be notified immediately. Program Serious Accident/Illness Emergency Plan will be followed. A copy of this can be obtained from the Great Start Readiness staff.

### Administration of Medication to Students

- The administration of medication by school personnel shall be authorized and performed in exceptional circumstances, which render the administration of the medication by the parent at home impossible or extremely difficult. Medication will be administration only by such school personnel as are specifically authorized by the building principle or his/her designated representative. This authorization to administer medication shall be issued only in compliance with the following conditions:

A. The Request of Administration of Medication form must be signed by the student's parent/guardian and filed with the building principal.

B. Written instructions signed by the parent/guardian and the student's physician must be furnished and shall include:

1. Student's name, address, telephone number;
2. Physician's name, address, telephone number;
3. Pharmacy name, address, telephone number;
4. Name of medication, beginning date of administration;
5. Prescribed dosage, frequency and duration;
6. Parents shall be responsible for informing the district if the child has experienced side effects from the medication the child is to receive;
7. Termination date for administering the medication;

8. Special handling and storage instructions.

C. Medication for students in preschool must be brought to school by an adult and in a container appropriately labeled by the pharmacy. Refill of the medication is the sole responsibility of the student's parent/guardian.

D. The Supervisor or other designated preschool personnel will:

1. Inform appropriate school personnel of the medication.
2. Keep a record of the administration of the medication which will include: date, time, dosage and person administering the medication along with the initials of an adult witness (this witness can be any school employee/or adult).
3. Keep medication in a locked cabinet.
4. Return the unused medication only to the student's parent/guardian (a student may return his/her inhaler).
5. Any medication unclaimed by the parent will be destroyed by school personnel when a prescription is no longer to be administered or at the end of the school year.

E. The student's parent/guardian assumes responsibility to immediately inform the building administrator or his/her designated representative of any change in the child's health or change in the medication, including the discontinuation or modification of the medication.

F. The student's parent/guardian has sole responsibility to instruct their child to take the medication at the scheduled time, and the student has the responsibility for both presenting himself/herself on time for taking the prescribed medication.

G. In no instance are District personnel to administer an initial dose of new medication to any student.

H. Forgotten doses of home medication will not be made up at school.

I. Student self-possession and/or self-administration of medication for preschool are prohibited unless the student's health is endangered by this prohibition.

J. No staff member will be permitted to dispense non-prescribed medication (PTC) to any student without a doctor's order.

### Nutrition Policy

- The Great Start Readiness Preschool Program follows the guidelines of the DHS Bureau of Children and Adult Licensing. Foods served reflect the home and community cultures and are high in nutrients and low in fat, sugar, and

salt. Parents who choose to send a snack to school with their child should take into consideration the nutritional value of the foods they chose. If parents choose to send in a special occasion food, it is asked that consideration be given to special needs diets and allergies. Please check with the teacher before choosing a food item. Snacks are provided free of charge to the eligible GSRP children.

- If your child has food allergies or the need for a special diet, please provide the staff with a written plan from your child's doctor.

### Smoking / Drug / Alcohol Policy

- Smoking tobacco, consuming alcohol, and/or using/possessing illegal drugs are prohibited in and outside of the preschool at all times, including field trips.

### Licensing Notebook

The program maintains a "Licensing Notebook" that contains all Inspection Reports, and all Corrective Action Reports. This Notebook is kept in the classroom and is available to parents or guardians to review during regular business hours.

### Fire / Tornado / Lock-down Drill

Fire drills are a necessary precaution for your safety. Practice the drills with caution and seriousness.

1. There will be no warning signal. As soon as the bell sounds, all students should form a line ready for exiting.
2. No Talking.
3. Move quickly without running.
4. Go where directed

Lock-down drills will be conducted at least twice per school year. When in "lock-down" only law enforcement and emergency personnel will be permitted to enter or exit the building.

Tornado drills will be conducted at least twice per school year. Students are to follow classroom instructions and remain silent while the drill is taking place.

### Parent Resources

A list of family health related resources is available in the Health Care Services Plan. A book of more detailed and widespread resources is also available on the parent table. Health related information regarding specific communicable illnesses/diseases is also available in the main school office.

## Parenting Education Opportunities

Opportunities for parenting education will be highlighted in the newsletters, displayed on the parent boards or distributed through your child's take home materials. Education opportunities may include: speakers, playgroups, parenting articles, seminars and special community events.

## Yale Public Schools' GSRP Contact Information

Yale Elementary  
200 School Dive  
Yale, MI 48097

Classroom #3

(810) 387-3231 ext. 1221 (Main Office)

(810) 387-3231 ext. 1403 (Classroom)

Lead Teacher: Rachel McLarty  
[rmclarty@y-psd.us](mailto:rmclarty@y-psd.us)

Associate Teacher: Katie Szymanski  
[kszymanski@y-psd.us](mailto:kszymanski@y-psd.us)

Principal: Bill Kryscynski  
[bkryscynski@y-psd.us](mailto:bkryscynski@y-psd.us)

Director of Instruction: Joseph Haynes  
[jhaynes@y-psd.us](mailto:jhaynes@y-psd.us)



## Yale Public School District 2016-2017 **GSRP** Calendar

August 2016						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
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23	24	25	26	27	28	29
30	31					

November 2016						
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27	28	29	30			

December 2016						
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25	26	27	28	29	30	31

January 2017						
Su	Mo	Tu	We	Th	Fr	Sa
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15	16	17	18	19	20	21
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29	30	31				

February 2017						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017						
Su	Mo	Tu	We	Th	Fr	Sa
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26	27	28	29	30	31	

April 2017						
Su	Mo	Tu	We	Th	Fr	Sa
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23	24	25	26	27	28	29
30						

May 2017						
Su	Mo	Tu	We	Th	Fr	Sa
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28	29	30	31			

June 2017						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2017						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### Important Dates

- Aug 29 First Teacher Day
- Aug 29 RESA Training
- Sept 2 No School for Staff - Labor Day Weekend
- Sept 5 Labor Day - No School
- Sept 6-9 Home Visits
- Sept 15 GSRP Open House 6 PM
- Sept 16 RESA Training
- Sept 19 First Student Day
- Oct 14 RESA Training
- Oct 21 RESA Training
- Nov 11 RESA Training
- Nov 18 RESA Training
- Nov 21-23 Fall Parent Teacher Conferences
- Nov 24-25 Thanksgiving Holiday - No School
- Dec 9 RESA Training
- Dec 16 RESA Training
- Dec 21 Christmas Holiday Begins - No School
- Jan 4 Classes Resume
- Jan 13 RESA Training
- Jan 27 RESA Training
- Feb 10 RESA Training
- Feb 20 Mid-Winter Break - No School
- Mar 1-3 Spring Parent Teacher Conferences
- Mar 10 RESA Training
- Apr 3-7 Spring Break - No School
- Apr 14-17 Holiday Break - No School
- May 29 Memorial Day Holiday - No School
- June 1 Students Last Day of School
- June 5-8 Spring Home Visits
- June 14 Teachers Last Day

- No School
- Parent Teacher Conferences / No School
- Student First/Last Day
- RESA Training Days
- Teacher First/Last Day
- Home Visits

**Contact Information**  
 Lead Teacher - Rachel McLarty (rmclarty@ypsd.u)  
 Associate Teacher - Katie Szymanski (kszymanski@ypsd.us)  
 Telephone Number (810)387-3231 ext. 1403

Teacher Days: 185 Days  
 Student Full Days: 127 Days  
 Student Half Days: 0 Days