

# Great Start Readiness Program

## Family Handbook



"These materials were developed under a grant awarded by the Michigan Department of Education."



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# 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 learning environment where each child learns to explore his or her world creatively, make good choices 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:

1. A safe, healthy, nurturing environment
2. Development of strong teacher-child relationships in combination with strong family-teacher relationships in which all are valued
3. A variety opportunities for play and learning through play experiences that focus on the social/emotional, physical and intellectual development of the child.
4. The activities are geared toward your child's current skills and interests.
5. Families are involved and we work together to help your child.

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 Friday, 9:00am-4:00pm. We also have a half-day program that operates from 9:00am-12:00pm,

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.

Parents are encouraged to volunteer in the classroom, participate on our Parent Advisory Committee and attend other program events. **All individuals volunteering in the classroom, and at program sponsored events are required to complete a Volunteer assessment form, prior to volunteering.**



# Grand Haven Public School

## Great Start Readiness Program



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:

Building Name	Building Address	City/County	Phone	Operates
Central - Room 10 Ericka Morris morrise@ghaps.org	106 S. 6 <sup>th</sup> St.	Grand Haven Ottawa	616-850-6886	Full Day Mon-Fri 9:00a-4:00p
Central - Room 11 Samantha Westrick westricks@ghaps.org	106 S. 6 <sup>th</sup> St.	Grand Haven Ottawa	616/850-6876	Half Day Mon-Thurs 9:00a-12:00p
Ferry - Room 3 Elizabeth Hough <a href="mailto:hough@ghaps.org">hough@ghaps.org</a>	1050 Pennoyer	Grand Haven Ottawa	616/850-5373	Full Day Mon-Fri 9:00a-4:00p
Lake Hills - Room 8 Lisa Galer galerl@ghaps.org	18181 Dogwood Dr.	Spring Lake Ottawa	616-850-5686	Full Day Mon-Fri 9:00a-4:00p
Peach Plains - Room 13 Donnie George georged@ghaps.org	15849 Comstock	Grand Haven Ottawa	616-850-5878	Full Day Mon-Fri 9:00a-4:00p
Robinson - Room 2 Kirsten Rolewicz rolewicz@ghaps.org	11801 120 <sup>th</sup>	Grand Haven Ottawa	616-850-5958	Full Day Mon-Fri 9:00a-4:00p

Grand Haven GSRP Administration	Title	Phone
Cassady Krumm	Early Childhood Administrator	616-850-5140
LeDwyna Evans	Preschool Coordinator	616-850-6829
Elizabeth Ledbetter	Office Manager - Admissions	616-850-6825

## **Staff**

The staff in GSRP are 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 (ZN) or Pre-K - 3<sup>rd</sup> grade (ZO) 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.

## **BACKGROUND CHECKS FOR STAFF**

All our staff members are fingerprinted by the state for a background check on criminal and abuse/neglect history. We also require all staff to be CPR and First Aid Certified.

## Volunteer Policy

### Application Process & Background Check

If you would like to volunteer in your child's classroom or assist with program activities, you must complete a volunteer application. Our district has a new online process for completing volunteer applications. You can either scan the QR code below with your phone or go to our district website and click on the parent tab and scroll to forms. You will see the volunteer online application form tab, click it. Simply complete and submit a volunteer application and upon approval you will receive instructions on next steps.

It is very important that the information you enter on the application matches your government issued identification card including your full legal name. It is important that you provide a valid email address so you can be notified as to the status of your application and for future communication. All information collected on the application will remain confidential and not be shared outside the volunteer program.

If you have any questions about the application, please speak with a building secretary and they can assist you. **\*Please Note: The Volunteer Application must be done with each new school year.**

Grand Haven Area Public Schools do not discriminate on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap, disability, or limited English proficiency in any of its programs or activities. The following office is designated to handle inquiries regarding the nondiscrimination policies: Assistant Superintendent of Human Services, Grand Haven Area Public Schools, 1415 Beechtree Street, Grand Haven, MI 49417 616.850.5000



### INTERESTED IN VOLUNTEERING AT GHAPS?

SCAN THE QR CODE TO FILL OUT OUR NEW  
ONLINE VOLUNTEER APPLICATION





# Enrollment Policy

\*The child must be four years old by December 1 for the 2024-25 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:

- |   |                             |
|---|-----------------------------|
| 1. Registration Applications (OAISD & GHAPS)      | 9. Handbook/License form    |
| 2. Immunization Record                            | 10. Student Residency form  |
| 3. Child Information/Emergency Form               | 11. Student History form    |
| 4. Copy of child's Birth Certificate              | 12. Field Trip form         |
| 5. Copy of parent's Driver's License              | 13. Parent/Child Survey     |
| 6. Financial Information (w2; tax form, pay stub) | 14. Participation Agreement |
| 7. Student Goal Form                              | 15. Advertising Release     |
| 8. Application of Sunscreen form                  | 16. FERPA form              |

## 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.)

**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.**

## **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.

## **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.**

## 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.

**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.

## 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 student's classroom file and the School Office. Without this court order, the school cannot legally prevent the non-custodial birth parent from taking the child from school.

## Withdrawal Policy

WITHDRAWAL: Parents/guardians should notify the Child Services office and classroom staff, in writing, 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

# Curriculum and Assessment

GSRP classrooms provide a safe, secure and happy place for children to grow and learn. In our preschool classrooms, we use the state approved **Creative Curriculum®**. 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 2022 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.

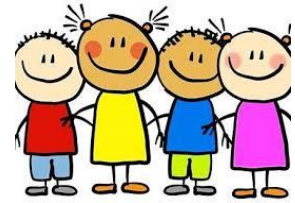
In addition, we use Zoo Phonics and Handwriting without Tears to help teach children about letters, sounds and word formation.

## Assessment Process

Teachers monitor children's progress regularly through the use of the **TS Gold** assessment tool. Assessment gives our teachers the information they need to make decisions that drive their instruction.

The purposes of Early Childhood Assessments:

- Monitor children's development and learning.
- Guide planning and decision-making.
- Identify children who might benefit from additional support.



## Screening Process

Screening young children is an effective and efficient way for professionals to look at and monitor children's skill levels. Children are screened twice during the school year with the **Ages and Stages Questionnaire (ASQ)**. This parent completed tool 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. The ASQ helps parents become full partners in the screening process. All children will be assessed, three times during the school year, with a standardized test for emergent literacy skills using the **Preschool Early Literacy Indicators (PELI)**. Families are informed of results and about any concerns the screening tools may show and parents/guardians will need to provide consent if the child requires further evaluation.

## **Progress Monitoring**

Initial assessments provide teachers with a starting point for educational programming. Ongoing assessment helps to evaluate the effectiveness of current instruction and suggests new directions for educational plans.

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.

## **Conferences and Home Visits**

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.

## **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. Provisions for any modifications and accommodations necessary for children will be provided to the best of the program's ability. The safety and well-being of all children will be considered at all times.

## **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.

## **Cultural Competence Policy**

Our early childhood educators will work to make the most of children's potential while strengthening and building upon the skills they bring with them when entering our programs. All children are cognitively, linguistically, and emotionally connected to the culture and language of their home. Children will be given the opportunity to acquire the use of English while respecting their home language. Staff will actively involve parents and families in programming and honor their culture and home language learning. Teachers will provide all children with equal opportunities to participate in all activities.

## **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.

We believe that most complaints are made constructively and can be sorted out at an early stage. Complaints will be taken seriously and dealt with fairly and in a timely fashion. Confidentiality is assumed.

## **Confidentiality Policy**

Working with children and families will sometimes bring us into contact with confidential information relating to children and their families. 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/director 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.

## 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. Our full-day programs have both a 30-minute morning and afternoon outside time. 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]. If weather does not permit outdoor play, then alternative indoor movement activities will be done in the classroom.

## Weather Policy



GSRP classrooms will follow the building weather policy. Please send your child to school with the appropriate seasonal 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](http://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 wind chill, 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 wind chill 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](http://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](http://www.ghaps.org). Parents can also sign up for text message and email alerts from **Nixle**.



# Emergency Procedures

**Parent Notification Plan:** At all times parents will be notified if their child(ren) are involved in an accident, injury, incident or illness utilizing the Child Emergency Card as follows:

1. Parent/Guardian
2. Emergency Contact if parents are unavailable

**INJURY/ILLNESS:** The following are procedures for caring of seriously injured or seriously ill children:

- Attend to injured or ill child.
- Notify other staff members of injured or ill child.
- Direct other staff members to call parent, doctor, or 911, as determined by the seriousness of the accident or illness.
- Alert the program director and principal.
- Stay with injured child or ill child until relieved by parent or ambulance.
- Fill out accident report and contact Licensing when required.

## 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.

**FIRE:** We will have regular seasonal fire drills to help prepare children in case of an emergency. Staff and children will follow building directives given over the intercom system by building personnel. Parents will be notified, as soon as possible, if a fire occurs.

**TORNADO:** We will have regular tornado drills to help prepare children in case of threatening weather. The drill will consist of at least 2 tornado drills to assure prompt emergency procedures in the case of a tornado.

**LOCK DOWN:** We will practice two lock down drills a year. During lock down, children will be asked to remain quiet and sit on the floor inside the teacher's workroom or coatroom. Children and staff will remain in position until the principal or principal's designee announces it is safe or until emergency personnel arrive at the classroom.

**REUNITING FAMILIES AFTER AN EMERGENCY OR DISASTER:** In the event of an Emergency or Disaster, employees will follow the Parent Notification Plan as stated above. In the event that children and staff are unable to return to the building, for any reason, all students and teachers will go to one of the Secondary Safe Zone Locations designated by their building. Parents will be notified of the reunification location.

Students with special needs or disabilities in our care will have their needs considered when proceeding with the emergency steps above.

## **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. Rest time materials will be sent home weekly for laundering.

# Sick Child Policy

## 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.

### 24 Hour Rule

**Fever:** Children need to be fever-free for 24 hours, without the use of fever reducing medicines, before returning to school.

**Vomiting/Diarrhea:** Keep your child home for 24 hours after the last time your child has vomited or had diarrhea and is eating a normal diet.

**Antibiotics:** Keep your child home at least 24 hours past the first dose of antibiotic.

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](http://www.ghaps.org) on the Parent tab under Resources then Forms.

Administration procedures include:

1. Medication should be brought to the school by the parent. DO NOT send medications in child's backpack, lunch box or on their person.
2. Medication must be in the original prescription bottle with the child's name on it and dosage directions.
3. The medication will be kept in a locked cabinet/box.
4. The teacher will administer the medication as directed and log the date, time, and dosage given on the medication log.
5. The medication will be sent home at the end of the school year or if student withdraws from the program.

## 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](http://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





# Toileting Procedures

## 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! Universal precautions shall be observed to prevent contact with blood and other potentially infectious materials. All body fluids shall be considered potentially infectious materials. Work surfaces shall be cleaned and appropriately decontaminated with an appropriate disinfectant.

## Disinfecting

For cleaning up vomit or feces, it is recommended that the surface or article be disinfected. A disinfecting solution can be made using water and non-scented chlorine bleach. The bleach solution should be left on the surface for 10 - 20 minutes and then rinsed with clean water.

## 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/District Disinfectant
4. Let the item or surface air dry



# 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.



### **PBIS Philosophy:**

We do not discipline young children for:

- Not knowing what to do
- Not knowing how to do it, or
- Lacking the personal skills to manage their own behavior.

**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. However, if the behavior is such that it interferes with the learning and safety of students and staff, a parent may be asked to temporarily or permanently remove their child from the program. 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 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 and cleaning-up.

The GSRP program will provide snacks and lunch for all full day programs. A morning snack will be provided for our half 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.

Our programs participate in the Child and Adult Care Food Program (CACFP) for assistance in funding meals. Menus are reviewed by a registered dietitian 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.

## Birthdays

Your child's teacher will explain birthday celebrations to you. Birthdays are special to young children. Parents may send a special snack to school for their child and classmates. Please ask your child's teacher about any allergies your child's classmates may have before bringing the snack to school.

## Family Involvement\*

The family involvement component is based on the belief that the best environment for children exists where there is close family-school interaction. We aim to support parents in their essential role and help them feel welcome. We will meet children's needs by building good strong relationships with parents/guardians and making sure that the sharing of information is an ongoing two-way process. We will:

- Involve parents in shared record keeping about their own child, both formally and informally, ensuring that parents have access to all written records on their own children.
- Ensure that parents are given information on a regular basis about their child's progress and have an opportunity to discuss it with staff (2 yearly conferences).
- Ensure that all parents have opportunities to contribute their own skills, knowledge, and interests to the activities in the classroom. We actively encourage parental involvement with our curriculum.
- Take into account parents who need to work, looking at ways to involve them in activities.
- Work closely with families, respecting and understanding their culture, background, and family composition.

We encourage parents to be active partners in their child's learning! There are a number of ways you might choose to be involved:

- Volunteer for special classroom activities, i.e., baking, field trips, celebrations, etc.
- Share your special talents with the class.
- Send in a craft for the students to do
- 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 a process 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 on file:**

- District Online Volunteer Application Form - filled out and completed. See page 6 of this handbook for access to the form or go to the district website [www.ghaps.org](http://www.ghaps.org) on the Parent tab under 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?<sup>8</sup>



## **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.

**Conferences:** Parent/Teacher conferences will be held twice a year, once in the fall and once in the winter. During conferences, parents receive information on screening/assessments that have taken place as well as their child's overall classroom experiences. Discussions on home-school collaboration on goals and learning opportunities are also had.

**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, menus, 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 Electronic Communication Platform:** Your child's classroom teacher will give you information on the electronic communication platform that they will be using to send information on 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 accidentally take 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](http://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.

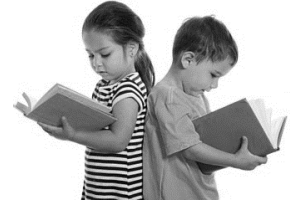
Questions? Contact: [mde-gsrp@michigan.gov](mailto:mde-gsrp@michigan.gov) or 517-373-8483 or MDE, Office of Early Childhood Education and Family Services, 608 W. Allegan, PO Box 30008, Lansing, MI 48909.



# 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*

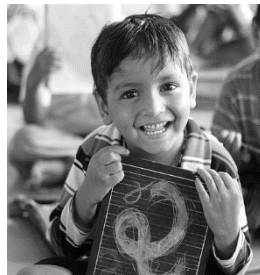
- **Gross Motor** - demonstrates basic motor skills, shows balance while moving, climbs up and down, pedals and steers a tricycle, demonstrates throwing, kicking, and catching skills.
- **Fine Motor** - controls small hand muscles, coordinates eye-hand movement, uses tools for writing and drawing.

### *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.



## **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 - 10:20 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).

10:20 - 11:20 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.

11:20- 11:50 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.

11:55 - 12:00 Recall Time - Gathered in small group settings, children choose Work Time experiences to reflect on, talk about, and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow children's lead and encourage children to share (e.g., individual props such as puppets, telephones or periscopes, group games using a hula hoop, ball or spinner, re-enacting, drawing, showing and describing a structure or painting). Adults are unhurried in their approach and may complete Recall Time with four or five children each day.

12:00 - 12:15 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 - Half Day programs: Dismissal - Children get their backpacks, coats, etc and prepare for dismissal.

12:15-1:00 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.

1:00-2:00 Quiet/Rest 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.

2:00 - 2:30 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.

2:30 - 3:15 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.



# Grand Haven 2024-25 GSRP Calendar: Student Days\*\*

AUGUST '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

4

21-26 Home Visits  
28-29 Classroom Visit

FEBRUARY '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

18

14 GSRP Half Day  
17 Presidents' Day

SEPTEMBER '24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

20

2 Labor Day  
13 GSRP Half Day

MARCH '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20

14 GSRP Half Day

OCTOBER '24						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

20

09 Dist. PD-No School  
11 GSRP Half Day  
14 Columbus Day  
31 Halloween

APRIL '25						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

16

4-11 Spring Break  
18 GSRP Half Day  
20 Easter Sunday

NOVEMBER '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

18

8 GSRP Half Day  
11 Veterans Day  
27-29 Thanksgiving Break  
28 Thanksgiving Day

MAY '25						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

20

7 Dist. PD-No School  
9 GSRP Half Day  
11 Mother's Day  
26 Memorial's Day

DECEMBER '24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

15

13 GSRP Half Day  
23-31 Winter Break  
25 Christmas Day

JANUARY '25						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

19

01 New Year's Day  
01-03 Winter Break  
10 GSRP Half Day  
20 MLK Day  
23-24 Dist. Half Day

JUNE '25						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

10

11-13 Dist. Half Day  
13 Last Day of School  
15 Father's Day

\*\*Additional school days may be added to meet state requirements, if excessive closures occur due to weather.

■ No School



[helpmegrowottawa.org](http://helpmegrowottawa.org) or call 844-233-2244

Help Me Grow® connects families with children birth through age five to local resources helping children grow up healthy and ready to succeed in school. We'd love to connect you so that we can better support you and your child.

### Child Development Resources in Ottawa Area

#### Development Questionnaire®

Developmental & Social-Emotional Screening.

#### Childcare & Preschool

We can help connect you with different preschool and childcare resources in Ottawa Area. Free and low-cost options available.

#### Events

There are several different resources available for play and learn groups for ages ranging 0-5 depending on the needs of your family.

#### Local Resources

At Help Me Grow® Ottawa we have an array of local resources to help you and your family with young children.

#### Family Support

Family support offers free and low-cost coaching programs for pregnancy to the start of kindergarten.

#### Parent Connection

Connect with other parents to help improve your children's lives.



CHILDCARE &  
PRESCHOOL



FAMILY RESOURCES



DEVELOPMENTAL  
RESOURCES

# Health and Community Resources

- Ottawa County Health Department - (616)396-5266
- WIC - (616)844-0097
- Love In Action - (616)846-2701
- Michigan Poison Control Center - (800)222-1222
- Community Mental Health - (616)842-5350
- Trinity Health Grand Haven (formerly North Ottawa Community Hospital) 616-842-3600
- Grand Haven Fire Department - (616)842-5988
- Robinson Township Fire Department - (616)846-2210
- Spring Lake Fire Department - (616)215-1590
- Ferrysburg Fire Department - (616)842-5803
- Michigan Department of Community Health - [www.michigan.gov/michildcare](http://www.michigan.gov/michildcare)

## HEARING & VISION

The Health Department conducts hearing and vision screenings for preschoolers. This usually takes place in the spring of each year. Those tests are also required for Kindergarten enrollment. Dates will be posted at your child's school when available.

## MICHIGAN DEPARTMENT OF PUBLIC HEALTH IMMUNIZATION REQUIREMENTS

### ATTENTION

PARENT(S)/GUARDIANS OF CHILDREN ATTENDING PRESCHOOL PROGRAM  
OR LICENSED DAYCARE CENTERS

To enter Grand Haven Area Public School Preschool Development Program: State Law

\*Prohibits a director from admitting a child to the program without a record of having received at least one dose of each: Measles, Mumps, Rubella, Polio, Diphtheria, Tetanus, Pertussis, Hemophilia Influenza Type B (HIB), and Varicella (chicken pox).

To stay in the Licensed Preschool Center you must provide the program with a record showing that your child has received all of their immunizations. Children who have not received the required immunizations will not be permitted to attend the program until parents provide proof that all required immunizations have been given or a waiver has been signed through the Ottawa County Health Department.

\*Part 92, Act 368 of the Public Acts of 1978, as amended.

\*\*Children ages 4-6 must have received 4 doses of pertussis. DT is only acceptable if a signed waiver is on file for that particular dose of pertussis vaccine.

## Recommended Immunization Schedule of Ottawa County Health Department

AGES 15 MONTHS – 4 YEARS		
DIPHTHERIA, TETANUS & PERTUSSIS**	4 DOSES	The third & fourth dose should be spaced at least six months apart
POLIO	3 DOSES	
MEASLES, MUMPS, RUBELLA	1 DOSE	Dose must be given at or after 12 months of age
HIB Hemophilia Influenza Type B	1 DOSE or....	Complete series of any HIB vaccine. One dose of any HIB vaccine given at or after 15 months of age. HIB is required through 4 years of age.
HEP B	3 DOSES	
VARICELLA (Chicken Pox)	1 DOSE	

**DPT** – Diptheria, Pertussis, Tetanus    ●    **OPV** – Oral Polio Vaccine  
**MMR** – Measles, Mumps, Rubella    ●    **HIB** – Hemophilus Influenza (HbCv)  
**TD** – Tetanus, Diptheria    ●    **HEP. B** – Hepatitis B

**2 Months** – DPT, OPV\*      **4 months** – DPT, OPV\*      **6 months** – DPT\*  
**15 months** – DPT, OPV, MMR      **15 months – 4 years** - VARICELLA  
**18 – 24 months** – HIB (HbCv)      **4 – 6 years** – DPT, OPV\*

\*These recommended ages should not be construed as absolute, i.e., two months can be six weeks.

\*\*Supplemental (booster – TD) every ten years after last dose.

TB Skin Test is recommended to be given once between 12 – 15 months, may be given with MMR.

# 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 (GSRP)**

**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:** \_\_\_\_\_

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