Great Start Readiness Program

Family Handbook
2019-20

“These materials were developed under a grant awarded by the Michigan Department of Education.”
# Table of Contents

Welcome, Vision, Mission, Philosophy ................................................................. 2  
Great Start Readiness Program Preschool ............................................................ 3  
Important Phone Numbers ................................................................................... 4  
Staff Qualifications ............................................................................................. 5  
Curriculum and Assessment ................................................................................. 6  
Important Policies ............................................................................................... 7  
Abuse/Neglect Policy ......................................................................................... 9  
Fee and Transportation Policies ......................................................................... 10  
Enrollment Policy ............................................................................................ 10  
Withdrawal Policy ............................................................................................ 12  
Attendance Policy ............................................................................................ 13  
Child Release Policy ......................................................................................... 14  
Physical Activity and Weather Policy ................................................................. 15  
School Closing and Delays Policy .................................................................... 16  
Rest Time Policy ............................................................................................. 17  
Illness/Exclusion Policy .................................................................................... 18  
Health: Medication/Allergy/Asthma & Safety Policies .................................... 19  
Hand Washing Policy ....................................................................................... 20  
Toilet Trained Policy ....................................................................................... 21  
Cleaning and Sanitizing Policy ....................................................................... 22  
Discipline Policy ............................................................................................. 23  
No Bullying Policy ........................................................................................... 25  
Food Service and Nutrition Policies ................................................................. 26  
Family Involvement ......................................................................................... 27  
School-Home Communication ...................................................................... 28  
Materials from Home ...................................................................................... 29  
Parent Notification of Licensing Notebook .................................................... 30  
Notice of Program Measurement ...................................................................... 30  
Safety Drills/Emergency Procedures ................................................................. 31  
Child Development ........................................................................................ 32  
Community Resources ................................................................................... 34  
Sample Classroom Schedule ....................................................................... 36  
School Year Calendar .................................................................................... 38  
GSRP Required Documents ........................................................................ 39  
Just Playing ..................................................................................................... 40  
Classroom Information .................................................................................. 41  
Child Photo/Video Release ........................................................................... 42  
Family Handbook Statement ....................................................................... 43
Welcome!
We’re glad you’ve chosen Great Start Readiness to be part of your child’s early education experience! Learning is built on a foundation of: The Child, The Home, The Environment and School! Together we will work to teach and strengthen the skills your child will need in order to be successful in Kindergarten and beyond!

Vision Statement:
Together we will work to teach and strengthen the skills your child will need in order to be successful in Kindergarten and beyond!

Mission Statement:
The Grand Haven Area Public Schools are committed to the expectation that all students will learn. It is our obligation to provide each student in our community a positive environment for learning so they will experience success and realize their fullest potential.

Great Start Readiness Program Philosophy:
Our goal is to provide every preschooler with the best educational opportunities through our child-centered, hands-on curriculum set in a rich learning environment which is created through our families, community and professional staff.

We believe that young children learn to the best of their ability when given:
- A safe, healthy, nurturing environment
- Development of strong teacher-child relationships in combination with strong family-teacher relationships in which all are valued
- Many opportunities for play and learning through play experiences
- Families are involved and we work together to help your child
- The activities are geared toward your child’s current skills and interests

Our decisions are made from a child-centered focus which includes looking at the Early Childhood Standards of Quality- Prekindergarten, the curriculum, assessment information, feedback from parents and the diverse social, economic, cultural and family needs that exist within the classroom.
Great Start Readiness Program

GSRP is a State funded center-based preschool program serving income-eligible four year old children. Classes are offered with a variety of family needs in mind. Our programs operate full-day, Monday through Thursday, 9:00am-4:00pm.

GSRP regulations require staff to make two home visits and two parent/guardian/staff conferences a year. Staff will review other program requirements during the registration process or at the first home visit. This visit typically takes place before your child’s first day of school. See GSRP Calendar (pg 38) for home visit and conference dates.

Parents are encouraged to volunteer in the classroom, participate on our Parent Advisory Committee and attend other program events.
The Great Start Readiness Program is a state funded preschool program for four-year-olds and is free for those who qualify. Your GSRP is a cooperative effort of the Ottawa Area Intermediate Service District, local school districts, and other local child care/preschool providers. The programs receive funds from the Michigan Department of Education and every classroom is licensed by the Michigan Department of Human Services.

Grand Haven offers GSRP Preschool at the locations listed below:

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Building Address</th>
<th>City/County</th>
<th>Phone</th>
<th>Operates</th>
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<tbody>
<tr>
<td>Ferry - Room 20</td>
<td>1050 Pennoyer</td>
<td>Grand Haven Ottawa</td>
<td>616-850-5364</td>
<td>Full Day Mon-Thurs 9:00a-4:00p</td>
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<tr>
<td>Donnie George</td>
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<tr>
<td><a href="mailto:georged@ghaps.org">georged@ghaps.org</a></td>
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<tr>
<td>Griffin - Room 17</td>
<td>1700 S. Griffin</td>
<td>Grand Haven Ottawa</td>
<td>616-850-5560</td>
<td>Full Day Mon-Thurs 9:00a-4:00p</td>
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<tr>
<td>Coreene Nunn</td>
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<td><a href="mailto:nunnc@ghaps.org">nunnc@ghaps.org</a></td>
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<td>Lake Hills - Room 8</td>
<td>18181 Dogwood Dr.</td>
<td>Spring Lake Ottawa</td>
<td>616-850-5686</td>
<td>Full Day Mon-Thurs 9:00a-4:00p</td>
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<tr>
<td>Eva Hawley</td>
<td></td>
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<td><a href="mailto:hawleye@ghaps.org">hawleye@ghaps.org</a></td>
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<tr>
<td>Peach Plaines - Room 9</td>
<td>15849 Comstock</td>
<td>Grand Haven Ottawa</td>
<td>616-850-5868</td>
<td>Full Day Mon-Thurs 9:00a-4:00p</td>
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<tr>
<td>Kirsten Rolewicz</td>
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<td><a href="mailto:rolewiczk@ghaps.org">rolewiczk@ghaps.org</a></td>
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<tr>
<td>Robinson - Room 5</td>
<td>11801 120th</td>
<td>Grand Haven Ottawa</td>
<td>616-850-5958</td>
<td>Full Day Mon-Thurs 9:00a-4:00p</td>
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<tr>
<td>Melissa Vanderstelt</td>
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<tr>
<td><a href="mailto:vandersteltm@ghaps.org">vandersteltm@ghaps.org</a></td>
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Grand Haven GSRP Administration

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<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Kate Augustyn</td>
<td>616-850-5140</td>
</tr>
<tr>
<td>LeDwyna Evans</td>
<td>616-850-6829</td>
</tr>
<tr>
<td>Megan VanDort</td>
<td>616-850-6825</td>
</tr>
</tbody>
</table>
Staff

The staff of the GSRP is committed to providing a high-quality program for young children and their families. Classroom teachers hold a bachelor’s degree in early childhood education or child development with a specialization in preschool teaching or a valid Michigan teaching certificate and an Early Childhood Education (ZA) or Early Childhood-General and Special Education (ZS) endorsement. Our classrooms will have one teacher and at least one associate teacher to ensure a staff ratio of one adult to eight children. The classroom associate teacher holds a Child Development Credential (CDA) or an associate’s degree in Child Development. In classrooms that have three adults, the third adult meets the Bureau of Children and Adult Licensing, Department of Human Services licensing requirements as a “caregiver.”

GSRP Support Staff

GSRP has the advantage of working with expert staffing from Ottawa Area Intermediate School District as well as local district personnel. The GSRP Early Childhood Specialist provides classroom support as well as professional development for GSRP staff. The Early Childhood Specialist visits the classroom throughout the school year.
Curriculum and Assessment

GSRP classrooms provide a safe, secure and happy place for children to grow and learn. The curriculum provides intentional instruction to meet each child’s needs through a play-based and developmentally appropriate philosophy; meaning attention is given to social, cognitive and physical development. All of the learning areas are created to support the “Early Childhood Standards of Quality for Pre-Kindergarten” updated in 2013 by the Michigan State Board of Education. Children interact in both large and small groups and the environment and activities are designed to assist in the development of pre-reading, pre-math, science, social studies and the arts.

Through the use of the Creative Curriculum®, the State approved curriculum used in our classrooms, the Standards of Quality are met. In addition, we use Zoo Phonics and Handwriting without Tears to help teach children about letters, sounds and word formation. Teachers monitor children’s progress regularly through the use of the TS Gold assessment tool. Parents/guardians will meet with their child’s teachers twice a year for conferences. The conference is a time for families and teachers to come together to discuss the child’s accomplishments and to answer any developmental questions a family may have. The conference includes information about where your child is functioning as well as ideas for you to assist in your child’s development in the home. Families also participate in two home visits during the year; allowing teachers, children and families to develop a warm and trusting relationship.

Children are screened within the first thirty days using the Ages and Stages Questionnaire (ASQ). This provides information about a child’s physical development, language, and other skills and is used as a baseline to determine each individual child’s needs. All children will be assessed with a standardized test for emergent literacy skills using the Preschool Early Literacy Indicators (PELI). Families are informed of any concerns the screening tool may show and parents/guardians will need to provide consent if the child requires further evaluation.

All children will have anecdotal notes, photographs, artwork, and work samples collected throughout the school year that will be placed in their portfolio. Portfolios will be used during conferences to provide examples of children’s developmental growth.
Referrals

We believe that home and school together form a positive support system for the growing child. Parents are always kept informed of their child’s progress. GSRP will provide referrals to those students and/or families whom it is determined either through observation, assessment, conversations or requests that additional services are needed. These services may include but are not limited to: Speech, Occupational Therapy, Physical Therapy, Social Work, Psychologist, Health and Well Being. Written documentation of meetings and service plans will be maintained and reviewed. Classroom teachers will partner with support staff to create an inclusive and supportive environment.

Inclusion

Grand Haven GSRP welcomes all children and is committed to providing developmentally appropriate early learning and development experiences that support the full access and participation of each and every child. We believe that each child is unique and work in partnership with families and other professionals involved with the child to provide the support every child needs to reach his/her full potential.

Non-Discrimination Policy

Grand Haven Public School District does not discriminate on the basis of race, color, religion, gender, national origin, age, height, weight, marital status, handicap, disability, or limited English proficiency in any of its programs or activities. No one will be excluded from participation in, or denied the benefit of, or be subject to discrimination during any program or activity or in employment.

Grievances

Our program strives to provide a positive environment for all. However, at times a concern may arise. If you have any questions or concerns you cannot resolve with the teacher directly, please bring the concerns to the attention of the Preschool Coordinator or Early Childhood Administrator (listed on page 4) who will work through concerns with you.
Confidentiality Policy

Grand Haven Public School District insures that child and family records will not be disclosed without written consent of the parent or legal guardian, except as needed when child abuse and neglect is a concern. Confidential information is shared only with staff members who need the information to perform their jobs. All staff and volunteers will maintain confidentiality at all times and not discuss their observations, conversations or viewing of any documentation of any family enrolled in our program with individuals outside of our program or with other enrolled families. Confidentiality also extends to staff and volunteers discussing personal/private information about co-workers to families enrolled in our program. Families have the right to examine their own records.

Drug Free and Smoke Free Zone

The entire school campus is a drug free and smoke free zone. Please extinguish cigarettes and properly discard smoking products prior to entering the parking lot and building. This includes chewing tobacco and e-cigarettes. Help us stay a drug free and smoke free zone by informing anyone that will be escorting your child to and from school of our policy.

Cell Phone Use

If you find it necessary to use your cell phone while in our building, please remember that we have many children and staff in our classrooms that are focused on learning activities. You may not want others to hear your conversation or it may not be appropriate conversation for public. We may have children napping depending on the time of day. Please limit cell phone use to emergency use only in our lobby area or outside the building.

Child Protection Policy

All staff are mandated by law to report any suspected case of child abuse, neglect, child sexual abuse or sexual exploitation to the Department of Human Services. Any reasonable suspicion will be reported including a child telling a staff member about abuse, witnessing the abuse, a parent’s statement of abuse, or any physical or behavioral signs of abuse. A copy of this law may be obtained from the program director.
Suspicion of Child Abuse/Neglect Policy

Abuse or Neglect of children is against the law. All caregivers are mandated by law to report suspicion of abuse and/or neglect to Child Protective Services (CPS). The Board of Education is concerned with the physical and mental well-being of the students of this District and will cooperate in the identification and reporting of cases of child abuse or neglect in accordance with the law.

Each professional staff member employed by this District who has reasonable cause to suspect child abuse or neglect shall be responsible for reporting immediately every case, whether ascertained or suspected, of abuse or neglect resulting in physical or mental injury to a student by other than accidental means.

The staff member who suspects or witnesses the abuse shall call the local office of the Michigan Department of Human Services (855/444-3911) and if needed, shall secure prompt medical attention for any such injuries reported. S/He shall also notify the appropriate administrator according to the District’s Reporting Procedure for Student Abuse or Neglect.

The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order. A reporting staff member shall not be dismissed or otherwise penalized for making a report of child abuse or neglect.

Information concerning alleged child abuse is confidential. Any unauthorized disclosure by an official or employee of the District is a violation of the law and subjects the disseminator to civil liability for resulting damages.

Each principal should be mindful of the possibility of physical or mental abuse being inflicted on a student by a staff member. Any such instances, whether real or alleged, should be dealt with in accordance with the administrative guidelines established by the Superintendent.
Fee Policy

The Great Start Readiness Program is a free program for those who qualify. Families that are eligible for the GSRP program but are over the income guidelines will be charged based on a sliding scale fee schedule determined by the Ottawa Area Intermediate School District (OAISD). Upon acceptance into the program families will be informed the amount of tuition required to be paid and when and where these payments are to be sent.

Transportation Policy

Grand Haven GSRP does not provide transportation to and from its programs. Parents are responsible for transporting their child to and from school.

- Never leave your child or other children unattended in the car while coming into school to pick-up or drop-off your child.
- Preschool students are not permitted to walk to and from school alone. The parent/guardian or other designated adult, 18 years or older, must bring a child to and from school.
- For safety reasons, you (or designee) must bring your child into school, sign him/her in on the attendance form, and make the teacher aware of his/her arrival.
- The same procedure must be followed when picking up your child from school.

Enrollment Policy

*The child must be four years old by September 1 for the 2019-20 school year* and meet risk factors identified by the Michigan Department of Education.

ENROLLMENT OF STUDENTS WILL BE BASED ON: Availability of an opening. A wait list of eligible students will be maintained and openings filled based on eligibility factors.

THE PARENT/GUARDIAN MUST:

1) Meet the enrollment guidelines: meet income and/or risk factor guidelines. These risk factors include:
   - Low income
   - Diagnosed disability or identified developmental delay
• Severe or challenging behavior
• Primary home language other than English
• Parent/guardian with low educational attainment
• Abuse/neglect of child or parent
• Environmental risk such as: parental loss, sibling issues, teen parent, homeless or non-stable housing, high risk neighborhood or prenatal or postnatal exposure to toxic substances known to cause learning or developmental delays.

2) Return ALL completed forms which includes the following:
• All families must complete an enrollment packet prior to the first day of attendance in GSRP. The packet includes two applications: Great Start and Grand Haven School District; and emergency contact card/form.
• Families will need to provide a copy of the child's birth certificate and immunization record.
• All students must have a Health Appraisal form completed by your child's doctor.
• GSRP requires proof of family income for eligibility: Copy of previous year tax documents, W2's, or two consecutive paystubs.
• Parent Notice of Program Measurement and Parent Notification of Licensing Notebook forms.

TO MAINTAIN ENROLLMENT IN THE PROGRAM, THE PARENTS/GUARDIANS AGREE TO:
• Keep the Child Emergency Information up to date, i.e. telephone numbers, workplace, address, emergency contact, etc. (If parents move from one residence to another, change telephone numbers, or wish to add or delete an individual 'Emergency Contact' person, it is the parent's responsibility to notify classroom staff IMMEDIATELY so the parent may be reached in case of emergency or other communication need.)
• Support staff in maintaining a safe and enjoyable environment through a positive, preventive discipline approach. (Staff and family should work as partners in providing a consistent approach in assisting a child to adjust problematic behavior such as excessive aggressiveness.)
• Attend and participate in scheduled parent/teacher home visits and conferences. (Parent/teacher meetings are a requirement of the state-funded GSRP and an expectation of all families.)
Withdrawal Policy

WITHDRAWAL: Parents/guardians should notify the classroom staff of the intent to withdraw their child from the program at least two weeks prior to the withdrawal date. Parents/guardians should leave a forwarding address or school contact if the child will be enrolled in another school program.

DISMISSAL: Students should be in school unless absence is absolutely necessary. Families are responsible for informing the teachers when a child is ill or absent for some important reason. Preschoolers who are absent from class for 10 consecutive school days without parent notification to the program will be dropped from the program to make space available for a child on the waiting list. Every attempt will be made to contact and work with families when this occurs. In addition, your child may be dismissed from the program for failure to complete and return required paperwork.
Program Attendance Policy

Regular attendance at school is important for kindergarten readiness and your child’s attendance habits.

If it is necessary for your child to be absent, please notify your child’s teacher by calling the classroom (see pg.4) or emailing the teacher (see pg.4) the morning of the absence to explain the reason and when you expect your child to return to school. If you do not have a phone and/or do not have access to email, please send a note to the teacher as soon as possible. We are required to document absences in order to comply with regulations; so if we do not hear from you, you may receive an email, note or phone call asking about your child’s absences. Staff will make three attempts to contact parent/guardian. Staff will work with parents to help overcome attendance obstacles. Preschoolers who are absent from class for 10 consecutive school days, without parent notification to the program will be dropped from the program to make space available for a child on the waiting list.

LATE PICK-UP OR EARLY DROP-OFF: When a parent/guardian or other designated adult is picking up or dropping off a child for school, it is important that they be on time. Teachers and other school personnel have other responsibilities before and after school and cannot be available to insure your child’s safety. We will make every effort to work with you regarding pick-up and drop-off issues, but it is program policy to contact the Police Department to determine the next course of action in the event the parent/guardian or emergency contact is unavailable.

CONTACT INFORMATION: If families move from one residence to another, change telephone numbers, or wish to add or delete an individual “Emergency Contact” person, it is the family’s responsibility to notify classroom staff IMMEDIATELY so a parent/guardian may be reached in case of emergency or other communication need.

Door Opening Times

GSRP classroom doors open at 9:00am. Each location has specific entrance doors for their program. Please check with your child’s teachers for entrance location. Parents/Guardians must wait with their child until the teacher opens the classroom door.
Child Release Policy

Because of our concern for the safety of our students, these guidelines will be followed.

- No child will be released to a person other than a parent or guardian during school hours without the prior permission of parent or guardian as provided on Emergency Contact information.

- If a parent/guardian desires that his/her child be released to another person not indicated on the Emergency Contact information, the following must be received in WRITING: i) the name of the person to whom the child is to be released; ii) the time of the release and the length of time for which the child is to be released; iii) the purpose of the release.

- Exceptions will be made only in times of emergency. The Program Director or Designee will make the determination of whether an emergency exists.

- The person to whom the child is to be released will be required to sign a log indicating the time and purpose of the release. If the person is not known/recognized by the staff person, photo identification will be required. If the teacher, principal or designee has any doubts about the documentation presented, a decision to not release will be made.

- No preschool child will be permitted to walk home alone. The parent/guardian, or authorized adult, must pick up the child at school.

- With regards to divorced or separated parents:
  - A birth parent without custody may have access to his/her child or have the child released to him/her.
  - Where applicable, parents with custody should inform the school of custody arrangements and, if necessary, provide a court order (restraining order), which will be kept on file in the School Office. Without this court order, the school cannot legally prevent the non-custodial birth parent from taking the child from school.
Physical Activity

GSRP guidelines require children to be engaged in a minimum of thirty minutes of outdoor play where they can be active and physical. This includes but is not limited to running, jumping, climbing, etc. The outdoor environment is an extension of the classroom and provides students with many opportunities to explore and continue to build social skills. Research states, “Good physical health and well-being, and a safe environment contribute to improved learning. Gross motor development enhances body awareness, understanding of spatial relationships, and cognitive growth.” [Michigan Department of Education]

Weather Policy

GSRP classrooms will follow the building weather policy. Please send your child to school with the appropriate outdoor clothing (coats, hat, mittens, snow pants, boots, etc.). Your child will be going outside in light rain, snow, sleet, and wind so please plan accordingly.

The State of Michigan “Family Independence Agency” states that:

- Playing outdoors in cold weather does not cause illness in children. Colds, flu and illness are caused by viruses and bacteria. Children confined in warm, stuffy rooms with several other children have greater exposure to germs causing sickness.
- Frequent exposure to fresh air, exercise, and sunshine increases a child’s general fitness and resistance to infections.
- During active play outdoors, the viruses and bacteria are dispersed into a larger, more mobile air space decreasing the risk of spreading to others.
- Physical activity actually increases the air exchange in children’s lungs and improves blood flow through the body giving germs shorter contact with respiratory surfaces.
School Closings and Delays

When the possibility of school not being held due to stormy weather, parents are asked to tune to WGHN (1370 AM or 92.1 FM) for school closing information. Bulletins are aired after 6:00 a.m. TV stations are WWMT, WOTV, WZZM, WGVU, and WZMI. Parents can check the Grand Haven School District website at www.ghaps.org and also sign up for Nixle text and email alerts regarding closings.

COLD/HOT WEATHER DAYS: Time spent outdoors is an integral part of the school day. Children need fresh air, exercise and time spent outside. However, there are times when due to extreme temperatures, it is not safe for children to be outdoors. In the winter months when the temperature, with windchill, is 10°F or higher, children will be allowed to play outside with adult monitoring for an appropriate length of time if adequately dressed with warm clothing, jackets, snow pants, hats, mittens/gloves, and boots. In the summer and early fall months if the temperature is 82°F or warmer, the children will be closely monitored for heat related issues. They will be provided with cooling opportunities such as drinking water, shaded areas, and cool towels. Teachers will check the temperatures each day to determine what type of recess is held. If the children are unable to go outside, due to windchill or extreme heat index, then large motor indoor activities will take place inside.

DELAYED START DUE TO INCLEMENT WEATHER: The Grand Haven School District may delay the start of the day due to weather related issues. Parents should watch for notification on local television news stations and on the Grand Haven School District website: www.ghaps.org. Parents can also sign up for text message and email alerts from Nixle.

SNOW DAYS: On days when the winter weather is severe enough where the safety of students and staff will be affected, the district will close schools for a snow day. Parents should watch for notification on local television news stations and on the Grand Haven School District website: www.ghaps.org. Parents can also sign up for text message and email alerts from Nixle.
REST TIME POLICY

State licensing rules require a mandatory rest time for students in programs that operate full day sessions (five or more hours), for children under five years of age. Children will rest and relax for 1 hour each day. GSRP will provide mats for the children to rest on. Parents need to provide a small blanket and pillow (which will be sent home weekly for cleaning). Students do not have to go to sleep but need to slow down and give their bodies a little rest. The window shades will be closed and lights dimmed with soft music playing. Students who do not want to sleep can read books or play with quiet materials on their mat. The teaching team will move quietly among students providing whisper conversation and gentle back rubs. If a student is sleeping when rest time is over, we will wake them with a gentle touch and conversation. The shades will be opened and the lights turned up. Students will assist with putting away their rest time materials.
Should I Keep My Child Home Today?

To insure a positive, healthy school experience for children, the preschool will initiate the following policy regarding illness: Parents/guardians will be asked to come and take home any child arriving at school with signs/symptoms of being ill or who become ill while at school. The school staff has the authority to exclude children from the preschool for illness or other health-related problems. All children in attendance will be expected to participate in all parts of the daily schedule; including outdoor play. School is not enjoyable when you are not feeling well.

YOUR CHILD SHOULD STAY HOME WHEN HE/SHE HAS:
- Temperature of 99.4 (under the arm) or 100.4 (by mouth) degrees or higher
- Earache
- Excessive runny nose
- Nausea or vomiting
- Red or watery eyes
- Diarrhea
- Chills or fever
- Frequent or Prolonged Coughing
- Production of phlegm when coughing
- Pneumonia
- Wheezing
- Skin rash
- Sore throat
- Body or Head lice
- Any draining of sore or skin infection
- Scabies
- Ear ache or Ringing in the ear
- Swelling of any part of the body
- Abdominal/stomach pain when going to the bathroom
- Communicable diseases: chicken pox, measles, mumps, ringworm, impetigo, pink eye.

It is the parent/guardian's responsibility to notify the teachers when their child will be absent from school. Please call your child's teacher as soon as you know your child will be absent.
Medication Policy

Some children must take medication at school. It is the policy of Grand Haven Area Public School District that we do not administer medications unless needed for safety (allergy/medical-related) or behavioral purposes. In these instances, please speak with your child’s classroom teacher for further instructions including completion of a Medication Form and instructions for storage and administration. Any medications taken at school including prescribed, over-the-counter, ointments/lotions, MUST have a Medication Request and Authorization Form completed by the physician. This form can be found on the district website www.ghaps.org on the Parent tab under Resources then Forms.

Administration procedures include:

1. Physician’s prescription or medication in original container from the pharmacy.
2. Parents’ consent in writing. (Forms are in the office.)
3. We request that the parents bring the medication to school. DO NOT SEND IT WITH YOUR CHILD!
4. Medication must be kept locked in the office.
5. Medication Log completed after administration.

The principal or the principal’s designee must administer medication.

Health Plan Policy

Students diagnosed with health related issues such as Asthma, Diabetes, Dysphagia, G-Tube, Life Threatening Allergies or Seizures require a Health Plan on file with the district nurse, classroom and school building. The health plan is to be completed by the parent and the child’s physician. These forms can be found on the district website www.ghaps.org on the Parent tab under Resources then Forms.

Injuries or Safety Issues

Parents MUST inform the program staff of any health or safety needs of the child that the program may be required to address. If your child has had an injury or illness that may prevent activity, please call your child’s classroom teacher. In addition, please provide a written statement about the injury: description of injury; date, time and location where injury occurred; activity limitations and/or physicians note.

If your child is injured while in our care, parents/guardians will be notified by either a note home or a phone call. If the injury is more than a minor issue, parents/guardians will be contacted immediately. If parents/guardians are not available, another adult listed on the child’s emergency information form will be contacted.

Program staff are trained in First Aid and CPR and will secure medical and/or emergency surgical treatment for your child in possible emergency situations.
Hand Washing

Hand washing is probably the most critical element in reducing the spread of germs. Children should learn about hand washing early in life to help them develop healthy habits. Children will be required to wash their hands before eating, after using the restroom, when returning from outdoors and other times as determined necessary by the staff. We ask that you encourage and reinforce this behavior to keep everyone as healthy as possible. Staff also follow this policy and wash their hands before any food preparation.

Hand Washing Procedures: Children and adults will follow the following hand washing procedures:

1. Turn on water to comfortable temperature
2. Moisten hands with water and apply soap
3. Rub hands together vigorously until a soapy lather appears and continue for 10 seconds
4. Rub areas between fingers, around nail beds, under fingernails, and the back of hands
5. Rinse hands under running water until they are free of soap and dirt. Leave the water running while drying hands.
6. Dry hands with a clean paper towel. Turn off water taps with paper towel if they do not turn off automatically
7. Dispose of paper towel in trash
Handling Children’s Bodily Fluids

The aim is that students entering our GSRP program will be toilet trained. We understand that children may be at different stages of the toileting process and we will work with families to assist in any way possible. Students are encouraged to use the bathroom freely. Throughout the day, individual or group reminders about “bathroom breaks” will be given. We will do best practice with toileting incidents: assisting the student to change, cleaning soiled areas, sending home soiled clothing, and providing support to the student.

If a child has an accident* at school we would do the following:

1. Have the child change into clean clothing themselves. This would be done privately in the bathroom. Then the child will wash their hands.
2. The “soiled” clothing will then be placed in a closed bag. All staff members will be using gloves at this time.
3. Call the parents/guardians to inform them of the incident and to remind them to bring an extra set of clothes including underwear and socks for the next day.
4. The surrounding area will then be cleaned with bleach and other chemicals by the school/janitorial staff.
5. When the parent/guardian arrives at the end of the day, we will release the bag of “dirty” clothing to them.

Parents may be asked to provide a barrier (pull-up or plastic training pants) for the student experiencing consistent toileting accidents, in order to prevent a hazard to other students and staff in the classroom. Best practice to insure the health and safety of all students in our facility. In order to avoid a hazard like leakage of waste on carpets, chairs and other classroom materials, best practice is to provide a barrier to prevent waste from becoming a hazard to others.

*If a child has multiple accidents in one day and/or goes through all of their spare clothing, parents may be called to pick up their child. Frequent accidents may be indicative of other issues; the parent/guardian may be asked to have the child checked by their physician to eliminate any physical reasons for the incidents.
Controlling Infection & Universal Precautions:
All staff members and employees have completed the Blood Pathogens course. We will follow all of the Universal Precautions!

Cleaning and Sanitizing
Toys, equipment, and surface areas of the rooms will be cleaned by the following procedure:
1. Soapy Water
2. Water Rinse
3. Bleach Water
Discipline Policy

We have positive expectations for the children who are in our care. Social and Emotional growth are two areas especially important for preschoolers. Through a positive management program we help children increase self-control, self-direction, self-esteem, and cooperation. We concentrate on the behavior we want and model what is needed to build positive relationships between adults and children, as well as among children. Teachers provide ongoing support as children learn social and problem solving skills. Program staff are NOT allowed to use any form of punishment (i.e. spanking, threatening, humiliating, withholding of basic needs including food and outdoor play, or isolation from the group). Physical contact in disciplining is avoided unless it is necessary to restrain a child from harming him/herself or others. Below are some of the steps we take in creating a positive nurturing environment:

1. Discuss classroom rules and why they are important.
2. Model respectful and appropriate speech and behavior.
3. Help children learn ways to handle conflicts.
4. Respect each child’s feelings and opinions.
5. Allow children to make choices and help provide solutions.
6. Redirect children to alternate activities.
7. Allow children time to regain composure when upset.
8. Offer a comforting hug or lap to sit on.

CHOICES: Throughout the school day, children are recognized and encouraged to make choices. Choices within limits allow a child to feel empowered and feel part of a decision-making process. The more choices a child has, the more likely he or she will cooperate with adults.

Classrooms also make use of a “Quiet/Safe” area where students can go when frustrated, angry, or upset. This area is a calm area in the classroom that is visible to staff and has comfy seating, pillows, calming toys and books. Students can elect to “take themselves” to the area or may be verbally directed to the area by staff.
We emphasize Positive Behavior Intervention Support (PBIS) which is an approach used to promote successful behavior and learning.

What does PBIS look like?
- Teachers and students have warm supportive relationships.
- Environmental issues are considered to resolve behavior challenges.
- Classroom has visible, consistent rules and expectations.
- Rules and expectations are practiced and acknowledged.

**INTERVENTION:** Conflict can occur when a child is trying to assert control over a situation. Teachers diffuse conflict by using statements such as, “You may play in the gym after you put the trucks away.” When children are experiencing a conflict, the teacher will approach the children calmly and acknowledge feelings (“you are feeling really angry”). Next the teacher will gather information from the children and find out why there is a conflict (“what happened?”). The teacher will help each child use empowering words and problem solving strategies to resolve the conflict (“Ask your friend, ‘Can I use this truck?’ Tell your friend, ‘I am using this truck right now. I’ll give it to you when I am done.’”) As children learn and practice using problem solving words and strategies, they often begin to use these without adult intervention as the year goes on.

**REDIRECTION:** When a conflict has been resolved, the child/children will be redirected with new choices (example: “Would you like to play in the sand or with play dough?”)

**NATURAL CONSEQUENCES:** Sometimes children make choices that have consequences. Children who experience logical, natural consequences learn that they have control in situations. Consequences are met with calmness and empathy for the child. (example: “This is sad. Remember I asked you not to throw sand? Throwing sand hurt his/her eyes. What can you do to help?”)

**Offensive/Inappropriate Language, Disruptive or Violent Behavior**
Our staff respects the dignity and safety of each child and will do diligence in implementing strategies to assist students. Offensive/inappropriate language, disruptive or violent behavior are areas that may warrant parent conferences and/or team intervention. If a situation arises that calls for a specific behavior plan for a child, the parents/guardians and teachers will work together on its design and implementation. Working together, teachers and parents can help most children to develop appropriate group behavior. We will be diligent in ensuring that everyone is treated fairly and that other solutions are fully explored prior to terminating a child’s participation.

Children are not excluded or expelled because of the need for additional medical or Behavioral support, assistance with toileting, or staff attitudes and/or apprehensions.
Even Preschoolers Can Be Bullies

Even preschool aged children can display behaviors that bully. Saying things like, “You can't play with us” or pulling a learning toy away from another child is a form of bullying. Whispering secrets and excluding someone is a form of bullying. Making faces or sticking out your tongue at someone is a form of bullying.

GSRP staff will promote an environment in which all children will play and work together. We are all welcome at all times. We share and take turns. We will use kind words towards our classmates and staff.

Parents can help stop bullying by observing children while they play. If children are showing signs of bullying behaviors, parents can help to explain how friends feel sad or hurt when we are not sharing or using kind words toward each other.
Lunch and Snack

Mealtimes are learning experiences where children are encouraged to try new foods and engage in conversations about different foods, where they grow, or how they are made. Children are encouraged to participate in mealtime activities that may include setting the table, preparing food, serving themselves, and cleaning-up.

The GSRP program will provide snacks and lunch for all full day programs. Snacks consist of something nutritious such as: apple wedges, orange sections, raisins, cheese/crackers, vegetable sticks, pretzels, etc. We will also provide 100% juice, or water along with a snack.

Lunch will consist of a nutritious meal and beverage such as a sandwich, fruit, cheese, milk etc. The snack and lunch menu will be posted for parents to view each week.

Meals are served in a pleasant atmosphere with adult supervision at all times. All children are expected to feed themselves. Staff will not demand that any child eat, but children will be encouraged to taste new foods.

Most of our programs participate in the Child and Adult Care Food Program (CACFP) for assistance in funding meals. Menus are reviewed by a registered dietitian and parents to ensure healthy low fat, low sugar, low salt meals and snacks. If you choose to pack a cold lunch for your child, please choose healthy low fat, low sugar, low salt items. Parents who choose to provide a lunch from home must complete the "Parent Request to Provide Food" form.

Food Allergies

If your child has a food allergy or is following a specific diet (i.e., Gluten Free), please submit written documentation from your doctor with the allergy and appropriate substitutions. Parents can choose to provide snack/lunch alternatives.
Family Involvement

The family involvement component of the GSRP is based on the belief that the best environment for children exists where there is close family-school interaction. We hope you plan to visit soon and would love to have you! Building Volunteer* Policies vary.

We encourage parents to be active partners in our classroom! There are a number of ways you might choose to be involved:

- Volunteer for special classroom activities, i.e., baking, field trips, celebrations, etc.
- Drop by anytime you have a few spare moments and join our fun!
- Share you special talents with the class.
- Join the PTA (Parent Teacher Association)
- Be part of the GSRP Parent Advisory Committee.

Field Trips: Field Trips may occur during the school year. In the event a classroom does take a field trip, families will receive notice in writing prior to the event. Trips may include visiting local businesses or community parks (via school bus or community transport) and some are done within walking distance to your child’s school. Parents/guardians may attend as long as they meet the classroom volunteer requirements. Please note these requirements may involve paperwork which may take time to process, so plan ahead!

*In order to volunteer in the classroom or on field trips you must have the following file:

- Documentation from the Department of Human Resources that he/she has not been named in a central registry case as the perpetrator of child abuse or neglect.
- District Volunteer Assessment Form – filled out and completed. This form can be found on the district website www.ghaps.org on the Parent tab under Resources then Forms.

GSRP Parent Advisory Committee: This is a committee designed specifically for parents of the Great Start Readiness Program. Together with the teachers, parents are encouraged to plan activities, events, field trips, and curriculum. Meetings are held twice a year with childcare provided. We encourage your participation.

Great Start Collaborative: Parents can also participate in the Ottawa county group organized to work together with families and communities to identify needs, maintain resources and creatively seek solutions to existing gaps for families with young children. As part of the GSC, parents can join the School Readiness Advisory Committee (SRAC) which annually reviews and makes recommendations regarding the GSRP program components. This committee consists of parents, community members, volunteers and social service agencies. Parents can contact the Ottawa Area Intermediate School District (616/738-8940) for further information.
SCHOOL-HOME COMMUNICATION

Home Visits: To best meet the needs of each child it is important that parents and teachers form a partnership. Visiting in your home will help us to achieve this. We will be scheduling two home visits this school year. The first home visit will be before school begins and the second will be in May. Home visits are about an hour long and will be available in the evening. School will not be in session for the preschoolers during the week of home visits.

Conferences: Parent/Teacher conferences will be held twice a year, once in the fall and once in the winter. Conferences will follow the district calendar and will also be available in the evening if needed.

Newsletters: Each week a classroom newsletter will go home either in your child’s school bag or via email. These are very important because they will inform you on classroom events, field trips, and what we are learning about in class. Please be sure to check your child’s school bag daily for letters, artwork, activities, and other important things.

Parent Information Board: Classroom information such as newsletters, calendars, and event flyers will be posted weekly on the classroom parent information board.

Holidays & Breaks: We will follow the district calendar for holidays and breaks. Calendars will be provided to parents/guardians at the beginning of the school year.

Classroom Webpage: Log onto your child’s classroom webpage to view pictures of classroom activities, read about upcoming events, and to sign up for classroom help and events.
Appropriate Clothing for Preschool

Children’s Clothing: Preschool clothing should be comfortable and washable so that it does not interfere with any activities. Tennis shoes are suggested for all children to wear indoors. Please remember your child’s clothing will be exposed to paint, sand, and markers. **It is important that you put your child’s name on all of his or her belongings.** Many children have similar clothing and it is sometimes impossible to identify ownership without a name. We cannot be responsible for lost items that are without a name label. Children participate in outdoor time every day except in heavy rain or extremely cold weather. Please dress your child accordingly. During warmer weather months, please no flip flops or tank tops. Warm mittens, coats, hats, boots, and snow pants are necessary every day once cold weather begins!

School Bag: It is suggested that each child bring a large bag or backpack to class every day to carry home their artwork, papers, and notes from the teacher.

Extra Clothing: Accidents can happen; it is a good idea that an extra change of clothes be sent in a clear large ziplock bag with your child’s name on it that will be kept in their cubby. Please include shirt, pants, underwear and socks. We have a limited supply of clothing for emergency use. If your child should come home wearing an item provided by his/her teacher, please wash and return it to school promptly.

Rest Time Blanket and Pillow: If your child attends a full day program, it is a state licensing rule that children under 5 years of age be given quiet time to rest. We have mats available for children to rest on. They do not have to go to sleep but need to slow down and give their bodies a little rest. Children will rest and relax for 1 hour each day. Parents need to provide a small blanket and pillow; these will need to be cleaned weekly by parents. Please do not forget to bring it back the next week.

Labeling: Please label **ALL** of your child’s belongings that come to school. Book bags, coats, and boots have a way of getting misplaced or accidently taken by another child. We attempt to ensure that each child has all of his/her belongings, but without your help this can be very difficult.

Toys from Home

Please leave all toys at home. Toys brought from home can easily get misplaced or even broken. We prefer that your child enjoy them at home or bring them only on special sharing days.
Licensing Reports

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

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

Program Measurement

Ottawa Area Intermediate School District and Grand Haven Area Public Schools are required to work with the Michigan Department of Education (MDE) to measure the effects of the state-wide preschool program Great Start Readiness Program. Information is sometimes collected about staff, enrolled children, and their families. Program staff or a representative from MDE might:

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

Information from you and about your child will not be shared with others in any way that you or your child could be identified. It is protected by law.

Questions? Contact: mde-gsrp@michigan.gov or 517-373-8483 or MDE, Office of Early Childhood Education and Family Services, 608 W. Allegan, PO Box 30008, Lansing, MI 48909.
Safety Drills

Our center is required to practice safety drills several times a year for fire evacuation, tornado safety and any other threat that may occur. If in the event that our school is evacuated, staff will notify you or another adult on your child’s emergency contact form.

Emergency Procedures

**Serious Accident/Illness/Injury:** The following are procedure for caring of seriously injured or seriously ill children:

- Attend injured or ill child
- Notify other staff members of injured child or ill child
- Direct other staff members to call parent, doctor or 911, as determined by the seriousness of the accident or illness
- Alert Administration
- Stay with injured child or ill child until relieved by parent or ambulance
- Fill out accident report

**Fire:** We will have seasonal fire drills to help prepare children in case of an emergency. Children will follow the teacher out of the building at the designated exit unless blocked by fire. Parent will be notified as soon as possible if a fire occurs.

**Tornado:** We will have seasonal tornado drills to help prepare children in case of threatening weather. In the hallway, children will crouch down on their knees and place their hands over their head with their heads down toward the floor. Children will remain in position until staff is notified that the threatening weather has diminished.

**Lock Down:** We will practice a lock down drill. During a lock down children will be asked to remain quiet and sit on the floor inside the teacher’s workroom/office or the coat room. Children and staff will remain in position until the principal/or designee has announced it is safe or until emergency personnel arrive at the classroom.

**Natural Disaster Emergency Evacuation Procedures:** If a building needs to be evacuated for any reason, children will be escorted by staff to the nearest safe zone (designated playground area). Children with special needs who are mobile will walk along with classmates and staff to designated areas. Children with special needs who use mobility assisted devices will be escorted by staff to the designated evacuation area. Staff have received site specific training on evacuation procedures. Staff will take student emergency cards. Parents will be contacted by phone, television and/or website (ghaps.org) on the location to safely pick up children.
WHAT CHILDREN LEARN FROM PRESCHOOL

Preschool provides opportunities for children to:

- Spend time away from home.
- Establish independence.
- Interact with other children.
- Participate in a variety of developmental experiences.
- Follow simple directions.
- Accomplish small tasks.
- Experience a variety of manipulative equipment.
- Accept responsibility.
- Feel needed and wanted in a large group.
- Share and cooperate.
- Learn how to wait for a turn.

DEVELOPMENTAL AREAS

Social & Emotional Development

- **Sense of Self** - shows ability to adjust to new situations, recognizes own feelings and manages them appropriately, stands up for rights.
- **Responsibility for Self and Others** - demonstrates self-direction and independence, takes responsibility for own well-being, respects and cares for classroom materials, follow the classroom routine and rules.
- **Pro-social Behavior** - plays well with other children, recognizes others feelings, shares and respects the rights of others, uses thinking skills to resolve conflicts.

Physical Development

- **Gross Motor** - demonstrates basic motor skills, shows balance while moving, climbs up and down, pedals and steers a tricycle, demonstrates throwing, kicking, and catching skills.
- **Fine Motor** - controls small hand muscles, coordinates eye-hand movement, uses tools for writing and drawing.
Cognitive Development

- **Learning and Problem Solving** - observes objects and events with curiosity, approaches problems flexibly, shows persistence in approaching tasks, explores cause and effect, applies knowledge to a new context.

- **Logical Thinking** - classifies objects, compares/measures, arranges objects in a series, recognizes and repeats patterns, shows awareness of time concepts and sequence, shows awareness of position in space, uses one-to-one correspondence, uses numbers and counting.

- **Representation and Symbolic Thinking** - takes on pretend roles and situations, makes believe with objects, makes and interprets representations.

Language Development

- **Listening and Speaking** - hears and discriminates the sounds of language, expresses self, using words and expanded sentences, understands and follows oral directions, answers questions, asks questions, actively participates in conversations.

- **Reading and Writing** - enjoys and values reading, demonstrates understanding of print concepts, demonstrates knowledge of the alphabet, uses emerging reading skills to make meaning from print, comprehends and interprets meaning from books and other texts, understands the purpose of writing, writes letters and words.
WholeFamilyConnectionOttawa.com

An online resource tool, offering families instant access to services throughout Ottawa County. Our goal is to make receiving services as simple and hassle-free as possible. WFC is available 24/7, anywhere there is Internet, and the best part... it's FREE!

1. Log on to: www.wholefamilyottawa.com
2. Create a username and password
3. Let us know what you are searching for
4. Instantly receive a list of area services that match your search criteria
5. Connect Today!

HOW EASY IS THAT?
Health and Community Resources

- Ottawa County Health Department - (616)846-8360
- WIC - (616)844-0097
- Love In Action - (616)846-2701
- Michigan Poison Control Center - (800)222-1222
- North Ottawa Community Hospital - (616)842-3600
- Community Mental Health - (616)842-4357
- 211 for Help Services
- 911 Emergency
- Grand Haven Fire Department - (616)842-3460
- Robinson Township Fire Department - (616)846-2210
- Ferrysburg Fire Department - (616)842-5803
Great Start Readiness Program

School-Day Sample Routine

9:00 - 9:45 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 do table activities, spend time with books, or interact with adults and one another. Once all children have arrived, adults share the daily announcements.

9:45 - 10:00 Large-Group Time/Music and Movement - All adults and children participate in activities planned around children’s interests, developmental levels, music and movement, cooperative play and projects; and events meaningful to children.

10:00 - 10:15 Small Group Time - An adult-initiated learning experience based on children’s interests and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.

10:15 - 10:25 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).

10:25 - 11:25 Work Time (children’s hour of uninterrupted Choice Time) - Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Work Time, adults participate as partners in child-initiated play and encourage children’s problem solving both with materials and during times of social conflict.

11:25 - 11:35 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.

11:35 - 11:45 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.
11:45 – 12:00 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.

12:00-12:45 Lunch - 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.

12:45- 1:45 Quiet/Resting Time* - Resting is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest Time plans should be individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or fine motor manipulatives.

1:45 – 2:15 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.

2:15 - 3:20 Plan/Work/Cleanup/Recall - (refer to AM descriptions).

3:20 - 3:50 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.

3:50 – 4:00 Dismissal - Children get their backpacks, coats, etc and prepare for dismissal.

*In a full day program, Child Care Licensing requires programs, including GSRP, to offer children a maximum of one hour to rest or nap. For those children who do not need this time to sleep, quiet non-disruptive activities are provided.
**Additional school days may be added to meet state requirements, if excessive closures occur due to weather.**

*Delayed Starts: School begins at 11:00am*
GSRP REQUIRED DOCUMENTS

THE FOLLOWING DOCUMENTS MUST BE COMPLETED AND SUBMITTED BEFORE ACCEPTANCE INTO THE GREAT START READINESS PROGRAM:

_____ Completed Child Information/Emergency Card: completely filled out and signed, including permission to seek emergency medical care; and with information CURRENT and COMPLETE - including phone numbers - for ALL individuals authorized to pick up your child from the classroom. [NOTE: This Information Card is due at the time of initial attendance in the classroom.]

_____ Immunization Record: showing a minimum of 1 dose of each immunizing agent specified by the Department of Community Health; or a waiver if not having your child immunized for religious or other reasons. [NOTE: This Immunization Record is due at the time of initial attendance in the classroom.]

_____ Completed Physical: performed within the preceding year, SIGNED by a licensed physician or his or her designee; and with any restrictions noted. [NOTE: This Physical was due within 30 days of initial attendance in the classroom.]


_____ Income Verification

_____ Proof of Residency

_____ Individualized Education Plan - IEP (if used as a GSRP qualifier)

_____ Homeless documentation (if used as a GSRP qualifier)
Just Playing

When I'm building in the block area,
Please don't say I’m "just playing."
For you see, I'm learning as I play,
About balances and shapes.
Who knows, 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."
For you see, I'm learning as I play;
I may be a mother or 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'm expressing myself and being creative.
I may be an artist or an inventor someday.

When you see me sitting in a chair
"Reading" to an imaginary audience,
Please don't laugh and think I'm "just playing."
For you see, I'm learning as I play.
I may be a teacher someday.

When you see me combing the bushes for bugs,
Or packing my pockets with choice things I find,
Don't pass it off as "just play."
For you see, I'm learning as I play.
I may be a scientist someday.

When you see me engrossed in a puzzle
Or some "plaything" 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 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.

-Anita Wadley
THE GREAT START READINESS PROGRAM

YOUR CHILD’S SCHOOL BUILDING STAFF AND PHONE NUMBERS

My child’s School: ______________________________________

My child’s Room #: __________________

My child’s Teacher: ________________________________

Teacher Assistant: ________________________________

Phone number to call to reach the office: ________________

Phone number to call to reach the classroom: ________________
Great Start Readiness Program (GSRP)

FAMILY HANDBOOK RECEIVED

I have received a copy of the Great Start Readiness Program Family Handbook.

I understand that this Handbook provides me with information I will need while my child is enrolled in the Program.

I understand that I am to read the Handbook to be sure I have all necessary information.

I understand that I may, at any time throughout the school year, ask Program staff to explain any information that I feel needs more clarification.

I have read the above statements and acknowledge receipt of the Parent Handbook.

Child(ren)'s Name(s): __________________________________________________________

Parent/Guardian Name: ______________________________________________________

Parent/Guardian Signature: _________________________________________________

Date: ________________