



Grand Haven
Area Public Schools

PRESCHOOL DEVELOPMENT PROGRAM



FAMILY HANDBOOK

Child Services
106 S. Sixth Street • Grand Haven, MI 49417
(616) 850-6825 • Fax (616) 850-6840
www.ghaps.org

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History

The Preschool Development program has been available for children since 1975. Our program offers best practices in early childhood education and thus provides developmentally appropriate activities for 3 year olds in a user-friendly setting.

Program Goals

- Create and build a safe and healthy environment for children and a feeling of comfort for parents
- We believe all children deserve a positive learning environment that is staffed by professionals who are deeply committed to the children's well-being and happiness
- We strive to build self-esteem and creativity in a fun filled atmosphere
- Through nurturing, a positive attitude, and a partnership with parents, we help to build healthy, happy, well-adjusted children

Mission

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.

Program Philosophy

The Grand Haven Area Public Schools Preschool Development Program is designed to meet each child's individual needs and help them reach their full potential as learners. Our centers are designed to address the developmental needs of young children by recognizing each child as a whole person: physical, social/emotional, and intellectual needs are all part of our curriculum.

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 of 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 interest.
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.

Preschool Development Program

Welcome to our Preschool Development Programs (PDP). Your child's first school experience is important, and we will strive to make it a positive and rewarding experience for your whole family.

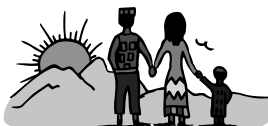
Our preschool development programs are offered in several elementary buildings and operate from 9:00am-12:00pm. **Most are in session 5-days a week (Monday-Friday).**

The Grand Haven Schools Foundation offers scholarship assistance to those families that qualify based on income. Contact our Child Services office (616/850-6825) for information.

Families receiving scholarships receive two home visits during the school year. Your child's teaching team, will arrange these visits typically prior to the beginning and towards the end of the school year. All families will have two teacher conferences during the school year to keep you updated on your child's progress.

Parents are encouraged to volunteer their time and talents in the preschool classroom. All individuals volunteering in the classroom, and at program sponsored events are required to complete a Volunteer assessment form, prior to volunteering.

We are looking forward to a great year of learning, growing, and sharing.



Important Numbers

	Building	Address	Phone	Operates
Maggie Mahoney Mahoneym@ghaps.org	Central - Room 9	106 S. 6 th St.	616-850-6875	M-F 9:00a - 12:00p
Amy Lee leea@ghaps.org	Rosy Mound - Room 3	14016 Lakeshore Dr.	616-850-6775	M-F 9:00a - 12:00p
Meghan Haeck haeckm@ghaps.org	Rosy Mound - Room 18	14016 Lakeshore Dr.	616-850-6754	M-F 9:00a - 12:00p

Grand Haven Child Services Administration	Title	Phone
Cassady Krumm	Early Childhood Administrator	616-850-5140
LeDwynna Evans	Preschool Coordinator	616-850-6829
Colleen Pulsifer	Child Services Coordinator	616/850-6826
Elizabeth Ledbetter	Office Manager - Admissions	616-850-6825

Staff

The staff in PDP are committed to providing a high-quality program for young children and their families. Our classrooms will have one teacher and at least one associate teacher to ensure a staff ratio of one adult to eight children. Classroom teachers and teacher assistants have 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."

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

The classes are filled on a first-come, first-serve basis and are open to all area preschool children.

At the time of registration:

- Parents may enroll their child/ren who will be 3 years old by the 1st day of school. Your child must be toilet trained in our Preschool Development Program. However we offer classes at Central where the children do not need to be toilet trained.
- A non-refundable registration fee is paid to enroll your child (paid one time for the school year).
- All families must complete the Registration Packet. The packet includes a *Health Appraisal* form which must be filled out by your child's physician or health care provider. Parents are responsible for updating the *Health Appraisal* form when applicable.
- **All paperwork must be turned in before your child may attend class. Paperwork includes:**

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 (for scholarship applicants)	14. Participation Agreement
7. Student Goal Form	15. Advertising Release
8. Application of Sunscreen form	16. FERPA form

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

Payment is to be paid by the stated due date on your registration packet. If paid after, there will be a \$10 Late Payment Fee charge for each week your payment is late, up to 2 weeks. Unpaid fees may result in your child not being able to attend.

Returned Checks: If the bank for any reason returns your check to us, a \$25 returned check fee would be added to your account. This fee, along with the payment, which was

returned, should be paid as soon as possible. Additional late fees will incur if payment is not received within two weeks of your notification.

Credit Card Fee: Families paying by credit card, will be assessed a \$10 fee, if your credit card payment is declined for any reason.

No refund will be given if parent discontinues child/ren from class after the 2nd week of each month.

Scholarships & Payment Plans are available for those who qualify. Please call our office for information regarding assistance for Preschool at (616) 850-6825.

Late Pick Up Fee: A \$10.00 late fee occurs 5 minutes after class has dismissed. For each minute after the initial 5 minutes and \$10 fee, a \$1.00 is added for each minute late. This may be paid with cash, check, or charge to Preschool Development Program in our Child Services Office. This is to be paid immediately. Late pick up payments not made within 24 business hours will incur additional late fees.

Transportation Policy

Grand Haven PDP 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 or emailing the teacher 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

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

If you wish to withdraw your child, please follow the steps below:

When your child is enrolled in our early childhood program, it is anticipated that he/she will remain with us for the entire school year. However, if it should become necessary for you to withdraw your child, we ask that you notify us in writing at least two weeks prior to withdrawal.

You may be asked to withdraw your child from our program for the following reasons:

- Failure to complete and return required paperwork. If your beliefs prohibit immunizations, a "waiver" must be filled out through the Ottawa County Health Department.
- Failure to pay tuition owed when due.
- If a discipline problem becomes so severe that the class is disrupted and the teacher, Coordinator and the child's parents cannot agree on an acceptable solution.
- Behavior that presents danger or is detrimental to other children
- Evidence of not being completely toilet trained, at our required sites.
- Chronic absences.
- Failure to comply with any of the admission policies.

Curriculum and Assessment

Our curriculum provides teachers with a structure for observing children and planning for each child. Our 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.

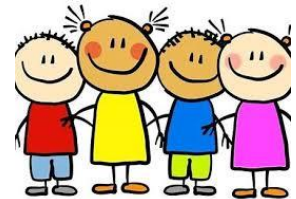
In addition, we use Zoo Phonics and Handwriting without Tears to help teach children about letters, sounds and word formation.

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, review goals 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 who receive scholarships also participate in two home visits during the year. This additional layer of support allows 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

We welcome all children and are 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 either the Preschool Coordinator, the Child Services 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

Children will participate in 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]. If weather does not permit outdoor play, then alternative indoor movement activities will be done in the classroom.

Weather Policy



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 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. 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*.

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.

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.

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.**

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.

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.

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 the 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 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 PDP program will be toilet trained. Students who are not toilet trained will be enrolled in our Central preschool program.* 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.

***Diapering Procedures – Central Preschool Only**

Parents shall provide all diaper changing supplies including wipes, disposable diapers, training pants and creams/ointments (must have a signed medication form from the doctor on file). No rinsing of the contents from clothing, training pants shall occur at the center.

STANDING PROCEDURES

1. Prepare

- Bring your supplies (e.g., clean pull up, wipes, gloves, **creams/ointment¹**, plastic bag for soiled clothing, extra clothes) to the diapering area.

2. Clean Child

- Have the child stand on the disposable paper.
- Have the child take off their shoes, pants and pull up.
- The child will dispose of the bowel into the toilet from their underwear and place the soiled underwear into the plastic bag and secure soiled clothing.
- The soiled pull up will be put into the garbage can.
- Clean the child's diaper area with disposable wipes. Always wipe front to back!
- ¹Apply diaper cream, if needed, with a tissue. **Must have a doctor's form on file for cream/ointment use.**

3. Remove Trash

- Place used wipes in the garbage.
- Remove and discard gloves.

4. Replace Clothing

- Have the child put clean underwear and pull up on.
- The child can then put on clean clothing as necessary and put shoes back on.

5. Wash Child's Hands

- Use soap and water to wash the child's hands thoroughly.
- Return the child to a supervised area.

6. Clean Up

- Remove paper liner from the floor and discard in the trash can.
- Wipe up any visible soil with damp paper towels or a baby wipe.
- Wet the entire surface with disinfectant; three step process.

7. Wash Your Hands

- Wash your hands thoroughly with soap and water.

CHANGING TABLE PROCEDURES

1. Prepare

- If you will use diaper cream, dispense it onto a tissue now. **Must have a doctor's form on file for cream/ointment use.**
- Bring your supplies (e.g., clean diaper, wipes, diaper cream, gloves, plastic or waterproof bag for soiled clothing, extra clothes) to the diapering area.

2. Clean Child

- Place the child on diapering surface and unfasten diaper.
- Clean the child's diaper area with disposable wipes. Always wipe front to back!
- Keep soiled diaper/clothing away from any surfaces that cannot be easily cleaned. Securely bag soiled clothing.

3. Remove Trash

- Place used wipes in the soiled diaper.
- Discard the soiled diaper and wipes in the trash can.
- Remove and discard gloves, if used.

4. Replace Diaper

- Slide a fresh diaper under the child.
- Apply diaper cream, if needed, with a tissue. **Must have a doctor's form on file for cream/ointment use.**
- Fasten the diaper and dress the child.

5. Wash Child's Hands

- Wash child's hands with soap and water and place him or her in a safe, supervised area.

6. Clean Up

- Remove liner from the changing surface and discard in the trash can.
- Wipe up any visible soil with damp paper towels or a baby wipe.
- Wet the **entire surface** with disinfectant; make sure you read and follow the directions on the disinfecting spray, fluid or wipe. Choose disinfectant appropriate for the surface material.

7. Wash Your Hands

- Wash your hands thoroughly with soap and water.

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.

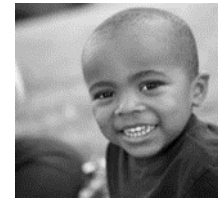
Classrooms also make use of a "Quiet/Safe" area where students can go when frustrated, angry, or upset. This area is a calm area in the classroom that is visible to staff and has comfy seating, pillows, calming toys and books. Students can elect to "take themselves" to the area or may be verbally directed to the area by staff.



In our preschool classes, we emphasize **Positive Behavior Intervention Support** 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.

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.





Snacks

Parents donate our snacks and juices. All snacks provided should be nutritious and pay due attention to children's particular dietary requirements.

When cooking with children as an activity, the adults provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet.

Please see the attached "**Healthy School Snacks**" article for snack suggestions.

- You will be asked to bring in a nutritious, low sugar snack.
- You will be asked to bring in a beverage of 100% fruit juice with no added sugar or you may also choose to bring in low-fat or fat-free milk.
- You will also be asked to bring in 5 oz. Dixie cups.

We like to have the children try to pour their own drink. We do this with small pitchers and small cups. During our snack time each day, we serve a variety of nutritious foods. In doing so, we also offer the children the opportunity to try new things. We try to avoid the sweeter treats.

FOOD ALLERGIES

If your child has a food allergy or is following a specific diet (ie., *Gluten Free*), please submit written documentation from your doctor with the allergy and appropriate substitutions. Parents will have to provide the snack-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. The aim of our Preschool is 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.
- Ensure that all parents have opportunities to contribute from their own skills, knowledge, and interests to the activities of Preschool. 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 you special talents with the class.
- Send in a craft for the students to do

Field Trips:

Field trips in our Preschool Development Program are parent/child focused. A parent or family representative must accompany and transport the child to the field trip location. A completed and processed **Volunteer Assessment Form** consenting to a background check must be in place for each adult/family representative attending the field trip. Field trips will be announced in advance by your child's teacher. If you are unable to attend or transport your child, you will need to make arrangements with another parent/adult to transport your child.

***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 on the Parent tab under Forms.

SCHOOL-HOME COMMUNICATION

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.

Home Visits: Families who receive scholarship assistance also receive two home visits. 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.

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.

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 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.

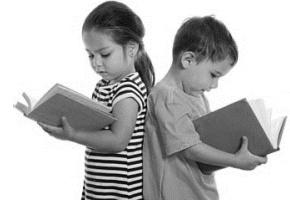
Information from you and about your child will not be shared with others in any way that you or your child could be identified. It is protected by law.

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.

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.





Typical Daily Schedule

Welcome, table activities – This is a time to welcome the students to the classroom. Table activities are set out for your children with different tasks in mind. This is also a time for parents to communicate with their child's teacher.

Circle Time - The interaction in our group gathering allows students to share ideas, daily plans, and observations. Circle activities are designed to stimulate children's thinking, enrich their social skills, expand their attention spans, promoting oral communication, and learning new concepts and skills. It's a time for auditory memory, sensory experiences, and fun.

Small Group Time – The purpose of small-group time is to present activities briefly to a few children. The size of the group depends on the age and the individual needs of the children. Small-group time enables teachers to meet a variety of needs, introduce new concepts, teach particular skills, and focus observations.

Choice Activities – Centers are set up for children to choose an activity. Teachers vary the opportunities at each center. The following is a list of some centers that may be available:

Art	Books	Dramatic Play
Music	Trucks/Blocks	Writing/Listening Center
Science	Math	Puzzle/Toy Area
Computers	Sensory Table	

Clean Up – Everyone helps in cleaning up the day's activities. This promotes responsibility and ownership in the classroom.

Story time – Story time is designed to help children develop an appreciation and enjoyment of literature. Reading activities enhance children's vocabulary and comprehension skills, and also expand their knowledge base.

Snack Time - At this time, children are encouraged to socialize. Encouraging self-help skills help children build self-confidence and self-esteem. Pouring, serving, and helping to clean up are just a few of the examples to encourage children to build confidence in themselves.

Music - Music and movement experiences promote children's listening skills, creative expression, and social skills. In music, children can explore sound, volume, tempo, and rhythm.

Outside / Large Motor - Outdoor play is essential for children's health and well-being. Children are given the opportunity to use their muscles as well as their imaginations as they engage in fun, healthy exercises such as running, jumping and climbing. If weather does not permit outside play, movement activities will be done indoors in the classroom.

Inside – Songs, finger plays, and time to review the day's activities.

Circle, Goodbyes – this is a time to talk about the day's activities and recall what we have learned and conclude our day.



helpmegrowottawa.org or call [844-233-2244](tel: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 Resources

The following resources are available to parents and staff for information regarding health issues.

- ❖ 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



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 PRESCHOOL DEVELOPMENT PROGRAM (PDP)

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: _____



Preschool Development Program (PDP) FAMILY HANDBOOK RECEIVED

I have received a copy of the Preschool Development 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: _____