

# Menominee County Preschool Partnership

## *2024-25 Parent Handbook*



**Participants:** Menominee Early Learning Center- Menominee, MI  
Head Start- Menominee, MI  
Kidz Town Daycare Center- Menominee, MI  
Stephenson Elementary- Stephenson, MI  
Carney-Nadeau Public School- Carney, MI  
North Central Area Public School- Hermansville, MI

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## **Mission Statement**

The Great Start Readiness Program's purpose is to provide an atmosphere that encourages social, emotional, physical, cognitive, and creative growth and development of the child. The program follows the guidelines within that of the GSRP, and the State of Michigan's daycare licensing, to ensure the best overall learning experience for the child as a whole. Required qualified adult to child ratio for daycare establishments is 1:10.

## **Program Philosophy**

The Great Start Readiness Program believes that each child is unique, each contributing their own special set of interests, needs, and abilities. We strive to meet each child's emotional, social, intellectual, and physical development. We feel children learn best in a caring and creative learning environment. Patience, sharing, responsibility, and teamwork are practiced through participating in the daily routine of GSRP.

## **Curriculum & Child Assessment**

The Creative Curriculum model using the Teaching Strategies GOLD assessment tool has been adopted by GSRP. This is an approved curriculum for GSRP meeting the Standards of Quality and Curriculum guidelines the State of Michigan has set forth. Creative Curriculum for Preschool is based on five fundamental principles which guide teaching practices and help us understand the reasons for intentionally setting up and operating preschool programs in particular ways. These five principles are:

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

TS Gold is the ongoing assessment tool that tells teachers what level children are at in their development so that they know what activities are needed to bring them to the next level. It provides valuable information to parents as well and ideas for learning activities at home.

## **Developmental Screening**

GSRP uses an approved developmental screening tool as each child is enrolled. Screenings give us our first snapshot look at a child and will only happen one time in a school year, unless a child struggles with part of a screening. If this occurs, your teacher may meet with you to discuss having a full evaluation by one or more of our professional staff. An occupational therapist may help with small muscle issues such as finger strength, a speech therapist may help your child communicate better, and a physical therapist may help with large body movements or balance. Other workers are available to help if your child struggles with behavior.

## Standards

GSRP is licensed by the Michigan Department of Licensing and Regulatory Affairs (LARA) and complies with all of the standards put forth by that department. Its operation is governed by the State of Michigan's At-Risk Preschool Program and meets or exceeds their guidelines. GSRP is also *licensed* through the State of Michigan and has to follow the same rules as a daycare facility would. Furthermore, daycare facilities required adult to child ratio is 1:10 whereas GSRP facilities required a ratio more beneficial to the children at 1 adult per 8 children.

## Program Measurement

GSRP works with the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP) to measure the effect of the statewide Great Start Readiness Program. Information is sometimes collected about the GSRP staff, enrolled children, and their families. Program staff or a representative from MiLEAP might:

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

Information from you and about your child will not be shared with others in any way that you or your child would be identified. **IT IS PROTECTED BY LAW.** Questions? Contact [mileap@michigan.gov](mailto:mileap@michigan.gov) or 877-932-6424.

## Parental Involvement

Parental involvement with emphasis on increased awareness of child development is a component of GSRP. Parents are invited to complete a response sheet to determine their level of comfortable involvement in advisory, curriculum, and group sharing roles. A minimum of **two home visits** and **two parent-teacher conferences** are held for each family. Either the parent/guardian or the teacher may request additional conferences at any time that there is a special concern. Because of state regulations concerning class size and teacher ratio, it is not possible for children to bring friends or siblings to visit. Parents/guardians, however, are encouraged to visit GSRP although advance notice is requested due to FIA clearance regulations. During the visit the teacher may not be free to talk with adults. Please understand that the children come first during class time. The teacher will be available to talk with you after the children are dismissed for the day.

GSRP believes that the parent involvement and support is crucial for a child's success. Parents and family members are viewed as partners and colleagues of the early childhood teachers, with both having their own areas of responsibility and expertise. Being involved in the day-to-day activities of the classroom will provide good role models not only for your child but for the entire classroom.

**Ways to be involved in the classroom:** Participate (chaperone) on field trips, visit the classroom on your child's birthday or other special day, read to the students, play with the students, or share a talent, job, or culture with the classroom, be a member on one of the committees detailed below.

**We need parent input and membership with these committees...which one might be the best fit for you? Or do you have someone in mind that may be interested and able to help?**

**School Readiness Advisory Committee:** This committee meets at least 3 days per year.

The purpose of the School Readiness Advisory Committee is:

- ◆ To ensure children are enrolled in the program most appropriate to his or her needs
- ◆ To maximize the use of federal, state, and local funds
- ◆ To make recommendations regarding Great Start Readiness Program (GSRP) curriculum
- ◆ To discuss health and developmental screening processes
- ◆ Continuous improvement efforts (what's working in GSRP / what's not)
- ◆ Bridge gaps in the transition into Kindergarten and student expectations upon Kindergarten entry
- ◆ To discuss slot distribution and enrollment in Great Start Readiness Program

*Look for dates and times of these upcoming meetings provided by your teachers in newsletters, etc.*

**Parent Advisory and Data Analysis Committee:** It is required that each Great Start Readiness Program (GSRP) site have an active Parent Advisory Committee (school readiness) with participation of parents of enrolled children. This group will meet at least twice per school year at each individual school location (Menominee, Carney, & Stephenson) and will focus on local considerations including student recruitment and enrollment and Classroom Assessment Data results and child outcome data. In addition to parents, the Committee will also consist of GSRP teaching staff and have the support of other GSRP administration. Dates & times will depend on your child's GSRP location—see contact information below.

**Great Start Collaborative:** This group meets approximately 5-7 times per year, usually on the 3rd Wednesday of the month. The Great Start Collaborative is made up of members from our community and parent members. The Great Start Collaborative work focuses on a strategic plan which is aligned with state-directed outcomes. The Collaborative also acts as a sounding board to the parent coalition- listening and acknowledging the collective voices of parents in the community.

*Look for dates and times of these upcoming meetings provided by your teachers in newsletters, etc.*

## **Health & Safety Refreshers**

Each year, GSRP staff shall complete compliance safety and health procedures as outlined by MCISD Board Policy and/or directed by his/her supervisor. Those will include (but are not limited to) Confidentiality, Seclusion and Restraint, Mandatory Reporting, Threat Assessment, Title IX, Building Security and Drills, Cybersecurity, etc.

# Student Selection & Placement

## Great Start Readiness Program (GSRP) FY 2025 INCOME ELIGIBILITY GUIDELINES Effective July 1, 2024 - June 30, 2025

Household Size	GSRP Income Eligible														
	Federal Poverty Level <sup>1</sup> 1 - 50%			Federal Poverty Level <sup>1</sup> 51 - 100%			Federal Poverty Level <sup>2</sup> 101 - 150%			Federal Poverty Level 151 - 200%			Federal Poverty Level 201 - 250%		
	ANNUAL MAXIMUM	MONTHLY MAXIMUM	WEEKLY MAXIMUM	ANNUAL MAXIMUM	MONTHLY MAXIMUM	WEEKLY MAXIMUM	ANNUAL MAXIMUM	MONTHLY MAXIMUM	WEEKLY MAXIMUM	ANNUAL MAXIMUM	MONTHLY MAXIMUM	WEEKLY MAXIMUM	ANNUAL MAXIMUM	MONTHLY MAXIMUM	WEEKLY MAXIMUM
1	7,530	628	145	15,060	1,255	290	22,590	1,883	435	30,120	2,510	580	37,650	3,138	725
2	10,220	852	197	20,440	1,704	394	30,660	2,555	590	40,880	3,407	787	51,100	4,259	983
3	12,910	1,076	249	25,820	2,152	497	38,730	3,228	745	51,640	4,304	994	64,550	5,380	1,242
4	15,600	1,300	300	31,200	2,600	600	46,800	3,900	900	62,400	5,200	1,200	78,000	6,500	1,500
5	18,290	1,525	352	36,580	3,049	704	54,870	4,573	1,056	73,160	6,097	1,407	91,450	7,621	1,759
6	20,980	1,749	404	41,960	3,497	807	62,940	5,245	1,211	83,920	6,994	1,614	104,900	8,742	2,018
7	23,670	1,973	456	47,340	3,945	911	71,010	5,918	1,366	94,680	7,890	1,821	118,350	9,863	2,276
8	26,360	2,197	507	52,720	4,394	1,014	79,080	6,590	1,521	105,440	8,787	2,028	131,800	10,984	2,535
For each additional family member add	2,690	224	52	5,380	448	103	8,070	673	156	10,760	897	207	13,450	1,121	259

  

Household Size	GSRP Income Eligible									Over Income					
	Federal Poverty Level 251 - 300%			Federal Poverty Level <sup>1</sup> 301 - 350%			Federal Poverty Level <sup>1</sup> 351 - 400%			Federal Poverty Level <sup>1</sup> 401 - 450%			Federal Poverty Level <sup>1</sup> 451 - 500%		
	ANNUAL MAXIMUM	MONTHLY MAXIMUM	WEEKLY MAXIMUM	ANNUAL MAXIMUM	MONTHLY MAXIMUM	WEEKLY MAXIMUM	ANNUAL MAXIMUM	MONTHLY MAXIMUM	WEEKLY MAXIMUM	ANNUAL MAXIMUM	MONTHLY MAXIMUM	WEEKLY MAXIMUM	ANNUAL MAXIMUM	MONTHLY MAXIMUM	WEEKLY MAXIMUM
1	45,180	3,765	869	52,710	4,393	1,014	60,240	5,020	1,159	67,770	5,648	1,304	75,300	6,275	1,449
2	61,320	5,110	1,180	71,540	5,962	1,376	81,760	6,814	1,573	91,980	7,665	1,769	102,200	8,517	1,966
3	77,460	6,455	1,490	90,370	7,531	1,738	103,280	8,607	1,987	116,190	9,683	2,235	129,100	10,759	2,483
4	93,600	7,800	1,800	109,200	9,100	2,100	124,800	10,400	2,400	140,400	11,700	2,700	156,000	13,000	3,000
5	109,740	9,145	2,111	128,030	10,670	2,463	146,320	12,194	2,814	164,610	13,718	3,166	182,900	15,242	3,518
6	125,880	10,490	2,421	146,860	12,239	2,825	167,840	13,987	3,228	188,820	15,735	3,632	209,800	17,484	4,035
7	142,020	11,835	2,732	165,690	13,808	3,187	189,360	15,780	3,642	213,030	17,753	4,097	236,700	19,725	4,552
8	158,160	13,180	3,042	184,520	15,377	3,549	210,880	17,574	4,056	237,240	19,770	4,563	263,600	21,967	5,070
For each additional family member add	16,140	1,345	310	18,830	1,569	362	21,520	1,794	414	24,210	2,018	466	26,900	2,242	518

1. Families at or below 100% of poverty must be referred to Head Start. Enrollment in GSRP is deferred until the referral process is complete.  
 2. Head Start grantees that demonstrate all children at 100% are being served may receive approval to serve up to 35% of their enrolled children from families with incomes up to 130% of the federal poverty level.  
 3. Up to 15% of children may be enrolled at or above 301%. Sliding-fee scale tuition applies.

The selection process begins with a joint registration through the Menominee County ISD. Parents are notified of registration through newspaper, social media, school announcements, brochures, and word of mouth. Parents will fill out an application and have an interview with GSRP staff. About the first week of August of the current school year, all completed applications with documentation are reviewed and given priority based on income and other factors of potential risk to school success. Families are notified of acceptance by phone or mail. Any remaining candidates are placed on the waiting list. All waitlist families will receive information from Menominee County ISD on how to find alternative high-quality childcare or preschool, how to get their child ready for school and additional opportunities to become involved such as the Great Start Early Literacy activities and the Great Start Family Coalition.

Any family that applies and is found to be at or below the GSRP income threshold of 100% federal poverty level are required to be referred to local Head Start location. Head Start has the means to better service families in extreme low poverty making it a best choice for most families in that economic situation. In the event a family does not want to attend the local Head Start the family has the right to waive attendance and will be put on the waitlist to attend GSRP.

Family income is the most utilized factor determining eligibility for GSRP. At least 90% of children enrolled in Menominee County must have parent(s) that are identified as having Low Family Income (100-400 percent federal poverty level or not served by the Federal Head Start program serving families below 100 percent).

Families are placed in GSRP in the following waves of acceptance via mail and phone calls.

1. Families with income eligibility for GSRP only (101-400% poverty level) are first the acceptances. If there are more children that are only eligible to GSRP than there are slots available families will be prioritized by the number of risk factors indicated in their application. Children with IEPs that are not income eligible, but have a high number of risk factors will be included in this round of acceptances.
2. Families that are eligible for Head Start (0-100% poverty level) that weren't served by Head Start due to space. If there is still room, families who waived Head Start by choice would prefer to attend GSRP, will be accepted in this round. Children with IEPs that are not income eligible, but a lower number of risk factors will be included in this round of acceptances.
3. After round one and two, remaining space will be available to Over-Income families (401%+ poverty level). Two spots are to be held for income eligible children until school starts. Once the class has enrolled and started, the remaining two spots may be given to remaining over income families.
4. In the event there is space remaining after the first three rounds, children with birthdays between September 1 to December 1 may be enrolled into the program. Those children do so with the understanding that they are likely to repeat GSRP the following year.

**Tuition:** As of the 2023-24 School Year, there is no longer tuition fees for over-income families.

## **Admissions**

Children who are four years old on or before **September 1st** of the current school year are eligible to apply for GSRP.

1. No child will be denied admission on the basis of race, creed, or religion.
2. Applications will be determined eligible by the Great Start Readiness Program guidelines.
3. Classes will be filled on income basis followed by a risk priority ranking. In August, if classes are filled when a parent completes an application, the child's name will be placed on a waiting list.
4. Parents of eligible children will receive a letter or phone call in the fall of the current school year inviting them to a registration meeting where the remaining forms are to be completed. Only children who qualify with completed forms (health appraisal, immunization record, birth certificate, child information card, and proof of income) will be accepted into programming.

As vacancies occur during the school year, they will be filled from the waiting list, or from new registrations, according to the above procedures.

## **Referral policy**

Family support services are available to families in GSRP in both Delta and Menominee counties. Services can be obtained from the Intermediate School Districts, Department of Human Services, Mental Health Department, and local Shelters.

If any families need assistance, please contact your child's teacher so that we can assist you in any way possible. Once the teacher assists you by providing the resources you seek, the teacher will likely contact you to follow up. GSRP staff is looking to make sure each family gets the help they need.

Parents can use a program-initiated referral/follow-up if necessary. This form can be obtained from your child's teacher.

## **Confidentiality Policy**

All information provided to GSRP about your child and/or family is confidential. Written information is kept in your child's individual file. This information will not be shared with anyone other than school personnel without your written permission, except where required by law. Family and staff have the right to examine their own child's records.

## **School calendar**

GSRP follows the school district's calendar with a few exceptions. GSRP starts approximately two weeks after the rest of the school starts and ends before the rest of the school ends to give staff opportunity to do a minimum of two home visits per family. A tentative GSRP calendar will be handed out to families at the beginning of the school year. The program mandates a certain 120 student contact days or days in session. Due to unforeseen circumstances, days may need to be made up at the end of the school year.

## **Days & Hours of Operation**

GSRP children attend from the middle of September through the middle/end of May each school year. The class meets four days a week all day(M-Th). GSRP will provide the above school calendar and hours of operation at your first home visit or open house.

## **Attendance**

1. Regular attendance in GSRP better prepares your child for elementary school and elementary school success.
2. Excessive absences or tardiness will result with administration or the school secretary contacting the parents.
3. On the day(s) your child is absent from school, you must notify the school by 7:45 a.m. on the day of absence. Please provide the school with reason for the absence and estimated day of return.
4. Tardiness:
  - a. Children are expected to be in the classroom when school begins.
  - b. It is the responsibility of the parent to see that he/she arrives on time and is picked up on time.
  - c. Children will not be marked tardy if they ride the bus and the bus arrives late.



## Withdrawal

Children may be withdrawn from the program for any of the following reasons:

1. Parent's request
2. Family moves out of the school district and is unable to transport their child to school from their new location.
3. Withdrawal from program due to non-attendance (see Exclusion Policy)

## Part-Day Sample Routine

- 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.
- 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.
- 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).
- Free Choice (children's hour of uninterrupted play) – Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Free Choice, adults participate as partners in child-initiated play and encourage children's problem solving both with materials and during times of social conflict.
- 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.
- Recall- Gathered in small group settings, children choose Free Choice 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.
- Snack/Brush Teeth – 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 – 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.
- 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.

## **Transportation**

Providing child transportation to and from GSRP contributes significantly to family access, but this service is not required. DHS childcare licensing rules include requirements for the transportation of preschoolers. Licensing rules assure the safety and welfare of children, that children are properly supervised while being transported, and are not confined in a vehicle for long periods of time. Licensing rules apply to both routine and field trip transportation.

- ❖ Parents give permission for their children to be transported
- ❖ Children are escorted by adults to and from vehicles
- ❖ Children are offered adult assistance when entering and exiting vehicles
- ❖ Children are not to be in a vehicle for more than one continuous hour.

Child transportation for children under four years of age varies by school district. Please call the school's transportation department for further understanding of their regulations.

Many districts only provide transportation at the beginning of the regular school day and the end of the regular school day. This may be different at the Early Childhood Center, Head Start, in Menominee.

## **Supplementary Child Care Plan**

In the event that your child is seriously hurt while at school, becomes sick, or does not get picked up on time, (bus drop off), etc., the GSRP supplementary childcare plan protocol is as follows.

The GSRP staff will first call the parents. If the parents cannot be reached after 15 minutes, the staff will look on the child's emergency card for individuals listed in case of emergency, and they will be contacted. If after one hour of having your child in our care and no emergency contact person or parent has been reached, the teacher/staff will then notify 911 or local police department.

If the child was riding the bus home and no adult was there to pick them up, the bus will contact the school staff to make them aware of the situation and will continue on with their route with the child remaining on the bus. The school office will contact the GSRP staff to be made aware of the situation, so that they can return to the school to help with the

situation. The GSRP staff will again try to contact the parents and emergency contacts. If parents/contacts have not been reached with a plan to pick up, the child will be returned to school and remain with designated staff. A call to 911 will happen after one hour of the first contact try to the parents/emergency contact.

## **Illness**

If your child is too sick to participate in daily activities, including going outside, then s/he is also too sick to be at school. If your child has any of the following symptoms, s/he will not be allowed at school:

- **Vomiting or Diarrhea:** If your child vomits or has diarrhea within 12 hours before s/he comes to school, your child is not allowed in school.
- **Fever:** If your child has a fever of 100° or more without the use of fever reducing medications (e.g. Tylenol, Advil), either the night before and/or the morning of school, your child is not allowed in school.
- **Strep Throat:** If your child has had a culture or your doctor suspects strep throat, your child is not allowed in school until the culture results have been returned. If the culture is positive, your child is not allowed in school until he has been on antibiotics for 24 hours.
- **Pink Eye:** If your child has pink eye, he is not allowed in school until he has been on antibiotics for 24 hours.
- **Contagious Illness:** If your child has any contagious illness, he must be on medication for 24 hours before returning to school.

Please notify the school of any and all illnesses.

## **Outdoor Play**

GSRP will have outdoor play every day pending extreme weather. It will be 30 minutes for half-day programs and 60 minutes for full-day programs. Examples of extreme weather, but not limited to, are high winds, extreme cold weather, thunderstorms, heavy rain, icy conditions, or the combination of those. Extreme weather will be evaluated on a daily basis by GSRP staff. When the teacher is not available to make this decision the substitute teacher or principal will make the decision. In light rain and non-extreme cold temperatures, classes will still go outside; please dress accordingly.

## **Inclement Weather Reminders**

Local radio stations will carry notices of school closings or watch TV 6 out of Marquette, MI, Channel 5 or Channel 11, if possible. If severe weather conditions develop during class time, please make arrangements to pick up your child. If called during the day due to early closing, parents or guardians must pick up their child by the designated time and location.

## **Extra Clothing**

Please send a change of clothes including underwear and socks in a gallon size Ziploc type plastic bag with your child's name on it. We will keep it either in your child's locker, cubby, or backpack. Even if your child RARELY has a bathroom accident, other types of spills, messes, and unexpected events may require a change of clothing!

### **Dress and Supplies**

Children are encouraged to wear play clothes and tennis shoes (flip flops and high heels are NOT recommended). Daily activities include active and **messy** play and the children should feel comfortable enough to enjoy themselves without worrying about their clothes. The child's name should be placed on all outdoor clothing and other belongings to help ensure the return of all the personal possessions. The only supply that is required is a backpack LARGE enough to transport the communication folder and projects home. Please send it EVERYDAY.

### **Rest Time Policy**

Naptime or quiet time will be provided when preschool children are in attendance five or more continuous hours per day.

Children will be provided with a mat or cot to lie on. Children will not be required to rest for more than one hour and alternate quiet activities will be provided for those children who do not sleep. Children who are sleeping and do not wake up independently will be gently awakened using soft touches, opening of the blinds, and conversation. Children are expected to assist with putting away their sleeping materials.

### **Food Service and Nutrition Plan**

GSRP provides each student with lunch and snack. If you wish to supply your child with a meal from home you must fill out the parent request to provide food. The food provided from home must meet CACFP or NSNP requirements except when documented food allergies or intolerance or family beliefs prohibit (unless the child is enrolled in the GSRP/Head Start blend program where accommodations will be made by Head Start staff for medical needs—please inform the teacher of such need). We can help form good eating habits by introducing nutritious foods early in a child's life. Breakfast and programs are available in most GSRP-GSRP/Head Start blend programs. Your child's teacher will provide you with this information. When enrolled in a full day program lunch will be provided to the students free of charge.

### **Medication Policy**

By law we are not allowed to dispense medications unless we have the following documentation:

1. Signed statement from doctor that identifies the child, the medication, the proper dose with schedule and instructions for administration.
2. The medication must have the child's name attached.
3. A signed consent form. Staff will provide necessary forms upon request.

Only medication in its original prescription bottle, labeled with the date of prescription, student's name, and exact dosage, will be administered and only in the presence of another adult.

## **Health Record Policies & Immunization**

The Menominee County Preschool Partnership believes that all young children deserve a healthy start. Physical health is a key factor in young children's proper growth and readiness for school. It is our mission to help provide families with different informational opportunities in the area regarding developmental milestone screenings, well-child checks/immunizations, vision/dental/hearing screenings, and community health providers that can have a positive benefit towards your child's health.

**Health Appraisal/ Immunizations** All children should receive their immunizations when recommended by their doctor. They should receive an annual checkup by a physician. A health appraisal is required at the beginning of the school year that is signed off by a physician which states that your child is current with their immunizations. In order to get this, you must make an appointment with your child's physician or contact the health department. Your child's teacher will provide you with the required health appraisal form.

- Each child is required by the State of Michigan to have on file a health appraisal form, which includes a health statement, record of up-to-date immunizations and medical examination results with the signature of the child's source of medical care. A child's health appraisal form should be complete prior to entry in GSRP must be completed by:  
October 1<sup>st</sup>.

**Child Information Card:** A completed Child Information Record Card is required for each student before attending GSRP. On this form there must be on file for each child a signed guardian and/or another authorized person.

**If a change of address, doctor, etc. occurs during the school year, the teacher is to be notified and the card updated immediately.**

**Dental/Vision/Hearing:** It is important at a young age to start receiving regular dental checkups along with vision and hearing screenings. Access to free services will be sent home with families via take home folders as information becomes available. Most of these services like hearing and vision screenings, done by the local Health Department, and dental visits from organizations like "Smiles on Wheels" are done at the school while your child is in session, so that a separate appointment and travel isn't necessary. Please contact your GSRP teacher or local health department for further questions.

**Please visit these websites for more information about developmental milestones and the importance of immunizations:**

<https://brightfutures.aap.org/families/Pages/Resources-for-Families.aspx>

<http://www.cdc.gov/vaccines/parents/downloads/parent-ver-sch-0-6yrs-sp.pdf>

<http://www.mottchildren.org/conditions-treatments/general-peds/well-child-visits>

<https://www.mcir.org/school-childcare/education-and-training/>

**To obtain a pediatrician in the area please visit the following websites:**

Advocate Aurora Health Care	<a href="http://www.advocateaurorahealth.org">www.advocateaurorahealth.org</a>
Bellin Health Systems	<a href="http://www.bellin.org">www.bellin.org</a>
Dickinson County Memorial Hospital	<a href="http://www.dchs.org/">http://www.dchs.org/</a>
OSF HealthCare	<a href="https://www.osfhealthcare.org/">https://www.osfhealthcare.org/</a>

*\*\*The Great Start Readiness Program in Menominee County does not recommend specific doctors but will provide resources in your area.*

*Public Health, Delta and Menominee Counties: <http://www.phdm.org/>*

*Menominee County Intermediate School District: <http://mc-isd.org/>*

### **Objects not permitted**

Guns, money, gum, candy, electronics, sharp objects, and any other inappropriate items are not permitted at school. We prefer that children leave their own toys and games at home unless asked by staff to bring something.

### **Accident and Emergencies**

According to Child Care Licensing Rules, (R 400.8158) accidents or illnesses occurring while a child is in care which result in emergency treatment or hospitalization shall be reported verbally within 24 hours of the incident or parent report of treatment, and in writing by GSRP to the Department of Human Services within 72 hours of the verbal report. In cases of medical emergency during GSRP session, the staff member designated by the teacher will stay with the injured or sick child and administer first aid. GSRP staff (or other adult designated by the teacher) will notify the parent/guardian as quickly as possible. If further medical attention is required, or upon request of the parent/guardian, and adult designated by the teacher will call the local ambulance service (dialing 9-1-1), which will transport the child and staff member to the hospital that has been designated on the child's emergency form. Every effort will be made to contact the child's own physician listed on the emergency form. In the event of a lockdown or bomb threat, parents will be notified through an automated system of notifying parents via e-mail, phone call, or text message or through a radio broadcast. Letters will be sent home at the end of the day detailing what occurred and in the event that students would need to be picked up because of such a threat, students will be released to their parents through a checklist method of verifying parent guardianship.

### **Discipline & Suspension Policy**

The GSRP philosophy is rooted in the fact that children learn best through experiences. GSRP staff guide and direct the children to help them learn to cooperate with their peers and to have positive, educational experiences to encourage and enhance their growth and development. The staff shall not be abusive or neglectful nor use corporal, humiliating, or

frightening punishment under any circumstances. No child will be deprived of snack, rest, outdoor play or toilet use as a means of discipline. No child shall be physically restrained unless it is necessary to protect the safety and health of the child or others. Children must not be excluded, suspended or expelled from classroom programming or transportation services. Removal of a child for health reasons shall be to a location where supervision by staff shall be maintained.

This can best be accomplished by:

- ❖ Conflict Resolution: (1) Approach calmly, stopping any hurtful actions; (2) Acknowledge child's feelings; (3) Gather information; (4) Restate the problem; (5) Ask for ideas for solutions and choose one together; and (6) Be prepared to give follow-up support.
- ❖ Having a variety of activities for the children
- ❖ The use of group management techniques, discussing with the children how to handle overcrowding at each area, and allow for sufficient materials.
- ❖ Using the state requirement of a ratio of no more than eight children to one adult.
- ❖ Using positive language with the children to give feedback for appropriate behavior.
- ❖ A touch to put a child back on task, such as attending at a group time
- ❖ Speaking with a child if behavior is inappropriate for the area or material that they are using. (Children may be asked to choose a different activity for a while until materials can be used with more care. Children may also be separated to reduce aggression.)
- ❖ If group behavior is a problem, the area that has become a problem for the group to handle, may be closed.
- ❖ If a child's behavior become disruptive frequently, steps must be taken to monitor and assess what could be possibly triggering that child at the time of disruptive behavior. At this time a teacher may ask for a behavior consultant, refer to professional staff who will help determine the steps needed to support this specific child and their situation, consult with child's pediatrician, work with other special education providers, or invite a social worker.

Staff will try to be as consistent as possible with classroom rules so that the children will know what is expected of them. This will help lead the children to successful social interactions.

## **Exclusion Policy**

- Withdrawal from program due to non-attendance: Staff is committed to having all children in school daily. Teachers will try many strategies to encourage attendance and to follow up with families where attendance becomes infrequent or nonexistent. In rare cases where the child is absent for an extended period of at least 3 weeks without contact from a family, the family will be notified of the child's withdrawal from the program allowing the program to enroll and serve another child from the program's waiting list. This will be considered voluntary disenrollment by the family.
- Illness: Exclusion due to contagious illness; a child may be excluded from the program until a doctor gives permission to return to school.
- Immunization & Health Appraisal: In accordance with state daycare licensing rules, exclusion may occur for a child without an immunization record, medical waiver (health appraisal), or certified non-medical waiver on file. A child may be excluded after families are notified for 2 weeks about this requirement, unless student is in a dose waiting period.

## **Children with Special Needs**

GSRP provides a comprehensive, least restrictive learning environment that is inclusive of all children with identified disabilities and children who require additional help or support because of behavioral, health, or developmental issues. Early intervention with high-quality services can change a child's developmental trajectory and result in later success in school, work, and the community. When children who have developmental disabilities—or are at risk for them—receive early and timely intervention, they show positive changes in health, language and communication, cognitive development, and social and emotional development. All children are afforded the most optimal learning environment and opportunities. This includes staff and family handbooks, feedback forms, and individual child planning forms share the importance of inclusion, as well as best practices for all children. If a parent has concerns about their child's development, they should begin by contacting the lead teacher and the teaching team will partner with the family to develop a written plan for addressing the concerns. The plan may include teacher-parent goal setting around routines, such as arrival/departure, meal, and rest accommodations, aligned plans between school and home, and meetings to review child data and progress. Assessments may include but are not limited to: Ages and Stages Questionnaire (ASQ) and the Child Observation Record. Ages & Stages Questionnaires, Third Edition (ASQ-3) is a developmental screening tool designed for use by early educators and health care professionals. The ASQ-3 is used yearly and as needed throughout the year. All children and families are made to feel welcome and supported. GSRP uses additional tools, such as the Conscious Discipline approach, to create a positive classroom community to ensure that all children feel accepted, loved, and supported by staff and peers. Staff actively model kindness, positive social communication, and problem-solving strategies, as well as use social stories to explicitly teach acceptance and empathy skills. Children in the classroom are supported to treat and interact with all peers using empathy and problem-solving skills. If the lead instructor and the parent feel that further evaluation is needed to better support the child, the lead instructor will initiate the Response to Intervention process. A referral for observation or evaluation will be written by the family. If further interventions are determined, a team will be formed to discuss how to best meet the child's needs. The team may include: parents, instructional staff, administration, the MCISD Early Childhood Specialist, or other special education staff. The team will work together to learn more about the delay and best practices surrounding the delay and what supports and services will best meet child and family needs. Accommodations to classroom routines, environments, meal plan/menus, lesson plans, etc. will be made to fit the needs of the child. If the team determines that staff outside the classroom staff are needed (i.e. speech and language therapy, physical therapy, occupational therapy, social work) the child may receive services within the classroom setting. If the child is already receiving services for a disability, the staff will join the IEP team to continue and support services. Families will be provided with information on a daily basis and will have a place on the team to help determine the best course of action. Supports, such as visual schedules and/or social stories will be provided to parents for use as home, if they would like them, to help maintain consistency between home and school.

## **Mandated Reporters Policy**



GSRP staff are Mandated Reporters. State Statute 722.623, Sec. 3(1) requires any person employed in a professional capacity, which has reasonable cause to suspect child abuse or neglect, to report the abuse and/or neglect to the Michigan Department of Licensing and Regulatory Affairs (LARA), Bureau of Community and Health Systems Child Care Licensing Division.

### **Affirmative Action Statement**

The GSRP advertises in the public media in order to make openings known to all. Children are admitted regardless of race, creed, color, sex, national origin, or religion.

### **Cultural Competence Policy**

Within our GSRP classrooms, we follow the National Association for the Education of Young Children (NAEYC) recommendations which emphasize that early childhood programs are responsible for creating a welcoming environment that respects diversity, supports children's ties to their families and community, and promotes both second language acquisition and preservation of children's home languages and cultural identities. Linguistic and cultural diversity is an asset, not a deficit, for young children.

- Classroom materials contain many items and materials such as (books, puppets, dolls, musical instruments, etc.) to help represent the diversity of our GSRP families.
- Make available translation services for students and families.
- Engage staff in professional development around cultural competence.

Statement of Compliance with Federal law In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education amendments of 1972, Section 504 of Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of Americans with Disability Act of 1990, and Elliott-Larsen Civil Rights Act of 1977, it is the policy that no person shall, on the basis of race, color, religion, military status, national origin or ancestry, sex (including sexual orientation), disability, age (except as authorized by law,) height, weight, or marital status be excluded from, participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or employment.

### **Grievance Policy**

Normally, if a parent wishes to air a complaint or state a concern about anything happening in the classroom or at school the following procedure is to be followed;

1. Contact the teacher directly either in person, by phone, email, or by written note bringing the item of concern to his/her attention.
2. If a satisfactory solution is not reached, please contact the Principal or Administrator to discuss the matter further.
3. If no satisfaction is arrived at after discussing the issue with the principal or administrator, an appointment can be made with the Superintendent or Director of General Education to express the concern.

4. If no satisfaction is arrived at after discussing the issue with the school district, daycare, or head start location following steps 1-3, parents may contact the Early Childhood Contact (ECC) or ISD Superintendent at (906) 863-5665.

## **Child Custody**

Until custody has been established by a court action, one parent may NOT limit the other from picking up the child from GSRP. It is not within our rights to withhold a child from a parent unless there has been a **court action**, which limits one parent's right to the child. **We must have documents on file before action can be taken.**

## **Field Trips**

Parents will be informed of field trips in advance through newsletters, notes, etc. Transportation will be provided by GSRP if it is not within comfortable walking distance. Parents may be asked to transport their child in rare circumstances to the site of the field trip if transportation is not available. Parents and/or family members are encouraged to participate in these field trips with the child; however, younger siblings may not be able to ride the bus due to state regulations regarding children three and under.

## **Birthdays**

Birthdays are special to young children. We will celebrate your child's birthday by recognizing him/her with a variety of special activities. If you do not want us to celebrate your child's birthday, let us know. Some GSRP programs allow birthday treats; (discuss any special celebrations you would like to provide with your child's teacher) however, the intention of GSRP is to provide nutritious snacks, so if you wish to send in a treat, think healthy. Please do not feel obligated to do so.

## **Communications with Parents/Guardians**

Notes and newsletters will be sent home on a regular basis. Please check your child's communication folder daily. Please also feel free to share family news with the GSRP staff through the use of this folder. This handbook is supplied in an effort to answer any questions regarding GSRP. Contact anyone on staff if you have any other questions.

*Ways teachers reach out to families about the following information, but are not limited to:*

- Flyers/Handouts in child's Communication Folder
- Weekly Newsletters
- School monthly newsletters
- In Person
- School websites
- Facebook pages
- Emails
- Phone calls

## **Transition Procedures**

The transition to Kindergarten takes place gradually. Parent/teacher conferences or home visits in the spring offer parents a formal meeting time with GSRP staff to discuss their child's

growth and development and to discuss transition for Kindergarten enrollment. In addition, all registration materials for Kindergarten are provided for the parents with jointly required material being passed along to the receiving teacher. Finally, an open house in Kindergarten is scheduled in the fall of the next school year.

## **Contact Information**

### **Menominee Early Learning Center**

Please email or call **906-352-5140** to reach any of the following people:

**Mrs. Jennifer MacDonald**- Early Childhood Services Coordinator  
jmacdonald@mc-isd.org

**Mrs. Alicia Herrild**- Secretary/Administrator Assistant  
aherrild@mc-isd.org

**Mrs. Denise Spink**- GSRP Lead Teacher  
dspink@mc-isd.org

**Mrs. Andrea Thibodeau**- GSRP Associate Teacher  
athibodeau@mc-isd.org

**Ms. Mikayla Vieth**- GSRP Lead Teacher  
mvieth@mc-isd.org

**Ms. Jordan Ferrand**- GSRP Associate Teacher  
jferrand@mc-isd.org

**Ms. Chasity Bunting**- GSRP Lead Teacher  
cbunting@mc-isd.org

### **Early Childhood Program (Head Start) Menominee**

Please call **906-863-7588** or **800-562-9131** to reach this location.

Family Community Coordinator - 906-863-7080 ext. 133

### **Kidz Town Daycare Center**

Please email or call **715-587-5394** to reach this location.

Owners: Shari Blom & Melissa Volgatanz  
kidztownchildcarecenter@gmail.com

### **Stephenson Public Schools**

Please email or call **906-863-5665 ext. 1037** to reach any of the following people:

**Mrs. Stephanie Klein**- GSRP Lead Teacher  
sklein@stephenson.k12.mi.us

**Ms. Morgan Piche**- GSRP Lead Teacher  
mpiche@stephenson.k12.mi.us

### **Carney-Nadeau Public School**

Please email or call **906-639-2171** + their extension to reach any of the following people:

**Mrs. Jenni Wagner-** Secretary -ext. 101  
jwagner@cnps.k12.mi.us  
**Mrs. Michelle Dahl** - GSRP Teacher –ext.106  
mdahl@cnps.k12.mi.us  
**Ms. Maddie Eichhorn-** GSRP Associate Teacher  
meichhorn@cnps.k12.mi.us

**North Central Elementary School**

Please email or call 906-498-2235

**Mrs. Gudwer-** Lead teacher  
egudwer@ncajets.org  
**Mrs. Triest-** Associate Teacher  
ltriest@ncajets.org

**Menominee County Intermediate School District**

Please email or call **906-863-5665** ext 1046 to reach the following person:

**Mrs. Jennifer MacDonald-** Early Childhood Services Coordinator  
jmacdonald@mc-isd.org



## FOOD FOR THOUGHT

Many people still think that all we do in preschool is play! If you were looking into the classroom and did not know anything about GSRP, you might be one of those people. The Great Start Readiness Program is just that, it's a great start! It's a start into learning

how to interact with others and solving problems. It's a start to being creative and abstract in their work. It's a start to learning math problems and reading. Most importantly, it's a start to the things that we can't even predict!

It may look like play to you, but we are working and learning. We are providing you with a poem about the way children learn and grow through play. We hope you find this as touching as we do. And remember as parents, encourage your children to

"play" and to play WITH them because this is only the start of what they are going to do and who they are!



## **Just Playing**

By Anita Wadley

When I'm building in the block room,  
please don't say I'm "Just playing."  
For, you see, I'm learning as I play,  
About balance, I may be an architect someday.

When I'm getting all dressed up,  
Setting the table, caring for the babies,  
Don't get the idea I'm "Just Playing."  
I may be a mother or a father someday.

When you see me up to my elbows in paint,  
Or standing at an easel, or molding and shaping clay,  
Please don't let me hear you say, "He is Just Playing."  
For, you see, I'm learning as I play.  
I just might be a teacher someday.

When you see me engrossed in a puzzle or some "playing" at my school,  
Please don't feel the time is wasted in "play."  
For you see, I'm learning as I play.  
I'm learning to solve problems and concentrate.  
I may be in business someday.

When you see me cooking or tasting foods,  
Please don't think that because I enjoy it, it is "Just Play."  
I'm learning to follow directions and see the differences.  
I may be a cook someday.

When you see me learning to skip, hop, run, and move my body,  
Please don't say I'm "Just Playing."  
For, you see, I'm learning as I play.  
I'm learning how my body works.  
I may be a doctor, nurse, or athlete someday.

When you ask me what I've done at school today,  
And I say, "I just played."  
Please don't misunderstand me.  
For, you see, I'm learning as I play.  
I'm learning to enjoy and be successful in my work.  
I'm preparing for tomorrow.  
Today, I am a child and my work is play.